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Footnotes

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ASA Council and Committees to Hold Open Meetings in New York

For sometime now Council has been concerned that the membership better understand its own workings and the function of the major ASA committees. Quite frequently the Executive Office and Council members receive communications indicating that many members are not aware of ASA organization and the responsibilities of various ASA bodies.

Council decided to utilize the Annual Meeting to improve communications and to make itself and some of its committees accessible to the membership. To do this, it was decided to hold an open Council session and to direct some of the ASA standing committees to plan for such open meetings.

ASA Council plans to devote a major part of the second ASA business meeting to a discussion of Council business and Council procedures. This will be an opportunity for the membership to raise

questions and to share their concerns with Council.

The published final program will indicate the sessions of various ASA committees which are planned as open meetings. These open meetings should provide an opportunity for exploration and extensive discussion of the specific missions of these committees. Members are advised to consult the Final Program for the timing and location of these open meetings. This addition to the activities of Council and ASA committees will, it is hoped, provide a meaningful way for establishing contact between members and these ASA bodies and for increasing the awareness of the membership with its business and concerns. Active participation can serve as an effective means of feedback to Council and to committees alerting ASA Council and committee members to membership concerns.

Three Sociologists Elected to NAS

The election of 75 new members was announced by the National Academy of Sciences "in recognition of their distinguished and continuous achievements in original research." Among this group, which brings the total membership of the academy to 1,190, were three well known ASA members: Hubert M. Blalock, Jr., Professor of Sociology, University of Washington, Philip M. Hauser, Professor and Director of the Population Research Center, University of Chicago; and William H. Sewell, Professor of Sociology, University of Wisconsin at Madison.

All three of these scholars have held major ASA offices. All three have served on ASA Council; Hauser and Sewell are past ASA presidents, and Blalock was the initiator of the program on the problems of the discipline and gave the main impetus to the long range planning activities of Council.

A sociologist was also among the fifteen scientists from foreign countries who were elected as foreign associates of the academy. This recognition was accorded to Stein Rokkan, Professor of Sociology, University of Bergen, Norway.

Letters regarding the referendum appear on pages 2 and 3.

ASA Teacher Development Project Funded by Lilly

A grant of \$207,530 from Lilly Endowment, Inc., to the American Sociological Association will considerably expand efforts underway to enhance undergraduate education and to improve the teaching skills of sociologists. The project, which will be directed by Charles Goldsmid, Oberlin College, seeks to develop a nationwide network of teaching specialists by conducting a series of teaching workshops.

The grant will assist the American Sociological Association to continue its efforts to further the quality of teaching of sociology and to support programs of interest to those who teach. "We are indeed grateful to Lilly Endowment for the support of this project. It reflects ASA's concern with the teaching of sociology," states Hans O. Mauksch, ASA Executive Officer. "Goldsmid and his colleagues will be able to reach out to those who do the teaching wherever they may be."

See Lilly page 9

ASA Election Districts, Elections and Representation

Members will want to review certain basic information about ASA election processes while considering the resolution which will be shortly before them. The current Constitution and By-Laws was implemented in 1968. Associated with it was the establishment of six election districts. These election districts were to be devised in such a way that the number of voting members in each of them was as comparable as possible. The first districting yielded six districts in which the voting membership ranged from 826 to 845 voting members. With the growth of the Association, ASA election districts were revised in 1974 as shown in the accompanying map. These districts have voting membership ranging from 1257 to 1317. The redistricting in 1974 required a change of the composition of the districts to accomplish the numerical balance of voting members.

ASA election districts were established independently of the regional societies. A pattern corresponding to these societies even if desired, would not have been possible, partly because of the extreme differences in membership among these societies and partly because, to a varying degree, the regional societies do not have clearly defined territorial boundaries. Considering the prevalent pattern of regional society membership, Table 1 shows that four of the election districts encompass territory of at least three

Table 1
Areas of ASA Election Districts and of Regional Societies

- District 1. Pacific, Southwest
- District 2. Pacific, Midwest, North Central
- District 3. Southwest, Midwest, Southern
- District 4. North Central, DC, Southern, Eastern
- District 5. Midwest, North Central, Eastern
- District 6. Eastern

able by election districts although the composition of the districts in the two columns is not identical. Looking at the pattern for both periods as well as for the total time elapsed since the new Constitution was implemented, Council appears to have had reasonable distribution across the United States. Both coasts, however, have higher representation than the central regions of the United States and Canada.

Table 2
Council Nominees and Election Winners, 1968-76

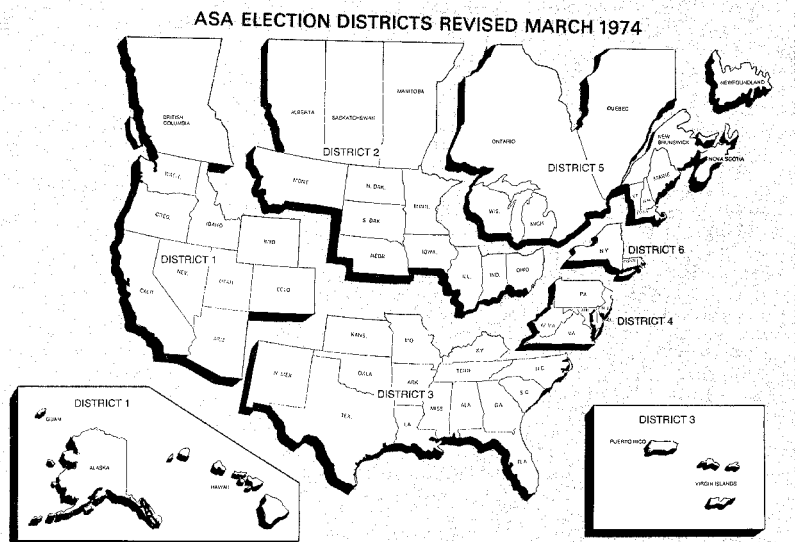
| | 1968-74 | | 1975-76 | | Total | |
|-------------|-----------|---------|-----------|---------|-----------|---------|
| | Nominated | Elected | Nominated | Elected | Nominated | Elected |
| District 1: | 16 | 8 | 5 | 1 | 21 | 9 |
| 2: | 8 | 3 | 7 | 1 | 15 | 4 |
| 3: | 7 | 3 | 1 | 1 | 8 | 4 |
| 4: | 4 | 4 | 3 | 0 | 7 | 4 |
| 5: | 7 | 7 | 5 | 2 | 12 | 9 |
| 6: | 9 | 3 | 5 | 3 | 14 | 6 |
| Total: | 51 | 28 | 26 | 8 | 77 | 36 |

regional societies. Only Election District Six is entirely within the territory of one regional society.

Looking at the regional distribution of nominees to Council and of those who are elected to serve, it can be seen from Table 2 that during the period 1968-76 both nominees and winners of elections were distributed across the six regions. Table 2 is broken down by the periods governed by the first allocation of election districts and by the redistricting which governed the distribution of states and provinces in 1975 and 1976. Therefore, Table 2 is compar-

Of the thirty-six members of Council elected under the present Constitution and By-Laws, fourteen are still at the same institution, fourteen have made one move in the nine-year interim, six have moved twice and two have made three moves. Of the twenty members of the Committee on Publications elected under the present Constitution and By-Laws, ten are still at the same institution, nine have made two moves in the nine-year interim, and one has made one move.

The distribution of women and
See Election page 3



Correspondence Received in Response to Forthcoming Referendum

The following letters represent all of the correspondence pertaining to the referendum received by the editor to date.

We wish to report the unanimous opposition of the Steering Committee for Sociologists for Women in Society to the proposed amendment to the ASA Constitution. This position is the result of extensive discussion among the more than forty members of the Steering Committee who attended our January mid-year meeting.

Due to arrive in sociologists' mailboxes next month, the proposed amendment has a laudable intent: to increase democracy within the ASA by encouraging the participation of people from small colleges in ASA affairs. Itself composed of sociologists from all arenas of professional life, including students, bureaucrats, the unemployed, people from small colleges and from large universities, the SWS Steering Committee looks forward to the day when the ASA officers, council, and committees will be as diverse as we are. Unfortunately, we believe, the proposed amendment will hamper the attainment of this aim, rather than enhance it. Our reasoning follows:

(1) The present regional associations may serve as a model of the likelihood that persons from small schools who do not publish in prestigious journals may attain office. By and large, the regional associations are dominated by researcher-publishers of national repute working in prestigious departments. Several years ago, when the Eastern Sociological Society ran candidates from community colleges, those candidates were trounced. Some state sociological associations, notably New York, Michigan, and Massachusetts, have elected officers from less prestigious colleges; however, it appears that those candidates drew their votes by participation in the association overtime. Through personal interaction, they got to know other sociologists in their state.

(2) Most sociologists know other sociologists through personal interaction in graduate school or at professional meetings or through publication. Besides national conventions, the most well attended meetings are those of regional associations. In fact, the cumulative registration of regional meetings in any one year exceeds the registration of ASA and SSSP conventions. But regions do not provide the basis for votes in the proposed amendment. Instead, if the amendment were adopted, ASA members would be voting only for candidates from their ASA election districts. These six districts cut across the lines of on-going regional associations. Because of this gerry-mandering, candidates from small schools would not have been in a position to meet those whose votes they were seeking. Take the case of a candidate from Colorado; he or she might be expected to attend meetings of the Rocky Mountain Sociological Association. But the ASA Election District from which that person

would run includes many people who attend meetings of the Pacific Sociological Association. The Coloradoan from a small school, not known through publishing, is at a clear disadvantage.

(3) We believe that women from small schools would be particularly disadvantaged as candidates for ASA office. Frequently physically isolated, such women have little opportunity for professional interaction outside of their colleges. When nominated for ASA office under the present constitution, these women look to SWS for voting support. The proposed amendment splits SWS's vote, making it impossible, for instance, for the 100 New York SWS and ASA members to vote for a colleague from Manitoba or Ohio. Because of this, we believe the proposed amendment would make it more difficult for feminists and pro-feminists to be elected. Our reasoning may also apply to minority and radical candidates.

We stand ready to help devise a mechanism to decrease the elitism of the ASA. Meanwhile, we urge the defeat of the proposed amendment.

*Arlene Kaplan Daniels, President
Gaye Tuchman, Executive Vice President
Steering Committee, Sociologists for Women in Society*

Vote in the ASA Referendum: Broaden Participation in the ASA
More than 500 members of the American Sociological Association signed a petition calling for (1) nomination and election by region of those serving on the Council and the key committees: the Committee on Nominations, the Committee on Publications, and the Committee on Committees.

(2) nomination of such committee members by petition (25 signatures of members in one of the six election districts).

(3) tabulation of all votes by an independent outside agency.

These changes would (1) assure leaders in state and regional societies being elected to those national committees. Those leaders include many with fresh views, more women, and more minority group members; (2) give all Association members more of a sense of direct participation in the Association's affairs. Let's make the national operation responsive to regional needs and aspirations.

When 243 signatures were certified, the referendum was mandated. More than 500 signed! Now—be sure to vote for it!

