



Published by the American Sociological Association  
1722 N St. N.W., Washington, D. C. 20036 • (202) 833-3410

# Footnotes

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## Lilly Awards 2nd Grant to ASA Project

A \$167,000 grant from the Lilly Endowment, Inc., will enable the ASA Teacher Development Project to continue its faculty development effort for the next two years.

The new grant, which runs from November 1, 1978 to November 30, 1980, will support activities aimed at developing permanent structures within the profession to carry on the faculty development effort begun under the original Lilly Endowment grant two years ago.

One activity begun under the original grant, the ASA Teaching Resources Center, assumed permanent status last summer with its incorporation into the ongoing activities of the ASA Executive Office in Washington.

Russell R. Dynes, ASA Executive Officer, said, "The new grant provides the opportunity to make teacher development an integral and continuing part of the discipline and profession because it provides the resources needed for the further development of the essential activities that have been generated by the dedicated sociologists in the project. We are indebted to the Lilly Endowment for its interest and support."

Charles A. Goldsmid, Oberlin College, will continue as director of the Teacher Development Project which is part of the comprehensive program of teaching improvement activities being carried out by the ASA Project on Teaching Undergraduate Sociology.

### MAJOR THRUSTS

Activities under the new grant will have three major and interrelated thrusts: (1) to foster permanence of teacher development ef-

forts in sociology; (2) to create and disseminate models for teacher development work by departments; and (3) to offer services to new constituencies in sociology and associations in other academic disciplines.

See *Teacher Page 10*

## Teaching Resources Group Expands; Demand Increasing in 3rd Year

As it begins its third year of operations, a group called "TRG" appears to be heading for institutionalization within the profession.

The membership of TRG has steadily expanded from 12 members in the fall of 1976 to 22 members in 1977 to 40 members in 1978 in an effort to provide the profession with a variety of services at a low cost.

In the first two years, TRG members made 60 visits to departments and meetings of state and regional associations. More than half of these visits were made to departments in 21 states and a province of Canada.

By mid-September this year, the TRG had about 40 inquiries from associations; 22 visits are in the planning process.

Further development of TRG is assured by the new two-year grant awarded to the ASA by the Lilly Endowment, Inc. (See related article elsewhere in this issue.)

TRG is the acronym for the Teaching Resources Group, a national network of sociologists who are knowledgeable in one or more areas of teaching and curriculum development and who are available to assist sociology departments concerned with curriculum,

Efforts to foster permanence of teacher development activities will concentrate on (1) developing the Teaching Resources Group (TRG) "to the point where it can be an independent, self-financing

faculty and departmental development related to teaching. TRG is an outgrowth of the ASA Teacher Development Project which is part of the comprehensive program of teaching improvement activities being carried out by the ASA Projects on Teaching Undergraduate Sociology.

### TRG VISITS

TRG members have dealt with a variety of topics and played a variety of roles in their visits to sociol-

See *Teaching Page 10*

## Minority Program Receives More Funds

An additional \$125,000 supplemental grant will enable the ASA Minority Fellowship Program to support about 75 candidates this academic year rather than the 46 candidates projected in late summer.

The new grant received from the Center for Minority Group Mental Health Programs, NIMH, raised total funding for this year to \$425,000. A total of \$485,000 was requested.

In addition, the MFP received a \$16,000 grant from the Cor-

## Committee Names Candidates For Three ASA Offices

Candidates for three top posts—president, vice president, and secretary—in the 1979 ASA election have been announced by the Committee on Nominations.

The candidates and the positions for which they have been selected are as follows:

### PRESIDENT-ELECT

*Rose Coser*, SUNY, Stony Brook  
*William Form*, University of Illinois, Urbana

### VICE-PRESIDENT-ELECT

*Renee Fox*, University of Pennsylvania  
*Jacqueline Wiseman*, University of California, San Diego

### SECRETARY-ELECT

*Herbert Costner*, National Science Foundation  
*Otto Larsen*, University of Washington

Additional candidates may be selected by ASA voting members through the open nominations process which is outlined in the ASA By-Laws.

Petitions supporting candidates through the open nominations process must arrive in the ASA Executive Office, 1722 N Street, NW, Washington, D.C. 20036, by December 31.

Candidates for ASA Council and the Committees on Committees, Nominations, and Publications will be carried in the December issue of FOOTNOTES. The open nominations deadline for those positions will be January 31.

## Reduce Costs; Avoid Late Charge

You can save yourself some money by paying your 1979 dues before December 15, 1978, thereby avoiding the \$5 late charge approved by ASA Council for members who pay their dues after that date.

Council approved the late charge because it felt that extra costs involved in handling late payments should no longer be absorbed by members who pay their dues on time.

Membership renewal notices were mailed in early October. The ASA fiscal year is identical to the calendar year.

If you have not received your renewal forms, please contact the ASA Executive Office, 1722 N Street, NW, Washington, D.C. 20036; phone: (202) 833-3410.

## 1978 Spivack Fellowships Awarded to Four Sociologists

The 1978 Sydney Spivack Fellowships for significant contributions to the area of intergroup relations were awarded to four ASA members during the Annual Meeting in San Francisco.

The recipients are Thomas F. Pettigrew, Harvard University, and Loe Kuper, UCLA, for "sustained scholarly contributions throughout their careers"; Reynolds Farley, University of Michigan, for "significant sociological work that has appeared during the previous five years"; and Julian Samora, University of Notre Dame, for "significant application of sociological knowledge to actual prevailing social conditions".

The fellowships established by

candidates turn down offers of support and how much support is offered by departments. (See listing of candidates and alternates elsewhere in this issue.)

### CANDIDATE REVIEW

Twenty-five of the 76 candidates in the program at the end of the last academic year are not in the program this academic year. Three candidates completed their PhDs.

See *Williams Page 9*

## Participation of Sociologists In Fulbright Program Reviewed

by *Russell R. Dynes*

For thirty years, the Fulbright Program has been a part of the American academic scene. Although the program is well known, it is often not understood. Including the 1978-79 grants announced in this issue, over 500 sociologists have been Fulbright lecturers. Less well known has been the role of sociologists in the development of the program over the years, participating in various Advisory bodies, as well as screening the applications. Sociologists have then played a part in shaping the program. The program in turn has played an important role in shaping American sociology.

The Fulbright Program is a shorthand designation for a complex international educational and scholarly exchange. It started in 1945 when an amendment to the Surplus Property Act of 1944 was offered by a freshman member of the Senate, J. William Fulbright. This Act authorized the disposal of surplus war materials at "fair" prices and allowed foreign governments to be eligible purchasers. The Fulbright amendment made the Department of State the disposal agency and allowed such property to be paid in foreign currencies or credits. It authorized the Secretary of State to enter into agreements with foreign governments for the purpose of provid-

See *Fulbright Page 4*

See *Pettigrew Page 12*



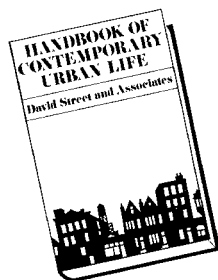
## THE JOSSEY-BASS SOCIAL & BEHAVIORAL SCIENCE SERIES



David Street and Associates

### HANDBOOK OF CONTEMPORARY URBAN LIFE

An Examination of Urbanization, Social Organization,  
and Metropolitan Politics



During the past two decades, much attention has been focused on the problems of American cities — racial tensions, crime, budget crises, central-city decay accompanied by uncontrolled suburban growth, and so on. In the process, a wealth of often provocative empirical data has accumulated. However, until now comparatively little attention has been given to disciplined analysis of that data in the light of sociological theory. This comprehensive new handbook remedies that deficiency. It provides systematic, data-based sociological analyses of both the current problems facing urban areas and the social, economic, and technological processes underlying those problems.

