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Footnotes

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Social Science & Government

Study Examines Federal Investment in Social Research

by Lawrence J. Rhoades

Nine themes run through the findings and recommendations of the first comprehensive study of the federal system of support for social knowledge production and application which was conducted, in part, to find ways to make the system contribute more effectively to the formation of public policies related to social problems.

The themes are:

1. Government decisions on the support and application of research are not exempt from the political process.
2. Research can only make a limited contribution to the public policy process.
3. The concept of social knowledge production and application rather than the traditional concept of social research and development more accurately describes the federal investment in knowledge of social problems.

4. The diversified needs of government require a variety of research strategies and management techniques. Cross-the-board reforms are likely to do more harm than good.

5. The executive and legislative branches of government must share responsibility with the research community for the current state of the system.

6. More planning and coordinating activities must be undertaken if the radically decentralized system is to become more effective, especially by "oversight institutions" in the government.

7. More attention must be given to synthesizing research findings, to cumulative programs of research, to cross-cutting research, to broad social problems, to the process of social change, and to emerging problems.

8. The needs of users of research findings must be systematically included in the planning,

dissemination, and application of research. More effort should be expended on disseminating and applying quality research findings.

9. Scientific criteria should guide the allocation of support to knowledge-building activities.

Editor's Note

This issue launches a continuous series in "Social Science and Government" which recognizes the important role government plays in relation to the social sciences.

The series will concentrate on the relationship between social science and government and the impact that relationship has on the formation of social science policy within the government.

These themes run through *The Federal Investment in Knowledge of Social Problems*, the final report of The Study Project on Social Research and Development. The Study Project was commissioned by the Science and Technology Policy Office of the National Science Foundation in 1974 in response to the increasing pressure being placed on the social R&D community to demonstrate its usefulness to policy members, program officials, and legislators dealing with social problems. The Study Project was conducted through the Assembly of Behavioral and Social Sciences of the National Research Council.

Since the Study Project's recently published final report may serve as the stimulus for redefining the situation confronting the social knowledge production and application (P&A) community, it is given extensive coverage in this issue of FOOTNOTES.

POLITICAL SETTING

The Study Project supported its argument concerning the political setting of research by pointing out that "research administrators, a critical sub-community of government, live in a very political environment; most federal research programs are deeply enmeshed in bureaucratic, special interests, and legislative politics." Because of this immersion "there are numerous and diverse pressures on research managers from sources such as departmental officials, OMB and the White House, congressional committees, and organized interest groups."

The Study Project believes "there is no way to de-politicize the support of research and the use of its results," but it also believes that "effective strategies for acquiring and using research results can take account of the political

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Glazer: Graduate Training Needs Professional Perspective

Although the disciplinary and professional styles of graduate education in the social sciences are coming "closer together," a greater "infusion of the professional perspective into disciplinary study" is needed if the social sciences are to make a necessary adaptation to a changing world.

That is the opinion expressed by Nathan Glazer, professor of education and sociology at Harvard University's graduate school of education, in a paper, "The Disciplinary and the Professional in Graduate School Education in the Social Sciences," presented at a conference on the philosophy and the future of graduate studies held at the University of Michigan.

According to Glazer, the disciplinary perspective "emphasizes

learning and research for their own sake, the advance of theory and understanding independently of their usefulness for practice." The professional perspective is concerned with practice and effects and the preparation of students for practice in some field.

In order to capitalize on the trend toward cross-fertilization between these styles of education, Glazer called for comparative studies to see how these styles may "interact productively" and how they may avoid the specific defects they tend to develop when they remain isolated from each other.

PRACTICAL/DISCIPLINARY

Glazer cites practical and disciplinary reasons for bringing the disciplines and the professional schools closer together. Two practical reasons are:

1. There may be more job opportunities for graduate students who have done their research in a field linked to professional practice, rather than in a more theoretical issue closer to the heart of the discipline.

2. Research opportunities are more likely to be available from a grant-giving agency in a field of practice than from one which is willing to advance the discipline as such.

Glazer, however, believes there are "good reasons from the point of view of the development of the discipline" to infuse disciplinary study with the professional perspective.

He said, "The disciplines, after all, in some respect model the real world, and must be compared with it. And this world is increasingly shaped by professional practice."

"When the internal development of a discipline is too fully based on those issues most centrally identified with it, it remains at too far a distance from its ultimate objects of study, man and society, as these actually exist.

"Most important to my mind, the objects of study have themselves changed with the growth of government and with the growth of intervention in social development at every stage, and in every sphere. These provide new questions for the discipline, new areas in which what the disciplines have to contribute to practice should be displayed."

COMPARING STYLES

Glazer admits that the infusion of the professional perspective into disciplinary study will not be easy; for he asks, "How does one teach for practice, or the understanding of practice, when theory remote from practice has been the mainstay of teaching in graduate social science?"

Glazer believes the infusion of a professional perspective into disciplinary study will raise the most difficult issues for social scientists in the graduate schools.

"One reason, perhaps the main reason," he said, "is that what one learns, teaches, and researches changes sharply as one approaches the frontier of practical work, the kind of work that professionals in fields of social policy do."

Glazer thinks that education within a discipline is very different from education within a profession and he explicates these differences in the following manner:

"There is a very different flavor to each. One significant element of training within a discipline in the

social sciences is that the writings of masters is crucial. This is what theory is all about. The way one studies the discipline is by studying texts, comparing texts, penetrating texts, developing their implications . . . and one's status in the discipline depends on the degree to which one has contributed a text worthy of such analysis, one which is itself an analysis of the texts of earlier fathers of the discipline.

"One does see some of this in professional schools, and when one sees it, it is generally the analysis of less worthy texts. But in contrast with academic disciplines, there is very little of this. One examines practice, through courses (which are unfortunately

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Meeting Moves To New York

The 1980 ASA Annual Meeting will be held in the New York Hilton, August 25-29, as a result of the binding referendum held last summer.

The new location was selected by ASA Council during its meeting in San Francisco in September.

The referendum was held to determine whether the 1980 meeting should remain in Atlanta or be moved to an ERA state.

The final vote tally showed that 5,286 members cast valid ballots in the referendum with 2,896 or 54.8 percent voting to move to an ERA state and 2,390 or 45.2 percent voting to stay in Atlanta.

Program Suggestions

The 1980 Program Committee is seeking suggestions from the membership on topics for the Annual Meeting in New York City.

Suggestions should be received in the ASA Executive Office, 1722 N Street, NW, Washington, D.C. 20036, no later than January 15, so that they may be considered during the February meeting of the committee.

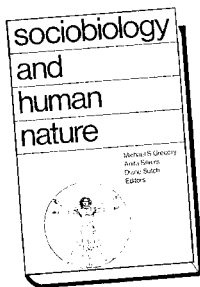
Suggestions received after January 15 will be referred to the 1981 Program Committee.

Alice Announces Retirement

Alice Myers, Administrative Officer of the American Sociological Association, informed ASA Council that she will retire after the 1979 Annual Meetings. This will represent a significant loss to the Association in which she has played a major administrative role for the past 16 years. Those who work most closely with her understand the important contributions she has made to the history and growth of the Association. She will be missed.



THE JOSSEY-BASS SOCIAL & BEHAVIORAL SCIENCE SERIES



Michael S. Gregory, Anita Silvers, Diane Sutch, Editors **SOCIOBIOLOGY AND HUMAN NATURE**

An Interdisciplinary Critique and Defense

This is the first comprehensive evaluation of an exciting but controversial topic. Sociobiology — the study of the biological basis of all social behavior — first came to national attention in 1975 with the publication of Edward O. Wilson's *Sociobiology: The New Synthesis*. Since then it has been called everything from the first major biological paradigm since Darwin's to a doctrine that is viciously racist and sexist. After three years of partisan debate, it is time to take a balanced look at sociobiology and its implications for human beings. *Sociobiology and Human Nature* presents pro and con views in original chapters prepared for this book by authorities in the biological and behavioral sciences, philosophy, and the history of science. The book brings into focus professional perspectives on the *human* impact of sociobiology. At the

same time, the chapters interact to reveal four particular themes that have wider implications for both the sciences and the humanities. (1) *Culture*: Is genetic determinism compatible with culturally derived learning? (2) *Consciousness*: Is the mind merely a tool of the genes to maximize reproductive potential? (3) *Methodology*: How valid is the use of reductionism and analogy in scientific explanations? (4) *Ethical implications*: If we are not responsible for our behavior, what codes of conduct are possible or enforceable?

These are among the issues raised in this first interdisciplinary assessment of sociobiology. The book provides the fullest current estimate of the status of the field, its implications for human beings, and its place in the history of science.

\$13.95

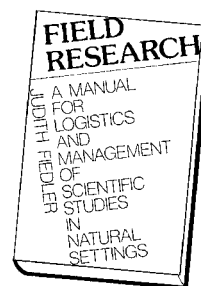
Judith Fiedler **FIELD RESEARCH**

A Manual for Logistics and Management of Scientific Studies in Natural Settings

Field research — the process of making scientific investigations in natural settings such as schools, hospitals, streets, factories, and homes — entails special problems of logistics and management, which, if not dealt with efficiently, can upset the most polished research design and even threaten the validity of research findings. However, these problems and the practical issues of field research are seldom detailed in final research reports nor are they given careful attention in courses on research methodology. In her new book, Judith Fiedler provides a long-needed, carefully considered rationale for determining field procedures and the first step-by-step guide for identifying and resolving problems in field research. Beginning with the original planning of field studies through

site selection, public information and communication, staffing, cost estimates, budgeting, supplies, and record keeping, the book examines every stage of field operations. Each chapter fully discusses a specific aspect of field research, makes practical suggestions for implementation, and presents vivid examples of field research conducted under authentic conditions. Numerous samples of budget and report forms, operations schedules, and other materials actually used in field research are provided. The book is designed to simplify and facilitate field operations of all types, from small, controlled academic research projects of graduate students to large-scale studies involving thousands of subjects, many staff members, and multiple settings.

\$11.95



Karin C. Meiselman **INCEST**

A Psychological Study of Causes and Effects with Treatment Recommendations

Although incest is a relatively rare occurrence, its impact on those who experience it, especially children, is cause for concern. However, incest has been given little attention by researchers, and many questions about its causes and effects remain unanswered. *How does incest in childhood affect personality adjustment in adulthood? What specific conditions in the family encourage incestuous situations? What are the characteristics of incestuous fathers? In what ways are mothers responsible for father-daughter incest? How does participation in father-son incest affect the later sexual orientation of the son? To what extent is mother-son incest associated with mental illness?*

In her new book, Karin Meiselman integrates concrete findings from her own study of incest with those of earlier re-

searchers to provide a comprehensive summary of what is known about overt incest. She presents previously unreported information to fill major blanks in knowledge of the short- and long-term effects of incest and offers recommendations for its prevention, detection, and treatment. Meiselman's findings are the result of a unique study of the case histories of patients in a psychiatric clinic who reported incestuous experiences. Her sample included fifty-eight cases, and she employed a control group — one of the few incest studies to do so. Throughout, Meiselman compares and integrates her information with the world literature on incest, thus making the observations and hypotheses of researchers over the past fifty years readily available to clinicians.

\$15.00

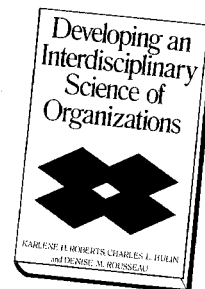


Karlene H. Roberts, Charles L. Hulin, Denise M. Rousseau **DEVELOPING AN INTERDISCIPLINARY SCIENCE OF ORGANIZATIONS**

The authors of this new book question traditional approaches to the study of organizations and offer new strategies for moving this study from a collection of unrelated and incongruous facts toward an integrated science. They assess approaches to organizational research used by sociologists, social and organizational psychologists, and human factors specialists to show that such approaches are too limited and usually reflect misunderstanding of related sets of phenomena. As a first step toward overcoming interdisciplinary differences, the authors describe a common research language consisting of a small number of concepts whose meanings are, in general, agreed on. They use this language to develop a framework for organizational research

and theory that focuses on both structure and processes of organizations and that provides a way of maintaining the generalizability of findings across disciplines and across levels of analysis. The authors discuss a frequently encountered problem in organizational studies — aggregation bias — and make tentative suggestions for dealing with it. They provide examples of past research, demonstrating how their framework could have been profitably applied to those studies. Finally, the authors discuss the use of organizational data in support of public policies, the need to determine the external validity of findings, and the social values of organizational scientists.

\$11.95



Free copies are not available. For personal or library orders, write Box ASA.



According to a recent job survey released by the College Placement Council, the job market for those with a bachelor's degree in petroleum engineering is favorable. The going salary for new engineering graduates is \$1,653 a month. This contrasts with \$871 for "humanities" graduates such as history, English, music, art and sociology majors. The council report is based on offers made by firms recruiting on college campuses. It shows that offers to all bachelor's recipients are up 35 percent over last year and 90 percent ahead of 1975-76. While there are jobs for those in the humanities, including sociology, the opportunities are in sales, banking, and insurance. More than 90 percent of the bachelor's offers came from employers in the private sector, with manufacturing and other industrial firms accounting for almost two-thirds. The remainder were from non-profit organizations and government agencies. Women, accounting for 21 percent of the new bachelors, were offered 50 percent more jobs than in the previous year; men, 32 percent more. The three leaders in master's dollar averages were chemical engineering, MBA-technical and mechanical engineering.

Leadership Institutes on Professional Writing will be held October 13-14 in Pennsylvania; October 27-28 in Los Angeles; November 3-4 in Seattle; and November 10-11 in Atlanta. For information and registration materials for the Los Angeles and other institutes write: Dr. Arthur Berchin, Moore Hall, Graduate School of Education, UCLA, 405 Hilgard Avenue, Los Angeles, CA 90024. Specific sessions will focus on: Textbook Writing, Proposals and Grants, Journals and Periodicals, and Writing for Non-Print Media.

A Workshop on Workshops will be held October 19-20 in Chicago and October 30-31 in Atlanta. Topics covered include How to Identify Workshop Audiences, Where to Hold the Workshop, Presentation Techniques, Evaluating the Workshop. For further information write: Seminar Division, Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, NW, Washington, DC 20037.

The Ad Hoc Committee on Minorities in Statistics of the American Statistical Association has completed a brochure calling attention to opportunities in a career in statistics. Copies of the brochure are available upon request from the office of the American Statistical Association, 806 15th Street, NW, Washington, DC 20005.

Professional Women and Minorities is a comprehensive data source covering

degree, enrollment, and work status of minority and women professionals. Write: Scientific Manpower Commission, 1776 Massachusetts Avenue, Washington, DC 20036 for content and costs.