Signers of this statement include:

*Alfred McClung Lee, President,
American Sociological Association
Martin Oppenheimer, Rutgers University*

Sharon Mayes, University of Maryland

*Carol Brown, Queens College
John Murray, Manhattanville College*

*Joan D. Mandl, Temple University
Eleanor Block Horowitz, Union Graduate School*

*Maria E. Brown, LaSalle College
Don Wallace, Temple University*

**Evelyn E. Berry, Temple University*

**Frank O'Byrne, Long Island University*

Elizabeth Bryant Lee, Short Hills, New Jersey

Fred Block, University of Pennsylvania

Martin Murray, SUNY, Binghamton

**Diana Roose, LaSalle College
Ted Goertzel, Rutgers University at Camden*

Jean A. Dowdall, Buffalo State College

George W. Dowdall, Buffalo State College

Virginia E. Grabiner, Buffalo State College

*Leo Chall, Sociological Abstracts
Henry Etzkowitz, SUNY, Purchase*

G. William Dohmoff, University of California

Corinne Kirchner, Columbia University

*Michael Useem, Boston University
Elizabeth Useem, Boston State College*

James M. O'Kane, Drew University

*Natalie J. Sokoloff, CUINy
Richard S. Sterne, University of Akron*

T. Neal Garland, University of Akron

Irwin Deutscher, University of Akron

Carleton W. Smith, URASS, Detroit

Scott G. McNall, Arizona State University

Jack L. Roach, University of Connecticut

Sharon B. Stichter, University of Massachusetts, Boston

John Saunders, Mississippi State University

*Ellen I. Rosen, Vassar College
Wally Goldfrank, University of California*

*not members of ASA

As a former ASA Executive Officer, I am writing in strong opposition to the proposed changes in the ASA Constitution and By-Laws. In my view, the proposals amount to taking one step backwards in order to take two steps backwards. They are unnecessary, undesirable, and unworkable. The proposals are unnecessary because, under the existing constitution, we have already moved considerably in the direction we all approve toward increased representation, increased participation, and increased openness. The proposals are undesirable both because they are based on an unwarranted suspicion of some implied oligarchical cabal and because they propose remedies which are far worse than the putative diseases. Finally, the proposals are also unworkable—indeed so much so that I alternately wince and sigh during each

reading. Ideally, the Association's affairs should be run as smoothly as possible so as to facilitate the development of the discipline rather than impede or upstage it. The current set of proposals promises an unending series of headaches which would only engender more of the consternation and conflict which detract from our scholarly concerns.

I know how tempting it is to find virtue in change for change's sake and to support an underdog petition on the sheer presumption of merit. However, I urge that each voter read the April FOOTNOTES very carefully indeed before coming to a decision on this matter. This is a vote with a difference.

*Jay Demerath, Chair
Committee on Publications*

I would like to draw the attention of Association members to some organizational problems which could be created by the passage of the referendum proposals.

First, the changes creating six new geographical electoral units would not coincide with the boundaries of existing regional associations, leading to probable imbalances in ASA representation under the procedure of using regional association nominating committees. In particular, the nominating committee of the Eastern sociological association is likely to end up with disproportionate influence in selecting representatives to the Council and various committees. Clearly, if the intention of the proposed changes is to ensure equal representation under the one person—one vote principle, there are better alternatives than those contained in the present referendum proposals.

Second, the proposed enlargement of the Council and Committee on Publications will add to Association expenses in a period of budgetary stringency and, more important, create administratively unwieldy and ineffective structures. The Association has recently decided to reduce the size of decision-making bodies to avoid many costs and organizational problems associated with larger committees. Now is no time to reverse the decision.

The net effect of the proposed changes is not to streamline the Association's operations nor to make it more representative, but the opposite. ASA members should be aware that by voting for the referendum proposals, they will be acting against their own interests.

*David Knoke
Indiana University*

In my judgment, there is a lesson to be learned from the history of academic communities in general and university departments in particular over the past few years, a lesson with implications

for the current referendum proposals to change the Constitution and the By-Laws of the Association. And, in my judgment, if we need that lesson we will vote the proposals down.

The lesson is simple: if we choose to politicize the organizations within which our scholarly efforts take place, our time and our energies will be spent on politics and will not be spent on scholarship. Politicize the ASA and the ASA will be polarized. Energies that ought be devoted to the advancement of sociology will be drained off in factional disputes. What ought be debated as intellectual and professional issues will be both personalized and politically labelled, with the consequence that rational argument will be ended. Sooner or later, the schisms will result in the destruction of the organization.

Obviously, I believe that the current proposals will politicize the ASA; both the content of the proposals themselves and the content and tone of the arguments used to support them (FOOTNOTES, April 1976) strongly suggest that this is so. Equally obviously, I do not like the results I foresee. Therefore, I urge votes against the proposals.

*Sheldon Stryker
Indiana University*

The proposal to change the manner in which people are nominated and elected to key positions within the ASA was first made at the New Orleans meeting in 1972. It was a bad proposal then; it is a bad proposal now. Vote NO.

The essence of the referendum gives the power to nominate persons for important positions within the ASA to the regional sociological societies. If the referendum is passed, it will mean that:

1. Most members of the ASA will be denied any meaningful part in the nominations process. Most ASA members do not belong to a regional society.

2. Many people who are not members of the ASA will participate in the nominations process because most members of regional societies do not belong to the ASA.

3. Some members of the regionals will have much more input into the nominations process than others because many belong to more than one regional society.

4. One regional society, the Eastern Sociological Society, will probably control one-half of all nominations to the Council and key committees. The Eastern will nominate for three election districts while the other six regional societies will only nominate for the remaining three election districts.

Furthermore, if past experience means anything, most regional societies will not nominate on a democratic basis. Regional nominating committees have often been appointed by the president and

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Letters, from page 2
there is nothing in the referendum which encourages the regionals to do otherwise.

If passage of the referendum would generate a more open and democratic Association, I would overlook the expense and organizational hassles which it requires. But it won't. It will re-establish the same sort of oligarchy which ran the ASA many years ago. To hell with it.

John Pease
University of Maryland

The proposals in the upcoming referendum should be rejected because they are confusing, costly, inconsistent, unconstitutional, and filled with administrative headaches. Most importantly if the referendum passes, the ASA will become more elitist and less democratic.

Passage of the referendum will re-establish all of the organiza-

tional difficulties and gross inequities which Everett C. Hughes and others purged from the Association in the reforms of 1966-1967.

People who are not yet convinced to vote "No" in the referendum should read the report of the Committee on Organizational Relationships (*The American Sociologist*, 1:4-14, especially page 6) and Hughes' (*American Sociological Review*, 29:116-117) cogent discussion of the relation of the Association to its members.

Vote no.

Barbara Hetrick
Hood College
Richard A. Mathers
Western Illinois University
Janet C. Hunt
University of Maryland
Larry L. Hunt
University of Maryland
Muriel Cantor
American University
David L. Kruegel
Veterans Administration

Perhaps I misunderstand the proposals of President Lee and his coterie but it seems to me that they would have the effect of reducing the representation of minorities, women, and young, less-heard-of sociologists on the Council and in other elected positions in the Association. If a given regional group is electing a single representative it cannot easily neglect the claims of its most prestigious members for that position. Furthermore, everyone of the other regional groups could easily send to the Council someone just like the person our group is going to send. On the other hand, when we vote for the whole slate of candidates under the current system, we are able to balance our voting so as to give representation to all those groups we feel should get a hearing. We may act ourselves to assure diversity.

Overall, the Lee proposals seem absurdly costly. There is no evidence that they would lead to anything better than or even different from what we have now.

Gerald Marwell
University of Wisconsin,
Madison

Sociologists Named Recipients of Guggenheim Fellowships

The John Simon Guggenheim Memorial Foundation elected nine sociologists among the three hundred recipients of Fellowship grants in its 52nd annual competition. The Fellows were selected from among 2,953 applicants on the basis of "demonstrated accomplishment in the past and strong promise for the future." The following sociologists and their proposed studies are listed below:

Janet L. Abu-Lughod, Professor of Sociology, Northwestern University: Sociological Study of North African Cities.

Judith Blake, Professor of Public Policy and Research Demographer, University of California, Berkeley: The Changing Status of Women in Developed Countries.

Doris R. Entwisle, Professor of Social Relations and Engineering Science, Johns Hopkins University: A Study of the Sociology of Human Development.

Cynthia Fuchs Epstein, Professor of Sociology, Queens College,

CUNY and Research Associate, Bureau of Applied Social Research, Columbia University: Women Lawyers and the Changing Context of the Legal Profession.

David Heise, Professor of Sociology, University of North Carolina, Chapel Hill: Theoretical Studies in Sociology and Social Psychology.

Alene Russell Hochschild, Associate Professor of Sociology, University of California, Berkeley: A Theory of the Sociology of Emotion.

Morris Janowitz, Professor of Sociology, University of Chicago: Socio-Political Change in the United States, 1920-1970.

William Petersen, Professor of Social Demography, Ohio State University: A Demographic Biography of T. R. Malthus.

James B. Rule, Associate Professor of Sociology, SUNY, Stony Brook: Studies on the Nature of Sociological Inquiry.

Election, from page 1

Table 3

Results of Nominations and Elections 1970 through 1975

| | Women | | Blacks | | Total | |
|--------------------------|-----------|---------|-----------|---------|-----------|---------|
| | Nominated | Elected | Nominated | Elected | Nominated | Elected |
| President | 2 | 1 | 0 | 0 | 12 | 6 |
| Vice-President | 3 | 2 | 0 | 0 | 12 | 6 |
| Council | 10 | 8 | 9 | 1 | 48 | 24 |
| Publications | 1 | 1 | 2 | 0 | 18 | 9 |
| Committee on Nominations | 17 | 8 | 17 | 10 | 72 | 36 |
| Committee on Committees | 20 | 13 | 16 | 5 | 72 | 36 |

blacks among ASA office holders is another aspect which warrants reporting. Table 3 shows the results of nominations and elections of 1970-75 for women and blacks. It is obvious when comparing nominations and elections that women candidates have fared better with the voting membership than black candidates, particularly on Council. Nineteen percent of nominations to Council were black candidates; the one winner represents half of one percent. In contrast, twenty percent of Council nominees were women; however, thirty-three percent of the winners were female. Among those on Council, nominations slightly over-represented black and under-represented female members. However, the members' votes resulted in a slight over-representation of females serving on

Council while blacks were significantly under-represented.

Women constitute approximately twenty-four percent of ASA voting members. Blacks constitute two percent of the total membership. Looking at the current distribution of blacks and women on ASA committees, Table 4 shows the representations of these two groups on elected and appointed committees. Three committees are excluded and presented separately since their composition emphasizes black or female membership by virtue of their mission. In general, this Table shows significant progress in the representation of women and blacks. However, black sociologists, as mentioned above, are absent from Council even though blacks have been nominated; they are currently also not represented among journal editors.

Table 4

Membership on Committees

| | No. | total Membership | | Women | | Blacks | |
|-----------------------------|-----|------------------|---------|-------|---------|--------|---------|
| | | No. | Percent | No. | Percent | No. | Percent |
| ELECTED: | | | | | | | |
| Council | 1 | 18 | 5 | 27.8 | 0 | 0.0 | |
| Committees | 3 | 30 | 7 | 23.3 | 7 | 23.3 | |
| Total Elected: | | 48 | 12 | 25.0 | 7 | 14.6 | |
| APPOINTMENTS: | | | | | | | |
| Committees | 15 | 85 | 27 | 31.8 | 12 | 14.1 | |
| Editors | | 9 | 4 | 44.4 | 0 | 0.0 | |
| Official Reps. | | 16 | 5 | 31.3 | 3 | 18.8 | |
| Total Appointed: | | 110 | 36 | 32.9 | 15 | 13.6 | |
| EXCLUDED COMMITTEES: | | | | | | | |
| Status of Women | | 6 | 5 | 83.3 | 1 | 16.7 | |
| Status of Minorities | | 9 | 2 | 22.2 | 8 | 88.9 | |
| MFP | | 9 | 3 | 33.3 | 7 | 77.8 | |
| Total of all appointments: | | 134 | 46 | 34.3 | 31 | 23.3 | |

To the Friends of Ely Chinoy

We all suffered a grievous loss last April when Ely was killed in a car accident.

Given his firm commitment to providing needy students with the opportunity to attend college, his family and friends thought a Smith scholarship in his name would be a fitting memorial.

The Ely Chinoy Memorial Fund was established and announced in campus publications and in the *Letter from Smith*. Many responded and we already are on the way to the goal of \$10,000, the amount needed to endow a scholarship. The College has offered to match whatever is contributed.

We sincerely thank those of you who have contributed for your thoughtfulness and generosity.

If you did not know of the fund and would care to join others in this memorial, contributions may be sent to the Ely Chinoy Memorial Fund, Smith College Development Office, Northampton, MA 01060.

Awards & Grants

The Joint Committee on Eastern Europe of the American Council of Learned Societies and Social Science Research Council, wishing to give special encouragement to disciplines which are underdeveloped in its field of interest, announces a prize, in the form of a partial subvention, for the best doctoral dissertation in Sociology dealing with EASTERN EUROPE (including modern Greece but excluding Finland and the USSR). Application must be made by the full faculty dissertation committee and should speak to the quality of the recommended dissertation vis-a-vis others written in the United States and Canada in recent years. Recommendations and a copy of the dissertation should be sent by October 1, 1976 to the Chairperson, Joint Committee on Eastern Europe, American Council of Learned Societies, 345 East 46 Street, New York, NY 10017.