In original contributions prepared by invitation for this 800-page handbook, twenty-one authors — each an authority on some aspect of urban life — explore the tensions that exist

Irwin L. Kutash, Samuel B. Kutash,  
Louis B. Schlesinger, and Associates

### VIOLENCE

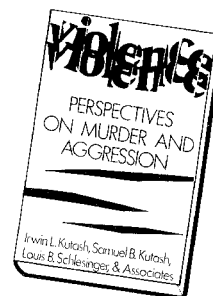
Perspectives on Murder and Aggression

Despite the prevalence of violence and aggression — rapes, riots, street assaults, family fights, school gangs, terrorist attacks, and so on — knowledge about the causes, treatment, and prevention of such behavior is unsystematic and scattered. *Why are people aggressive? What leads them to murder? Is violent behavior instinctive or learned? How should violent individuals be treated? Can violence be predicted, controlled, or — better yet — prevented?* By providing the most up-to-date information available, this new 600-page handbook answers these and other related questions. It offers the first comprehensive book about the origins, characteristics, and treatment possibilities for various kinds of violent behavior. In twenty-six original chapters prepared especially for this volume, the authors provide research findings, case studies, and numerous clinical ex-

amples that will help professionals understand and deal with such problems as child abuse, school violence, sexual offense, and victim treatment.

The authors present several theories — biological, sociological, ethological, psychoanalytical, and learning and behavioral — of how aggressive behavior originates. They examine the reasons for and the results of different kinds of murder, and investigate why people become violent and how that violence erupts into family assaults, vandalism, and other destructive acts. The authors look at what is being done, what can be done, and what should be done to treat the victims of violence, as well as the offenders themselves. And they show the vital role of societal intervention and of education in long-range violence prevention.

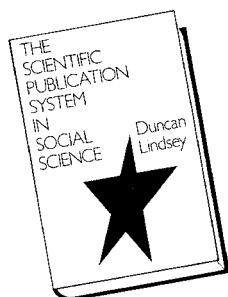
(Ready mid-November, \$19.50)



Duncan Lindsey

### THE SCIENTIFIC PUBLICATION SYSTEM IN SOCIAL SCIENCE

A Study of the Operation of Leading Professional Journals  
in Psychology, Sociology, and Social Work



Getting papers published is one of the most difficult — and most important — challenges facing social scientists today; journal publication is the primary means available for disseminating research findings and contributing to the development of knowledge in all scientific disciplines. This new book provides potential contributors with practical information about the scientific publication system in sociology, psychology, and social work. It addresses many fundamental questions about the review process of articles submitted to journals for consideration. *What happens to a paper when it arrives at an editorial office? Who are the people who judge it? What are their qualifications? What do they look for? How accurate and fair is the review process? How can this process be made both less biased and less time-consuming?* In providing this needed information, Duncan

Lindsey draws on his own extensive research as well as the findings reported by other authors.

Lindsey investigates how and why papers are chosen for publication and who does the selecting. He analyzes similarities and differences among published articles in three scientific fields, summarizing the characteristics (such as length and use of quantitative or qualitative methods) sought by sociology, psychology, and social work journals. He points out how scientific publication affects scientists' careers and shows how it contributes to and is used by the scientific community. And he suggests solutions for such limitations of scientific publication as imprecision in evaluating papers, overlong review time, and restricted publication opportunities.

(Ready late November, \$11.95)

Karl F. Schuessler, Editor

### SOCIOLOGICAL METHODOLOGY 1979

Recent trends in sociological methodology are clearly reflected in this 1979 yearbook. One of these trends — the changing language of social research — provides an important clue to new perspectives in the field. It is evident throughout the book that the research language of the 1950s is being replaced by the language of causal modeling. A second trend is the development of methods for analyzing categorical or qualitative data — a development probably due to the preponderance of such data in sociology.

Another distinctive trend is the inclination toward increased application of statistical mathematics to theory building and theory testing, which may be related to a decrease in the bias against mathematics in sociology or to an increase in the number of sociologists proficient in mathematics. Further, various chapters demonstrate a growing interest in methods

for analyzing time data — a concern that may bring the fields of sociology and history closer together. In searching for regularities over time and their underlying mechanisms, sociologists will have to make use of historical records, and historians will have to take these underlying mechanisms into account in their interpretations of the past.

The high level of interest in building and testing structural equation theory is also portrayed in the yearbook. The reason behind such interest is that traditional methods of analyzing nonexperimental data seem to be getting nowhere; therefore, the potentialities of structural equation models deserve to be explored to the limit. Finally, *Sociological Methodology 1979* exemplifies the increasing dependence of theory building and theory testing on the high-speed computer.

(Ready mid-November, \$17.50)\*



\*Available to ASA members at a special prepaid price of \$14.00

## Eubank Collection Donated to Chicago

A unique collection of materials on the history of European sociological thought developed by the late Earle Edward Eubank has been donated to the Regenstein Library at the University of Chicago.

The donation was made by Laile Eubank Bartlett, UC-Berkeley,

daughter of the late sociologist who founded the department of sociology at the University of Cincinnati.

The European collection covers sixty leading sociologists, half of whom were contemporaries of Professor Eubank. The file on each sociologist almost invariably contains the following: a bibliography of writings by the sociologist and/or by others about him; a face sheet of biographical information; a photograph, frequently autographed; a statement of his theoretical position; correspondence with the sociologist or with others informed about him; and articles from obscure journals and/or unpublished papers written by the sociologist.

The collection was amassed in the 1930s when Professor Eubank embarked on a massive undertaking to write the history and the then-current state of sociology as an international science, rather than as an American science with European origins.

Professor Eubank spent the summers of 1934 and 1935 traveling throughout Europe, visiting and interviewing at length those sociologists who were his contemporaries.

The files contain biographical sketches drawn from his interview data, and in some instances, autobiographies when he could persuade his subjects to write them.

In addition, Professor Eubank persuaded a number of his contemporaries to write their own theoretical statements, which, in most instances turned out to be the last of their professional writing, because the war truncated their careers.

The files also contain Professor Eubank's personal observations regarding the social and political milieu in which these scholars worked.

Finally, the collection includes translations, arranged and paid for by Professor Eubank, of theoretical and research papers which are not elsewhere available in English.

Among the sociologists included in the collection are Auguste Comte, Emile Durkheim, Ludwig Gumplowitz, Gustave LeBon, Nikolai Lenin, Karl Mannheim, Karl Marx, Thomas Masaryk, Vilfredo Pareto, Georg Simmel, Ludwig von Stein, Gabriel Tarde, Ferdinand Tonnies, Alfred and Max Weber, Leopold von Wiese, and Florian Znaniecki.

**SOCIOLOGISTS: OCCUPATIONAL BRIEF**, a concise summary of work activity, specializations, salary levels, and employment outlook, is available for high school and undergraduate students from: Chronicle Guidance Publications, Inc., Moravia, NY 13118. The current edition is the 4th (#316) published in September, 1978. Quantity price on request.

**The Hispanic Research Center**, under the directorship of Lloyd Rogler, is compiling a list of Hispanic women psychologists and Hispanic women graduate students in psychology as part of a census being taken for the Task Force on Hispanic Women's Concerns, Division 35, APA. Send names and addresses to: Dr. Margarita Garcia, HRC, Fordham University, Bronx, NY 10458.

**The Case for Affirmative Action for Blacks in Higher Education** is a new book by the Institute for the Study of Educational Policy at Howard University. The work discusses legal, social, historical and educational ramifications of affirmative action in academia and the general labor market. Authors are John Fleming, Senior Fellow at the Institute; Gerald R. Gill, Research Fellow; and David Swinton, Economist and Senior Associate Fellow.