Radcliffe College has a new program of support for research to encourage scholars to use resources at the Arthur and Elizabeth Schlesinger Library on the History of Women in America. The application deadline for stipends beginning in the summer of 1979 or the 1979-80 academic year is November 10, 1978. Inquiries and requests for application forms should be addressed to: Radcliffe Research Scholars Program, Radcliffe Data Resource and Research Center, 77 Brattle Street, Cambridge, MA 02138. Phone: (617) 495-8140.

The American Educational Research Association has received a grant from NIE to establish a Program to Increase Participation of Minorities in Educational Research and Development. For detailed information write to: AERA, 1230 17th Street, NW, Washington, DC 20036.

An Inventory of Programs in Science and Mathematics for women is being conducted by the American Association for the Advancement of Science. The project is supported by NSF. The inventory will focus on efforts made between 1966 and the present to improve natural science and mathematics education of girls and women in the U.S. and increase their participation in career related fields. For additional information contact: Dr. Michele L. Aldrich, Inventory of Women's Programs, AAAS, 1776 Massachusetts Avenue, NW, Washington, DC 20036.

Overcoming Math Anxiety by Shiela Tobias has been published by W.W. Norton in New York. The volume covers issues ranging from a discussion of origins and dimensions of the problem to recommending solutions for overcoming math anxiety.

Children and Divorce is the topic of a symposium to be held in Boston, November 3-4. For further information write: Center for Parenting Studies, Wheelock College, 200 The Riverway, Boston, MA 02215.

The Women's History Research Center collections have been published on microfilm including **Women and Law** and **Women and Health-Mental Health**. These works should be of interest to Women's Studies Specialists. For specific content and prices write: Women's History Research Center, 2325 Oak Street, Berkeley, CA 94708.

Himmelstrand, Turner, Roby Elected

Ulf Himmelstrand, Sweden, was elected president of the International Sociological Association during the Ninth World Congress at Uppsala University in which American sociologists widely participated.

Two Americans were elected to official positions in the international organizations: Ralph Turner, UCLA, as a vice president; and Pamela Roby, UC-Santa Cruz, as an associative executive member.

Besides Turner, the other vice presidents are M. Sokolowska, Poland, and F.H. Cardoso, Brazil.

Elected to the executive committee were Leela Dube, India; Jacques Dofny, Canada; Juan Linz, Spain; K.H. Momdjan, USSR; Guido Martinotti, Italy; Alexander

Szalai, Hungary; and Francisco Zapata, Chile.

Besides Roby, the other associative executive members are Akinsola Akiwovo, Nigeria; Joseph Ben-David, Israel; and Stefan Nowak, Poland.

Americans participated in the scientific program of the World Congress as chairs and organizers of the following types of sessions: plenary, working group, symposium, and research committee. Americans also chaired a number of sessions sponsored by other organizations and ad hoc groups and presented numerous papers.

Reinhard Bendix chaired a plenary session on "Processes, Contradictions, and Conflicts in the Transformation of Modern Societies." Clifford Geertz chaired

another plenary on "Societies, Cultures and Civilizations: Autonomy and Interdependence."

Charles Tilly headed a symposium on "Sociology and History" and Eliot Freidson lead a symposium on "Conceptions of Social Disability."

The American Sociological Association was represented at the World Congress by Ralph Turner, ASA delegate to the ISA, and three alternate delegates—Constantina Safflious-Rothschild, Immanuel Wallerstein, and Pamela Roby.

Bart Succeeds To Council Seat

Pauline B. Bart, University of Illinois-Chicago Circle, became a member of ASA Council in August after David Mechanic, University of Wisconsin-Madison, resigned his Council seat for personal reasons.

Bart will remain on Council until August 1980. Her appointment to fill the unexpired term was made in accordance with the ASA By-Laws which states that if a Council member resigns "the candidate who received the next highest number of votes shall be declared elected for the remainder of the term."

The appointment of Bart to Council also resulted in the election of Carolyn Cummings Perucci to the Committee on Nominations this year. Bart was elected to the Committee on Nominations this year but she gave up that post when she accepted her Council seat. Perucci had the next highest number of votes for the District 2 position on the committee.

Privacy Research Competition Wants Proposals

Research proposals designed to investigate invasion of privacy problems associated with social research are being solicited by the ASA for the Privacy Research Award competition.

The competition was made possible by a gift from Clark Abt of Abt Associates, Inc., Boston. The award(s) provides funds to carry out the proposed research.

Proposals are invited in three broad areas:

1. Privacy of subjects of social research.
2. Privacy protecting techniques for research.
3. Social conditions affecting privacy.

Proposals should not exceed 2,000 words and budgets should not exceed \$1,000. No funds for the support of the investigator are available.

The competition is open to all members of the ASA including student members. Entry deadline is April 1. Results of the competition will be announced by June 15.

Entries should be sent to the ASA Executive Office, 1722 N Street, NW, Washington, DC 20036.

Assessing Interest in Social Aspects of Space Utilization

A survey is being conducted to assess the level of interest that exists among social scientists and humanities scholars concerning the social aspects of the probable large scale, commercial utilization of space by the turn of this century.

The survey is being conducted by the Space Utilization Team at Georgetown University under the direction of T. Stephen Cheston with support from the National Aeronautics and Space Administration.

Cheston said his preliminary study will evaluate the size, activities, needs and growth potential of the social science and humanities communities concerned with space utilization.

"In recent years," Cheston said, "technological concepts have emerged that make possible the utilization of the space environment on an unprecedented scale. They call for establishing in orbit industrial facilities to produce energy and products with an efficiency and environmental quality superior to equivalent facilities on the earth's surface."

Cheston continued, "With the inauguration of the Space Shuttle, in-orbit experimentation will

begin to verify the theoretical feasibility of the various concepts and thereafter it is likely that prototype production facilities will be established."

Like earlier technologies, space industry is expected to provide new opportunities and cause new problems for the world community. Unlike earlier technologies, however, Cheston is hoping that "incipient social, political and economic problems that might otherwise be overlooked in technology planning" will be diagnosed early by social scientists and humanities scholars and addressed by policy makers "before they manifested themselves in the wider community."

Serious proposals for the large scale use of space have not given extensive consideration to the social and humanitarian issues raised by such proposals, so the broad participation of the social science/humanities community is needed because of its importance to the planning and eventual utilization of space, Cheston said.

If you are working in or interested in this new area of investigation, you can have your name placed on the survey mailing list by writing to The Space Utilization Team, The Graduate School Office, Georgetown University, Washington, D.C. 20057.

Bernard Award Guidelines Announced

Guidelines for nominating individuals for the Jessie Bernard Award have been announced by the selection committee.

This award is given in recognition of work that has enlarged the horizons of the discipline of sociology to encompass fully the role of women in society. This Award is to be given for scholarly contributions that further this goal whether the substantive area of the contribution be in empirical research, in theory, or in methodology. The Award may be given for an exceptional single work (article or book), for several pieces of work, or for significant cumulative work done throughout a professional lifetime.

Nominees for the Jessie Bernard Award may be either members of the discipline or peripheral to it. This Award is not designed solely for women sociologists nor is it limited to the substantive area of sex roles. In Jessie Bernard's own words, "(The Award) can perform its remedial function of overcoming our discipline's current deficiencies if it encourages men as well as women to scrutinize the shortcomings of our theories, paradigms, conceptualizations, and methodologies which neglect, exclude, or distort the female part of the social structure. The rewards will be to improve our discipline both humanistically and scientifically."

Only members of the ASA may submit nominations. These nominations should be addressed to the Chairperson of the Selection Committee, and should include a relatively detailed statement explaining the importance of the work. Nominations must be received by April 1st in order to be considered for that year's Award. The Award is given biennially, in odd-numbered years.

Chair of the Bernard Award Committee is Ruth Wallace, Department of Sociology, The George Washington University, Washington, D.C. 20052.

Corresponding With ASA

The work of the Association is carried on by many different segments—officers, Council, committees, etc. In correspondence received by the Association, sometimes it is not clear for whom a message is intended. In order to facilitate processing and action, members are asked to indicate the officers and/or committees to whom letters are directed. Notations should also be made as to any restrictions on distribution. Messages directed to Council should be addressed that way.

Study Recommends Larger Role for Oversight Institutions

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nature of the policy process." Finally, it asserts that "the production of knowledge on social problems and its application by governmental and other users requires "effective political support" for its continued existence.

ROLE OF RESEARCH

The Study Project report states that "knowledge based on good research can be costly, and the research community at any time has a limited capacity to produce it. Investments in research should therefore be based on an understanding of the diversified ways that knowledge obtained from this investment can strengthen the nation's capacity to see and deal with its social problems."

The report continues, "In contrast to the policy process, research is inherently apolitical in the sense that it cannot resolve the value conflicts at the heart of the policy process. Research may clarify these differences and widen or narrow the area of disagreement by showing the likely consequences of policy choices, but research cannot show why one set of values or interests should be preferred to another."

But, the report continues "although judgment and practical wisdom will continue to be the most important ingredients of decision making, systematic research will become an increasingly important source of insights, ideas, and evidence. Under these circumstances, resistance by policy makers to investing in and applying new knowledge will be detrimental both to the development of effective government policies and to the maintenance of the creative energies of the research community."

The major problem resides in the inherent tensions between the policy and research processes. The report states, "If government and the research community are to be effectively linked, a policy process that is unavoidably political, incompletely informed, and forced by events must be reconciled with a research process that is unable to resolve value conflicts, resistant to closure, and time-consuming."

PRODUCTION AND APPLICATION

The Study Project developed the new concept of "social knowledge production and application" because it felt that the traditional concept of "social research and development" (1) did not accurately describe the broad federal portfolio of investments in knowledge about social problems and (2) the term "development" was not understood when used in relation to social problems.

For an extended definition of the new concept of social knowledge P&A, see the related item in this issue.

DIVERSIFIED NEEDS

Because the federal government holds a diversified portfolio of investments in social P&A, "it will need very different policies to manage the investments that are meant to improve federal prog-

rams and policies to benefit third parties, to gain more understanding of social problems, and to add basic resources of knowledge and method."

Consequently, the Study Project developed a fivefold classification of the motives of the federal government in investing in social P&A. See related article on funding patterns.

The diversified needs of the investment program led the Study Project to argue against "simple remedies": "Sweeping organizational prescriptions are more likely to change government than to improve it. We believe that across-the-board reforms, such as the centralization of research administration, the mandated use of peer review or user panels, a shift to multi-year funding, or the establishment of standardized planning processes or standardized formats and procedures for reporting research results would do more harm than good." In other words, it appears the Study Project is arguing for management by objectives.

The Study Project also reported that it was "alert to the problem of incentives for change" in making its suggestions for improvements: "The present system is an integral part of ongoing political and administrative processes and will not easily change. We have therefore sought to devise modifications that recognize the incentives and disincentives that shape the current system."

EXECUTIVE/LEGISLATIVE

The Study Project did not ignore the contributions the executive and legislative branches of government made to the ineffectiveness of the existing system. In particular, it called attention to the sins of commission and omission committed by OMB, the White

House, the central planning and budgeting offices of federal agencies, congressional committees and subcommittees, the General Accounting Office and the U.S. Civil Service Commission.

For an extended treatment of the problems confronting the current system see related article in this issue.

PLANNING/COORDINATION

The Study Project placed the responsibility for creating mechanisms by which the radically decentralized and compartmentalized system could be integrated to some unstated degree in the hand of "oversight institutions" in the government, especially departmental policy and planning offices, OMB, and congressional committees acting, in part, through their support agencies.

For a listing of the "oversight institutions" see related item in this issue.

The report said, "We recognize that urging more intervention by oversight institutions in the management of knowledge production and application may invite more controls. Our expectation, however, is that this will not occur. Currently, controls are more apt to result from too little exposure to the problems of research administration, rather than from too much exposure."

The report continued, "Effective oversight may require more stringent regulation of performance as well as limiting budgets on occasion, so that competent staff are not stretched too thin. Moreover, it may require that organizations such as OMB and agency budget offices refrain from penalizing research offices that, out of prudent concern for quality, do not spend their budgets by the end of the fiscal year."

The Study Project identified "predictability of future budget and staff size" as the key to good research and effective research planning.

NEW INITIATIVES

The Study Project also pinned its hope for new research initiatives—cross-cutting research, broad social problems, emerging problems—on the "oversight institutions" because they "have responsibilities that cut across the interests of individual agencies," and because of "an emerging trend toward the incorporation of more cross-cutting perspectives in the political process."

The report states, "This trend (toward cross-cutting perspectives) has significant implications for federal support of social knowledge production and application for two reasons. First, it increases the incentive for institutions with a cross-cutting role in policy making to promote investments in new knowledge that will help them in making or recommending policy and program choices, enhancing their influence in the policy process. Second, because of their jurisdictions, these institutions are peculiarly able to promote the kinds of improvements in federal support of social knowledge production and application that we suggest. They are able to maintain direct lines of communication with decision makers, research administrators, and researchers. Most of these institutions have an analytical capacity and participate in the policy-making process. Hence they have both the competence and the opportunity to bridge gaps between decision makers and knowledge producers. And their incentive to perform this role (knowledge brokering) is increasing."

DISSEMINATION/APPLICATION

The Study Project emphasized its "strong belief that the key to the dissemination and use of research intended to aid in program support and policy formation is the close coordination of research planning with program and policy planning."

Consequently, it suggested that "a demand-pull model of use, with policy makers and program managers calling for information they need, is much likelier to succeed than is a supply-push model, with research administrators trying to hawk the results of work they have supported."

The Study Project also urged that "serious attention" be given to improving in-house research capabilities in the federal agencies as a means of promoting program and policy research.

BASIC RESEARCH

The Study Project also called attention to a "key issue facing independent research agencies in recent years, especially NSF": how much criteria of relevance or social utility should complement scientific criteria in setting priorities for knowledge-building activities?

The Study Project recommended that "scientific criteria, rather than problem or policy relevance, guide the allocation of support to particular projects" and that planning for such research be the "shared responsibility of the research community and research administrators in research agencies, such as NSF, that support fundamental knowledge building."

In addition, the report states, "The authorization and appropriation committees of Congress, and

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From Social R&D to Social Knowledge P&A

A new concept of social knowledge production and application was employed in the study rather than the conventional concept of social research and development in an attempt to give a sharper description of federal efforts to acquire and use knowledge of social problems.

The new concept was also employed because the term "development" is not well understood when applied in the social sphere.

Seven categories of activities are subsumed by the concept of social knowledge production and application; four of which fall outside the scope of social R&D as traditionally defined.

KNOWLEDGE PRODUCTION

Four categories define knowledge production: (Those marked by an * fall outside

the definition of R&D used by NSF and OMB.)

Research: Research is systematic, intensive study directed toward greater knowledge or understanding of the behavior of individuals, groups or institutions or the effects of policies, programs, or technologies of behavior. Includes basic, applied and policy research.

Demonstrations for policy formulation: A demonstration for policy formulation is undertaken to learn new information about the outcomes and administrative feasibility of a proposed action and occur in an operational setting for a finite period of time. Social experiments fall into this category.