The Rockefeller and the Ford Foundations jointly announce the sixth year of a worldwide program of awards in support of social science research relevant to the formulation and implementation of population policy. In this year's program, the Foundations wish to emphasize projects focused on the reciprocal relationships between population policy and social and economic development. Increasingly, scholars and policy analysts have become aware that policies intended to improve human welfare—such as those in the areas of education, employment, housing, social security, health, nutrition, or rural development—are influenced by and in turn influence population trends. The research challenge remains that of specifying these interrelationships more concretely in order to assess the relative effectiveness of alternative population and development policies. Proposals should focus on: (a) empirical relationships between development processes and population trends; (b) reciprocal effects of development and population policies; and (c) means of modifying development processes and population trends to achieve improvements in human welfare. For further information contact The Rockefeller-Ford Foundations' Re-

search Program on Population and Development Policy, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.

The Fifth Yonina Talmon Prize will be given in 1977 for an article on the family and kinship system (including certain aspects of gerontology). This prize carries an award of \$350. Unpublished work and that under consideration for publication may be submitted. Manuscripts must be in either English, French, or Hebrew and be appropriate for publication in a social science journal. Published work is not acceptable. Persons may apply up to ten years after receiving their doctorates. Candidates should submit six copies of their manuscript and six copies of their curriculum vitae as follows: Hebrew Manuscripts, c/o The Yonina Talmon Prize, Chair, Department of Sociology, The Hebrew University, Jerusalem, Israel; French and English Manuscripts, Mrs. Charlotte Green Schwartz, 164 Gardner Road, Brookline, MA 02146. Deadline for the receipt of manuscripts is November 1, 1976. For further details write to the Secretary of the Department of Sociology, The Hebrew University, or Mrs. C. G. Schwartz.

The Irene B. Taeuber Award for excellence in demographic research has been established by the Population Association of America and the Office of Population Research. The award will be given every second year to a recipient selected by a special committee appointed by the President of the Association and the Director of the Office. The award will consist of a suitable certificate and a cash prize. The establishment of this prize is intended to honor the intense devotion to scientific excellence of one of the most versatile and prolific demographers in the history of the science. The prize will be funded by interest on monies deposited in the Irene B. Taeuber Memorial Fund at Princeton University. A prize of \$1,000 will require a fund of approximately \$10,000. Contributions to the Fund should be sent to the Irene B. Taeuber Memorial Fund, Princeton University, P.O. Box 39, Princeton, NJ 08540, ATTN: Dr. Frederic Fox.

Higher Education in the Nation's Consciousness

Increasing public disenchantment about the benefits of higher education, combined with economic recession, are threatening to lower the priority higher education should be assigned in the allocation of scarce national resources, said Alan Pifer, president of Carnegie Corporation, in his introductory essay in the foundation's 1975 annual report, just published.

In the essay entitled *Higher Education in the Nation's Consciousness*, Pifer called for a "new consensus" about the position of American higher education if it is to avoid becoming an "array of stagnant institutions, plagued by low morale, unable to meet the demands of society, with few, if any, commanding international respect."

Nowhere, Pifer suggested, is this "negative vision of higher education's future" greater than among some elected state officials. "In certain states there seems an outright determination by legislators to reduce their great public universities from hard-won national and international ranking back to the status of purely local or, at best, regional institutions."

Reversal of this trend, Pifer warned, will be "an enormous task, involving public officials, leading citizens, young people, the general public, and, most of all, academic institutions themselves. No one can promise that this urgent undertaking will succeed. If it does not, however, it will not be higher education alone, but the entire nation that will be at risk, for what is at stake is no less than this."

Mr. Pifer said the causes of the present disenchantment most recently may be "associated with a broad sense of alienation felt by many Americans from their leading social and political institutions, based on a gnawing consciousness of the nation's mistakes and failures in Southeast Asia, its seemingly powerlessness to solve its most serious problems, and its inability to achieve a stable economy."

"Where these misgivings have affected the academic world," he said, "they have taken the form of a sharp reaction to the inflated and overconfident claims that were made earlier in its behalf"—claims about the special capacity of the universities to solve great social, economic, and technological problems, that a more educated populace would produce a more enlightened, more progressive and just society, and that going to college was the certain path to greater income and higher social standing.

Now that higher education is past the "era of unprecedented growth, affluence and exalted status" of the 1960's, it is no longer assured of the unquestioning public regard and financial support that it once enjoyed. "Increasingly, doubts are being voiced as to whether its benefits are not outweighed by its costs and burdens."

Pifer noted in particular the recent spate of articles and speeches which assert that the relative economic return of a college degree is declining for young males, and suggest that higher education is no longer worth a young person's investment in it.

"Clearly, in view of the widespread loss of public confidence in higher education, those who understand its importance and continue to put their faith in it must be prepared to reargue the case for it." This case, he said, must be demonstrated not in terms of special interest pleading, but in terms of public interest.

"Looking over the wide range of educational, cultural, and socio-economic functions, one cannot help but be impressed by the extraordinarily influential role higher education plays in this nation," said Pifer. "Without qualification it affects the lives of all Americans—their economic well-being, their health, the environment they live in, their security in an increasingly dangerous world, and many other facets of their existence. An enterprise that was once of marginal value to the nation has become central to its strengths...."

"Loss of public confidence in higher education is therefore nothing short of a national tragedy....The nation's fund of high-level intellectual capital...is far from being a permanent asset.... We owe it to future generations never to let this precious fund and the wider structure that must undergird it atrophy and deteriorate."

Replenishment of this "high-level intellectual capital," said Pifer, "consists not only of support for the great libraries, laboratories and museums, the research that goes on in them, and the identification and advanced training of particularly talented students. It also consists of maintaining and strengthening the academic community's capacity to train the millions of managers, professionals, and technicians who are needed in a complementary role...."

Pifer noted that "if a new consensus regarding the position of higher education in American life is to emerge, there is much that academic institutions themselves can do to assist."

First, "they must stop trying to sell higher education to potential students on the grounds primarily of its economic benefits." The appeal to them should be made "on the much more legitimate grounds that higher education helps individuals develop intellectual abilities, humanistic understandings and aesthetic sensibilities that will enable them to enjoy life more fully and contribute more effectively to the general welfare of mankind."

Second, higher educational institutions "must continue to press ahead with the administrative and educational reforms on which they are now embarked.... In this kind of restructuring, however, the liberal arts, which are

the very heart of higher education, must not be jettisoned or de-emphasized.... We dare not turn out narrowly trained graduates who lack the breadth and flexibility of mind that will be required for intelligent decision-making in a rapidly changing world."

Third, cost-cutting, while at the same time preserving or even improving quality, "should not be designed just to save institutional expense but to effect real savings for students, parents and taxpayers."

Another area for consideration could be faculty productivity in teaching and research.

Finally, higher education should review its operations, "to be certain that the highest ethical standards are adhered to in every facet of institutional life.... One cannot stress too heavily this need to strengthen the moral dimension of academic life, for renewal and growth in this realm is the very heart of the reform higher education must undergo if it is to regain wide public regard."

Pifer stressed that despite the efforts of the academic community, "it is hard to see how such a consensus is to be obtained without strong leadership from Washington.... What is needed now is a clear demonstration by the nation's highest political leadership, both in Congress and in the administration, of its awareness of higher education's importance to all Americans and a strong avowal of confidence in it."

Carnegie Corporation of New York was founded in 1911 by Andrew Carnegie for the advancement and diffusion of knowledge and understanding among the people of the United States and certain Commonwealth countries.

During the year 1974-75 the Corporation appropriated \$13,938,035 for grants. This figure includes \$12,345,083 for projects in the United States in the areas of higher education, early childhood education and development, elementary and secondary education, and public affairs. It also includes \$1,038,350 for the program in the Commonwealth. The Corporation made 61 grants to schools, colleges, and universities and 64 to other organizations.

Census Bureau Seeks Suggestions

The Twentieth Decennial Census of the United States is in the planning stages at the Census Bureau. It will begin April 1, 1980, and preparations are now underway to determine the basic census questionnaire.

The Bureau is anxious for input from sociologists concerning ways for making the results of the next census more useful. Although there are many constraints on the census in terms of what and how much information can be collected and tabulated, the Bureau believes it is very important to obtain and review the recommendations of as wide a range of users and potential users of decennial census data as possible.

Suggestions, questions or comments about the 1980 Census should be sent to Vincent P. Barabba, Director, Bureau of the Census, Washington, D.C. 20233.

Minorities & Women

DO YOU KNOW ABOUT: The Journal of Social and Behavioral Sciences? It is the official organ of the Association of Social and Behavioral Scientists. ASBS is a multidisciplinary organization founded by black social scientists in 1935. It has promoted the use of social science as a tool for the eradication of human oppression.

JSBS is provided free with membership in the Association of Social and Behavioral Scientists. Professional Memberships are \$25.00, and Student Memberships are \$8.00. Professional Subscriptions are \$15.00, Institutional Subscriptions are \$25.00, and Student Subscriptions are \$8.00. Checks should be made out to JSBS, and sent to: Dr. Johnnie Daniel, Editor, JSBS, P.O. Box 3515, Administration Building, Howard University, Washington, D.C. 20059.

The theme of the 1976 annual meeting, April 25-27, at the Hyatt's Regency Hotel in Washington, D.C., is "Blacks at the Bicentennial."

DO YOU KNOW ABOUT: The Talent Roster of Outstanding Minority Community College Graduates? This Talent Roster was prepared by the College Entrance Examination Board, 888 Seventh Avenue, New York, NY 10019. It includes the names, addresses, major, and grade point average of 1,081 carefully selected students who are scheduled to graduate during the 1975-76 academic year. The students were selected from nominations submitted by 304 community colleges from 39 states and the District of Columbia. The roster includes 732 Black Americans, 257 Mexican Americans, 46 Puerto Ricans, and 46 American Indians. It will be distributed annually to every accredited, baccalaureate degree-granting institution in the United States, to assist their efforts in recruiting able but needy minority students. Enterprising Department Chairpersons will find the Roster a useful tool for identifying upper division recruitment potential, as well as future graduate potential.

DO YOU KNOW ABOUT: Sources of Information on Proposal Writing and Possible Funding? It contains ten pages of useful information on proposal writing and obtaining grants. It can be ordered by writing to: Publications, Women's Bureau, U.S. Department of Labor, 5 3317, Washington, D.C. 20210. Single copies are free. Multiple copies may be requested at cost.

DO YOU KNOW ABOUT: The Congressional Clearinghouse on Women's Rights? CCOWR was established by Members of Congress for Members of Congress in July, 1975. Its purpose is to provide accurate information at the Federal level on Women's Rights Issues from around the country. It produces a weekly Newsletter documenting relevant Congressional Record, Federal Register litigation, issue briefs, substantive news, bibliographic items, plus Congressional hearings and special project reports on women's issues.

Individual voters may not join, but are urged to contact their own Member of Congress to urge him or her to join CCOWR, to participate, and support it as representatives of their constituents' needs. Further, individuals may ask their Member of Congress to supply copies of the newsletter. This is a particularly effective way of communicating to Members of Congress the importance of sensitivity to Women's Rights and women's issues.

Call for Papers

The American Behavioral Scientist is preparing an issue devoted to the potentials for and impediments to revolution in advanced industrial society and welcomes short to medium length manuscripts dealing with any aspect of this topic, including current empirical and normative theories of revolution; recent (post-1965) revolutionary activities; potential revolutionary groups and movements; the social, political, and technological blockages to revolution; the coup d'etat; violence; riots and revolution; psychological causes of revolution and violence; how technological advances facilitate and frustrate revolutionary activity; revolutions on the periphery and their implications; case studies with generalizable conclusions. Manuscripts should be submitted, in duplicate and with return postage by August 1, 1976 to: Peter G. Stillman, Department of Political Science, Box 463, Vassar College, Poughkeepsie, NY 12601, or to Suzanne Vroman (Box 507 at the same address).