**Social Indicators of Equality for Minorities and Women**, a 136 page report, is available from the U.S. Commission on Civil Rights. The social indicators of equality presented in the report compare the minority and female population to that of the majority male population in terms of income, jobs, education, and housing. Minority groups covered are: African Americans, American Indians, Puerto Ricans, Mexican, Chinese, Filipino, and Japanese Americans.

**Women in Crisis**, a national Conference, will be held in New York, May 17-19, 1979. Topics to be covered include: Women and Mental Health, Alcoholism, Drug Abuse, Justice. Sponsored by Project Return Foundation and co-sponsored by the School of Social Welfare, SUNY at Stony Brook, this First National "Women in Crisis" conference will seek to find methods to improve service delivery to women and begin an on-going interchange between service providers in these areas. For information on the Conference contact: Jane Velez, Conference Administrator, "Women in Crisis", 444 Park Avenue South, New York, NY 10016.

**The Women's Educational Equity Act Program** office invites applications from public agencies, individuals, and private nonprofit organizations. The purpose of the awards is to develop educational materials and model projects designed to promote women's educational equity. Programs and materials are developed for replication throughout the United States. Application forms and information packages are available from: Women's Program Staff, U.S. Office of Education, Room 2147, 400 Maryland Avenue, SW, Washington, D.C. 20202. The closing date for receipt of applications is November 17, 1978.

**The Business and Professional Women's Foundation** announces a Fellowship Program and the BPWF Foundation Research Grant Program, which support research pertaining to economic, educational, political, social, or psychological factors affecting working women. Applicants are required to write a preliminary letter requesting an application form and to include a concise statement about the proposed research subject and the applicant's academic level. All applications must be postmarked before

January 1, 1979. For further information contact: Terry Odendahl, Research Associate, BPWF, 2012 Massachusetts Avenue, NW, Washington, D.C. 20036 (202-293-1200).

**Women's Studies Research Grants for Doctoral Candidates** are awarded through the Woodrow Wilson National Fellowship Foundation, Women's Studies Program, Box 642, Princeton, NJ 08540. The grants are oriented to encouraging original and significant research about women on such topics as the psychology of women, women's role in society, women in history and literature. To get on the mailing list for future announcements write the WWNFF.

**National Science Foundation Minority Graduate Fellowships** will be awarded to minority individuals who have demonstrated ability and special aptitude for advanced training in the sciences. Fellowships are for study or work leading to a master's or doctoral degree in the social, medical, biological, mathematical, engineering sciences and in the history and philosophy of science. The deadline for filing applications is December 8, 1978. Applicant materials may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, NW, Washington, D.C. 20418.

**The Forgotten Minority**, prepared by the New York State Advisory Committee, reviews problems faced by Asian Americans in immigration and employment. The report is available from the U.S. Commission on Civil Rights.

## Section on Collective Behavior, Social Movements Being Organized

An effort is underway to organize a Section on Collective Behavior and Social Movements "to foster the study of emergent and extra-institutional social forms and behavior, particularly crowds and social movements."

The domain of the proposed Section "includes but is not limited to disasters, riots, protests, rumors, panics, fads, fashions, popular culture, strikes, and reform, revival, and revolutionary movements."

The organizing effort was approved by ASA Council in September when it was presented with a petition containing the signatures of 146 persons who desired to form the Section.

In order to attain Section status, two hundred ASA members must elect to pay dues to the Section. The Section will appear on the membership renewal forms for 1980.

The organizing group intends to develop a system of regional and state coordinators to recruit the needed members.

Funds to support a special mailing to promote the Section's formation should be sent to: Jerry Lewis, Sociology Department, Kent State University, Kent, OH 44242.

News of ongoing CBSM projects and abstracts of recent CBSM reports in obscure and irregular sources may be sent to: Thomas Hood, Editor, *Critical Mass Newsletter*, University of Tennessee, Knoxville, TN 37920.

Requests for more information on the organizing effort and offers

## COINTELPRO Activities

The ASA Committee on the Profession continues to seek information from ASA members who have knowledge concerning the violation of their academic freedom by COINTELPRO activities.

The Committee is seeking this information as part of an inquiry it has been instructed to undertake by ASA Council. The Committee is to report its findings to Council and make recommendations for action. The inquiry is in response to a Business Meeting resolution.

Submissions should be sufficiently detailed so that a reasonable grasp of the problem can be acquired without additional inquiries.

The information should be sent to the ASA Executive Office, 1722 N Street, NW, Washington, D.C. 20036.

of assistance may be directed to: John Lofland, Sociology Department, UC-Davis, Davis, CA 95616.

## Proposals Wanted: Diet and Nutrition

A program to support research on how behavioral, genetic and social factors affect diet and nutrition has been announced by the National Institute of Child Health and Human Development.

The new Program in Clinical Nutrition and Early Development will use contracts, workshops, and conferences to encourage nutrition research in anthropology, psychology, sociology, geography, and population genetics. Results are expected to give clinicians a better understanding of nutritional habits and needs and provide a scientific base for developing programs to modify diets.

The research will complement NICHD-supported biomedical studies on the relationship of nutrition to childhood disease and to early growth and development.

The new program will be located in the office of the Institute director, Dr. Norman Kretchmer.

Questions about the Program in Clinical Nutrition and Early Development may be addressed to: The Director, National Institute of Child Health and Human Development, Room 2A-03, Building 31, National Institutes of Health, Bethesda, MD 20014.

## ANNOUNCEMENT

The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, Massachusetts, is planning to make a Senior Faculty appointment for the academic year beginning September 1, 1979. Applications are invited from persons interested in such an appointment.

The Heller School is a professional school with an academic program leading to the degree of Doctor of Philosophy in Social Welfare. Its graduates enter university teaching, social planning, social administration, social policy analysis and social research roles in a variety of health, welfare, and related programs.

The School is seeking a faculty person for a long-term senior appointment to teach a core doctoral level course in the School's academic program in "The Social Context of Policy Issues" and additional courses in an appropriate applied area in which the faculty person has special knowledge and expertise. The position will also involve conducting research and advising students on doctoral dissertations.

Applicants should have a degree of Doctor of Philosophy in sociology or in a discipline related to the social welfare field; be familiar with current social policy issues, methods of social policy analysis; and social research methods; have expertise in a social science and an interest in dealing with interdisciplinary questions of social policy analysis, and have at least five years' experience in an academic setting, or equivalent experience in a research or administrative capacity. Candidates should have established a reputation in their discipline or profession which can be demonstrated through publications in professional or scholarly journals or books.

Salary and rank are dependent upon applicant's experience and background.

Interested persons should contact:  
Dean Stuart Altman  
Heller School, Brandeis University  
Waltham, MA 02154  
Telephone: (617) 647-2914

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# Fulbright Program Structure Outlined; Input of Sociologists Noted

continued from page 1

ing for financing "studies, research, instruction, and other educational activities of or for American citizens in other countries and the financing of transportation for visitors from such countries to attend educational institutions in the United States." Senator Fulbright had been a law professor, a University President, and a Rhodes Scholar who understood the value of an exchange program. He also had the political skill to move the bill through Congress. The bill was signed by President Truman in August, 1946 and the next year was spent developing the organizational machinery to handle the program. Of particular importance in the future development of the program was the establishment of the Board of Foreign Scholarships which has overall responsibility for the program, the Binational Commissions which developed the types of opportunities, and the Conference Board of Associated Research Councils which has administered the specific program under which most sociologists have participated.

In answer to a Congressional criticism that grantees might be selected by State Department "bureaucrats," the President was authorized to create a Board of Foreign Scholarships. The Board was to select students and educational institutions qualified to participate in the program and to supervise the exchange program. The Board was to be more than advisory since it had the power to establish standards, formulate rules, and make decisions.