Program evaluation: Program evaluation is a management tool that seeks to systematically analyze federal programs (or their compo-

nents) to determine the extent to which they have achieved their objectives.

General purpose statistics: General purpose statistics include either current or periodic data of general interest and use. One of their characteristics is that many of the specific users and uses are unknown.

KNOWLEDGE APPLICATION

Three categories define knowledge application:

Demonstrations for policy implementation: A demonstration for policy implementation is undertaken to promote the use of a particular action rather than to generate new information.

Development of materials: The development of materials consists of the systematic use of knowledge and under-

standing gained from research to produce materials.

Dissemination: Dissemination consists of activities undertaken by research managers or others to promote the application of knowledge or data resulting from social knowledge production activities.

OTHER DIFFERENCES

This study also differs from surveys conducted by NSF and OMB in two more ways:

First, the study included research on social problems carried out by investigators in disciplines other than social science and psychology.

Second, it included 14 agencies that do not report any of their activities as "research" or "development" in response to the NSF survey of R&D.

Problems Hamper Social Organization of Federal Research Effort

by Lawrence J. Rhoades

Numerous problems confronting the management of federal support for social knowledge and application need to be addressed by the executive and legislative branches of government before P&A can more effectively contribute to policy-formation related to social problems.

The Study Project in its final report groups the problems into three broad categories: (1) setting research agendas; (2) disseminating and applying results; and (3) managing the system.

Each of these broad categories contain a number of more specific problems:

Setting research agendas: (1) lack of coordination of research; (2) failure to deal with gaps in research; (3) absence of incentives to promote the coordination of research and the conduct of "cross-cutting" research both within and between agencies.

Disseminating and applying results: (1) reasons for neglecting dissemination and application; (2) no clear sense of the appropriate audience for supported research; (3) an excessive project orientation; (4) a lack of understanding of the process of change and innovation; (5) the highly varied use of knowledge brokers across the government.

Managing the system: (1) rapid turnover of staff and labor-scarce environments; (2) highly uncertain and unstable funding; (3) no consistent rationale for choosing instruments of support, an issue that reaches beyond the traditional alternatives of grants and contracts.

The Study Project addresses these problems through 14 recommendations that also take into account (1) the nature of government—its political character, its short-term perspective, its need to act on incomplete

information—and (2) the diversity of the federal investment—program-supporting, policy-forming, problem-exploring, knowledge-building—that produce a "remarkable variety of support-and-application loops."

A support-and-application loop has two arcs, "one representing the setting of research agendas and the support of the work, the other representing the dissemination and application of the knowledge gained by research."

Support-and-application loops vary by (1) the length of time needed to close the loop, (2) the degree to which applications can be predicted when the research is supported, and (3) the number of loops that must be circumnavigated before the gaps in the loop are eliminated and the arcs are joined.

The four types of research supported by the government can be considered a continuum of difficulty which starts with program-supporting research on the lower end and ends with knowledge-building research on the higher end.

SETTING RESEARCH AGENDAS

The Study Project found that "the general content and emphasis of research agendas are shaped largely by factors external to the agencies" because agencies respond to these forces "largely in ad hoc, reactive fashion."

"We seldom found," the report said, "agency management activities that could be described as 'planning', i.e., the systematic derivation of research agendas from an analysis of the issues or problems with which the agency should be concerned, their 'researchability', and the potential benefits to those with a stake in research results."

The ideas and priorities of users are not found to be systematically

considered in the research planning process even in agencies where research programs are directly tied to operating service programs.

The Study Project found "little coordination" occurring among agencies and inadequate pursuit of "numerous aspects of large policy or problem areas...either because they are not perceived as being specifically within the mission of any one funding agency or because they are vaguely within the domains of more than one agency."

The Study Project also found "little attention" given "to forecasting social problems in order to direct current social knowledge P&A investments for greatest long-run value."

Finally, the Study Project found little evidence of duplication of effort, probably because agencies need to differentiate their products in order to maintain support.

The Study Project asserted that "those in the executive and legislative branches who might encourage better research planning share the responsibility for the defaults of agenda setting."

The report continues, "...overnight" institutions—the domestic policy staff in the White House, OMB, the central planning and budgeting offices of federal agencies, congressional appropriations committees, and the General Accounting Office—currently devote scant attention to overcoming the forces that discourage unified and coordinated action and dissipate the benefits that could be realized from social P&A."

The report further states, "Without incentives, research administrators are not apt to divert scarce time and talent to activities that can seem to be abstract exercises with little impact on the growth or survival of their agencies."

The report concludes, "Indeed, many of the management controls on agencies supporting the production and use of knowledge—such as OMB clearance of research questionnaires and field interviews, regulations on agency staffing and promotion, and constraints on the use of grants and contracts—frequently exacerbate the weaknesses of research administration. The resort to management controls is a natural tendency of those who must oversee a decentralized system with widely recurring problems, but these controls do not offer research administrators positive incentives for creative planning of research agendas."

RECOMMENDATIONS

Recognizing the critical role setting research agendas play in the entire system of social knowledge production and applications, the Study Project allocated half of its recommendations for change to this problem area:

1. We recommend that federal research administrators and oversight officials in departmental policy planning and analysis offices

and in the Office of Management and Budget devote more attention and resources to the development of systematic planning processes as a distinct aspect of the support function. These processes should take account of the differences among the types of activities required to improve federal policies or programs, to serve the needs of users outside the government, to explore broad problem areas, and to build new resources of knowledge or method.

2. We recommend that the users of program-supporting and policy-forming research be more closely involved in setting research agendas. Agency decision makers should have greater input in planning of program-

supporting activities. Policy makers at the departmental and presidential levels and in Congress should have greater input in planning policy-forming research.

3. We recommend more extensive use by oversight institutions of special means to develop adequate research agendas on major social problems that are not well matched to agency missions. These should include the creation of task forces, temporary commissions, and conferences to frame research agendas and the sponsorship of state-of-the-art surveys of existing knowledge related to specified problem areas.

4. We recommend the support of several new research programs

See Study Page 6

Oversight Institutions Named

The study project identified the following 48 positions within the executive and legislative branches of the federal government that exercise critical oversight of federal efforts to create and use knowledge of social problems:

EXECUTIVE BRANCH

- Director of OMB
- Science and Technology Adviser to the President
- Director of NSF
- Director of the National Science Board
- Chairman of the U.S. Civil Service Commission
- Secretary of HEW
- Secretary of HUD
- Secretary of Labor
- Secretary of Transportation
- Assistant Secretary of HEW for Planning & Evaluation
- Assistant Secretary of HUD for Policy Development & Research
- Assistant Secretary of Labor for Policy, Evaluation & Research

LEGISLATIVE BRANCH

- Comptroller General of the U.S.

SENATE

- Chairman, Appropriations Committee plus the Chairman of its Subcommittees on
 - HUD-Independent Agencies
 - Labor, Health, Education & Welfare
 - Transportation
- Chairman, Committee on Banking, Housing & Urban Affairs
- Chairman, Committee on Commerce, Science and Transportation plus the Chairman of its Subcommittees on
 - Science, Technology, & Space
- Chairman, Committee on Governmental Affairs

- Chairman, Committee on Human Resources plus the Chairmen of its Subcommittees on
 - Health & Scientific Research
 - Aging
 - Alcoholism & Drug Abuse
 - Child & Human Development
 - Education, Arts & Humanities
 - Employment, Poverty & Migratory Labor
 - Handicapped
 - Labor

HOUSE

- Chairman, Appropriations Committee plus the Chairmen of its Subcommittees on
 - HUD-Independent Agencies
 - Labor—Health, Education & Welfare
 - Transportation
- Chairman, Committee on Banking, Finance & Urban Affairs
- Chairman, Committee on Education & Labor plus the Chairmen of its Subcommittees on
 - Compensation, Health & Safety
 - Economic Opportunity
 - Employment Opportunities
 - Elementary, Secondary & Vocational Education
 - Postsecondary Education
 - Select Education
 - Labor-Management Relations
 - Labor Standards
- Chairman, Committee on Government Operations
- Chairman, Committee on Science & Technology plus the Chairmen of its Subcommittees on
 - Domestic & International Scientific Planning, Analysis, & Cooperation
 - Science, Research & Technology

Need for Outside Evaluation Cited

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other oversight agencies, should recognize the need for including the support of basic advances of knowledge in the nation's portfolio of investments in social research and development. NSF and other research agencies should state the logic of its inclusion in clear terms. But these agencies should also take the lead in assessing the potential application of cumulating knowledge about social problems. They should have the full cooperation of the research community both in making the case for the support of basic advances of knowledge and in periodically assessing the relevance of new knowledge to social problems."

FURTHER EVALUATION

The Study Project recommended further evaluations of major program every five to ten years by outside firms or institutes under the auspices of an advisory committee composed in part of

prominent researchers and consumers of research outside the federal government to ensure objectivity. The evaluations should "address the quality, timeliness, and applicability or value of the results; the appropriateness of the methods used to develop a research agenda, to choose and support performers, and to oversee the preparation, presentation, and dissemination of findings; and the relevance of the overall program to emerging social problems, scientific developments, and public policy issues."

Members of the Study Project were Donald E. Stokes, Chairman, Princeton University; Frederick O'R. Hayes, Lexington, Massachusetts; Lester B. Lave, Carnegie-Mellon University; Laurence E. Lynn, Jr., Harvard University; Guy Orcutt, Yale University; Michael D. Reagan, UC-Riverside; George Tanham, Rand Corporation; and Robin M. Williams, Jr., Cornell University.

Study Outlines What Is Wrong & What Can Be Done About It

continued from page 5

to undertake production and application activities to explore major social problems. Such programs will require the substantial and continuing involvement of federal policy makers and research administrators and, where appropriate, potential users of research outside the federal government. A significant level of support should be guaranteed for a period of five to ten years.

5. We recommend that appropriate oversight agencies foster the development of more adequate methods of forecasting emerging social problems, of defining research agendas, and of laying an adequate research-based understanding of such problems. This should include attention to the social aspect of emerging problems with a high technological or scientific content.

6. Within programs of research that seek to enlarge general resources of knowledge or method, we recommend that scientific criteria, rather than problem or policy relevance, guide the allocation of support to particular projects. The primary importance of scientific criteria should be recognized by Congress and other oversight agencies.

7. We recommend that agencies funding research directed to users outside the government should more effectively involve those users in setting research agendas and in developing strategies for applying research results. They should be strongly encouraged in this by the Office of Management and Budget and by Congress. We recommend further that a special review be undertaken of the effec-

tiveness of third-party research in meeting the needs of its potential users.

DISSEMINATING/APPLYING

The Study Project found "conscious emphasis on disseminating research results ranged from heavy to nonexistent" among the agencies supporting social P&A, but with few exceptions, discovered "little developed policy concerning dissemination or application."

Reasons for neglecting dissemination include (1) doubts among research administrators about either the quality of the research or the relevance of the results; (2) lack of agreement inside or outside the government concerning the appropriate federal role in disseminating research results; (3) administrators with academic orientations believe they have an automatic dissemination mechanism while administrators who cannot rely on this mechanism typically have no alternative system; and (4) efforts by federal agencies to improve dissemination have frequently been thwarted by agency or OMB hostility to expenditures for the publication of "self-serving" agency reports, to the subsidized distribution of materials, or to publication of politically sensitive findings.

Evidence indicates that research administrators do not have a clear sense of the appropriate audience for the research they support, even when they have definite expectations that findings will be published.

The Study Project found "little

effort...devoted to synthesizing research knowledge or seeing the results of particular research projects as net additions to an existing body of knowledge." Consequently, an excessive project orientation has led to the dissemination of project findings "with little attempt to place them in a substantive or intellectual context."

The report states, "the incentives that produce fragmentation and ad hoc, reactive decisions on research priorities clearly operate here as well...A policy process concerned with negotiating incremental changes to statutory authorities, budgets, and regulations generates no more than a weak demand for broad syntheses of knowledge."

Although research administrators were rarely found to "have a good understanding of the ways in which change occurs and innovations are adopted," this problem was attributed to the lack of systematic studies of change rather than to personal inadequacy.

The report said, "It is especially striking how often those who are concerned with the dissemination of research findings substitute a faith that good research will find its audience for systematic understanding into the process of change."

The use of knowledge brokers was found to be well-developed only in those areas of government where planning and policy analysis activities are influential in decision making.

The report states: "The success of the brokerage function is there-

fore largely dependent on how effectively program planning is managed: if there is an orderly policy-planning process, knowledge brokers can channel research information to policy makers and information on policy needs to researchers."

The Study Project believes the fragmentation of decision making among committees and subcommittees in Congress "complicates the organization of research brokerage, but also makes it essential."

The Study Project sees a move developing in Congress "to centralize these functions in support agencies that are politically neutral"—the Congressional Research Service within the Library of Congress, the Office of Technology Assessment, the General Accounting Office, and the Congressional Budget Office—in order to give congressional policy makers a brokerage function similar to the one developing in the executive branch.

RECOMMENDATIONS

The Study Project made four recommendations for change that are related to disseminating and applying research results:

1. We recommend that departmental and agency budget officials, the Office of Management and Budget, and congressional committees responsible for proposing agency authorizations require that more attention be given to the dissemination of high-quality research results to potential users.

2. We recommend that federal agencies supporting knowledge production and application sponsor or produce on a regular, periodic basis syntheses of the knowledge gained from their research programs. Oversight institutions, particularly the Office of Management and Budget and the congressional support agencies, and perhaps the National Science Foundation, should sponsor on a regular and periodic basis syntheses of existing knowledge concerning specific social problems or policy areas.

3. We recommend that more studies of the process of social change and the adoption of innovations by federal and non-federal policy makers be conducted by agencies that support social knowledge production and application activities for those audiences. More and better information is needed about how knowledge from social research is translated into social policy or programs.

4. We recommend that departments and agencies organize and manage their planning and budgeting activities to provide a significant role for knowledge brokers. Such brokers should assume increased responsibility for promoting systematic policy planning and program development within federal agencies, specifically ensuring the regular involvement of potential users in setting agendas for social knowledge production and application activities.

MANAGING THE SYSTEM

The Study Project found that frequent turnovers among high-level decision makers have adversely affected (1) the quality and coherence of programs, (2) the morale of other staff members, (3) the stability of research priorities, (4) the organization of the agencies, and (5) the ability to develop working relationships between those in leadership posts and people in the field.

Mid-level staff personnel work in labor-scarce environments which do not allow them adequate time to perform planning, monitoring, and analysis of extramural and intramural research activities. This labor-scarce situation tends to produce a tradeoff between planning and monitoring functions that tends to leave one or the other neglected.

Consequently, agency monitoring is overly routinized in quarterly and semi-annual reporting requirements that are costly and time-consuming for investigators or the policy implications of research is neglected, the capacity to disseminate is reduced and the development and promotion of practice is ignored.