The Research Institute on Immigration and Ethnic Studies, under the directorship of Dr. Roy S. Bryce-Laporte, will convene a national conference in October, 1976 at the Smithsonian Institution, on the theme "The New Immigration: Implications for American Society." The program is designed to highlight original and definitive papers which examine such aspects of immigration to the U.S. since 1965 as: causes and conditions, characteristics and experiences of the immigrants, settlement and adjustment patterns, impact on and response of U.S. society, and effects on development and international relations of the sending countries. Relevant comparative historical papers will also be presented. Abstracts, papers, and inquiries should be directed to D. M. Mortimer, Smithsonian Institution, RHEIS, Suite 2300, 955 L'Enfant Plaza, SW, Washington, D.C. 20024.

SWAP

Scholars and students interested in some facet of HUMAN DEVELOPMENT IN CROSS-CULTURAL PERSPECTIVE should send their name, address, major disciplinary affiliation, and a brief description of their research interests to Professor Ronald P. Rohner, Boys Town Center for the Study of Youth Development, Catholic University of America, Washington, D.C. 20064. Rohner is compiling an international and interdisciplinary "Directory of Scholars Interested in Human Development in Cross-Cultural Perspective." Please indicate whether you would like to receive a copy of the Directory when it is completed. Also, please suggest the names and addresses of other scholars who should be included in the Directory. A preliminary draft of the Directory containing 100 names is now available on request.

Personals

For Sale: Back issues of *American Sociological Review*—Vols. 29, 30, 31-38, 39. *Journal of Criminal Law and Criminology*—Vols. 48-65. *Social Problems*—Vol. 1-21. *American Journal of Sociology*—Vol. 45, 77-81. Not all issues in every volume. Contact: A. R. Lindesmith, 515 South Rose, Bloomington, IN 47401.

Clearinghouses Offer Sociologists Variety of Services

Several clearinghouses and reference services that are operating in this country can be usefully employed by sociologists to keep posted on research projects, to conduct literature searches, to maintain currency with the existing information, and to circulate their products.

Content of the clearinghouses ranges from broad, general topics such as mental health to narrow, limited topics such as commuting students.

Among the services provided by clearinghouses are computer generated bibliographies tailored to specific requests; notification of new literature in the field through the mailing of concise summaries of abstracts; specialized bibliographies on selected subjects of wide interest, a variety of publications, including books, monographs, newsletters, digests and directories; and referrals to other sources that have more complete information. Many services are provided free of charge. For more information write to the clearinghouses whose addresses are presented below.

Besides the clearinghouses, three other similar organizations are important to sociologists who are attempting to keep current with the existing information in their fields: National Technical Information Service, the Smithsonian Science Information Exchange, Inc., and NEXUS.

The National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22151, is a central source for the public sale of Government sponsored research, development, and engineering reports and other analyses prepared by Federal agencies, their contractors or grantees. In addition, it is a central source for Federally generated machine processable data files. For more details write NTIS for its booklet describing its information services.

Smithsonian Science Information Exchange, Inc., Room 300, 1730 M Street, NW, Washington, D.C. 20036, supplies information about ongoing research in order to bridge the gap between the time a research project is initiated and the time its results are published. SSIE recently sent ASA members a mailing on its research information services for the social sciences. If you did not receive your brochure, write to SSIE for another.

NEXUS, a rapid referral service established by The American Association for Higher Education, is designed to provide greater access to information in all areas of postsecondary education. NEXUS may be reached by calling (202) 785-8480 between 1:00 p.m. and 6:00 p.m. Monday through Friday. See April, 1975 FOOTNOTES for related article.

CLEARINGHOUSES

National Clearinghouse for Mental Health Information, 5600 Fishers Lane, Rockville, MD 20852.

National Clearinghouse for Alcohol Information, P.O. Box 2345, Rockville, MD 20852.

National Clearinghouse for Drug Abuse Information, P.O. Box 1908, Rockville, MD 20850.

National Criminal Justice Reference Service, Law Enforcement Assistance Administration, U.S. Dept. of Justice, Washington, D.C. 20530.

Child Abuse and Neglect Clearinghouse Project, Herner and Company, 2100 M Street, NW, Suite 316, Washington, D.C. 20037.

National Female Offender Resource Center, 1705 DeSales Street, NW, Washington, D.C. 20036.

Clearinghouse, Bureau of Research and Training (MH), Eastern Pennsylvania Psychiatric Institute, Henry Avenue and Abbottford Road, Philadelphia, PA 19129.

National Clearinghouse on Revenue Sharing, 1785 Massachusetts Ave., NW, Washington, D.C. 20036.

National Clearinghouse for Commuter Programs, 1211 Student Union, University of Maryland, College Park, MD 20742. (See November 1974 FOOTNOTES.)

Association for the Development of Religious Information Systems, Dept. of Sociology and Anthropology, Marquette University, Milwaukee, WI 53233.

The National Agricultural Library, 10301 Baltimore Blvd., Beltsville, MD 20705.

National Library of Medicine, 8600 Rockville Pike, Bethesda, MD 20014.

ERIC CLEARINGHOUSES

This final section lists the addresses of the 17 Educational Resources Information Center (ERIC) Clearinghouses on:

Career Education, 204 Gabel Hall, Northern Illinois Univ., DeKalb, IL 60115.

Counseling and Personnel Services, Univ. of Michigan, School of Education Building, Room 2108, East University and South University Streets, Ann Arbor, MI 48104.

Early Childhood Education, Univ. of Illinois, 805 W. Pennsylvania Ave., Urbana, IL 61801.

Educational Management, Univ. of Oregon, Eugene, OR 97403.

Handicapped and Gifted Children, The Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091.

Higher Education, The George Washington Univ., One Dupont Circle, NW, Suite 630, Washington, D.C. 20036.

Information Resources, Stanford Univ., Center for Research and Development in Teaching, School of Education, Stanford, CA 94305.

Junior Colleges, Univ. of California, Powell Library, Room 96, 405 Hilgard Ave., Los Angeles, CA 90024.

Languages and Linguistics, Center for Applied Linguistics, 1611 North Kent St., Arlington, VA 22209.

Reading and Communication Skills, National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801.

Rural Education and Small Schools, New Mexico State Univ., Box 3, A.P., Las Cruces, NM 88003.

Science, Mathematics, and Environmental Education, The Ohio State Univ., 1800 Cannon Drive, 400 Lincoln Tower, Columbus, OH 43210.

Social Studies/Social Science Education, Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.

Teacher Education, American Assn. of Colleges for Teacher Education, One Dupont Circle, NW, Suite 616, Washington, D.C. 20036.

Tests, Measurements, and Evaluation, Educational Testing Service, Princeton, NJ 08540.

Vocational and Technical Education, Product Utilization Section, The Center for Vocational and Technical Education, The Ohio State Univ., 1960 Kenny Road, Columbus, OH 43210.

Urban Education, Teachers College, Columbia Univ., Box 40, 525 West 120th Street, New York, NY 10027.

Open Forum

SAINTS STINK WHILE WHORES SMELL GOOD (A Lesson from the Social Theories of Robert Merton)

Don Martindale
University of Minnesota

"If the kernel of esthetic experience in sociological theory is the unity of social and psychological statement, the outer covering is irony. Good comes from evil, complexity from simplicity, crime from morality; saints stink while whores smell good; trade unions and strikes lead to industrial peace under a rule of law and a collective contract; law and order candidates are fond of burglary. Merton clearly loves irony."

Arthur L. Stinchcombe, "Merton's Theory of Social Structure," in Lewis A. Coser (Ed.), *The Idea of Social Structure: Papers in Honor of Robert Merton*. New York: Harcourt Brace Jovanovich, 1975, p. 28.

Most piously do we assemble now,
For this rare privileged opportunity
To honor Merton and upon his brow
To press a crown of thorny irony.
For law and order programs all in time

Eventuate in criminal increase;
From Good there comes a trail of evil's slime
And wars are masquerades by doves of peace.

Our Merton taught us to be circumspect
Before we trust the manifest and blatant;
Beneath a blandness we do not suspect

A serpent truth is lying, waiting, latent.
Before the stench of saints can clog our pores
Let us all embrace those fragrant whores.

Letters

In your January issue Lee H. Bowker proposes a journal of abstracts with "a centralized documentation service that would reproduce papers for a standard fee, without royalties to the authors."

He and others of your readers should be interested to know that the American Anthropological Association has decided to do just that. The new journal is to be called *Anthropology in Microfilm*. Dr. Sarah Nerlove has been appointed as editor.

The purpose of the journal is to provide publication for articles of high quality which are too specialized or too lengthy, perhaps because of extensive supporting data, to warrant publication in a standard journal. Individual subscribers will receive a small printed abstract of the articles available. Libraries will receive in addition the full text of the articles in microfiche. Interested individuals may order single articles either in microfiche or, for a little more per page, in full-sized photocopy. The microfiche will be prepared from photo-ready copy provided by the authors.

I hope that the ASA will seriously consider a similar enterprise. Ultimately perhaps most of our publications should take this form.

J. L. Fischer
University of Pittsburgh

Since I am just beginning to teach the sociology of publishing, it seems only one small step backward to comment on the sociology of publishing sociology.

As far as I can see, very little of what is published is literate by any reasonable standard, whether the research described is of consequence or not. It is sometimes suggested that this is a deliberate effort to conceal a lack of substance, but I tend to attribute the malaise to the delusion under which many social scientists labor. They seem to feel that they will be perceived as unprofessional if they write in a straightforward or interesting manner. If this by chance should overtake them, they are obliged to locate an authorized scambler at once. I joke—a shredder might be more useful—but there does seem to be extraordinary pressure on the authors of sociological material to come across as "scientific." The results are not 85 to 95 percent disastrous; they are 99 percent disastrous.

Obviously I am in sympathy with Alfred McClung Lee, Helene Lopata, and Donald Muir in their efforts to increase the language abilities of their students and colleagues, and to expand publishing opportunities. However, if by some miracle, 85 percent of the articles now submitted to 10 or so barely viable (by economic criteria) journals were to be published, might that not lead to total disaster? How would the system handle the overflow? Maybe this misfortune is good fortune.

Isn't the problem really to unload—to free many sociologists from the publishing incubus, to free yourselves to teach, to read, to talk, to think, to run things, to look for work lives outside the academic setting—to do just about anything except to undertake more and more marginal research of dubious design and diminishing utility? Cannot the profession invent and maintain some alternative reward structures?

Realistically I would suppose this to be essential. How many sociologists have come to terms with Martin Trow's data on the distribution of research activity in American higher education? I stumbled across it because of my interest in publishing and academic tenure, and I discovered

that, although there are approximately 100 research universities in the United States, research and publishing (book and journal) is concentrated in only 25 or so institutions! The implications of these findings are sobering to say the least.

Ann Orlov
Langdon Associates

Recent research (Austin and Unkovic, 1974) reports that no systematic attempts are being made to record the number of suicides occurring annually in state and federal prisons in the United States. It was also reported that prisoners commit suicide about twice as often as nonprisoners. That there had been no organized records kept on death by suicide occurring among prison inmates received more publicity than our research findings regarding the extent and nature of these suicides. Our research into prison suicide aroused our interest as to how much was known (or what kind of records were kept) of death by suicide by patients confined to the various mental hospitals throughout the country.

A rather exhaustive review of the literature revealed no systematic efforts were being implemented for counting annual suicides in mental health hospitals. From this initial review, one can surmise that record keeping in the mental health field is as good as record keeping in the field of corrections—or as bad. A questionnaire was mailed to the mental health departments of the fifty states, requesting information relative to the extent and frequency of suicides occurring annually in the mental health hospitals under their jurisdiction. Responses were received from only eighteen states. The replies revealed that there were no formal programs concerned with the compilation of suicide statistics at the state or hospital level. Although the number of responses was not significantly great, the available data suggest that insufficient attention is given to the systematic recording of death by suicide in mental institutions.

In conclusion, a program must be devised for systematic record keeping by mental hospitals. The development of a federal data bank, responsible for compiling state and local statistics, is a logical solution.

Ironically, six years ago the World Health Organization proposed that systematic national statistics be compiled, and presented detailed guidelines for their implementation. Although these guidelines were reprinted by the U.S. Department of Health, Education, and Welfare, it appears that the report has been ignored. If complete records cannot be kept, how are we going to combat the many complex behavioral problems in the mental health field?