## BOARD MEMBERS

In the first Board chosen, there were three academic administrators, including Charles Johnson, a sociologist and then President of Fisk University, as well as three other college professors. Johnson served from 1947-54 during the formative years and was followed by C.J. Neese, Dean of the School of Social Sciences,

Catholic University, who chaired the Board from 1956-58. Other sociologists who have been on the Board have been Francis X. Sutton, then Program Associate at the Ford Foundation, and Seymour Martin Lipset, then Professor of Government and Social Relations at Harvard. The Board sets policies and procedures for the administration of the program and has final responsibility for approving the selection of all grantees and supervises the conduct of the program both in the United States and abroad.

Binational Commissions are established in the countries which have entered into executive agreement with the U.S. to conduct a program of educational exchange. These Commissions translate the needs, interests, and opportunities characteristic of the countries to the Department of State and to the Board of Foreign Scholarships. The Commissions' staffs, also usually binational, plan and propose educational exchanges that are in keeping with the needs and educational resources of each country. They may solicit academic institutions within the country as to types of educational exchanges which would be of value in subsequent years. Over twenty of the countries with which the United States has had exchange agreements have now begun to share the cost of the programs. The first such agreement was signed by West Germany in 1962.

Since the initial enabling legislation was broad, the Fulbright Program, as it developed, located administrative responsibility for particular parts of the program in agencies qualified to handle them. In late 1947, the Board of Foreign Scholarships adopted a plan of implementation which, with minor modifications, is still in force today. Certain agencies are given responsibility for students, primary and secondary teachers, and for foreign area and language training. The primary responsibility

## Scope of Exchange Cited

The Fulbright Program has been one of the more imaginative programs in international education. It is small—some 500 U.S. scholars per year out of approximately 650,000 full-time academics receive full or partial support to go abroad and teach and do research. About 600 scholars over 90 countries come to the United States. Some 250 scholars assist each year in reviewing nearly 3000 applications submitted for the 500 appointments abroad.

Each Spring approximately 500 lecturing and research opportunities for Americans in about 90 countries are announced. The announcements are issued 12 to 18 months in advance of the starting date. Overall, about 75 percent of the awards are for lecturing and 25 percent for research. Applicants must be American citizens. CIES maintains a register of scholars interested in opportunities abroad. Registrants receive notice of Fulbright competitions. Registration forms are available from the Council of International Exchange of Scholars, 11 Dupont Circle, Suite 500, Washington, D.C. 20036. There are Faculty Fulbright Advisors at 1,300 colleges and universities who receive CIES program information.

In addition, CIES assists in the administration of about 500 awards each year for scholars from other countries. Many of these visiting scholars lecture or conduct seminars at various institutions around the U.S. Each Fall CIES publishes a directory of visiting Fulbright Hays lecturers in the U.S. Usually there are 10 to 15 in the country in any one year. The Council can assist American institutions in locating appropriate scholars from abroad for temporary assignment.

ity for handling the exchange of lectures and research scholars was given to the Conference Board of Associated Research Council. This organization, at that time, had been recently formed and was composed of the American Council of Education, American Council of Learned Societies, the National Research Council, and the Social Science Research Council. These four councils represented together almost all of the professional research organizations and thus most of the university teaching personnel. The Conference Board became a focal point for wide varieties of types of support for the Fulbright Program. With its concern for teaching and research, it provided a logical place for this aspect of the program. The Board then established the Council for the International Exchange of Scholars, composed of 12 members, three nominated from each of the four constituent Councils. Several sociologists have been members of this Council, including John Useem, nominated by SSRC, and more recently, Ruth Hill Useem, nominated by ACE. The Council assists in the preliminary selection of American lectures and researchers and the day-to-day operation and administration of the exchange program for research scholars and lecturers from abroad. It is now administratively located in the American Council of Education.

## SCREENING COMMITTEE

After the positions have been advertised and applications received, the applications are sent to an advisory screening committee, composed of subject matter specialists. The principal link between the Council and the sociological profession, then, has been the Advisory Screening Committee which is appointed by the Social Science Research Council to review applications from sociologists. The Committee is

normally composed of five distinguished sociologists chosen for their wide acquaintance of other scholars in the field, their representation of the sociological sub-specialties, their previous international experience (they are often former Fulbright grantees), and their representation of major geographical areas and institutional types in the United States. Service on the Advisory Screening Committee is normally for a term of three years. The Committee meets once a year to screen the bulk of the applications in sociology, which are submitted to open competition, and reviews by mail the small number of applications generated at other times of the year.

The participation of sociologists, then, has been at many different levels of the program, ranging from membership on the Board of Foreign Scholarships, which has overall responsibility for the operation of the total exchange program, to membership on the Council for the International Exchange of Scholars, which supervises the aspects of the program for University lecturers and research scholars. Applications from sociologists are evaluated by an Advisory Screening Committee composed of other sociologists. The most significant participation, however, has been the over 500 sociologists who have been lecturers and researchers in other societies.

## PARTICIPATING SOCIOLOGISTS

Sociologists have been represented in the Fulbright Program since its inception in 1949 when one scholar, Hubert Freyn from Columbia, was in China. 1949 saw awards to Howard Beers (Greece), Leonard Broom (BWI), Paul Cressey (Burma), Horace Miner (Algiers), and three scholars, Thomas Eliot, Arthur Hillman, and David Krech, at Oslo. The peak year of

participation was 1964-65 when some 33, including Peter Berger, Peter Blau, James Brown, James Conlin, Donald Cogwill, Paul Cressey, William Flinn, Nathan Glazer, Harry Groat, Felix Gross, Suzanne Keller, Samuel Koenig, Jay Korson, Seymour Lipset, David Moberg, Olive Quinn, David Riesman, Arnold Rose, Peter Rose, Arthur Stinchcombe, Murray Strauss, Leila Sussman, Richard Thomason, Wayne Thompson, Thomas Wilkinson, and Pauline Young, were scattered from Hong Kong to Thailand to Pakistan to Greece to Germany to Chile. The lowest year, 1970, saw only 7 awards given. The 1978-79 awards (shown elsewhere) indicate 15 grants in sociology. In the past decade, awards have averaged about 15 a

See Over Page 5

## Calls Attention to Other Programs For Int'l. Education

The Fulbright program is only one of many programs in international education. According to one recent estimate, the U.S. government supports 159 international education programs, administered by 31 agencies. This would include such diverse programs as the Peace Corps (\$80 million-5,590 Americans overseas in 1977) to the Department of Defense (\$25 million to bring 5,012 foreign military personnel to the U.S. for education and training). In 1977, \$15.1 million was spent on foreign language training and area studies. A Presidential Commission on Foreign Language and International Studies is now being formed.

Private foundations have contributed significantly to international education. During the 1960's, the Ford Foundation averaged more than \$22 million a year, but today, because of changing priorities, this amount has dropped to less than \$4 million. The Social Science Research Council administers a number of grants relating to the social sciences and international education. For example, there is a program for International Doctoral Research Fellowships for Africa, China, Japan, Latin America and the Caribbean, Near and Middle East, South Asia, Southeast Asia and Western Europe. In addition, SSRC provides grants for International Postdoctoral Research. More information on these programs can be obtained from SSRC, 605 Third Avenue, New York, NY 10016.

For a discussion of the varied aspects of exchange, see "International Exchange of Persons: A Reassessment", Kenneth Holland (ed.), *THE ANNALS*, March 1976.

## ASA Involvement in Int'l. Scene

The participation of sociologists in a variety of types of international experience has been a continuing concern of the ASA Committee on World Sociology. Chaired more recently by Ruth Hill Useem and Edward Tiryakian, the Committee has been the focal point of a variety of international concerns of ASA members. In addition to the work of the parent Committee, there are a number of liaison groups composed of sociologists having research ties and interests with various areas of the world. (For more details, see February 1977 *FOOTNOTES*). The Committee combines the interests of its predecessor Committees—International Cooperation and UNESCO. It will be chaired in the coming year by David Wiley, Michigan State University.