The report comments, "It is striking to note that, although the overall federal budget has increased dramatically since 1948, the number of federal employees has been remarkably stable." (1948: slightly more than 2.0 million employees; 1977: slightly less than 2.8 million.)

Nevertheless, Congress and OMB have responded to requests for more adequate staffing by prescribing "stricter controls to be used by the agencies supporting research" including an increasing use of contracts rather than grants, demands for better justification for staff increases, and more attention to Civil Service requirements.

The report concluded, "In general, however, the combined effect of Civil Service restriction on recruiting and personnel ceilings imposed by OMB have created barriers to filling key staff positions with qualified experts."

The Study Project also found that agencies supporting social P&A frequently are subject "to highly uncertain and unstable funding."

Uncertainty discourages strategic planning and contributes to the politically inspired search for the most "salable" research proposals which may lead to more instability if expectations about project outcomes are not met.

The Study Project also found "no consistent pattern of grant and contract use throughout the federal government" and the diversity which was found could not "be explained by consistent differences in the specificity of the knowledge being sought or in the need to hold researchers accountable to the funding source."

The increasingly significant shift from grants to contracts produced the following comment in the report:

Kernels of Truth: From Three Sides

The research team felt the need to develop a comprehensive view of the present federal system of social research and development because they encountered "a remarkable range of ideas as to where the problem lies". These diagnoses variously located the difficulty (1) within the policy-making arms of government, (2) in those government officials responsible for managing the funding of social research and development, and (3) in the research community. "Although there is a kernel of truth in most of these assertions," Donald E. Stokes, study project chairman, said, "their varied content argues the need to see the system whole."

The various difficulties and their sources are presented below:

Policy-Making Arms

- the time perspectives of policy makers are excessively short
- they cannot free themselves from momentary urgent matters to deal with long-term problems
- they cannot conscientiously seek out available information on social problems
- they rarely understand the process of research or surround themselves with those who do
- they bend research and development to political ends
- they defend the turfs of their particular agencies or committees, with too little regard for the need to coordinate the planning and use of research across units of government with interdependent functions.

Research Managers

- managers do not plan effectively
- they use the wrong instruments to support research work
- they pay too little attention to quality
- they have unrealistic ideas of what can be accomplished by research in a given amount of time
- they are preoccupied by new starts and individual projects and fail to accumulate the knowledge that can be gained from a series of projects
- they devote too little attention to disseminating the results of the research they support.

Research Community

- research performers resist being held to account
- to obtain funding they promise results they cannot deliver
- they adapt their results to the sponsor's biases
- the for-profit performers, despite islands of excellence, have flooded the market with shoddy work as they pursue new contracts
- the universities have been unwilling to create the institutions and the faculty incentives that would turn disciplinary knowledge toward social needs.

Federal Funds: How Much, From Where, For What, For Whom

by Lawrence J. Rhoades

An analysis of fiscal 1976 obligations shows the magnitude of federal support for social knowledge and application and demonstrates two of the characteristics of the federal system—its decentralization and its multiple-objectives.

The analysis also demonstrates that operating programs of mission agencies are the major sources of support for social knowledge production and application.

The analysis further shows that despite the increased emphasis on research to support policy making in recent years, less than 10 percent of the total P&A obligation is directly associated with offices primarily performing policy-making functions.

Finally, the analysis indicates that only 11 percent of the total obligation is spent on the advancement of knowledge.

TOTAL OBLIGATIONS

The federal government obligated \$1.8 billion in fiscal 1976 to acquire and use knowledge of social problems. Although large in absolute terms, this figure is small when compared to the cost of R&D outside the social fields and minuscule (six-tenths of one percent) when compared to the cost of operating the government's social programs.

These funds were allocated to some 180 agencies in 44 organizational entities that support identifiable amounts of social P&A through smaller, numerous, and fairly autonomous programs.

Twenty agencies in seven departments, however, account for 71.6 percent of the total. HEW is the largest support of social P&A, accounting for nearly 40 percent of the total. See Table 1.

FUNDING PATTERNS

Four classifications were used to analyze the funding patterns in the system: (1) type of activity—knowledge production or knowledge of application; (2) policy area—human resources, community resources, natural resources, and science and technology base; (3) agency—operating programs, policy-making offices, R&D funding, and collection or analysis of statistics; and (4) goals and audience.

Two-thirds of all obligations during fiscal 1976 were for the four categories of knowledge production: (1) research including basic, applied, and policy—36 percent; demonstrations for policy formation—11 percent; program evaluation—16 percent; and general purpose statistics—16 percent.

One-third of all obligations were for the three categories of knowledge application: demonstrations for policy implementation—10 percent; development of materials—7 percent; and dissemination—16 percent.

POLICY AREAS

Human resources accounted for 60 percent of the P&A obligations in fiscal 1976. Within this category the funds went to four specific areas: health—24 percent;

TABLE 1: Twenty Agencies with Largest Budgets for Social Knowledge Production and Application (fiscal 1976 obligations, \$ millions)

| Agency | Department | Knowledge Production | Knowledge Application | Total |
|--|------------|----------------------|-----------------------|-------|
| 1. Office of Education | HEW | 89 | 124 | 213 |
| 2. Extension Service | USDA | 2 | 166 | 168 |
| 3. National Science Foundation | | 80 | 17 | 97 |
| 4. Alcohol, Drug Abuse, and Mental Health Administration | HEW | 78 | 7 | 85 |
| 5. Office of Human Development | HEW | 55 | 21 | 76 |
| 6. National Institute of Education | HEW | 46 | 28 | 74 |
| 7. Health Resources Administration | HEW | 55 | 13 | 68 |
| 8. Bureau of the Census | Commerce | 65 | 1 | 67 |
| 9. National Institutes of Health | HEW | 42 | 22 | 64 |
| 10. Bureau of Labor Statistics | Labor | 56 | — | 56 |
| 11. Policy Development and Research | HUD | 50 | 5 | 55 |
| 12. Law Enforcement Assistance Administration | Justice | 41 | 18 | 58 |
| 13. Health Services Administration | HEW | 21 | 31 | 52 |
| 14. Asst. Secretary for Planning & Evaluation | HEW | 34 | — | 34 |
| 15. Statistical Reporting Service | USDA | 31 | — | 31 |
| 16. Economic Research Service | USDA | 25 | 6 | 31 |
| 17. National Highway Traffic Safety Administration | DOT | 17 | 10 | 27 |
| 18. Social Security Administration | HEW | 25 | 1 | 26 |
| 19. Cooperative State Research Service | USDA | 25 | — | 25 |
| 20. Office of the Secretary | DOT | 20 | 4 | 24 |
| TOTAL | | 857 | 473 | 1,330 |

education—22 percent; employment and training—8 percent; social services and income security—2 percent.

Community resources accounted for another 28 percent with the following breakdown: economic growth—11 percent; transportation—6 percent; housing and community development—6 percent; law enforcement and justice—4 percent; and international affairs—1 percent.

Natural resources took another 8 percent with natural resources and environment receiving 6 percent and energy development and conservation getting 2 percent. The remaining 4 percent of the total was allocated to science and technology base.

Relative allocation of social knowledge production and application obligations varied considerably within the specific policy areas. For instance, within natural resources and environment, 97 percent went to knowledge production while 3 percent went to knowledge application; within education 40 percent went to knowledge production and 60 percent went to knowledge application.

TYPE OF AGENCY

More than 50 percent of social P&A obligations is associated with operating programs in mission agencies. In contrast, only 27 percent of social P&A support is channeled through R&D agencies, although these are the agencies most usually associated with federal support of social P&A in the minds of investigators and the public.

Operating programs in mission agencies also account for 51 percent of all knowledge production funding. Even in support for traditional research—basic, applied, policy—the mission agencies are not far behind the R&D

agencies—39 percent vs. 48 percent. Mission agencies also dominate funding for knowledge applications accounting for more than 75 percent of total obligations.

This decentralization of funding primarily to mission agencies reflects the prevailing method used to support social P&A: passage of policy and program legislation that only incidentally contains provisions authorizing or directing the conduct of mission-related P&A.

"In other words," the report states, "the legal and political basis for R&D activities within an agency has followed, rather than preceded, the policy and program commitments that specify the agency's purpose and responsibilities—its mission."

The report, however, further states that "the systematic accumulation of knowledge on a scale appropriate to a problem may not begin until policies and programs are enacted. Once in operation, new programs legitimize the large-scale expenditure of funds for research."

GOALS AND AUDIENCE

The analysis of funding patterns by goals and audience produced an unexpected finding: more than 50 percent of all federal support is by agencies whose primary function is the production and application of knowledge for non-federal audiences.

A fivefold classification scheme was devised to analyze the objectives of the funding agencies: (1) the improvement of federal programs; (2) the improvement of federal policies; (3) the creation and provision of knowledge and developed programs or materials for non-federal audiences—knowledge for third parties; (4) the general advancement of knowledge concerning individual and social behavior without specific

concern for application; and (5) the collection and analysis of statistics.

The funding pattern employing the above classification scheme produces the following breakdown of total obligations for social P&A: (1) improvement of federal programs—14 percent; (2) improvement of federal policy—10 percent; (3) knowledge for third parties—52 percent; (4) advancement of knowledge—11 percent; and (5) statistical collection—13 percent.

Finally, an analysis of goals and audiences by organizational location of the funding showed the following pattern: (1) improvement of federal programs—97 percent from operating programs and 3 percent from R&D agencies; (2) improvement of federal policies—7 percent from operating programs, 77 percent from policy-making offices, and 17 percent from R&D agencies; (3) knowledge for third parties—71 percent from operating programs, 2 per-

cent from policy-making offices and 27 percent from R&D agencies; (4) advancement of knowledge—100 percent from R&D agencies; and (5) statistical collection—2 percent from operating programs, 5 percent from policy-making offices, and 93 percent from statistical agencies.

RECOMMENDATION

The report contains only the following recommendation concerning the allocation of resources to the various activities, policy areas, types of agencies, goals and audiences:

"We recommend that the Office of Management and Budget, the Senate and House Budget Committees (or the Congressional Budget Office at their direction), and the planning offices of federal agencies regularly review and assess the allocation of social knowledge production and application resources among policy areas, organizations, and categories or activity within their jurisdictions.

More Problems, Recommendations

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"Since grants are usually awarded to universities while contracts, especially competitive ones, are typically won by research consulting firms, the increased use of contracts to ensure accountability has fueled the growth of a relatively new performer sector—comprised mainly of for-profit and non-profit consulting firms—that operates outside the norms and constraints of the academic research community.

"This change in the performer sector has advantages. It has provided access to federal support by many researchers who are outside the traditional university setting and who tend to have a more broadly interdisciplinary and problem-oriented focus. But it has disadvantages as well. The growth of for-profit and non-profit consulting firms has created significant problems of quality control. Awards are not always made to the most competent firms, largely because the competitive bidding process tends to put greater emphasis on skillfully written proposals than on research competence and quality research products."

The Study Project also pointed out that "the traditional distinctions between grants and contracts are rapidly fading...but research administrators vary widely in their awareness" of the flexibility available to them.

The development of intramural research capabilities to address specified program or policy needs was seen as an avenue that should be given "serious attention" for producing research that is more applicable and more acceptable to the agencies.

Finally, the Study Project suggested that some attention be given to focusing some support on "programs of research or on broad knowledge production efforts" rather than limiting support to in-

dividual research projects.

The report said, "Most of the evidence of our study, however, pointed to the systematic discouragement and erosion of this method of support by federal management and budget officials, as well as by policy analysis and program development offices. With their 'what has this study done for me' orientation, most of these officials regard institutional support, which has longer time horizons and a broader problem focus, with suspicion or active hostility. Hence, funding agencies have given little attention to the potential of such arrangements in the recent past."

RECOMMENDATIONS

The Study Project made four recommendations for change that are related to managing the system: Two are reported here, the others are reported in accompanying articles.

1. We recommend that the Office of Management and Budget, congressional committees, and departmental budget and planning offices periodically review the staffing and funding of agencies that support knowledge production and application with the objective of tailoring their capabilities to their missions and responsibilities.

2. We recommend that each agency review its grant and contract policies to increase its awareness of the options available and to match its support instruments to its research goals. We also recommend that training programs be provided, either by departmental procurement offices or by the Office of Management and Budget, to inform agency administrators and program staff concerning the uses of grants, contracts, and in-house research capabilities.

Projects Slate Workshop for New Teachers

A practical workshop for new teachers—those in their first or second year of teaching—will be held at the University of Houston January 2-5 by the ASA Projects on Teaching Undergraduate Sociology.

Registration deadline for the workshop is December 4. The workshop will be limited to about 20 teachers.

Peter Bishop, workshop coordinator, said the workshop will "mix general ideas about teaching in higher education with practical techniques for teaching sociology" with the emphasis being placed on practicality.

The workshop will concentrate on three concrete problems facing all new teachers: (1) course planning, (2) classroom strategies, and (3) course evaluation.

Bishop said workshop participants will be expected to work on courses and class strategies they are using or are planning to use in their departments.

Participants will be charged a registration fee to cover workshop materials, lodging and some meals. Participants will also be responsible for their travel costs and other meals.

For additional information contact: Peter Bishop, Department of Sociology, University of Houston-Clear Lake City, 2700 Bay Area Boulevard, Houston, TX 77058.

Syllabi on Sociology of Education Available from Resources Center

A new publication, "Teaching the Sociology of Education: Syllabi and Materials from Undergraduate Courses," is available for distribution in the discipline through the ASA Teaching Resource Center in cooperation with the ASA Sociology of Education Section.

The Teaching Resources Center also has a syllabi set on introductory sociology available. A syllabi set on social problems is being developed.

The 73-page document was compiled by Caroline Hodges Persell, Floyd Morgan Hammack and Wagner Thielens, Jr., with the assistance of Theodore Wagenaar.

Most of the document is devoted to reproducing nine complete course syllabi, plus excerpts from six additional syllabi. The excerpts were selected because they contain helpful course rationales, study questions, project ideas or useful bibliographical material.

Sociologists Teaching Chatauqua Courses: Apply Now

Six sociologists will offer Chatauqua-type short courses for teachers of undergraduate students in a variety of centers around the country during the 1978-79 academic year.

The sociologists are Leon F. Bouvier, U.S. Bureau of the Census; Howard E. Freeman, UCLA; Denis F. Johnston, U.S. Bureau of the Census; Hans O. Mauksch, University of Missouri-Columbia; Dennis Mileti, Colorado State University; and E. Percil Stanford, San Diego State University.

These short courses are patterned after the Chatauqua program of the late 19th and early 20th centuries which brought educational and cultural activities to the small towns and rural areas of the U.S.

In this program, supported by NSF and administered by AAAS,

the instructors "ride the circuit", repeating their course at several field centers located on college campuses close to large numbers of college science faculty.

Enrollment in each course is limited to 25 teachers. Each course meets twice in two-day sessions; once in the fall, and again in the spring. Participants work on their courses between sessions. The interim projects provide a structure for the teachers to incorporate new knowledge, concepts, or techniques in their teaching with minimum delay.