Charles M. Unkovic
Florida Technological University
W. T. Austin
North Carolina State University

ASA FOOTNOTES

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E.S.S. Honors Paul Lazarsfeld

During the meetings of the Eastern Sociological Society on March 26-27 in Boston, Paul Lazarsfeld received the 1976 Merit Award of the Eastern Sociological Society. In presenting the award, Kai T. Erikson, speaking for the Merit Award Committee included the following statement in the citation:

"There are very few people of whom it can be said that their presence has changed the shape of the profession in which they elected to spend their time, but Paul Lazarsfeld is surely one of those. Maybe someone who admires him from a distance can express better than a close colleague the fact that Paul Lazarsfeld has helped create the intellectual climate in which we all pursue our professional lives. His contributions to the field may never be measured properly—a failure he may, this once, forgive in us—because so many of those contributions worked their way into the tissues of our minds without our fully understanding the intellectual chemistry involved. There was the administrator who showed by example how energy and curiosity could be converted into systematic knowledge through collaboration in the workshop. There was the scholar who demonstrated how facts could be made to serve as variables, how insights could be fashioned into findings, how the working methods of inquirers could be made into logics. There was the teacher whose students included not only a distinguished parade of people who passed through his classrooms but a much larger parade of people who knew him as a presence in their classrooms even though he worked thousands of miles away. There was the philosopher who taught us how to respect our own peculiar ways of knowing, and who then insisted that we would respect our knowledge even more if we learned to apply it to the problems of the real world."

Contact

Alfred McClung Lee and Charles P. Flynn are currently organizing an Association of Humanistic Sociology. Those interested in membership and/or assisting in developing the new organization, please write to Professor Charles P. Flynn, Association of Humanistic Sociology, Department of Sociology, Miami University, Oxford, OH 45056.

A four member group from the Project on Teaching Undergraduate Sociology wishes to visit institutions which are utilizing modular instruction. We prefer to visit institutions which are located in the Midwest. We have special interest in observing classes or students enrolled in sociology courses. Please contact: Marcella Rainey, Black Hawk College, Moline, IL 61265. Phone: (309) 796-1311, ext. 289.

Colleague interested in learning the identities and achievements of contemporary and historical well-known scholars in the social and behavioral sciences who were adopted or raised by other than their biological parents. Please contact Dr. David Raiky, Biscayne College, Miami, FL 33054.

Auditor's Report American Sociological Association December 31, 1975

The Council
American Sociological Association

We have examined the balance sheet of the American Sociological Association (a District of Columbia corporation, not for profit) as of December 31, 1975, and the related statements of revenue and expenditures and association equity for the six months ended December 31, 1975 and year ended June 30, 1975. Our examination was made in accordance with generally accepted auditing standards and accordingly, included such tests of the accounting records and such other auditing procedures as we considered necessary in the circumstances.

In our opinion, the financial statements referred to above present fairly the financial position of the American Sociological Association at December 31, 1975, and the results of operations for the six months ended December 31, 1975 and year ended June 30, 1975 in conformity with generally accepted accounting principles applied on a consistent basis.

Alexander Grant & Company
Washington, D.C.
February 4, 1976

BALANCE SHEET

ASSETS

| | Unrestricted | Restricted (note B) |
|---|------------------|------------------------|
| Cash | \$ 99,536 | \$181,111 |
| Certificates of deposit | <u>395,877</u> | <u>262,527</u> |
| | 495,413 | 443,638 |
| Accounts receivable | | |
| Advertising and mailing list | \$ 18,644 | |
| Restricted funds (note B) | 24,301 | |
| Other | <u>.82</u> | |
| | 43,027 | |
| Less allowance for doubtful receivables | 5,500 | 37,527 |
| Inventories—at nominal cost | | 5,000 |
| Prepaid expenses | | 21,157 |
| Property, plant and equipment—at cost (note A2) | | |
| Building and improvements | 161,029 | |
| Office furniture and equipment | <u>43,145</u> | |
| | 204,174 | |
| Less accumulated depreciation | (60,008) | |
| | 144,166 | |
| Land | <u>39,000</u> | <u>183,166</u> |
| | <u>\$742,263</u> | <u>\$443,638</u> |

LIABILITIES

| | | |
|--|------------------|------------------|
| Liabilities | | |
| Accounts payable | | |
| Trade | \$ 27,765 | \$ - |
| Restricted funds (note B) | - | 24,301 |
| Accrued liabilities | 19,728 | |
| Deferred income (note A3) | 420,730 | |
| Income taxes payable (note A4) | <u>1,000</u> | |
| Total liabilities | 469,223 | 24,301 |
| Unexpended grants and restricted funds | | 419,337 |
| Association equity | <u>273,040</u> | |
| | <u>\$742,263</u> | <u>\$443,638</u> |

STATEMENT OF REVENUE AND EXPENDITURES

Six months ended December 31, 1975

| | December 31, 1975 |
|--------------------------|----------------------|
| Revenue | |
| Member dues | \$161,648 |
| Section dues | 9,979 |
| Subscriptions | 135,019 |
| Advertising | 33,799 |
| Sales | |
| Back issues | 4,526 |
| Other | 11,534 |
| Annual Meeting | 94,581 |
| Grants | 31,010 |
| Mailing list rentals | 8,143 |
| Royalties | 2,907 |
| Interest | 8,525 |
| Employment Bulletin | 6,859 |
| Reprint permissions | 5,415 |
| Contributions | 1,972 |
| Miscellaneous | 2,641 |
| Professional information | <u>1,514</u> |
| Total revenue | 520,072 |

| | |
|--|-----------------|
| Expenditures | |
| Publications | |
| Printing and mailing | 131,281 |
| Editorial and clerical | 28,550 |
| Back issues | 3,602 |
| Directory | 35,547 |
| Other | <u>23,523</u> |
| Total publications | 222,503 |
| Annual meeting | 76,120 |
| General and administrative | <u>214,925</u> |
| Total expenditures | 513,548 |
| Excess of revenue over expenditures before income taxes | 6,524 |
| Income taxes (note A4) | <u>1,000</u> |
| EXCESS OF REVENUE OVER EXPENDITURES (NET INCREASE IN ASSOCIATION EQUITY) | <u>\$ 5,524</u> |

STATEMENT OF ASSOCIATION EQUITY

| | December 31, 1975 |
|---|----------------------|
| Balance July 1, as previously reported | \$267,516 |
| Adjustment of grant income (note B) | - |
| Balance July 1, as restated | 267,516 |
| Net increase in association equity for the period ended | <u>5,524</u> |
| Balance December 31, 1975 | <u>\$273,040</u> |

The accompanying notes are an integral part of this statement.

NOTES TO FINANCIAL STATEMENTS

NOTE A—SUMMARY OF ACCOUNTING POLICIES

A summary of the Association's significant accounting policies consistently applied in the preparation of the accompanying financial statements follows:

1. Statement of changes in financial position

As the Association is a non-profit organization, it is not subject to the provisions of the American Institute of Certified Public Accountants Accounting Principles Board Opinion No. 19 requiring a statement of changes in financial position.

2. Property, plant and equipment

Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated useful lives, principally on a straight-line basis without regard to salvage values.

Deferred income

Deferred income represents amounts received for the following:

- Member dues which are applicable to periods subsequent to December 31, 1975.
- Subscriptions to periodicals which are to be issued subsequent to December 31, 1975.
- Annual meetings to be held in the future.

4. Income taxes

The Association is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code, except for mailing list rentals and other unrelated business income, that resulted in Federal income tax due of \$1,000 at December 31, 1975.

The Internal Revenue Service (IRS) completed their examination of the Association tax returns for the years ended June 30, 1971, 1972 and 1973. The examination resulted in an assessment of \$8,877 of taxes on the net profits of mailing rentals before interest charges of \$1,561. In addition, the estimated income tax expense on mailing list rental net profits for the years ended June 30, 1974 and 1975 of \$3,700 and \$2,378 respectively has been provided for in the statements. These amounts were paid to the IRS prior to December 31, 1975.

NOTE B—RESTRICTED ASSETS

These funds are held by the American Sociological Association, as custodian, to be used for specific purposes and are therefore restricted. At December 31, 1975, the following amounts remained in unexpended Grants or Restricted Funds:

| Restricted fund | Cash and investments | Less amounts due (to) from American Sociological Association | Unexpended restricted fund balances |
|--|----------------------|--|-------------------------------------|
| National Science Foundation | \$100,789 | \$ (1,924) | \$98,865 |
| National Institute of Mental Health (HEW) | 101,385 | (20,377) | 81,008 |
| Pitirim Sorokin Award | 11,742 | (2,000) | 9,742 |
| Asia Foundation | 1,016 | | 1,016 |
| Rose Monograph | 191,168 | | 191,168 |
| Carnegie Corporation | 13,538 | | 13,538 |
| Special Fund for the Advancement of the Discipline | 4,152 | | 4,152 |
| Cornerhouse | 6,446 | | 6,446 |
| Allyn and Bacon Editorial Fund | <u>4,000</u> | | <u>4,000</u> |
| | <u>434,236</u> | <u>(24,301)</u> | <u>409,935</u> |

10
1/79
5/79
4

| Sections | | | |
|-----------------------------|------------------|-------------------|------------------|
| Medical Sociology | 4,633 | | 4,633 |
| Organization and Occupation | 1,945 | | 1,945 |
| Sociology of Education | 1,616 | | 1,616 |
| Undergraduate | 502 | | 502 |
| Methodology | 706 | | 706 |
| | <u>9,402</u> | | <u>9,402</u> |
| | <u>\$443,638</u> | <u>\$(24,301)</u> | <u>\$419,337</u> |

Certain grants and cost reimbursible contracts provide for the allowance of costs by budget categories as set forth in the grants or contracts including indirect cost reimbursements which amount to \$31,010 and \$26,713 for December 31, 1975 and June 30, 1975, respectively. The expenditures made by the Association under the terms of these grants and contracts are subject to audit. To date, the Association has not been notified of any unallowable costs relating to grants or contracts in force. In the opinion of the Association, all expenditures are properly allowable costs and it is not necessary to establish a provision for unallowable costs.

A summary of the restricted fund activity is:

| | |
|---|------------------|
| Unexpended restricted fund balances at July 1, 1975 | \$311,573 |
| Receipts of grants, supporting contributions and revenue on investments | 427,597 |
| Expenditures | (319,833) |
| Unexpended restricted fund balances at December 31, 1975 | <u>\$419,337</u> |

The Department of Health, Education and Welfare audited the Association's grant records and increased the grant administrative income rate from 12.91% to 28.6% of allowable direct grant expenditures. This increase was applied retroactively to prior periods.

The indirect costs income received by the Association as a result of the increase in overhead rate has been treated as an adjustment to prior year revenues.

The prior period adjustment is composed of the following:

| Fiscal year ended June 30, 1975 | Increase (decrease) in revenue |
|---------------------------------|--------------------------------|
| 1970 | \$ (9) |
| 1971 | 2,379 |
| 1972 | <u>2,201</u> |
| | <u>\$4,571</u> |

NOTE C—CHANGE IN FISCAL YEAR

In August 1975, the fiscal year of American Sociological Association was changed from June 30 to December 31. This change was approved by Council to have the fiscal year of the Association coincide with the calendar year expiration dates of member dues and subscriptions.

Undergraduates Report Observations of 1975 Annual Meeting

The 17 undergraduates of the experimental program conducted by Salisbury State College under the leadership of Professor John H. Shope at the Annual Meeting in San Francisco, have shared their views of the ASA. Sociology as a discipline, and the attending sociologists. These undergraduates were studying Sociology by using the Annual Meeting as a laboratory, the section papers as substantive content for their academic program, and the attending sociologists as the fascinating, unifying factor. One student wrote: "There basically seemed to be two highly dedicated groups (at the Annual Meeting!) Those devoted to partying and those devoted to the Field. Naturally there were some in-between...."

Promotion began in the Spring with letters to departmental chairpersons suggesting that outstanding students be invited or nominated to apply for the program. A total of 26 applications were received from 10 states and Puerto Rico. The average cost of \$586 proved too high for 6 applicants, 20 registered, 3 withdrew for medical reasons, and 17 com-

pleted the program. Cleveland State University, under the leadership of Mareyjoyce Green, enabled 5 students to register.