The involvement of the ASA with the Fulbright program has been extensive. In 1966, an ad hoc

Committee on the "participation of sociologists" was formed by then-President Loomis and asked to work closely with the CIES to make Fulbrights more attractive to sociologists. The committee, chaired by Russell Dynes, was composed of Howard Beers, Archibald Haller, Amos Hawley, Olaf Larsen and Richard Schermerhorn. Many of the recommendations of this committee were implemented in subsequent years.

Among the ASA officers, a number of past Presidents have been Fulbrighters, including Robin Williams, Louis Coser, Paul Lazarsfeld, Talcott Parsons, Ralph Turner, Howard Becker, Reinhard Bendix, Peter Blau, Robert Merton and Amos Hawley. Reuben Hill, Past President of the International Sociological Association and Ralph Turner, current Vice President of ISA have also been Fulbrighters.

# Over 500 Sociologists from Variety of Institutions Served As Fulbrights

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TABLE I  
Number of Fulbright Awards to Sociologists,  
1948-78

Years	Teaching Awards	Research & Other Awards
1948-57	82	54
1958-67	150	51
1968-77	100	58
TOTAL	332	163

TABLE II  
Area of Award, Fulbright Awards to Sociology,  
1948-78

Area	Number of Grantees	Predominant Countries
Africa	12	Zaire, Zambia, Ghana
Latin America & Caribbean	63	Columbia, Brazil, Argentina, Jamaica
Near East & South Asia	104	India, Pakistan, Egypt
East Asia & Pacific	106	Japan, Philippines, Republic of China
Western & Eastern Europe	210	Italy, Germany, Netherlands, Norway, Yugoslavia

year (see Table I). However, since the beginning of the program, the number of American professors teaching full-time has more than doubled and from 1967-77 the appropriations for the Fulbright Program declined almost 30 percent, in addition to the serious reduction from inflation. This means decreased opportunities in the future.

The over 500 sociologists have come from a variety of types of academic institutions, from small colleges such as Bethel, Luther, and Lynchburg, to state under-

graduate institutions like Western Carolina and San Fernando State, as well as graduate institutions such as Wisconsin, Brandeis, and Berkeley. They have come from over 41 different states and the District of Columbia and Puerto Rico, reflecting in general the distribution of institutions across the country. In turn, they have gone to almost 70 different countries and have participated in a variety of academic and research settings. Some countries, such as Italy, have had over 60 Fulbrighters over the years while others, such as the

Dominican Republic, Sierra Leone, and Uruguay, have had only one grantee. The largest number have gone to Western European countries. More recently a small number of Eastern European countries, such as Poland, Romania, and Yugoslavia, have been included. Latin American countries had a number of grantees in the late 50's and early 60's, but the language barriers always reduce the number of positions and applicants. African countries are beginning to make requests. Fulbrights in the Near East and South Asia and in East Asia and the Pacific have been steady and continuous.

The program, which has involved 500 sociologists over a 30-year period, has been tremendously influential in sociology in the United States. It has meant the opportunity for American scholars to test the universality of sociological ideas in different cultural contexts. It has offered the occasion and the site for the initiation of productive professional work. (For example, among the seven 1949 Fulbrighters, both Beers and Miner published books later on aspects of their research and Broom's interest in the Caribbean eventuated in a series of studies and dissertations at UCLA during the late 50's and early 60's.) It also has allowed for the initiation of continuing contacts with colleagues in other countries and the encouragement of students to take

graduate courses. In sum, the program has played a major role in the transformation of a discipline

which is now less parochial than the term "American" sociology conveys.

## Assessments of Fulbright Program

There have been a number of assessments of the impact of the program made by sociologists and others. John and Jeane Gullahorn studied those in the early phases of the program, 1947-57. Peter I. Rose recently reported on the program in East Asia and the Pacific. Such information is usually found in "International Educational and Cultural Exchange", a publication of the U.S. Advisory Commission on International Educational and Cultural Affairs, available U.S. Government Printing Office and in most University libraries.

A recent study by Hull and Lemke used a sample who had served from 1960-66 period. They reported that, after 12-17 years, the alumni "remained positive about their relationships with friends over there, still visit and correspond regularly and personally and still speak positively to others of the values of an overseas experience. Only 1 percent indicated that the experience abroad 'hindered somewhat' their own careers. By contrast, 86 percent judged that the experience abroad had helped their individual careers.... Those who had been in Western European countries perceived more positive effects on their careers than did those who went elsewhere."

More recently, a Fulbright Alumni Association has been formed and had its first Annual Conference in Washington. The Association hopes to build a useful constituency "to do as well for future generations as Senator Fulbright did for us." The address is P.O. Box 1042, Bryn Mawr, PA 19010.

The Fulbright Program has been the object of some concern this year since one of President Carter's Reorganization Plans merged the educational exchange program with the information functions of USIA in a new agency—the International Communication Agency. At the time of the reorganization, there were assurances to maintain the integrity of the educational and cultural exchange program. The new Associate Director for Educational and Cultural Affairs, Alice K. Ichman and the Director, John Reinhardt, both have academic backgrounds and have declared their intentions that selection of participants should remain in the hands of scholarly, non-governmental organizations in the U.S. and abroad.

## 15 More Named Fulbrights for 1978-79

Fifteen Fulbright Scholars in sociology have been announced for 1978-79. They include:

**Rocco Caporale**—Prof Sociology, St. John's U, Jamaica, NY. Modernization patterns in Italy; U of Catania, Italy, three months during academic year 1978-79 (L).

**Michael A. Costello**—Asst Prof Sociology and Anthropology, Western Carolina U, Cullowhee, NC. Urban and rural sociology, demography, sociology of education; Xavier U, Cagayan de Oro, Philippines, 6/78-11/78 (Lj).

**Eliot Freidson**—Prof Sociology, New York U, New York. Exploratory study of occupational classification; Laboratoire d'Economie et de Sociologie du Travail, Aix-en-Provence, France, 12/78-1/79 (R).

**Bradley R. Hertel**—Asst Prof Sociology, Virginia Polytechnic Institute and State U, Blacksburg, VA. Mathematical sociology, social stratification, sociology of religion; Lucknow U, India, 7/78-4/79 (L).

**J. Selwyn Hollingsworth**—Assoc Prof Sociology, U of Alabama, University, AL. Demography and development; U of Guadalajara, Mexico, 9/78-6/79 (L).

**Thomas Luckmann**—Prof Psychology and Sociology, U Konstanz, Germany. Sociological and philosophical bases of knowledge; U Wollongong, 7/78-12/78 (L).

**Katharine P. Moseley**—Asst Prof Sociology, Brooklyn College, New

York. Development and urban sociology; Fourah Bay College, Freetown, Sierra Leone, 9/78-6/79 (Lr).

**Paul Neurath**—Prof Sociology, Queens College, CUNY, New York, NY. Social research methods and demography; U Vienna, Austria, 9/78-6/79 (L).

**Catherine B. Silver**—Assoc Prof Sociology, Brooklyn College and Graduate Center, CUNY, New York. Women's participation in the economy and society; Maison des Sciences de l'Homme, Paris, France, 9/78-11/78 (R).

**J. Mayone Stycos**—Prof Sociology and Director, International Population Program, Cornell U, Ithaca, NY. Population policies and population problems of developing countries; U of Warsaw, Poland, 4/79-5/79 (L).

**Peter R. Uhlenberg**—Assoc Prof Sociology, U of North Carolina, Chapel Hill, NC. Population and demography; Seoul National U, Korea, 8/78-6/79 (L).