Applications are available from the centers where the courses are taught. Applications are accepted on a space-available basis until the

courses begin.

Cost of instructional materials and lodging for non-commuting students is covered by the NSF grant. Teachers or their institutions must pay travel, meals, and other expenses.

TITLES/LOCATIONS

The following listing contains, for each course offered by a sociologist, the course title, starting dates, locations, and name and phone number of center director:

Bouvier: "Population: Demographic Processes and Techniques of Analysis," November 13-14, Stanford University, Ernest G. Chilton (415) 497-4289, and November 16-17, University of Texas-Austin, Addison E. Lee (512) 471-7354.

Freeman: "Evaluation Research," October 23-24, Pennsylv-

ania State University, Edwin W. Biderman (814) 865-9173; October 26-27, University of Hartford, James B. Mathews, Bruce W. Jorgensen, or Sheldon M. Eisenberg, (203) 243-4226; November 2-3, University of Texas-Austin (see above); November 9-10, Oregon Graduate Center for Study and Research, Nicholas J. Eror (503) 645-1121.

Johnston: "Social Indicators," October 30-31, University of Iowa, Robert E. Yager (319) 353-3600; November 2-3, Miami University, Charles M. Vaughn (513) 529-4918.

Mauksch: "The Social Process of Teaching," November 13-14, University of Colorado, Malcolm Correll (303) 492-8448; November 16-17, Oregon Graduate Center for Study and Research (see above).

Mileti: "Natural Hazards, Disasters and Human Behavior," October 16-17, Christian Brothers College, John E. Doody (901) 278-0100; October 19-20, Miami University (see above).

Stanford: "Sociology of Aging with Emphasis on the Minority Aged," October 19-20, Christian Brothers College (see above); October 26-27, Stanford University (see above).

36 Undergraduate Teachers Participate In Summer Seminars Offered by NEH Program

Thirty-six sociologists from thirty-five community colleges, colleges, and universities participated in 16 summer seminars sponsored by the National Endowment for the Humanities around the country last summer.

Participants received \$2,500 to assist them in covering living expenses, the purchase of books and other research expenses, and the cost of travel to and from the seminar location.

The seminar program provides an opportunity for faculty members of two-year, four-year, and five-year colleges to work under the direction of a distinguished scholar and to have access to the collections of a major research library.

For more information on NEH programs for college teachers write to: Division of Fellowships, NEH, 806 15th Street, NW, Washington, DC 20506.

Sociologists and the seminars they attended are listed below:

William C. Yoels, Indiana University-Northwest: "The American Theme in Folklore and Folklife" by Richard M. Dorson, Indiana University.

Rutledge M. Dennis, Virginia Commonwealth University: "African Locke and Afro-American Culture" by Richard A. Long, Atlanta University.

John V. Hoerner, Indiana University-Purdue University, and Harriett M. Skillern, Framingham State: "Technology, Society, and Values in 20th Century America" by John G. Burke, UCLA.

Stephen L. Winn, Marshall University: "Culture and Politics in Europe in the Era of the Liberal Crisis, 1890-1933" by Robert Wohl, UCLA.

Lindburgh L. Smith, Albany State College: "On the Importance of History to the Philosophy of Science" by Ian Hacking, Stanford University.

Thomas R. Shannon, Radford College: "Political Participation and Mobilization in Comparative Perspective" by Joseph LaPalombara, Yale University.

Nelson H. Hart, Spring Arbor College: "Religion and Politics" by Wilson C. McWilliams, Rutgers University.

Pearl W. Bartlett, Glassboro State College, and Gene H. Starbuck, Mesa College: "Ideals and the Quest for Utopia" by Mulford Q. Sibley, University of Minnesota.

Gordon A. Welty, Wright State University: "The Religious and Empirical 'Other': 'Primitive' and 'Civilized' in the History of Religion" by Charles H. Long, University of North Carolina.

Harjinder S. Jassal, SUNY-Cortland: "Anthropological Models for the Study of Modern South

Asia History" by Bernard S. Cohn, University of Chicago.

Shirley W. Strickland, Randolph Macon Woman's College, and Jane S. Weeks, Carson-Newman College: "Themes in the Cross-Cultural Analysis of Women and Society" by Eleanor Leacock, CUNY.

Edward W. Haurek, Grand Valley State College; Dennis R. McGrath, Community College of Philadelphia; and Douglas S. Snyder, Bowie State College: "Civil Religion in America" by Robert N. Bellah, UC-Berkeley.

Grant M. Farr, Portland State University; Shirley Kolack, University of Lowell; and Eileen L. King, University of Arkansas-Pine Bluff: "The Comparative Study of Slavery" by Orlando Patterson, Harvard University.

Linda N. Fritschner, California State University-Sacramento; Ferdinand Kolegar, Roosevelt University; and John R. Sevier, Indiana University-South Bend: "Intellectuals in Culture and Society" by Edward Shils, University of Chicago.

Carol R. Barnes, Frostburg State College; Phillip C. Bosserman, Salisbury State College; Vasilikie P. Demos, University of Minnesota-Morris; Kim D. Fought, Loyola Marymount University; James I. Foreman, Marion College; Rudolf K. Haerle, Middlebury College; Benjamin Harrison, Valdosta State College; Nicholas J. Robak, Saint Joseph's College; and James R. Shuster, Framingham State College: "The Role of 'Schools' in the Development of Sociology and Other Social Sciences" by Edward Tiryakian, Duke University.

John E. Kramer, SUNY-Brockport; Charles D. McBrian, Madison College; Kathleen F. Slevin, University of Richmond; and Rose B. Tarleton, Saint Mary's College: "Sociological and Psychological Aspects of Modern Literature" by Robert N. Wilson, University of North Carolina.

1979 Supplementary Sessions

Papers for Supplementary Sessions for the 1979 ASA Annual Meeting should be sent to: Professor Doris R. Entwisle, Department of Social Relations, Barton Hall, The Johns Hopkins University, Baltimore, MD 21218.

Books for Asia, a continuing program of The Asia Foundation, is seeking donations of books and journals for distribution to twelve institutes of American studies in Asia. Donations are tax deductible and formally acknowledged. Contact: Books for Asia, 451 Sixth Street, San Francisco, CA 94103. Phone: (415) 982-4640.

ASA FOOTNOTES

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Assoc. Editors: Lawrence J. Rhoades
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October 26-28. Midwest Association for Latin American Studies. Annual Meeting, Cincinnati. Contact: Frank J. Traina, Department of Sociology, Northern Kentucky University, Highland Heights, KY 41076.

October 27-28. Sociologists of Minnesota. Annual Meeting. The College of St. Thomas, St. Paul, MN. Contact: Swaran Sandhu, Moorhead State University, Moorhead, MN 56560.

November 2-4. Mid-South Sociological Association. Annual Meeting, Jackson, MS.

November 2-4. Midwest Popular Culture Association. Annual Meeting. Contact: Larry N. Landrum, Department of English, Michigan State University, East Lansing, MI 48824.

November 3-4. Pennsylvania Sociological Society. Annual Meeting, Cedar Crest College, Allentown. Contact: William R.F. Phillips, Department of Sociology, Widener College, Chester, PA 19013.

November 10-11. Michigan Sociological Association. Fall Meeting, Wayne State University. Contact: Shirley Nuss, Program Coordinator, Department of Sociology, Wayne State University, Detroit, MI 48202. Phone: (313) 577-3272.

November 30-December 2. The First Annual National Conference on Student Competencies. San Francisco Hyatt Regency. The conference will assess competency-based education and testing. Contact: Don Waldrip & Associates, 3986 Rose Hill Avenue, Cincinnati, OH 45229.

December 2-3. National Symposium on Retirees and the Continuing Education of Health Science Professionals. Sheraton Palace Hotel, San Francisco. Contact: Mae Ling Yee at (415) 666-2894.

December 6. Seminar on "The Criminal Personality—New Perspectives," presented by Stanton E. Samenow at Lake City Community College, Florida. Samenow is a clinical research psychologist at St. Elizabeth's Hospital, Washington, D.C. Contact: Robert E. Page, Criminal Justice Institute, Lake City Community College, Lake City, FL 32055.

December 10-20. National Conference on the Sociology of Family and Marriage. Calcutta, India. Theme: Our Changing Intimate Relations. See "Call for Papers" for more information.

January 3-8. The American Association for the Advancement of Science. 145th National Meeting, Shamrock Hilton Hotel, Houston. Theme: "Science and Technology: Resources for Our Future."

Retired Sociologists

An update of the Registry of Retired Sociologists is being planned by the ASA Executive Office in order to respond to inquiries received concerning the availability of retired sociologists for short-term academic and non-academic employment.

Retired sociologists who wish to have their names circulated in response to these inquiries should send the ASA Executive Office their names and current addresses, phone numbers, teaching specialties and research interests.

GRANTS

The Joint Committee on Eastern Europe, ACLS/SSRC, is offering postdoctoral grants for research relating to the cultures and populations (regardless of their geographical locus) of Albania, Bulgaria, Czechoslovakia, Hungary, Poland, Romania, Yugoslavia, East Germany since 1945, and modern Greece. Such research should be problem-oriented, of theoretical relevance, and may be comparative. The program particularly invites such comparative research on social institutions and processes. The program also supports research of conceptual and theoretical focus and manifest disciplinary relevance, empirically based on immigrant groups or communities from Eastern Europe. Grants will rarely exceed \$10,000. Deadline: December 1. In requesting application forms, the prospective applicant must provide the following information: (1) age, (2) highest academic degree held and date received, (3) citizenship or permanent residence (only open to citizens or permanent residents of the U.S. or Canada), (4) academic or other position, (5) field of specialization, (6) proposed subject of research, (7) period of time for which support is requested, and (8) specific award program under which an application is contemplated. Contact: Office of Fellowships and Grants, American Council of Learned Societies, 345 E. 46th Street, New York, NY 10017.

POSTDOCTORAL

National Institute of Law Enforcement and Criminal Justice 1979-80 Visiting Fellowship Program: Open to qualified persons in the criminal justice professions and the academic community. Applications will be considered in all areas related to crime and criminal justice, but special consideration will be given to correlates and determinants of criminal behavior; deterrence; community crime prevention; performance standards and measures; violent crime; career criminal; utilization and deployment of police resources; pre-trial process delay, reduction and consistency; sentencing and rehabilitation. Application deadline is November 15. Applicants should send a resume and a 10-15 page description of their projects to: Visiting Fellowship Program, National Institute of Law Enforcement and Criminal Justice, Law Enforcement Assistance Administration, U.S. Department of Justice, Washington, DC 20531. Benefits and services include stipend, fringe benefits, travel, supplementary expenses, computer facilities, and research in local criminal justice agencies.

German Marshall Fund Fellowship Program—1979: Awards fellowships to scholars and professionals whose proposed research projects promise to contribute to a better understanding of significant contemporary problems common to industrial societies. Each project must have U.S. and European (Western and/or Eastern) components, but may also involve other countries. Appointed Fellows are generally established scholars with advanced degrees. Fellows will be selected on the basis of the following criteria: scholarly qualifications, promise, and achievements; importance and originality of the proposed work, and its relevance to the purposes of GMF programs; and the likelihood of completion of the project in the stated time frame. The period of appointment may begin at any time after announcement of the awards and extend from an academic term to a year or longer. The Fellowship will help meet—but not exceed—a Fellow's current income rate within a fixed maximum. Fellows, however, are expected to apply for any appropriate funding from their home

institutions. The German Marshall Fund of the United States is a memorial to the Marshall Plan established by a gift from the Federal Republic of Germany in appreciation of American post-war recovery assistance. Submission deadline is November 30. Contact: The German Marshall Fund of the United States, 11 Dupont Circle, NW, Washington, DC 20036. Phone: (202) 797-6430.

UC-Berkeley, Department of Sociology, invites applications for twelve-month *Postdoctoral Fellowships in Personality and Social Structure*. Opportunities and stipends (starting at \$10,000 per year) are available for interdisciplinary study, research internships, and independent investigations in many areas of social psychology and mental health research. Applicants should send vitae, a sketch of the course of study and research that they hope to pursue, two samples of their written work, and three letters of reference from people competent to judge their abilities in research. The fellowship plan should include a significant component of formal education or "training experience" at the postdoctoral level. Fellowships are subject to the pay-back provisions of National Research Service Awards. The fellowship year can begin at any time between July 1 and September 15, 1979. Applications must be received by December 15, 1978. Write: NIMH Program in Personality and Social Structure, Department of Sociology, 410 Barrows Hall, University of California, Berkeley, CA 94720.

PREDOCTORAL

National Science Foundation Graduate Fellowships for 1979-80: These fellowships are intended for students who have not completed postbaccalaureate study in excess of 18 quarter hours or 12 semester hours, or equivalent in any field of science, engineering, social science, or mathematics. Subject to availability of funds, new fellowships awarded in the Spring of 1979 will be for periods of three years, the second and third years contingent on satisfactory progress. These fellowships will be awarded for study or work leading to master's or doctoral degrees in the mathematical, physical, medical, biological, engineering, and social sciences, and in the history and philosophy of science. Applicants must be U.S. citizens. The annual stipend will be \$3,900 for a twelve-month tenure with no dependency allowances. Applicants will be required to take the Graduate Record Examinations to be administered by the Educational Testing Service on December 9 at designated centers. Submission deadline is November 30. Contact: Fellowship Office, National Research Council, 2101 Constitution Avenue, NW, Washington, DC 20418.

OTHER PROGRAMS

National Fellowship Program, National Center for Research in Vocational Education, Advanced Study Center, seeks applicants for its 9-12 month in-residence program. Application deadline is December 1. The Advanced Study Center seeks leaders and scholars from vocational education and related fields such as employment policy, labor economics, sociology of work, worker satisfaction, and career development. Individuals are sought from local, state, and national agencies. Generally, applicants have experience following completion of their doctorates, although the doctorate is not a requirement. The fellowship program is not designed to support work toward a graduate degree of any type. Contact: Earl B. Russell, Coordinator, Advanced Study Center, The National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, OH 43210.

CONFERENCES

Midwest Sociological Society. 1979 Annual Meeting, April 25-28, Radisson Hotel Downtown, Minneapolis. Deadline: December 1. For a list of session organizers, contact: Harvey Choldin, Department of Sociology, University of Illinois, Urbana, IL 61801.

Michigan Sociological Association invites papers on such themes as sex roles, women in the professions, and other areas concerning the sociology of women in society for its conference on "Women in Society." Conference will be held November 10-11, Wayne State University. Contact: Shirley A. Nuss, Department of Sociology, Wayne State University, Detroit, MI 48202. Phone: (313) 577-3272.