The high costs became an independent variable that favored a strong middle-class, white, bias—there were only 2 black members. The ages ranged from 20 to 56 with a median of 24 and a mean age of 30.

The program received encouragement from the ASA Executive Office which acknowledged the value of this program to sociological education and to the development of an undergraduate view of the discipline's gathering.

The students reported their views of Sociology and the ASA during the summer before the Annual Meeting, at the end of the fourth day while acting as participant observers, and 10 or more weeks after San Francisco, making it possible to record reported changes in student responses. As a result of their experience the 17 students changed their views of the ASA, Sociology and the sociologists for an average of 6 of 9 items, or a total of 117 times, or 76 percent of the 153 possibilities.

When asked, after the Annual

Meeting, to rank the ASA by four program emphases, the students ranked the *Professional Emphasis* first, an *Educational Emphasis* second, an *Informal Organization Emphasis* third, and a *Social Fellowship* fourth. The data indicate that the students had come to see the ASA as primarily a professional organization with an important educational function that had significantly greater value than the *gemeinschaft* spirit of the informal organization and fellowship which they appreciated and obviously enjoyed.

In response to five questions concerning their views of Sociology as a discipline, each of the 17 students ranked the variables being considered. In the analysis the stated rank positions were considered designations of value and totaled to secure a rank value for the item. Thus, the first rank had a value of one, the second rank a value of two, etc., with the lowest number having a rank of one for the highest value, and the highest number receiving the lowest value and the lowest rank. These rank values give a more sensitive measure of the relative value of the variables, than a simple numerical rank would provide. The students reported after the experience of the Annual Meeting that they saw *Sociology: As Preparation for Leadership to Change Our Society* as first in importance, with a rank value of 37; *As a Base for a Liberal Education* as second in importance, with a rank value of 44; *As Preparation for a Service Career* as third, with a rank value of 55.5; *As Preparation for Earning an Income* in last place, with rank value of 69.5. It is significant that in their initial responses, before they observed the sociologists at the Annual Meeting, 11 students ranked *Preparation for Earning an Income* as first, and that after the Annual Meeting none of the students ranked it in first place.

In a series of four related items the research portion of the program sought to determine the students' views of Sociology as a discipline, based on their observation of the sociologists at the Annual Meeting. The first item suggested that *Sociology as a Discipline: Could Confine Itself to the Study of the Reality of What Is* (rank value of 50), or *Be Concerned with the Ideal of What Should Be* (value 47), or *Deal with both Reality and the Ideal* (value 21). The second item, following the same pattern, asked whether *Sociology as a Discipline Should: Be Educationally Oriented with Emphasis on Theory* (value 43), or *Be Action Oriented with Emphasis on Solutions and Prevention* (value 39), or *Be Oriented Toward Both Education and Action* (value 22). The third item raised the question: *Should Sociology as a Discipline: Be Concerned with the Hard Data of the Past* (value 61), or *With Social Planning Even if it Involved "Guessing"* (value 37), or *Be Concerned with a Combination of the Data of the Past, with Projections for the Future, to Become Initiators Rather than Victims of Change* (value 18), or *Action Programs to Preserve Society (Status Quo)* (value 46), or *Action Programs to Revolutionize Society (Radical Change)* (value 55). The data show that the stu-

dents saw the discipline, or the sociologists who represented it, as significantly more concerned with improving society than with preserving it without change. However, the data also reveal recognition of an underlying possibility of support for radical change, if it becomes necessary. These data are consistent in emphasizing a combination of the ideal with reality, action with education, planning for the future with the data of the past, and improving society without revolutionary change. The emphasis, reported by the students, is given to the ideal, to planning and action, and to improving society. The students went on to describe the sociologists as realistic, liberal, able to combine objectivity with personal commitment, concerned about human conditions everywhere in the world, and friendly and willing to talk to them.

In terms of the educational program the data are clear, students selected an area for intensive study, read 3 or more volumes in preparation for the program, and reported their views of Sociology, the ASA, and the sociologists. Then they attended the Annual Meeting as students and participant observers making it a grand laboratory in which they could experiment, test their ideas, and grow. In an exercise ranking 7 experiences in San Francisco, in terms of value for learning, the students placed the laboratory of the Annual Meeting first, with a rank value of 27, with the peer groups and the sociologists as individuals following with rank values of 50 and 52.

As a result of what the students learned they changed. Some reported changing their topics for intensive study and/or their career objectives. Others were happily confirmed in choices they had made and successfully tested. At the completion of the program their views of Sociology, the ASA, and the sociologists as professionals were more practical or realistic, without having lost the idealism that is man's hope for the future. Thirteen of the students reported that their colleges had requested formal reports, conferences, or scheduled meetings with students.

For those concerned about academic standards, it was not an easy three hours credit. Using the traditional patterns of grading, 7 students earned grades of A, 5 qualified for grades of B, and 5 received N—Salisbury State College gives N for no credit.

President Norman C. Crawford, Jr. of Salisbury State College, has announced that the college will repeat the program for a limited number of students, in continuation of the College's search for improved methods of teaching. There will be two objectives: (1) An appeal to interested colleges to send students more representative of the minority groups, and (2) To secure, if possible, a regional concentration to determine if the program can produce a measurable, area impact.

For further information, contact Dr. John H. Shope, Director, Salisbury State College, Salisbury, MD 21801.

New Publications

HERESY IN LINGUISTICS by D. L. Olmsted. Single copies will be sent free to individuals upon requests made directly to the Gifts and Exchange Section, Shields Library, University of California, Davis, CA 95616.

COMMUNAL STUDIES NEWSLETTER is a biannual publication issued by the Center for the Study of Communal Societies at Temple University, Gladfelter Hall, Room 222, Philadelphia, PA 19111. The Center is administered jointly by the Department of Sociology and the Department of Anthropology. The Center is a coordinating service for persons in interdisciplinary fields who are engaged in research on communitarian societies, historical and modern. Every effort is made to keep current bibliographies on communal societies, maintain a collection of books and publications, design research projects in relevant areas, and support graduate training.

TECHNOLOGICAL CHANGE, PRODUCT PROLIFERATION, AND CONSUMER DECISION PROCESSES is a seven-volume report from a cooperative research project between Columbia University and University of California, Berkeley (principal investigators—Francesco Nicosia and Kelvin J. Lancaster). Individual volumes are available from the National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22151. Ordering information is as follows: Vol. I—Summary, PB246096/AS, \$4.75; Vol. II—Regulations and Economic Issues, PB246097/AS, \$5.75; Vol. III—Information Processes and Decision Making, PB246098/AS, \$4.25; Vol. IV—Information Flows, PB246099/AS, \$7.00; Vol. V—Future Perspectives, PB246100/AS, \$3.75; and Vol. VI—Information Retrieval and Bibliography, PB245554/AS, \$10.00. Additional information may be obtained from Barbara A. Burns, Division of Policy Research and Analysis, National Science Foundation, Washington, D.C. 20550.

NEW COMMUNITIES USA is the publication of the results of a completed study on the major assessment of the critical factors associated with the success or failure of new communities in meeting the needs of all their residents. A vast store of data about the 36 new and conventional communities studies as well as more than 7,000 interviews conducted, is available on tape from the Center for Urban and Regional Studies, University of North Carolina, Chapel Hill, NC 27514. Questions and comments on the project and this publication are encouraged by the New Communities Project staff, consisting of Shirley F. Weiss, Raymond J. Burby, III, Thomas G. Donnelly, Edward J. Kaiser, and Robert B. Zehner.

TRANSCRIPT of the Second Association for Humanistic Psychology Theory Conference held in April 1975. Copies of the edited transcript are available for \$3 to AHP members and \$4 for nonmembers from Rick Gilbert, c/o AHP, 325 Ninth Street, San Francisco, CA 94103.

VICTIMOLOGY, an international and multidisciplinary journal has been established to provide a forum for the exchange of theories, concepts, methodologies and practices concerning the victim. The journal acts as a channel of communication for the emerging worldwide community of scholars, professionals, and innovators concerned with victimization. For further information write: Dr. Emilio Viano, Center for the Administration of Justice, American University, Washington, D.C. 20016.

7c. Committee on the Problems of the Discipline. Gary Marx reported on the current status of the grants approved and discussed the original purpose of this program. He recommended continuation of the program and simultaneous evaluation of its effectiveness.

MOTION: That the Committee on the Problems of the Discipline shall be allocated \$5,000 for 1976. Subsequent funding will depend on the evaluation of the effectiveness of the program. Motion carried.

7d. Response to Conditions in Chile. Following the December 1975 Council action on business meeting resolution, Council discussed further steps.

MOTION: That the Council instruct President Lee to relay to the appropriate body the resolution that was passed at the December Council meeting with the exception of item 4 (forming of a specifically designated ASA committee). Motion carried.

7e. Plans for Council Report to Membership at Annual Meeting. Council discussed its report to the membership at the Annual Meeting and ways of scheduling it.

MOTION: That the second business meeting at the Annual Meeting shall be devoted to an open forum of Council including inquiries from the floor. Motion carried.

7f. Resolution on SSRC. The correspondence between President Lee and the President of SSRC was reviewed. This correspondence has been disseminated to groups who had sponsored the resolution.

Although the material from SSRC was considered helpful, Council felt the need for additional information.

MOTION: That President Lee request from SSRC data on the composition of SSRC committees showing breakdown by ethnicity, sex, sociologists, and age. Motion carried.

MOTION: That Council member Renee Fox communicate with ASA representatives to SSRC to explore issues raised and to report back to Council. Motion carried.

7g. Religion in 1980 Census. There was considerable discussion on the appropriateness of ASA to recommend the inclusion of questions on religion in the 1980 Census and on the appropriateness of including questions

on religion in a government data gathering program. Council members felt that this issue needed to be explored further.

MOTION: That the issue on including questions of religion in the U.S. Census be referred to the Committee on Government Statistics. Motion carried.

8. Correspondence Pertaining to James Coleman. The correspondence between President Lee and Council and the Committee on Ethics regarding Professor James Coleman was reviewed.

MOTION: The Council rejects President Lee's recommendation that it ask the Ethics Committee to consider Professor Coleman's testimony on school busing and related issues. The Council reaffirms Professor Coleman's right of freedom of expression and conscience. Motion carried with one dissenting vote. (President Lee requested that he be recorded as opposed to the motion.)

MOTION: The Council suggests to the Program Committee that a plenary session entitled "Social Science and Public Policy: The Controversy over School Busing" be scheduled at the next Annual Meeting, and that James Coleman be invited to discuss his research on desegregation with a panel of discussants who are members of ASA. Motion carried.

9. 1977 Program Committee Recommendation. Considering the increased number of ASA sections and the competition for time slots, the following motion was offered by Milton Yinger on behalf of the 1977 Program Committee. It would provide equal number of program sessions to all Sections while currently some Sections have three and others four time slots.

MOTION: That all ASA Sections will be entitled to three time slots in the 1977 Program. Motion carried.

10. Task Group Meetings. After devoting the morning of the second day to the planning activities of the three task groups, each task group leader gave a brief report.

Task Group I (Development of Knowledge) concerned itself with the recruitment of the best talent into research and knowledge development in sociology. To provide the best conditions for this endeavor, the

task group discussed such actions as increasing support for sociological research and enabling the Executive Office to take a more active role in the transmission of information and the development of resources.

Task Group II (Dissemination of Knowledge) is in the process of exploring recommendations for long-range plans for the Association's journals. Various issues of access to information and establishment of priorities were discussed. The task group also expressed concern with the need to improve the transmission of sociological knowledge of policy issues to the public.

Task Group III (Utilization of Knowledge) was concerned with the uses of sociology and the utilization of sociologists. This includes concern about job opportunities for new graduates. The task group also discussed the problems of misuse and misinterpretation of sociological data and the acceptability of sociology in comparison with other disciplines.

11. Plans for June Council Meeting. After discussion about the effectiveness of a meeting of the Council in June entirely devoted to the planning task groups the following action was voted on.

MOTION: To cancel the June meeting of Council and to devote one-half day during the 1976 Annual Meeting to a fourth meeting of the 1976 Council. Motion carried.