**Arthur J. Vidich**—Prof Sociology and Anthropology, New School for Social Research, New York, NY. Participation in the Kyoto American Studies Summer Seminar; Japan, 7/78 (L).

**Absolom L. Vilakazi**—Prof Anthropology, American U, Washington, D.C. Southern Africa area study: development, modernization and social change; U College of Swaziland, Kwaluseni, 8/78-5/79 (L).

**Paul D. Wiebe**—Assoc Prof and Coordinator, Sociology, Universiti Sains Malaysia, Penang. Sociology research methods and theory, social change; Osmania U, Hyderabad, India, 4/78-1/79 (Lr).

Grant identification: L—Lecturing; R—Research; C—Consultation; j—junior award; t—travel only; r—renewal.

## Tax Deductions: Attending Meetings In Other Countries

Sociologists who attend professional meetings in foreign countries should become aware of the provisions governing tax deductions for those meetings contained in the 1976 Tax Reform Act.

One source of information is "Guidelines for Foreign Convention Tax Deductions," published by the American Society of Association Executive, 1101 16th Street, NW, Washington, D.C. 20036.

Single copies cost \$1 prepaid.

The articles on the Fulbright program elsewhere in the issue evoked several thoughts. My awareness of the importance of transnational experience started many years ago when W.I. Thomas and I traveled together through India, Burma, and China. Thomas accompanied me as his book *Primitive Behavior* and in our "conversations", I could check his ideas and the ethnographic reports of others against my everyday reality. I then realized the importance of collecting data in a variety of contexts. Later this was reinforced in my own field work in Japan, Iran, Greece, and Curacao. When one can glimpse the possibilities of universality, it cannot be based on flimsy and parochial evidence.

And science involves more than collecting data and abstract ideas. It involves people in a world-wide community. Fulbrights in Egypt and India and lecturing around the world resulted for me in new colleagues as well as new questions.

Looking back, how does one assess the consequences of those experiences? They were important and often contradictory. No matter what I taught, it always came out comparative. No matter what the immediate research problem, I was curious how it would be approached in other societies. In face of the interdependence of sociology around the world, I understood the desire of sociologists in other places to develop their own style, their own uniqueness. While I became more convinced of the universality of forms of inquiry and knowledge, I also recognized that theoretical and methodological certainty was usually just sophisticated arrogance. While sensitive to the dangers of scientific "imperialism", I recognized that those who make such charges often lack vision as well as humility. While I developed sensitivity toward the range of problems and issues facing sociologists around the world, it was accompanied by a feeling of gratitude at the firm institutionalized support for sociology and the flexibility and freedom of inquiry enjoyed by sociologists in the U.S. In our propensity to examine our collective navels, it is useful to look up occasionally.

In the future, how will we build transnational experience into "planned" graduate education? (Sometimes our concern for "standards" only reinforced our parochialism.) How do we build transnational experience into career patterns when career anxiety makes normative playing it safe and close to home? How do we maintain our international ties when we withdraw to our own concerns? How do we keep a period of no-growth from becoming a period of stagnation? How do we maintain the vitality of "American" sociology in the future? Some were critical when the Association several years ago formed a Committee on the Development of World Sociology. They said it was pretentious. True, but all hopes are pretentious.—RRD

# A Profile: Minorities in Sociology & Other Behavioral Sciences

Doris Wilkinson

Nearly ten years ago, approximately less than 1 percent of all doctorates in the United States were held by Black Americans<sup>1</sup>, the largest racial minority group. In 1973, minority sociologists numbered less than 250 of all sociologists in the country.<sup>2</sup> While African Americans or Blacks were receiving doctoral degrees prior to programmatic efforts to increase their numbers in the post-60s decade, various funded programs have increased the number of Blacks as well as those of Spanish-surnamed Americans, American Indians, and Asian Americans. The American Sociological Association participated in such efforts by administering a Minority Fellowship Program. It is, however, too soon to measure the ultimate impact of such a program in contributing significantly to the pool of research scholars in the discipline.

This descriptive report provides a general profile of the current pool of minority doctorates in Sociology. It has implications for trends not only in Sociology but the other behavioral sciences as well. Statistical data for this report come primarily from the following sources: the Commission on Human Resources of the National Research Council, the National Academy of Sciences, and the National Science Foundation.

All statistics presented have a problem characteristic of sample surveys: reliability of the estimates. In addition, the data bases differ and in the National Research Council's Survey of Earned Doctorates, a number of American Indians, Chicanos, and Puerto Ricans identify with the majority group. Such factors should be taken into account when interpreting statistical data presented.

## Enrollment Patterns

In the fall of 1973, students from four racial/ethnic groups—American Indian, African American, Spanish-surnamed, and Asian American—made up approximately 7.2 percent of the total graduate enrollment at 154 PhD granting institutions surveyed by the Higher Education Panel of the American Council on Education. Discipline concentrations varied then as they do today for each minority category. Black Americans were concentrated in the fields of Education, Sociology, and the Health Professions. This contrasted with their small representation in the physical and biological sciences. While slight differences were noted for U.S. nationals with Spanish surnames (Mexican Americans, Puerto Ricans, and other Hispanics), their specialties were similar to those of Black Americans, with Sociology having a higher than average representation followed by the arts and humanities. In contrast, Orientals or Asian Americans tended to be highly represented in the physical sciences and engineering, with lower than average figures reported for them in Psychology, Education, and the

**Table 1:** Number of Doctorates Awarded in Sociology by Race and Sex, 1973-76

	Males	Females	Totals
<b>Totals</b>	1602	702	2304
White Americans	1314	610	1924
Black Americans	68	29	97
American Indians	5	3	8
Chicanos	15	2	17
Puerto Ricans	1	4	5
Asians	37	9	46
Unknown	162	45	207

Source: *Women and Minority PhD's in the 1970s: A Data Book (NRC/INAS, 1977)*

arts and humanities. American Indian students, like the Spanish surnamed, were primarily enrolled in the social sciences, education, and the arts and humanities. However, "in almost every field of graduate study, less than one-half percent of students were reported to be of American Indian background."<sup>3</sup> Approximately 9.3 percent of minority students enrolled in the public and private institutions responding to the Higher Education Panel Survey were enrolled in Sociology.<sup>4</sup> Enrollment in Sociology (N=4,566) for 154 PhD granting institutions showed the following racial/ethnic distribution:

African Americans/ Blacks	263
American Indians	10
Asian Americans/ Orientals	61
Spanish surnamed/ Mexican Americans/ Puerto Ricans	89

## Doctorates Awarded

Between 1973-76, a total of 2304 PhD's were awarded in Sociology from American universities. Of these approximately 7.5 percent were earned by minorities. Table 1 shows doctorates awarded for this period by sex. The figures include native born U.S. citizens and non-U.S. citizens with permanent visas. Minority classifications used are based on those established by the Office of Management and Budget for federally sponsored surveys. These categories converge with those used in the 1977 ASA-CSREM report on minorities in Sociology.

While representing an estimated 17 percent of the U.S. population, members of minority groups constitute a significantly smaller proportion of those who obtain research doctorates.<sup>5</sup> There are, however, prospects for change. One indication for Puerto Ricans in particular is their increased enrollment in the City University of New York which rose from 4.0% in 1969 to 7.4% in 1974, according to a 1976 U.S. Commission on Civil Rights report.