The Medical Sociology Section is soliciting papers for Section Day, August 29, at the 1979 ASA Annual Meeting in Boston. Papers (not abstracts) must be submitted in triplicate and must not exceed 15 pages of type, double-spaced text. Authors should indicate willingness to present their papers at a roundtable session if regular session is not available. The Medical Sociology Section is also soliciting entries for its Outstanding PhD Paper Award. Papers may be up to 20 pages long. Eligibility is limited to recipients of the PhD in 1977 or 1978. Winning paper will be presented at the contributed papers session. Non-winners will be considered for regular paper sessions. Submission deadline: December 29, 1978. Send to: Virginia Olesen, Section Chair, Department of Sociology, School of Nursing, University of California, 1373 Third Avenue, San Francisco, CA 94143. For additional information contact: Corinne Kirchner, Editor, Medical Sociology Section Newsletter, American Foundation for the Blind, 15 West 16th Street, New York, NY 10011. Phone: (212) 924-0420.

Ninth Annual Alpha Kappa Delta Research Symposium, February 15-17, Jefferson Hotel, Richmond, VA. Participation by undergraduate and graduate students is encouraged. Emory Bogardus Award (\$100) presented to the author of the paper judged to make the most significant contribution to social science research and theory. Deadline: December 1. Send abstracts or papers to: Pemberton Lewis, AKD, Department of Sociology and Anthropology, 820 W. Franklin Street, Virginia Commonwealth University, Richmond, VA 23284. Keynote address by George Homans.

National Conference on the Sociology of Family and Marriage, December 10-20, Calcutta, India. Theme: Our Changing Intimate Relations. Deadline: 300 word abstract by October 30. Individual scholars and publishers are requested to send their reprints and books on family and marriage and intimate behavior for the book exhibit. Contact: Samir K. Ghosh, Director, Indian Institute of Human Sciences, 114 Sri Aurobindo Road, Konnagar, W.B. 712235, Near Calcutta, India.

1979 International Convention on Cooperation in Education, July 8-12, Herzlia, Israel. Accepting plans or summaries of 200 words from persons interested in conducting an activity. Deadline: December 15. Contact: The Organizing Committee, 1979 International Convention on Cooperation in Education, P.O. Box 29234, Tel Aviv, Israel.

Fifth International Conference on Wind Engineering, July 8-13, Colorado State University. Among the topics of interest is the economic and social impact of windstorms. Deadline for complete papers is December 15.

Contact: J.E. Cermak, Fluid Mechanics and Wind Engineering Program, Department of Civil Engineering, Colorado State University, Fort Collins, CO 80523.

The Trotsky-Stalin Conflict in the 1920s: A Conference Marking the Centennial of Their Births, March 9-10, Hofstra University. Papers should be addressed to the conference subject and related to one of the following panels: literature and art, theory and ideology, economics, political struggle, biography and psychohistory. Deadline: December 15. Contact: George D. Jackson, Hofstra University, University Center for Culture & Intercultural Studies, Hofstra University, Hempstead, NY 11550.

Seventh Annual Telecommunications Policy Research Conference is inviting submission of brief descriptions of research that (1) has implications for telecommunications policy, and (2) will be completed by early spring. The conference which is tentatively scheduled for early May 1979 brings researchers from a variety of disciplines together with policy makers from several branches of government. If a paper is selected for presentation at the conference, the author will be reimbursed for travel and conference living expenses if no alternative source of funding is available. Please send abstracts as soon as possible to: TPRC Organizing Committee, c/o John C. Panzar, Bell Laboratories, Murray Hill, NJ 07974.

Replications in Social Psychology is a new quarterly journal created to serve the discipline of social psychology through (1) helping establish a firm scientific foundation by encouraging tests of reliability in the form of replication research, (2) providing a platform for the systematic tabulation of replication results, (3) meeting the publishing needs of those who conduct replication research, and (4) providing an archival service for the documentation of this historically important reality-testing. Editorial Board members are Elliot Aronson, Robert Bales, J. Merrill Carlsmith, Norman K. Denzin, Morton Deutsch, Leon Festinger, Daniel Katz, and Robert Rosenthal. For further information, contact: Keith E. Campbell and Thomas T. Jackson, Co-editors, Box 301, Fort Hays State University, Hays, KS 67601.

The Proceedings of the First Conference on the Small City and Regional Community. Price: \$9.50. Contact: Robert P. Wolensky, Department of Sociology/Anthropology, University of Wisconsin, Stevens Point, WI 54481.

The Condition of Education, 1978 Edition, presents data on students and their achievements, teachers, and expenditures at all levels of education, as well as previously unpublished data on several current education issues. Prepared by HEW's National Center for Education Statistics. Price: \$6.25. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Red Feather Institute. Three publications for graduate students: "Transforming Sociology: The Graduate Student", "Research in the Land of Oz", and the *Red Feather Dictionary of Socialist Sociology*. Send \$2.00 to the Red Feather Institute for Advanced Studies in Sociology, Rt. 1, Livermore, CO 80536.

**BETTY RADLEY GREEN
(1926-1978)**

Betty Radley Green died at her home June 12, 1978, at the age of fifty-two. For the previous two years she had suffered increasingly from recurrence and complications of a brain tumor. She is survived by her husband Robert and four children: Kathy Green of Boulder, Colorado; Gail Hanawalt of Ketchum, Idaho; Laurie and John Green of Minneapolis.

I knew Betty at Hamline University in St. Paul, Minnesota. She was chairperson of the Department of Sociology and Anthropology when I came to Hamline. From the beginning I marveled at her ability to organize, to assess the dynamics of academic decision making, to make her positions and commitments clearly and forcefully known. The admiration I felt for her quickly became accompanied by deep affection. Her quick wit could devastate an opponent but she could also use it to communicate concern and commitment. She was a generous person. She took time to understand, to remember, to express gratitude.

Betty's life was unusual in a number of respects. It began on an isolated farm. Though Betty became a sophisticated supporter of the best music and art that urban life had to offer, she never lost her appreciation for the knowledge and fortitude she gained growing up in a rural environment. Betty's life was an example, in one sense, of an interrupted academic career. It took her twenty-one years to get her bachelor's degree. On the other hand, it was never interrupted at all. Betty was remarkable in her ability to integrate disparate experiences, to employ what she learned in one arena to another. Nowhere was this more evident than in the ease and astuteness with which she applied the skills and insights she gained in political and civic work to academia, both in and outside the classroom. It is worth recounting the events and accomplishments of her life in some detail.

Betty Green was born in the Turtle Mountains of North Dakota. She attended a one-room schoolhouse in the country, ten miles from Dunseith. Eager for more education, she determined to go to high school. She did so by supporting herself doing housework for families in town. Later she was able to transfer to an accredited school in Rockwell City, Iowa, from which she graduated as valedictorian. Betty returned to North Dakota to teach in a one-room elementary school and then decided to go on to college. She selected the University of Minnesota. In 1947, as an undergraduate, she did a field study of the Borstal system in Great Britain, serving as a staff member in a girl's Borstal institution. She left her university studies to marry. For the next nineteen years, Betty raised four children and immersed herself in community work and political activities. Active in DFL politics as Third District Chairwoman and a member of the DFL State Central Committee, she attended the 1960 National Democratic convention as a delegate from Minnesota. Betty was also involved in the formation of state government policy. In 1956 she was named Secretary of the Governor's Advisory Committee on Suburban Problems on which she served until 1960. At that time, the Governor appointed her to the Minnesota Youth Conservation Commission.

In the early sixties, with the same determination that inspired her high school education, Betty decided to return to the University of Minnesota to complete her BA degree. She graduated *cum laude* in 1963. In the

subsequent five years with the aid of an NIMH Traineeship, she obtained a Masters degree and a PhD. Her dissertation title was *The Role of Peer Groups in Delinquent Behavior*. During that same period she served for five years as the chair for the Law Enforcement Committee of the Governor's Advisory Council on Children and Youth.

Betty joined the Sociology-Anthropology Department at Hamline University in 1967. This did not mean an end to her civic work. In 1971 the Governor appointed her to the Midwestern Board for Medical and Allied Education. In 1973 she became a member of the Gillette Children's Hospital Board, and in 1975 she served on the Ramsey County Community Corrections Advisory Board as Chairperson. Her success in these endeavors was enhanced by her knowledge of sociology. She always contended that "there is nothing so practical as a good theory".

Betty Green worked hard to develop the Department of Sociology and Anthropology at Hamline, and she worked hard to develop the institution. She served on numerous committees and advisory groups. Not afraid to challenge traditions, the administration or her colleagues, Betty took firm and eloquent stands on the issues of racism, sexism, and elitism. She was a humane person who insisted that everyone deserved to be treated with fairness and respect whatever their place in the social system.

Betty Green's primary interests in sociology were deviant behavior, juvenile delinquency, and medical sociology. In 1969 she directed a symposium at Hamline on death and dying and produced numerous journal articles on the subject. With Donald P. Irish she edited the book, *Death Education, Preparation for Living*, which was published in 1971 by Schenkman Publishing Company.

A fervent believer in academic excellence, Betty Green was convinced that excellence had its origins in the teacher's clarity of thought and the devotion to one's discipline. She trained her undergraduate students to become professionals. It was as much to provide a context in which students could advance their own scholarship as to increase the opportunities for professional communication that she helped organize the Sociologists of Minnesota. Pursuing her interests in teaching, she became a member of Task Group B of the American Sociological Association's "Projects on Teaching Undergraduate Sociology". In 1976, she was elected chairperson of the Section on Undergraduate Education. From 1974 to 1976 she also represented Minnesota as a director of the Midwest Sociological Society.

Mention of her professional activities with regard to teaching does not reveal the subjective qualities of Betty's classroom presence or her relationship with students. Her standards were high. She was challenging, demanding, but she simultaneously provided the assistance and support to enable students to meet her goals. She believed that sociology had an essential place in a liberal arts education, equipping students with the concepts, theories, and knowledge that would enhance their experience of the world and empower them to make more rational assessments of their circumstances.

No description of Betty Green is complete without acknowledging her sense of humor, her delight in the absurdities she encountered in her life.

Betty's spirit was indomitable. And her spirit was pervasive. It touched all who knew her: students, colleagues, family, friends. We are left bereft but richer for having encountered such a dedicated, kind, intelligent and vital person.

Cynthia A. Cone,
Hamline University

**HEI CHU KIM
(1931-1978)**

Dr. Hei Chu Kim, an Assistant Professor of Sociology and Anthropology, Western Illinois University, died at St. Francis Hospital in Peoria, Illinois on June 9, 1978. He died suddenly from a cerebral hemorrhage. He is survived by his wife, Hyung Ja, and three sons, Andy, Benny, and Eric.

Hei Chu, a son of a Presbyterian minister, a refugee from North Korea, a Captain in the Republic of Korea Army, an honor scholarship student of the Ministry of Education, Republic of Korea, came to the United States 20 years ago. The first half of his 20 year sojourn in America was spent for his higher education. He received a BA degree in journalism from the University of Illinois (1962), Master's degree in sociology from Queens College of the City University of New York (1967), and PhD in sociology from the New School for Social Research, New York (1973). His doctoral dissertation, "The Role of Religious Belief and Social Structure in Korea's Breakthrough into Modernity", won the Alfred Schutz Memorial Dissertation Award.

The second half of Hei Chu's life in America was spent in Macomb, Illinois. Nine years ago he joined the faculty of the Department of Sociology and Anthropology, Western Illinois University. Western Illinois University was the only institution where he devoted his entire professional life. He was an excellent teacher, dedicated scholar, and empathic counselor. As of August 1978, he was going to be promoted to the rank of Associate Professor.

His expertise in sociology included religion, the family, modernization, and comparative institutions. Recently he was particularly interested in the ethnic roles of immigrant churches in the United States, and was scheduled to present a paper on the ethnic roles of the Korean church at the forthcoming meetings of the Society for the Scientific Study of Religion in Hartford, Connecticut this fall. At the same meetings he was also scheduled to participate in a panel dealing with religiosity and sexual behavior. Among his significant publications, "The Relationship of Protestant Ethnic Beliefs and Value to Achievement" (*Journal for the Scientific Study of Religion*, 1977) drew international attention. His co-authored book, *Assimilation Patterns of Immigrants in the United States*, was published three weeks after his death. A number of other research projects remain unfinished; for instance, a large joint research project with his colleagues on the study of Korean immigrants in the Los Angeles area. He had so much to contribute to his discipline, students, and community. He was a member of the American Sociological Association, American Academy of Political and Social Science, Society for the Scientific Study of Religion, International Society for the Comparative Study of Civilizations, National Council on Family Relations, Midwestern Sociological Society, and Illinois Sociological Association. We shall miss him. He was a good man, a very good man.

Won Moo Hurh,
Western Illinois University

**ROBERT LEE SUTHERLAND
(1903-1976)**

Robert Lee Sutherland was born February 11, 1903, in Clarinda, Iowa and died November 19, 1976, in Austin, Texas.

His family moved to Seattle, Washington, when he was two, and settled in Galesburg, Illinois, when he was 15. He was awarded his AB from Knox College in 1925, and returned 15 years later to receive the Alumni

Award, and in 1958 to be awarded an honorary LL.D. After a year of graduate work at Oberlin, he accepted his first teaching position at Huron College, South Dakota, and married Marjorie Lewis of Knoxville, Illinois. Their only child, Elizabeth, was born in 1931. His MA from Oberlin in 1927 led to a University of Chicago PhD in social ethics and sociology in 1930.

His first postdoctoral appointment as Professor of Sociology at Bucknell University lasted ten years, during which he served as chairman of the social science division (1934-1936) and as dean of men (1938-1940). In 1937 he coauthored with Julian Woodward of Cornell University, *Introductory Sociology*, which became a leading text in the field, going through six editions in the next 25 years. In 1938 he was appointed Associate Director of the American Youth Commission, where for two years he directed a series of minority group studies. His summary volume, *Color, Class and Personality*, published in 1942, firmly established his reputation as a leading sociologist.

In 1939 a nationwide search led to his appointment as Professor of Sociology and Director of the newly organized Hogg Foundation for Mental Hygiene at the University of Texas. As operation of the Foundation began, he traveled throughout Texas, laying the groundwork for close cooperation with agencies, organizations, and individuals. By the close of World War II, he and his consultants had worked in 152 communities with over 2,000 groups and more than 400,000 people. Under his enthusiastic leadership the then new idea of positive mental health captured the imagination of thousands of Texans. In spite of limited staff and resources in these early years, no request for help went unanswered. His unique, open style of relating to all people established indelibly the fundamental character of the Hogg Foundation in these formative years. His leadership and interpersonal skills guided the Foundation during three decades of growth and into national and international recognition.