MOTION: Each Task Group is to identify two members. This group will meet prior to the Annual Meeting to develop a list of specific proposals and alternative resolutions. This should be accompanied by sharing of previous considerations among the three task groups. Motion carried.

12a. Chair of the Committee on Professional Ethics. Since the nominees for Chair selected at the December 1975 Council were unavailable to serve as Chair, Council identified another committee member to be invited to serve as Chair of the Committee on Professional Ethics. An alternative was also selected.

12b. Added Procedures for Observers. In connection with the agenda items dealing with personnel, the following motion was offered.

MOTION: That the Executive Office provide copies of the Council agenda to observers when they enter the room. Motion carried.

12c. Membership on the Committee on Employment. Albert Gollin has accepted Council invitation to serve as Chair of this committee. Council identified a number of individuals to be asked to serve as committee members. Further discussion involved the mission of this committee with particular emphasis on the employment of sociologists in other than academic institutions.

MOTION: That the Committee on Employment be renamed the Committee on Expanding Employment Opportunities for Sociologists. Motion carried.

MOTION: That the Committee be limited to four members in addition to the Chair. Motion carried.

12d. Committee on Day Care for the 1976 Annual Meeting.

MOTION: That the Committee on Day Care, consisting of three individuals be continued. Motion carried.

A number of individuals from Council were nominated to assist Gary Marx, the Chair of this committee.

12e. Identification of Award Recommended by the Committee on the Status of Women. The Council addressed itself to this issue which had been postponed from the previous day.

MOTION: That the award which had been previously approved be named in honor of Jessie Bernard. Motion carried.

MOTION: That an award committee of six persons be appointed for a staggered three-year term pursuant with usual ASA procedures. Motion carried.

13a. U.S. Commission on UNESCO. The procedures by the U.S. Commission on UNESCO involves the submission of three names by ASA. The Commission makes the selection and appointments.

MOTION: That Council accept the nominations procedures of the U.S. Commission on UNESCO and present a slate although there is concern about this procedure. Motion carried.

Three individuals were nominated and

two alternates were identified.

13b. Representation on Journal of Consumer Research. Pending further information the selection of a representative to the Journal of Consumer Research was tabled.

13c. APA Division 34, Population Psychology. Council moved to appoint one individual as liaison to Division 34 in accordance with their request.

14a. Section Awards. A request by the Section on Organizations and Occupations to award a prize was discussed.

MOTION: That the Section on Organizations and Occupations be authorized to award a prize for the best paper in the 1974-75 Student Essay Competition. This motion is not to serve as a precedent for other sections. Motion carried.

14b. Request for Formation of Section on Sociological Practice. A statement of purpose and the required number of signatures had been received requesting the approval of a section on sociological practice.

MOTION: That a Section on Sociological Practice be approved. Motion carried.

15. Resolution on Rose Series Awards. A recommendation submitted by the Committee on Publications was discussed pertaining to an award linked to the publication of a Rose Series Monograph. Since the intent of this recommendation will be accomplished by the transfer of the Rose Monograph Series to Cambridge University Press including the republication of past volumes, Council felt that action on this recommendation should be delayed. Council voted to table.

16. Administrative Reports. Alice Myers presented information on the survey of preferred dates for the Annual Meeting. Close to two-thirds of the respondents favored the period during which the meetings are currently held, including the following week. Details of the survey will be published in FOOTNOTES.

There being no further business, the meeting was adjourned at 4:40 p.m. on Sunday, March 7.

Respectfully submitted,
William H. Form
Secretary

ASA Teacher Development Project, continued from page 1

In addition, the two-year grant will support the development of a teaching resource facility in the ASA Executive Office to provide institutionalized support for the teaching function performed by sociologists.

Charles Goldsmid said, "The Teacher Development project also is aimed at creating an environment in which teaching is more highly valued and more highly rewarded."

Consequently, the project supported by Lilly will look at institutional and departmental support given to undergraduate sociology programs in two-year colleges, four-year colleges and universities as a background against which an individual's performance as a teacher can be addressed.

The Lilly project builds on work begun by the Project on Teaching Undergraduate Sociology, a joint undertaking of the ASA and its Section on Undergraduate Education, supported by the Fund for the Improvement of Postsecondary Education, HEW. Goldsmid serves as convener of that project's task group on teacher development. He and the other members of that task group will serve as the steering committee for the new Lilly supported project.

Goldsmid said the project will advance the development of a network of teaching specialists in sociology by sponsoring a series of pilot sessions and workshops on teacher development. The pilot sessions will be used to develop, test and refine various approaches to teacher development from in-service and pre-service perspectives.

Participants in the workshops for teachers of teachers, however, will be expected to form a beginning cadre for the teacher network. These specialists will then be available to consult with and assist departments, groups of teachers, and graduate students to assess, create, and improve their teacher development programs.

The grant by Lilly will fund most of the costs of attending the pilot sessions and workshops. In addition, it will pay a substantial portion of the costs of more than 100 consultations by teaching specialists. Departments requesting consultations will pay the rest. The teaching specialists will contribute their services.

Persons interested in participating in the pilot sessions or workshops should contact: Dr. Charles Goldsmid, 110 Peters Hall, Oberlin College, Oberlin, OH 44074.

Goldsmid said the teaching resource facility will collect, coordinate, and disseminate resources and materials supportive of teaching undergraduate sociology in various settings. In addition, the facility will monitor new developments in teaching inside and outside the discipline and transmit pertinent materials to interested members of the discipline.

Goldsmid expects the Teacher Development project to assist individual faculty members, undergraduate departments, and graduate departments to fulfill their teaching responsibilities.

He said the support provided by Lilly Endowment will provide instructional improvement mater-

ials and counseling to individual faculty members especially those in departments that do not have faculty development programs. In addition, the project will link these faculty members to colleagues in their areas who share their concerns.

"Building a community and a sense of community among teaching sociologists is one aim of the Lilly project," Goldsmid said.

The project will also help departments to gain access to teaching resources in their geographic areas and to resources "in the field of teaching."

Finally, the Teacher Development project will relate to graduate departments in their role as trainers of the coming cohorts of teachers of sociology by assisting them to create teacher development programs for graduate students.

"There are approximately ten sociology departments that provide serious models in this area," Goldsmid said. "These departments, however, are not among those granting the greatest number of advanced degrees."

Other members of the Teacher Development project steering committee are William D'Antonio, University of Connecticut; Ethelyn Davis, Texas Woman's University; Bill Ewens, Michigan State University; Betty Green, Hamline University; Carla Howerly, University of Minnesota; Kenneth Kessin, Trenton State College; Michael Malec, Boston College; Wilhelmina Perry, Glassboro State College; Ronald Watcke, Wayne County Community College, and Everett Wilson, University of North Carolina, Chapel Hill.



New Programs

• **Georgia Institute of Technology** offers a two week continuing education program in Statistical Methods, July 12-23, 1976. Topics covered will include statistical estimation, decisions from statistical data, the design of statistical studies and experiments, analysis of variance, regression techniques, graphical tools, survey sampling techniques, and a number of related and supporting topics. A course fee of \$475 will be charged for this two week program, and a background which includes algebra is required for all participants. Inquiries should be directed to the Department of Continuing Education, Georgia Institute of Technology, Atlanta, GA 30332, (404) 894-2400.

• **University of California, San Francisco** is inviting applicants for a new doctorate program in human development and aging that starts this fall. Graduate students in the behavioral sciences with a master's degree or equivalent will get prime consideration, but students in the health sciences and humanities will be considered if they have adequate behavioral science training. The program will closely integrate teaching and research. Contact PhD Program Coordinator, Human Development Program, University of California, San Francisco, CA 94143.

• **The Wigner Fellowship Program** will offer five two-year appointments each year. It will provide an opportunity for physical, social and life scientists and engineers no more than three years past the doctorate degree to gain experience in areas of science and technology related to national energy problems and needs. Benefits include fully competitive salaries and travel and relocation expenses. Individuals interested in applying for a Eugene P. Wigner Fellowship are invited to write to the Office of Professional and University Relations, Oak Ridge

National Laboratory, P.O. Box X, Oak Ridge, TN 37830.

• **The University of Kentucky Department of Sociology** offers a graduate curriculum leading to a Master of Arts or a Master of Science in Agriculture with a specialization in the applied field of Community Development. The non-thesis, thirty-six credit hour, curriculum combines basic work in sociological theory and methods, specialized training in community, ecology, complex organization, demography, action analysis, and a practicum work experience with development or planning agencies. The aim is to equip students for a variety of jobs with governmental or private industry programs where competencies are needed in community or societal diagnosis, applied research, policy formation and agency or program administration. Inquiries should be sent to: The Director of Graduate Study, Department of Sociology, University of Kentucky, Lexington, KY 40506.

• **The Education Policy Fellowship Program** (formerly Washington Internships in Education) is seeking applicants for the program year which begins September 1, 1976 and ends August 31, 1977. It is designed to provide its participants with the policy-making skills they must have to exert effective and enlightened leadership in American education at the federal and state levels. Headquartered in Washington with sites in five state capitals, the EPF program is designed for mid-career persons who have completed their academic training and have had significant professional work experience. For application materials, please contact: Dr. Paul Schindler, Director, Education Policy Fellowship Program, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, D.C. 20036.

A 251 Assistant Professor. Areas of competence: theory, social psychology, sociology of knowledge, background in methods, class, race relations, and policy research. PhD 1975; two MS's. Two years full-time teaching, three years part-time at major university. Two papers read, book manuscript submitted to publisher, several articles in preparation. Northeast preferable. Available September, 1976.

A 252 Teaching and research, as Full Professor (current rank). Primary areas: formal organizations, political, comparative and macro-sociology. Secondary areas: social problems, social psychology, research methodology. PhD; NSF grants, Fulbright, honors; 15 years graduate and undergraduate teaching and research; book, articles, reviews. Prefer New York metropolitan region or Philadelphia. Available fall, 1976.

A 253 Teaching and research. Radical sociology, national labor movements, current social problems, comparative socialist societies; interdisciplinary interests; extensive graduate and undergraduate teaching in many conventional sociological areas. PhD; grants, book, etc.; currently Full Professor. New York City area preferred. Available fall, 1976.

A 254 Teaching and/or research. Seven years full-time college and university teaching. Four years research experience. Many and varied courses taught. Prefer: medical, family, and industrial. Papers, articles, and contributed book chapters. PhD. Married, one child. Locale open.

A 255 Teaching and research. Stratification (status attainment and social mobility), family, minorities, urban and rural social problems, social organization (including voluntary associations) and social change, research methods in statistics, and theory. Phi Kappa Phi, Alpha Kappa Delta, 3 years college teaching experience, interdisciplinary and cross-cultural research; articles, papers submitted for publication. Location open; available June 1, 1976.

A 256 Teaching/teaching and research; comparative and historical sociology, subsuming; organizations, stratification, political, world conflict, environment, sex roles, race/ethnic, movements; recent PhD, top department; Phi Kappa Phi, fellowships; 6 years university teaching and research, 4 years applied research and administration, mental hospitals; book in press, research monographs and over a dozen papers published, grant to produce educational materials for international studies, second book in progress, other papers under review; prefer position where interdisciplinary approach and talents in working with small groups of students can be effectively used; prefer Eastern seaboard but consider locating anywhere; fall, 1976.

A 257 Research and/or teaching; social change/development, qualitative methods, social psychology, medical sociology, peasant studies, organizational behavior, applied sociology, humanistic sociology; strong interdisciplinary approach; recent, interdisciplinary PhD from first-line university; NIMH trainee, NSF training grant, Doherty Fellow and other grants and fellowships; extensive research experience, plus experience in teaching and applied sociology; professional reports and papers; knowledge of three foreign languages and six years training and professional activities in four foreign countries; present position with Harvard Medical School program in Latin America; location open, available early summer, 1976.

A 258 Teaching and research; social theory (classical, contemporary, critical symbolic interaction), sociology of sports, social stratification, sociology of education, sociology of knowledge; PhD from Big Ten University; NSF Traineeship, AKD; 6 years teaching and research, 3 years administration, 4 years community organization; several papers published, several papers read at meetings, two books in process; location open; will accept visiting appointment for 1976-77 as am presently located overseas and will not be available for interviews; available late August, 1976.