Sex differences have been observed within racial/ethnic groups for field specialization in each data source. While there was an overall increase in the percentage of minority PhD recipients of both sexes between 1973 and 1976, for Sociology and other disciplines, the increase was much greater among women than among men.<sup>6</sup>

"Although the total numbers of male PhD's decreased over the past years, the number of Black male PhD's increased by 20% while Chicano men showed an increase of over 69%...The smallest sex differences in percentage of PhD's is now found among Blacks, followed by Puerto Ricans and Asians. In each of these groups, women received at least one-third of the PhD's in 1976. The largest discrepancy is found among Chicanos where only 19.6% of the doctorate recipients were women. Both male and female Chicanos showed a high rate of increase from 1973-1976."<sup>7</sup>

In 1973, Asians of both sexes, representing 4.5% of the total number of all doctoral scientists and engineers, constituted the largest racial minority. Black Americans, of both sexes, however, constituted less than 1 per-

cent of the doctoral scientists and engineer pool. Other minorities represented even smaller proportions.<sup>8</sup>

Table 2 combines Sociology doctorates with those in other behavioral sciences. These fields include Anthropology, Clinical and non-Clinical Psychology. Shown in Table 2 are doctorates awarded in the behavioral sciences by sex and racial group for the 1973-76 period. The figures were taken from the National Research Council's Survey of Earned Doctorates. Since 1973, this survey has included a question on racial/ethnic status.

Within the past three years, there has been an increase in minority representation in all behavioral sciences. While 3.9 percent of doctorates in Sociology and other behavioral fields in 1973 were awarded to minority group members, by 1976 this percentage had risen to 5.9 percent. With the exception of Asians who cluster in other disciplines, all other minorities participated in this increase.<sup>9</sup>

## Demographic Factors

In the survey data examined to date, age has been found to be correlated with a number of variables. These include entrance to one's field of specialization and hence concomitant concerns regarding promotion, tenure, and retirement; productive activity such as publishing and scholarly achievements; and representation in a given profession. On the issue of representation, the following has been indicated:

"Representation or 'under-representation' is based on comparisons of a given group's percentage in the population with its percentage in some occupation, institution, or activity."<sup>10</sup>

The various ethnic groups are not similar in median educational status,<sup>11</sup> age, and other attributes.

Racial and ethnic groups differ significantly with respect to age at entrance to graduate school; years not enrolled between beginning and completion of graduate training; fields in which they specialize in terms of level of difficulty, skill required, as well as market demand; and age at completion of doctoral training. Each of these in turn is related to opportunities in the employment sector.

Between 1973-76, a greater percentage of minority students began graduate work after the age of 25 than Whites. American Indians, for example, tended to be older than the other minority groups, with a significantly higher percentage of American Indian females in the 35 and over age range. Similarly, in Sociology and other behavioral sciences, substantially smaller proportions of Black Americans than Whites started graduate training before the age of 25. (No such difference was noted among women in these sciences for 1973-76 doctorate recipients.) Blacks, Indians, and Chicanos tended to be older upon entrance to graduate school in the behavioral sciences than Puerto Ricans and Asians. Moreover, in contrast to Whites, minority doc-

See *Employment Page 7*

**Table 2:** Annual Doctorates Awarded in the Behavioral Sciences (including Sociology) by Sex and Racial Group, 1973-76

Sex and Racial Group	BEHAVIORAL PhD's (Including Sociology)			
	1973	1974	1975	1976
<b>Both Sexes</b>	3374	3576	3698	3971
U.S. Native Born Whites	2260	2830	3029	3291
U.S. Native Born Minorities	92	119	173	205
Blacks	45	74	105	131
American Indians	16	12	16	23
Chicanos	10	13	26	21
Puerto Ricans	6	5	12	13
Asians	15	15	14	17
Other U.S. Native Born	748	354	190	170
Foreign born	274	273	306	305
<b>Males</b>	2394	2467	2482	2646
U.S. Native Born Whites	1607	1956	2041	2191
U.S. Native Born Minorities	72	72	113	133
Blacks	36	45	63	77
American Indians	12	10	12	16
Chicanos	9	8	21	20
Puerto Ricans	4	3	9	9
Asians	11	6	8	11
Other U.S. Native Born	531	260	138	136
Foreign Born	184	179	190	186
<b>Females</b>	980	1109	1216	1325
U.S. Native Born Whites	653	874	988	1100
U.S. Native Born Minorities	20	47	60	72
Blacks	9	29	42	54
American Indians	4	2	4	7
Chicanos	1	5	5	1
Puerto Ricans	2	2	3	4
Asians	4	9	6	6
Other U.S. Native born	217	94	52	34
Foreign Born	90	94	116	119

Source: NRC, *Survey of Earned Doctorates*, Washington, D.C., 1973-76.



# Employment of Minorities Examined; Issues & Prospects Noted

continued from page 6

**Table 3: Age at Completion of Doctoral Program in the Behavioral Sciences (including Sociology) by Sex and Racial Group, 1973-76**

Sex and Racial Group	TOTAL	Percent with Age		
		Under 30 YRS	30-39 YRS	40 YRS or More
<b>Both Sexes</b>	14619	39.1	49.1	11.8
U.S. Native Born Whites	11410	40.4	48.5	11.1
U.S. Native Born Minorities	589	33.3	49.1	17.7
Blacks	355	33.0	47.6	19.4
American Indians	67	28.4	52.2	19.4
Chicanos	70	37.1	45.7	17.1
Puerto Ricans	36	38.9	50.0	11.1
Asians	61	32.8	57.4	9.8
Other U.S. Native Born	1462	39.0	50.6	10.4
Foreign Born	1158	29.7	53.2	17.1
<b>Males</b>	9989	39.2	51.6	9.2
U.S. Native Born Whites	7795	40.6	51.0	8.4
U.S. Native Born Minorities	390	30.3	54.4	15.4
Blacks	221	28.5	53.8	17.6
American Indians	50	30.0	60.0	10.0
Chicanos	58	41.4	41.4	17.2
Puerto Ricans	25	32.0	60.0	8.0
Asians	36	22.2	66.7	11.1
Other U.S. Native Born	1065	39.2	52.0	8.8
Foreign Born	739	29.1	56.5	14.4
<b>Females</b>	4630	39.0	43.7	17.3
U.S. Native Born Whites	3615	40.0	43.2	16.8
U.S. Native Born Minorities	199	39.2	38.7	22.1
Blacks	134	40.3	37.3	22.4
American Indians	17	23.5	29.4	47.1
Chicanos	12	16.7	66.7	16.7
Puerto Ricans	11	54.5	27.3	18.2
Asians	25	48.0	44.0	8.0
Other U.S. Native Born	397	38.6	46.7	14.7
Foreign Born	419	30.7	47.5	21.8

torates spent more time away from their graduate work. Important factors operative in the time which elapses between entrance and completion of training in Sociology and other behavioral science fields are the number of dependents and the necessity for employment. (These have been recognized in recommendations for continued funding of predoctoral programs.) *The Survey of Earned Doctorates* showed that: "all minority group members except Asians had more dependents at the time they completed the doctorate than did whites."<sup>12</sup> Table 3 shows percentages for behavioral science PhD's at age of completion by sex and racial group.

## Labor Force and Employment Status

Between 1972 and 1975, the behavioral science PhD labor force grew at an annual rate of more than 8 percent. Expansion in this professional labor force resulted primarily from direct entry of new graduates. The 1975 doctorate cohort "represented a potential increment of nearly 11 percent to the existing labor force."<sup>13</sup> Data from the National Science Foundation, showing type of employer and employment status for Sociologists, appear in Tables 4 and 5. Type of employer refers to the employment sector. As the data show, most Sociologists and Anthropologists were employed

in educational institutions. Although Sociologists are combined with Anthropologists, the former represent the largest proportion of the combined category. This information takes on further meaning when juxtaposed with employment sectors for all 1971-75 Sociology PhD recipients. Data from the National Research

Council's 1976 *Survey of Biomedical and Behavioral Scientists* show that approximately 79.5 percent of Sociologists were employed in academic institutions, 6.9 percent in government, 6.3 percent in business/industry, and 7.3 percent in other organizations such as hospitals, clinics.