While his primary responsibility was to direct the Hogg Foundation, first as Director and then as President, he was ubiquitous in related professional endeavors throughout his career. He frequently contributed to advanced seminars, continued his own research and scholarly writing, and served on numerous university committees. In the summer of 1954 he taught American Studies at Cambridge University. In 1957-60, he was principal investigator on a NIMH project, "Bridging the Experience from Hospital to Community". In the summer of 1961 he joined a delegation of distinguished sociologists invited by the Federal Republic of Germany to tour West German universities. He served as consulting sociologist at the M.D. Anderson Hospital and Tumor Institute and as Lecturer at the UT Medical Branch in Galveston. In 1964 he was appointed to an endowed chair as the first Hogg Professor of Sociology, a post he held until his retirement in 1974. He continued his involvement in foundation and university affairs, however, as President Emeritus and Hogg Professor of Sociology Emeritus.

Bob Sutherland's services were in demand at the national and international levels as well as in Texas. He was a member of the board of trustees for Stephens College (1943-1952), Women's Foundation (1946-1950), Knox College (1958-1965), Foundation Library Center (1958-1964), and the Council on Foundations (1967-1973). He organized and served as lifetime board member of the Conference of Southwestern Foundations, America's oldest organization of foundations. Widely recognized as a foundation leader, he was also a member of the Foundation's Executives Group.

Among his many other assignments were the Panel on Research, Southern Regional Education Board (1954-1957), National Advisory Council on Dental Research (1960-1963), Technical Review Panel for the HEW Office of Juvenile Delinquency and Youth Development (1962-1967), and Citizen's Advisory Council to the President's Committee on Juvenile Delinquency and Youth Development (1964-1967). He also served as treasurer of the World Federation for Mental Health's United States Committee (1969) and as a member of the Professional Advisory Committee of the National Association for Mental Health (1959).

The honors accorded him were many. Elected to Phi Beta Kappa, Phi Kappa Phi, and the Philosophical Society of Texas, he also was recognized as an honorary member of the Titus Harris Society and the Texas Society on Child Psychiatry. Among the numerous organizations that honored him with special citations were the Dallas Health Museum, U.S. Air Force, Texas Society on Aging and Governor's Committee on Aging, Texas Social Welfare Association, UT Graduate School of Social Work, Council on Foundations, and the Texas Senate which passed a memorial resolution, noting his many contributions to Texas and the nation.

The extent and depth of Bob Sutherland's humanistic concerns are difficult to describe. His genius lay in the involvement of people to help people and his faith that there was nothing more productive than the creative abilities of human beings. Compassion, empathy, and modesty were paramount in his personality, made delightful by eccentricities distinctly his own. Bob Sutherland will live on within all of us who knew and loved him.

Charles M. Bonjean,
Wayne H. Holtzman,
Jon D. Swartz,
University of Texas

Lecture Series Honors Winch

A lecture series dedicated to the memory of the late Robert F. Winch was sponsored by the Department of Sociology at Northwestern University last spring.

Winch, a family sociologist, died last year after almost three decades of research and teaching at Northwestern.

Speakers who participated in the series, "The Family: Revolution, Evolution, or Stasis?" were:

Alvin Poussaint, Harvard Medical School, "The Black Family in Distress".

Eise M. Boulding, University of Colorado, "Distribution of Family Workloads and Surplus Energy for Social Change".

William J. Goode, Columbia University, "Male Roles in a Changing Society".

Christopher Lasch, University of Rochester, "The Socialization of Reproduction and the Collapse of Authority".

Constantina Safilios-Rothschild, Wayne State University, "Men and Women in Families Around the World: Many Models of Change".

Norman B. Ryder, Princeton University, "The Future of American Fertility".

Reuben Hill, University of Minnesota, "Family and Social Change Viewed in Three-Generation Depth".

MINUTES OF THE 1978 COUNCIL MEETING

The fourth meeting of the 1978 ASA Council convened at 9:05 a.m., Friday, June 16, 1978, at the Dupont Plaza Hotel in Washington, D.C. President Amos Hawley presided.

Present were: Hubert M. Blalock, Jr., Elise Boulding, Ernest G. Campbell, Charles Y. Glock, Amos H. Hawley, Richard J. Hill, Joan Huber, Lewis M. Kilian, Joan Moore, Pamela A. Roby, James F. Short, Jr., Immanuel Wallerstein, William Foote Whyte, J. Milton Yinger, and Maurice Zeitlin. Present from the Executive Office were: Russell R. Dynes, Alice F. Myers, Lawrence J. Rhoades, Doris Y. Wilkinson, Paul R. Williams, and Janet A. Astner. Visitors present during part of the meeting were Leobardo Estrada, Fran Jacobs, and Florence Rosenberg.

1. Approval of the Agenda. The agenda was approved as presented.

2. Report of the President. President Hawley reported that Senator Proxmire had given the Golden Fleece award to Pierre van den Bergh and indicated that a letter of protest had been written to Proxmire, but no response yet received. The censure of ITT had been communicated to the appropriate parties. A liaison committee between ASA and the National Commission on Employment and Unemployment Statistics has been appointed. Exchange of information and a working relationship is being established with the Community College Social Science Association.

3. Report of the Secretary. A Election Results—Secretary Short noted that ballots for the Presidential run-off are currently in the mail and reported the results of the other posts. Discussion concerning the reporting of the actual tallies was deferred until after the full report was given.

b. Appointment of Editors of JHSB and hoi announced that Howard Kaplan of the Baylor College of Medicine had accepted the position of editor of the *Journal of Health and Social Behavior*, and Alan Kerckhoff of Duke University would be the new editor of *Sociology of Education*.

c. Executive Office and Budget—(1) Additional Pages for TAS. The Publications Committee had approved a request from the TAS editor for 40 additional pages this year, and the EOB mail ballot approved their recommendation.

(2) Institution of Late Charge—The committee had discussed the problem of late dues payment and had suggested the possibility of a late charge to be instituted after a year's warning. Such a warning was given in 1977, and still 50% of the membership failed to renew before January. It was pointed out that much staff attention is required to handle late renewals, including the packaging of journals missed. Postage costs alone jump from 2 1/2¢ to over 50¢ per journal. In addition, printing and mailing a second dues billing become necessary. It would, therefore, seem that the conscientious members are subsidizing the delinquent ones. EOB recommended that a late charge of \$5.00 be assessed for those not renewing before December 15.

d. Memo on Sections—In accordance with previous action by Council, the Secretary prepared a memo in conjunction with the Executive Office outlining the background of the problem and giving guidelines for future allocation of time and space at annual meetings. This appeared in the May issue of FOOTNOTES.

e. Audit—Copies of the annual audit were made available to Council. Short pointed out a small increase in equity of around \$20,000.

Discussion of the Secretary's report began with a question as to whether actual vote tallies should be published. The potential embarrassment of losing badly can cause reluctance to run, which could be overcome by making tallies available on request but not publishing them in FOOTNOTES. The right of members to have easy access to this information, and the inevitable distortion that could result when numbers aren't readily available indicated a continuation of present policy.

MOTION: That the numerical tallies of election results not be published, but that anyone, including candidates themselves, may obtain information on vote tallies. Defeated.

Suggestions regarding instituting a late charge included offering a bonus rather than assessing a penalty. The process of actual implementation favored a charge so that the dues structure would not be affected. The final update for January mailings is December 15, which would be the necessary cutoff date. The intent of the late charge is not to garner additional funds but to eliminate as nearly as possible the costly late renewals.

MOTION: That a \$5.00 charge be instituted for late payment of dues, late payment to be defined as after December 15 of the year preceding the membership year. Carried.

4. Report of the Executive Officer. A Implementation of Travel Grant—A large number of applicants applied for travel assistance to the ISA meetings. Following two and a half days of deliberations, the committee selected 28 applicants for NSF monies and recommended 7 for ACLS awards.

b. Minority Fellowship Program—Problems continue to exist on funding for the program. Only monies for the phase-out year of the basic grant and from the Cornerhouse Fund are currently available to support trainees. Two proposals have been reviewed and approved by NIMH, but not funded. Compounding the financial difficulties is the possibility of a four month gap in funding due to fiscal year changeover.

Changes in government agencies' interest in programs of this type and a shift in emphasis from pre-doctoral to post-doctoral support were pointed to as basic reasons for the funding problems.

If funding is not obtained, the newly selected cohort of Fellows cannot be supported. In addition, 31 trainees from the last cohort will have to be dropped. Departments have been contributing 25% of the total cost via tuition waivers and assistantships. Another positive outcome from the program is that the screening and recruiting function of the selection process provides goods candidates for departments looking for students. Suggestions to aid these trainees included initiating calls by the Executive Office to department chairs informing them of Council's concern for these students and the desire that they be picked up by the department, and noting, perhaps in FOOTNOTES, that contributions from members are accepted.

c. Information requested by Council—Letters are starting to come in on contract problems, CONTELPRO, and insurance in response to notices in FOOTNOTES. The Undergraduate Projects completed a progress report to Lilly Endowment, Inc., and are submitting new proposals also. The 1977 Spivack Awards have been announced and 1978 nominations are being processed.

d. Proposal to be submitted—A proposal on "Continuing Education for Applied Social Scientists" is being submitted to the National Science Foundation by the American Anthropological Association with support from the Association of American Geographers, the American Political Science Association, and the American Sociological Association. Some staff time would be required. The proposal plans interviews of applied social scientists and employers concerning what types of programs would be needed. Responses would be analyzed and models of continuing education developed. A second proposal to initiate a "Research Skill Development Institute" to enhance the research and quantitative skills of minority and women researchers will be submitted to the National Institute of Education by the end of the month. The program will be tailored to individuals' needs. The institute would run during the summers of 1979 and 1980.

MOTION: That ASA join in the project on "Continuing Education for Applied Social Scientists" and submit the proposal for a summer research institute. Carried.

5. Report on the 1978 Annual Meeting. To date there are 212 sessions, 836 papers, 129 organizers, and a total of 1578 participants on the program. The policy on space and time limits at the Annual Meeting has been put into effect. Sections and other groups were notified well in advance, and the Secretary's memo on space allocations was published in the May FOOTNOTES. Groups were scheduled into Wednesday night until no more time was available, then where possible squeezed into other slots. It is anticipated that a few groups will press for additional free space. After discussion the following motion was presented:

MOTION: That the Council support the Secretary in upholding the guidelines that have been previously established on space allocation. Carried.

In response to member concern three years ago, Council had appointed a subcommittee to organize day care for children at the Annual Meeting. Reconsideration of the viability of this service was requested, particularly as room space is becoming a serious problem. \$1000 a year is spent to look after an estimated 20 children.

MOTION: That ASA allocate \$1000 to continue the service for this year and report early in the fall an exact cost accounting and see what response is received. Carried.

The existence of the United Nations University headquartered in Tokyo and problems with Congress cutting appropriations for it were brought to the attention of Council. This is the only transnational body which represents the world academic community and provides a linkage for scholars on world problems.

MOTION: That inasmuch as social research

is deeply involved in the work of the United Nations University, ASA support of this institution be transmitted to Congress. Carried.

6. Committee Reports. a. Profession—ACLU Coalition. William D'Antonio represented the ASA at the ACLU Academic Freedom Committee meeting in New York. The information clearinghouse is intended to supplement any ongoing activities of involved groups. The guidelines on initial appointments drawn up by the ASA Committee on Freedom of Research and Teaching were of interest to the ACLU.

b. Publications—Report of Survey on Non-Sexist Language. Short reported that the guidelines had been sent to committee members with mail ballots and have been approved. Implementation will be handled by editors, as suggested by the Committee on the Status of Women.

The mockup of the new journal has been further delayed due to an increased workload on the Executive Office and the fact that the chair of the committee has been out of the country. Eighty percent of the content has been set in type and proofed, but the evaluation questionnaire has yet to be drawn up. Inquiries have gone to 27 publishers on the SRSS Episodes and Readers and responses are now coming back. Both the new journal and SRSS committees were admonished to move more rapidly in accomplishing these projects.

c. Status of Women—Seven items of concern were reported by Huber to Council: (1) publication in FOOTNOTES of ERA letters; (2) an offer extended to Blalock to organize a meeting at the 1979 meetings to involve graduate and undergraduate students; (3) possibility of using National Research Council data on sociologists; (4) possibility of developing a data base for ASA from membership forms; (5) preference of Annual Meeting scheduled before Labor Day; (6) developing non-sexist research guidelines; and (7) curriculum vita gathering project to assist in locating qualified women to serve as chairs, consultants, etc.

d. Racial and Ethnic Minorities—Boulding mentioned several areas of committee concern, including tenure and non-traditional standards, minorities to editorial boards, socialization of young scholars, minority representation on Council, and data from the audit and the National Research Council.

Problems with the audit include a low response rate—over 200 departments did not respond last year. It was suggested that the membership form be used as a data gathering instrument in addition to the information available by running cross-tabulations of NRC data. The audit had been originated to reveal department processes rather than focus on outcomes, but this purpose has been negated.

In response to the committee's previous recommendation that three positions on Council be set aside for minorities, Council had invited the chair to attend the March and June meetings. Inasmuch as any member may attend Council meetings, the committee declined the invitation. However, as full voice is not granted to visitors as it was in the invitation to the committee's chair, Boulding requested and received permission for Leobardo Estrada to speak to Council, as an ASA member, on the subject of minority representation on Council.

Discussion following Estrada's remarks focused on perceived problems of the election procedures. Of the 9,144 voting members, only 44.6% sent back ballots in this year's election. Questions of who are non-voters, identifying a pattern of involvement with the Association, and actual minority representation in the voting membership elicited an offer to do a study on voters via election materials residing in the Executive Office. Ballot envelopes are the only records available.

MOTION: That Council instruct the Executive Office to ship the necessary material to Joan Moore. Carried.

Due to a possible tie-in with the previous discussion, the report of the committee on election procedures was moved forward in the agenda.

Election Procedures—Little additional input had been received since the winter report, but one recommendation was presented. Due to the time constraints within which the Nominating Committee must operate, evaluation of candidates is limited. The committee recommended that the meeting time of the Nomination Committee be increased to a day and a half. Glock reported that after review of the earlier report, the committee concluded that it would be best to maintain the present nominating procedures and move toward by-law amendments for preferential voting as this would more accurately reflect the state of the membership. Concern for the complexity of the computer programming for this type of voting was expressed and the Executive Office asked to obtain information. Information on and explanation of the Hare system will be presented to the membership, but an actual change in procedures, if approved, cannot be implemented before 1980.

MOTION: That two members of the Committee on the Status of Racial and Ethnic Minorities be appointed to the ad hoc Committee on Election Procedures. Carried.

f. World Sociology—This committee met in conjunction with the North Central Sociological Association annual meetings. No recommendations were presented, but areas of discussion included UN conference in which sociology might be involved, ISA involvement, AAAS international science institute, and forming liaison committees and groups to try to keep up with sociology in other parts of the world. Two recent subcommittees are for Arab and African connections.

g. Government Statistics—Representation on the Committee of Professional Associations on Federal Statistics. Status and composition of this committee and representatives from it will be taken up in September.