A 259 Teaching/research or teaching/administration; political sociology, social change, modernization, social problems, introductory, applied interests: environmental sociology, social impact analysis for EIS; PhD, 7 years university teaching, 2 years community college teaching, and 1 year and one summer in US Government in NEPA implementation and policy development; now teaching sociology-political science at a West Coast college; awards and grants, several articles, papers, many reviews; location open but prefer Western US or Canada; September, 1976.

A 260 Teaching, with research possibilities. PhD with 5 years experience at all levels. Areas include introductory, health and medicine, mental health, family, applied social research, population and environment. Fellowships, teaching awards, articles. Location open. Available September, 1976.

A 261 Teaching, research, and/or administration; social psychology, personality and social structure, stratification, quantitative methods and statistics, comparative, politi-

cal, education, and social epidemiology; PhD, Big Ten University; 8 years experience, research, graduate and undergraduate teaching, private and large state university; Outstanding Educator of America award for teaching, NICHHD, summer post-doctorate fellow; published several papers in major journals with many citations; papers in preparation; grants from private and governmental sources; grant proposals in preparation; available June, 1976.

A 262 Teaching, research; educational sociology, minority groups, marriage and family; PhD (educational sociology); 7 years of university teaching experience; experience with foreign students; urban studies fellowship award; 1 book, 2 papers; married; location open. Available August, 1976.

A 263 Full Professor, Ivy League University, specialties: evaluative research, deviant behavior, organizations and occupations. Seven books, numerous articles, consistent and substantial research grant support. Twenty years teaching experience, both graduate and undergraduate; extensive innovative undergraduate teaching experience. Two books in progress, one near completion. Six research-based working papers moving toward publication, others under review. Two current research grants, another proposal under consideration. Administrative experience and service within university, for professional associations, and journals. Consulting experience with government, business, and unions. Desire location in warmer climate, position where can continue research interests and innovative teaching. Available January or September, 1977.

A 264 Teaching or teaching and research; social gerontology, rural/urban sociology, criminology-corrections combination, social problems, minority and race relations, family and introductory; doctorate from major state university, National Teaching Fellow, AKD, KDP; 7 years college teaching, 1 year as part-time consultant to gerontology (RSVP) program, member, national board of directors for major organization, experience with federal contracting for social research, faculty advisor for Native American Club. Author of several articles, book reviews, papers presented at national meetings, convener of session at national meeting, moderator and session chairman for various meetings. Location open; married, 2 children; available summer or fall, 1976.

A 265 Teaching and/or research. Statistics, research methods, adult socialization and occupations, deviance, social psychology, and introductory sociology; PhD (1973) from major university; NIMH graduate fellowship in quantitative methods; 7 years university teaching experience including 4 years partial affiliation with secondary teacher education in sociology program; introductory sociology book under contract; research in the sociology of occupations in progress; location open, 33, married; available June or September, 1976.

A 266 Teaching or teaching and research; social psychology and deviance, urban sociology, theory, research methods, political sociology, social problems, introductory; PhD from major midwest university; teaching assistantships and fellowship; 9 years of graduate and undergraduate teaching; excellent teaching record; numerous publications in well-known social science journals; numerous papers at national and regional meetings; book on urban sociology under contract; location open; 34, married, one child; fall, 1976.

A 267 Teaching, research, administration in public or private university or agency. Population, family planning, minorities. PhD. NEA Fellow. Over 13 years teaching, research, consulting, administrative, and fund-raising experience in the US, Latin America, and Asia. More than 25 publications. Location open. Speak, read, write fluent Spanish. Available on relatively short notice.

NEAR PHD or MA

A 280 Teaching or teaching and research. Areas of specialization: social thought and sociological theory, methods (qualitative and quantitative), collective behavior and social movements, and sociology of world conflicts. Current teaching experience includes introductory sociology, social problems, stratification, criminology, and marriage and the family. Three years full-time and three years part-time teaching experience; full and part-time teaching experience includes small, middle and large public and private colleges and universities. Dissertation completed by April, 1976. Currently involved in an interdisciplinary study of attitudinal changes toward courtship, marriage and the family by members of the Iranian middle class. Interested but not limited to working in interdisciplinary programs. Willing to teach on both undergraduate and early graduate level in small or non-lecture classes. Strong commitment to quality teaching. Research experience at major research center includes the study of transnational linkages of voluntary organizations and ethnic groups. Publications in

process. Location open including Canadian and overseas positions.

A 281 Instructorship in Sociology and/or American Studies, preferably but not necessarily in small liberal arts college. Sociological theory, sociology of religion, sociology of the family, political sociology, American intellectual history. MS in Sociology, Purdue University, PhD candidate in Sociology/American Studies at Purdue; dissertation proposal approved, National Defense Education Act Fellowship, Purdue; two Purdue summer fellowships. Taught own introductory sociology course for non-majors at Purdue; also assisted in social problems course at Purdue; currently teaching instructor in Sociology at Hiram College, Ohio, on one year appointment as sabbatical replacement; teaching sociological theory, sociology of religion, sociology of the family, social organization, introduction to sociology, and an interdisciplinary course on the U.S. in the 1960's. Preferably but not necessarily in Midwest. Available August, 1976.

A 282 Teaching or teaching/research in sociology, social anthropology or interdisciplinary department; sociology of work and leisure, occupational cultures, sociocultural change, movements, stratification, social history, introduction to sociology; prime research interest is effect of technological change on culture and social structure; ABD, dissertation in write-up stage, PhD expected 8/76; fellowships, assistantships; 51 credit hours teaching experience at universities and community colleges, excellent student evaluations; currently research director of health care delivery grant and instructor in Sociology at Big Ten University; location open; available August, 1976.

A 283 Anybody out there need an outstanding teacher? Certified by undergraduate populations as exceptional instructor; introductory, criminology/deviance, collective behavior, social psychology, small groups, sociologies of the future, world conflict, interdisciplinary studies. ABD, PNB, University of Michigan, instructorship; 9 years full-time university teaching experience; publications; location open, married, 38, 2 children; available fall, 1976.

A 284 Research, teaching, free lance data analysis and consulting. Social epidemiology, demography and ecology, methods and statistics, cultural anthropology. AM, near PhD. Community Mental Health Research Trainee Fellowship, 1961-1964. Sixteen years research on epidemiology of health and behavioral problems, some teaching and data-analysis consulting work. Twelve articles, one monograph in the writing. Location open. Special skills in secondary analysis and analysis of small samples. September, 1976.

A 285 Teaching in sociology and/or interdisciplinary program; Latin American studies, historical and comparative social change and theory, social movements and political sociology, international development studies, social problems in historical perspective. MA University of London, PhD completed for May 1976 graduation from major U.S. university; Also studied at National University of Mexico-fluent Spanish; university honors and fellowships; university teaching experience; articles published; location open, married, 26; available September, 1976 (or summer).

A 286 Research and teaching. Mathematical demography, urban residential distribution, survey methodology (especially sampling), social statistics, demographics of less developed countries, mathematical sociology. PhD in Sociology (population studies concentration) expected September. Background in mathematics (BS), computing science and statistics (MS). Available September, 1976.

A 287 Teaching and/or research. Social psychology and political sociology. Other areas include: deviance, ethnomethodology, sociological theory, and philosophy of the social sciences. BPhil, Oxford; Beta Gamma Sigma, Pi Gamma Mu. Dynamic teacher. Articles submitted for publication. Location open. Enthusiastic commitment to conveying possibilities and quality, interdisciplinary teaching. Available August, 1976.

A 288 Teaching/teaching and administration. Human ecology, demography, complex organizations, occupations and professions, marriage and family, social theory, social research, introduction to sociology. ABD, research completed on dissertation. TA and RA; part-time lecturer, 6 years; full-time instructor, 2 years; location open. Available summer or fall, 1976.

A 289 Teaching or research; conversation analysis, ethnomethodology, urban community, social problems, leisure and culture, small groups. MA, ABD, PhD expected September, 1976. Three years full-time, three years part-time teaching; also research assistant and elementary school teacher. Location open. 30, married, 2 children. Available immediately.

A 290 Desire post within commuting distance of New York City, or in New York City. Preferably in social science department. Background both in psychiatry and education. Have MA and presently doing graduate research in education. Begin

September, 1976, or if available opening, sooner.

A 291 Teaching/research. Social anthropology (social organization, kinship, social organization, political and economic organization, law), criminology (former lawyer), theory (exchange, dynamic models, "causality," history), sociology of law, socioeconomic integration (peasant societies, industrialization-acculturation), comparative political systems, small group interaction. JD, PhD (Social Anthropology), September, 1976. Teaching assistantships in linguistics, human evolution (Tulane), anthropology of law (Yale). Three graduate fellowships, research. Two years fieldwork with Lacandon Maya Indians in jungles of Chiapas, Mexico. Published; presenting paper at Harvard Anthropology Department seminar. 32 years old. Available September, 1976.

A 292 Teaching. Industrial sociology, organizational behavior, complex organization and occupations, social psychology. ABD, PhD expected January, 1977. MA Sociology, MBA Industrial Management. Six years full-time teaching management and organizational behavior, one year part-time sociology, ten years industrial experience. Location open, East or West Coast preferred. Fall, 1976 or spring semester, 1977.

A 293 Lecturer or Assistant Professor position desired. Symbolic interaction/ethnomethodology, sociolinguistics, sociology of India, social theory, cultural anthropology. ABD in PhD Sociology (degree expected in September-October, 1976); otherwise, MA in Sociology. Star and Shield Society in BA at New York U (3 successive Dean's Lists); scholarship awarded from same; second standing in MA Sociology. Six years in India, including 1 1/2 years of intensive fieldwork in the Indian state of Gujarat; knowledge of two languages (Hindi and Gujarati); extensive contacts with different Indian areas for the continued collection of data even after leaving India. Location open. Date available: September, 1976.

A 294 Teaching; humanistically-oriented sociologist with an interest in innovative education and teacher-student contact; sociology and history (American: colonial, Revolution, 20th century; modern Chinese since the Nationalist Period); history and sociology of sociology, function and roles of intellectuals, modernization and consciousness, present and past utopian communities, ritual behavior, cross-cultural analysis of youth; BA in interdisciplinary social science; ABD. PhD definitely expected in June, 1976 (interdisciplinary degree in

American Studies with a secondary field in Sociology); NOEA and University fellowships; location open; 31, married, one child; available for summer or fall, 1976.

A 295 Research or teaching and research. Two years teaching experience. Interests in social psychology, socialization, and deviant behavior. Four years experience in alcohol and drug research. Special skills in secondary analysis and analysis of large samples. AKD, 2 years NSF Traineeship. PhD expected fall, 1976. Prefer Washington, D.C. metropolitan area. Available summer or fall, 1976, depending upon job.

A 296 Research and/or teaching in Sociology. General interests in social psychology, methodology, theory, philosophy of science; specific interests in coalitions, expectation states theory, dyadic consensus, and theory and philosophy of measurement. BA (Hons), MA, expect PhD September, 1976. Undergraduate and graduate scholarships and fellowships. Research Assistant on three projects, sole researcher on two more, with a mixture of pure and applied, experimental and survey styles; university teaching experience. Three papers read, one book review, four articles under review, several more in progress. Location open. Most interested in working in an active, stimulating, and critical environment, regardless of size or location, salary and tenure immaterial. Available September, possibly earlier.

A 297 Teaching and research. Social psychology, deviance, criminology. PhD candidate; expected date of completion of PhD fall, 1976. Three year NIMH Fellowship in deviance; Alpha Kappa Delta, National Sociological Honor Society. Four years undergraduate and graduate teaching and research at major university. Twenty-two publications, papers, commentaries, book reviews, etc., submitted over last two years with thirteen accepted. Location open. Married, no child reared. Available summer or fall, 1976.

A 298 Teaching position in small, intellectually productive undergraduate department where commitment to theoretic understanding informs both teaching and administrative practice. Courses taught include: political sociology, social organization, cognitive bases of sociological theory, sociological theory and public policy, social movements, urban sociology, historical sociology. Long-range research in progress on cognitive and mental orders, and on sociology of teaching. Nine years' teaching experience. Available now but willing to wait for right teaching.



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