7. Report of the President, Part II. President Hawley ruled that Council could not reconsider the issue of whether the Association should meet in Atlanta in 1980, since that decision had been reaffirmed at the last two Council meetings. He suggested instead that the motion to conduct a membership referendum on the matter, which was defeated at the January meeting of Council, be reintroduced. A motion to this effect carried.

The original motion from the January meeting returned to the floor. Discussion centered on the effects a referendum could have on the membership. Concern was expressed regarding further division of the membership by taking a referendum, including the possibility that cross-pressed members will not vote which would lower further the usually low return. Regardless of the outcome of such a referendum, there will be members who will not attend because of deep feelings concerning that decision. After much discussion the following motion was made:

MOTION: That a binding membership referendum be called on whether to move out of Atlanta to a state where ERA has been ratified. Carried (7—yes; 6—no).

It was suggested that two statements be included with the ballot, one prepared by proposed Atlanta and one prepared by actual wording of the referendum was put on the agenda for the next day.

8. Issue Raised by Member Letter. The problem of political, legal, or social stances taken by the Association which disagree with some members' views was brought before Council. A letter from a member regarding this issue had been received. Possibilities of a disclaimer in professional ASA publications and a special membership category had been suggested as options to indicate that positions taken at ASA meetings or by Council do not necessarily reflect the views of individual members. The broader issue of whether the Association should take those kinds of positions was again raised, pointing out the possibility of a split within the Association. The end result might be one organization for the profession which could take such stances by not being tax-exempt, and another for the discipline which would not deal in resolutions and would remain tax-exempt. Council considered several means by which these issues could be addressed, including additional member input.

9. SSSP Resolutions. Two resolutions indicating the dissatisfaction of SSSP with ASA scheduling its Annual Meetings during Labor Day week and in "high cost" cities were transmitted to Council. It was pointed out that a previous Council had felt a high priority to go to Chicago and the Labor Day week was the only available time. This delay had also allowed lower costs and more available space. The discrepancy between wanting to meet before Labor Day, when rates have not yet been lowered, and wanting to hold costs down was also pointed out. Inasmuch as future meetings are scheduled before Labor Day, the scheduling issue was judged moot. It was pointed out that ASA uses over 2,000 rooms while SSSP uses a much smaller number, so they can be accommodated in many more places than can ASA.

While the Association is not obliged to consult with any other group when scheduling its meetings, there are special relationships with other organizations. It was suggested that perhaps informal communication on meeting locations and dates could be made available to interested groups before a final decision is made by Council.

10. Issues in the Discipline. A Publications Policy—Council referred a draft of such a policy to the Publications Committee for review and recommendation.

b. Future Funding—Discussion was deferred until the submitting member could be present.

c. ASA Policy Project—This proposal suggested that ASA should undertake a

series of special reports on selected policy issues to be developed and written under the auspices of "blue ribbon" and ad hoc committees created by the Association. The need for connection between sociology and public policy was acknowledged, but some felt the rather long range timetable suggested was not satisfactory. Encouragement was given to move to a much shorter schedule and perhaps in the direction of an annual public policy review which could provide a legitimate outlet for those who work in the federal estate and in other public policy related agencies. A careful distinction between analysis and recommendation was emphasized, and caution exercised regarding any implying that "ASA recommends . . ." The important effect of sociology is not to give policy makers a set of recommendations but to help with analysis and interpretation of data, and thinking through more effectively the implications of policy. Many times the necessary data are not collected, nor the proper questions asked for such sociological analysis.

MOTION: That ASA appoint an ad hoc committee of members of Council and the Publications Committee to study the feasibility of and possible future for a series of publications devoted to public policy; these publications may take the form of volumes to which social scientists will be encouraged to submit manuscripts. Carried.

It was requested that those Council members going off in September set down in writing their specific recommendations and reactions to this proposal. Other avenues for getting input into social policy were pointed out, as in Congressional hearings, studies commissioned by government agencies, etc.

d. ASA Membership Information—This topic was briefly discussed and deferred to a future meeting.

11. Shift in Certain Responsibilities from Secretary to Vice President. The continuation and often firing responsibilities of the Secretary for three years were contrasted with the limited activities of the Vice President for two years, resulting in suggestions for possible transfer of certain assignments. After some discussion of committee assignments, Council requested that Blalock bring a specific proposal for the September meeting.

12. Issue of September Meeting of Council. The June meeting has traditionally been the final meeting of the old Council. However, there has been important carryover business the last two years which necessitated another meeting during the Annual Meeting. Council discussed the need for a fifth meeting, a second business meeting, and the possibility of combining the two. A fifth meeting has been scheduled during the 1978 Annual Meeting.

MOTION: That Council ask the President and Executive Office, in scheduling the San Francisco meetings, to consider whether it is feasible to cancel the fifth meeting, contingent on agenda pressures, agenda to consist only of old business. Carried.

The scheduling of the new Council meeting on the weekend following the 1979 meeting was put on the September agenda. The need for a second business meeting was discussed, since few people have attended or brought resolutions during recent years. Most activity occurs at the first business meeting. While desirous of opening up more time at the annual meetings for their activities, Council did not wish to cut off an avenue for member expression.

MOTION: That at the end of the first business meeting, if no further business seems forthcoming as judged by the President, the second business meeting be cancelled and the last hour of the old Council's meeting be opened for members to address Council directly. Carried.

If the second business meeting is not necessary this year, it was recommended that it not be scheduled in the 1979 meetings in Boston where space is seriously limited.

13. Wording of Membership Referendum. It was agreed that there would be no formal consideration by Council of the statements to accompany the ballot. Excerpts from the minutes of action taken by Council while considering to move out of Atlanta will accompany the statements and ballot. Recommended wording for the referendum was: "Should the ASA stay in Atlanta for its 1980 meetings or shall it move to a state that has passed the ERA?" Alternate order of the clauses will be used to avoid bias; two different colors of paper will be necessary to tabulate accurately. As the mailing list is organized by zip code, envelopes will be stuffed alternately.

The fourth meeting of Council then adjourned at 12:30 p.m. on Saturday, June 17, 1978.

Respectfully submitted,
James F. Short, Jr.
Secretary

Change Linked to New Stance of Social Scientists

continued from page 1

not able to gain the discipline of organization about major texts), through field experience, through doing, through analysis of governmental regulation and professional standards.

"One may say, to put the matter in an extreme way, that as one moves from the disciplinary to the professional stance, the relevant texts move from the writings of the masters, ancient and modern, to the regulations propounded by professional associations and government and its various manifestations—legislature, executive, judiciary.

"I suppose that on the whole there is a decline in quality, of writing, coherence, profundity, significance, generality, as one moves from one setting to the other. Yet not in every case. The lucubrations of a minor theorist in the social sciences may lose considerably in contrast to a well-written and argued court decision.

"In one case one sharpens the wits in comparing words and concepts, in engaging in a chain of complex reasoning; in the other one expands the capacity to see certain kinds of practical complexity."

CROSS-FERTILIZATION

Glazer believes the trend toward cross-fertilization between disciplines and professional schools is well underway and he wishes it to continue:

"The graduate departments of the social sciences have moved closer to the professional schools dealing with social services in selecting subjects for research; the professional schools have moved closer to the graduate departments in their style of teaching and research," Glazer said.

He continued, "The theoretical texts of the discipline migrate into the profession, the laws and regulations and rulings and standards of the profession increasingly migrate into the discipline, not only as subjects of study, but as necessary parameters if one is interested in effect, impact, action, policy."

Glazer does not see this trend as a corruption of the profession by disciplinary theory or the corruption of the discipline by professional practice, but as a necessary adaptation to "a world increasingly created by law, regulation, judgment, large organization, as against the atomic action of individuals and small organizations."

He said, "On the whole this is a healthy development. There is to my mind an aridity to the endless examination of the writings of the masters when they deal with a world that is gone and are applied to a radically different world that is undergoing change. Undoubtedly certain things in the social world are relatively unchanging and in that sense the insights of the masters are crucial. But there is a necessary balance in how far one carries them, and the enormous effort of young social scientists to 'save' and 'apply' Marx or some other master . . . has something unreal and even farcical about it."

Glazer continued, "This is something from which the professions are more likely to be saved: It is not their style. But then one can make the opposite criticism: The concentration on the world as it is and how to act in it is also narrowing and deadening. The larger perspectives generally provided by the disciplines bring in air and light. To emphasize an education based on rules and regulations (the social welfare code, the education code) is undoubtedly narrowing, and I believe there is less of this in professional schools than there used to be particularly since laws and regulations and codes change so rapidly these days."

He concluded, "But at the same time the professional perspective relieves the social sciences of their own kind of activity, their own kind of airlessness, one in which concepts dance, and the life of society goes on far away as if under glass."

MORE INVOLVED

Glazer links the increasing acceptance of the professional perspective in disciplinary departments to a number of factors such as (1) the job market; (2) the employment of discipline trained social scientists in professional schools; (3) changing patterns of research funding; (4) the de-

velopment of sub-specialties with applied orientations; and (5) the rising popularity of Marxism with its emphasis on action.

Glazer, however, thinks three changes in the world have served as "inner sources of intellectual and disciplinary change" in the social sciences because they question some of the fundamental assumptions of those sciences.

1. The enormous expansion of government in many spheres has questioned the "natural" character of social processes by showing how these processes are "increasingly affected by organized human intervention, principally government."

2. Radical change in such institutions as hospitals, prisons, schools, and social work agencies has upset the conception of these institutions as stable entities engaged in routine activities.

3. Growth and change in government and service institutions has become increasingly problematic, something to be questioned, challenged and defended. Consequently, conceptions of social change have moved away from such processes as technological change, cultural lag, social movements, and revolutions and toward an emphasis on the behavior and scale of government and service institutions.

These changes, according to Glazer, have lead social scientists to take a new stance toward the world and adopt a new style of work:

"They have moved from a stance toward the world that emphasizes detached observation and analysis, inevitably an analysis somewhat remote from the daily practice of governments, business, schools, cities, prisons, and hospitals, to a stance in which observation is increasingly mixed with participation, analysis with judgment and advice.

"The social scientist today relates to institutions less an uninvolved scholar seeking for general truth, than as a participant whose concerns are close to, intermingled with, the concerns of the practitioner, either because the social scientist directly shares these concerns, or because both share the same concerns in their general role of citizen."

As the social sciences become more "policy-oriented" the disciplinary approach to graduate education declines because "where one engages with a problem, one must consider the problem on its own terms, independently of the discipline's capacities and interests. As soon as one begins to consider what is good policy, one already breaks out of the shell of a discipline, which looks at one abstracted side of any issue, because policy must include everything relevant to something working. . . ."

Glazer added, "If one is interested in what one does about it (the problem), it is no longer possible to be a pure sociologist or pure political scientist; one must also be something of an economist, a politician, an evaluator of how incentives and disincentives affect different kinds of behavior. Of course, there are those who stick to pure disciplinary approaches. It is they who often frustrate policy makers when they are consulted on topics on which they are purportedly experts, and who are themselves frustrated when they consider the whole range of considerations, far from their discipline, that must become relevant when one considers real action, real effects."

Consequently, as the social sciences become more "policy-oriented" the problem of "what is suitable education in the scholarly disciplines" becomes more acute.

. . . Another View of Graduate Education

(Editor's Note: The following is abstracted from a departmental self study of a PhD program submitted to the Graduate Dean. It was not from a Department of Sociology, but from a department which teaches humility and perhaps reality. To someone familiar with reading the usual aspirations of graduate programs, it presents an interesting contrast.)

The PhD program is very small and not long established and it does not enjoy national prestige. We are changing the design of the program with hopes of capitalizing on existing resources and of making virtues out of necessities.

Our program was established in 1966. Had our program come up in the 70's rather than the 60's it would probably have been turned down. The context within which our program operates is much less favorable than it was in the late sixties. Instead of a national demand for PhDs, there is a sizeable surplus. It is not our intention to increase significantly the number of admissions in the immediate future since such a policy would be neither socially responsible nor necessary for our own well being.

We look upon our graduate program as secondary to our undergraduate program. Our first responsibility is to offer as good an undergraduate curriculum as is offered in any college or university in the country. All of our undergraduate courses are intended first of all as contributions to a liberal education; professional training is a secondary objective in some courses, though not in all. In terms of our responsibility, then we would rate the PhD program lower than the undergraduate program. But in terms of departmental well being, the PhD program is undoubtedly more important. It is a key factor in recruiting staff.

It would be difficult to maintain there is either a national or local need for our program. Perhaps there was one or the other in 1966 but today the nation's demands for our specialty can be supplied entirely by the nine or ten best programs in the country.

We no longer claim to offer our graduate students the opportunity to specialize in one field and, instead, declare that all students who complete our program will necessarily be generalists. We do not regret this necessity . . . in our field, specialization seldom serves a useful purpose. We are beginning to revise our program in order to accommodate these new realities. Greater emphasis is now placed on the subject matter which they must control in order to be effective undergraduate teachers. Recipients of our PhD, we assume, cannot realistically expect to be placed as research scholars or specialists.

The faculty has little national reputation. The department has, on the other hand, received a fair number of national fellowships and awards. Despite the lack of national prestige, the current staff

is capable of offering (and maintaining high standards in) a doctoral program. In our discipline, research has not generated significant new subject matter, and a small staff can still provide ample coverage.

By and large, the faculty have worked very hard these last five years. However, both in the amount of time devoted to research, and in the amount of published research, we fall below the average of most graduate departments. This has been of some concern to the present chairman. . . . However, since most of the staff are capable teachers (and actually enjoy teaching) and since they seem to discharge well their administrative chores for the College and University, it has not seemed appropriate to divert them from these activities. The result, of course, is a short publication record. The faculty is in no danger of sinking into intellectual torpor; in fact, our students have from time to time detected both vigor and profundity in their teachers' thought. There is seldom, however, a coincidence of teaching duties and research interests. Even our seminars are designed for instruction in subject matter and so are ill suited to facilitate one's personal research. It would appear, however, though small in quantity, the department's publications are of commendable quality.

A slight increase in our graduate enrollment is necessary for the vitality of our program. In order to maintain continuity, and to provide students with sufficient competition and company, the department ought to have at least five or six students in residence and enrolled in seminars. At present there are approximately twice as many annual recipients of the PhD as there are positions available; in such circumstances programs ought to be kept as small as possible. We include in our response to all inquiries about graduate work that teaching positions are scarce and that only after realistic consideration of employment prospects should the person complete the application.

Program Extended To Grad Students

The U.S. Civil Service Commission has extended its Cooperative Education Program previously limited to undergraduates to include graduate students.

Students pursuing master's and doctoral degrees may now work for up to 26 weeks a year in federal agencies. Upon completion of their degrees and at least sixteen weeks of satisfactory work experience, students may be appointed to career service without further competition. Career status allows employees to move more freely between agencies and between government and private employment.

Information about the program may be obtained from Dean's offices at local institutions or from the Office of the Commissioner, Civil Service Commission, 1900 E Street, NW, Washington, D.C. 20415.