Since the majority of

Sociologists of all racial/ethnic groups are concentrated in academe as teachers, issues pertaining to faculty status are salient. The ASA's 1977 report on "The Status of Racial and Ethnic Minorities in Sociology" indicated that minority faculty expressed concern with two key issues: (1) clarification of promotion criteria, and (2) provision of equity in weights assigned to traditional promotional criteria. Those interviewed felt departments should de-emphasize excessive weights assigned to the number of articles published.<sup>14</sup> However, it was recognized that departments are traditional and prospects for altering evaluation criteria are not likely. One of the significant trends, in this connection, is the increasing request for sociologists with research and quantitative skills by all employment sectors. With respect to this, of all 1973-76 doctorate recipients, over two-thirds of Asians were awarded degrees from major research-oriented universities. For Sociology, methods and statistics were the first teaching specialties sought by employers at the 1976 and 1977 ASA annual meetings.<sup>15</sup> This pattern may reflect not only a trend toward a greater demand for research skills but also a tighter job market.

Current employers can demand evidence of publication and other scholarly activity, and a thorough comprehension of quantitative methods *even for recent Sociology doctorates*. Since employment opportunities are diminishing in academic departments of Sociology, departments are increasingly able to be selective. Criteria for hiring, promotion, and tenure are not likely to change for any group. Moreover, all of the problems which minorities experience with respect to these issues are not unique to them. Community involvement, for example, is not a

standard measure of productivity nor scholarly activity in most universities. Nor is it a major criterion for tenure consideration. Tenure has, in fact, become a focal point of national concern.

"Although tenured college professors will not be covered by the retirement age extension until mid-1982, the rising retirement age limit (from 65-70) in addition to economic recession and falling enrollments may force potential new members of the profession, particularly women and minorities, out of the academic job market and produce college faculties that are 'tenured in.'"<sup>16</sup>

Realities of a changing academic marketplace are confronting all professions as well as all racial and ethnic groups. Many institutions of higher learning are examining possible ways of restructuring the tenure system. Joint appointments and part-time positions are increasing. There has also been an increase in degrees offered in specialized disciplines which have some affinity to Sociology. These fields include Urban Studies, Mexican American, Afro-American, and American Indian Culture Studies.<sup>17</sup> With respect to work activities for the 1971-75 Sociology doctorate cohort, 43.2 percent were in teaching, 30.7 percent in research and development with others distributed in such activities as consulting, professional services, management and administration.<sup>18</sup>

Moreover, sociologists are seeking employment in work places outside the academic sector. The American Sociological Association has been instrumental in reflecting interests and concerns of all sociologists who either prefer a setting other than an academic one

See Non-Academic Page 8

**Table 4: Number of Doctoral Sociologists and Anthropologists by Race and Type of Employer: 1975**

Field & Race	Total	Educational Institutions										Other	Not Employed	No Report		
		Busi-ness/Indus-try	4-YR Coll Univ.	2-YR Coll.	Elem/Sec. School	Hospi-tal/ Clinic	Non-Profit Orgs.	Fed. Govt.	Mili-tary/ Comm. Corps.	State Govt.	Other Govt.					
Soc./Anthro.																
Total	8775	97	7586	7398	172	16	15	274	157	*	40	12	*	589	5	
White/Caucasian	7839	76	6788	6614	158	16	15	274	116	*	35	12	*	518	5	
Black/African Am.	133	*	116	107	9	*	*	*	*	*	*	*	*	4	*	
Am. Indian	73	*	63	63	*	*	*	*	*	*	*	*	*	10	*	
Asian	238	*	215	213	2	*	*	12	*	*	5	*	*	6	*	
Other	20	*	20	20	*	*	*	*	*	*	*	*	*	*	*	
No Report	472	21	384	361	3	*	*	16	*	*	*	*	*	51	*	

**Table 5: Number of Doctoral Sociologists and Anthropologists by Sex, Race, and Employment Status: 1975**

Field, Sex & Race	Total	Employed Full-Time		Employed Part-Time		Post-Doctoral	Unemp./Seeking Emp.	Unemp./Not Seeking Emp.	Retired	Other	No Report		
		Total	Sci./Eng.	Total	Sci./Eng.								
Soc./Anthro.													
Total	8775	7839	7408	431	254	226	28	93	147	86	322	24	10
Sex													
Men	6815	6339	6000	339	75	75	*	48	81	19	232	11	10
Women	1960	1500	1408	92	179	151	28	45	66	67	90	13	*
Race													
White/Caucasian	7839	7002	6622	380	227	199	28	92	113	78	293	24	10
Black/African American	133	126	114	12	3	3	*	*	*	*	4	*	*
American Indian	73	60	60	*	3	3	*	*	10	*	*	*	*
Asian	238	228	202	26	3	3	*	1	1	5	*	*	*
Other	20	20	20	*	*	*	*	*	*	*	*	*	*
No Report	472	403	390	13	18	18	*	*	23	3	25	*	*

\* No cases reported.

Source: *Characteristics of Doctoral Scientists and Engineers in the United States, 1975* (Washington, D.C.: National Science Foundation, 1977), pp. 43, 37.

# Non-Academic Employment Needs Cultivating Int'l. Effort: Integration Of Social Science Information

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or who are seeking a different type of work place because of their status in a college or university. The Association's emphasis has been couched in the recognition that "available forecasts of the employment market for behavioral scientists have projected a substantial oversupply of doctoral personnel by 1980."<sup>19</sup>

"Increases in the use of highly trained manpower in nonacademic and nonteaching pursuits could partially offset the declining demand for college teachers. Public policy could encourage the use of the excess availability of this highly trained manpower to expand research and other activities to deal with the many pressing problems facing society."<sup>20</sup>

It was aptly noted in the 1977 ASA-CSREM report that: "The non-academic use of sociologists must be a greater concern of the Association if, eventually, we are to have some impact on their employment. This will be even more true of minority sociologists."<sup>21</sup>

## Summary

The data show that a higher percentage of minorities in graduate school are in sociology<sup>22</sup> than in the arts and humanities, engineering, life sciences, mathematical sciences, physical sciences, and other social sciences (e.g., economics). Overall, doctorates awarded to minorities in sociology have increased from 1973 to 1976. This increase has been predominantly among Blacks, Spanish-surnamed, and American Indians.

In terms of employment sector, racial and ethnic minority sociologists, like all others, are clustered in educational institutions with the primary work activity being teaching. Given current projections of future employment for all behavioral scientists, opportunities will be sought in settings other than academic ones.

## FOOTNOTES

<sup>1</sup>James W. Bryant, *A Survey of Black American Doctorates* (New York: The Ford Foundation, 1970), p. 3.

James F. Conyers, "Negro Doctorates in Sociology: A Social Portrait," *Phylon* 29 (Fall, 1968), 209-223.

<sup>2</sup>Philip Carey (ed.), *New Directions in the Graduate Education of Minorities* (Washington, D.C.: The American Sociological Association, 1976), p. 1. See also: Stephen J. Wright, "Redressing the Imbalance of Minority Groups in the Professions," *Journal of Higher Education*, 43 (March, 1972), 239-248.

<sup>3</sup>Elaine H. El-Khawas and Joan L. Kinzer, *Enrollment of Minority Graduate Students at PhD Granting Institutions* (Washington, D.C.: American Council on Education, 1974), p. 5. See: Institute for the Study of Educational Policy "Black

Doctorates in Education," in *Equal Educational Opportunity* (Washington, D.C.: Howard University Press, 1978), pp. 63-65.

<sup>4</sup>*Ibid.*, p. 13.

<sup>5</sup>Committee on a Study of National Needs for Biomedical and Behavioral Research Personnel, *Personnel Needs and Training for Biomedical and Behavioral Research Personnel*, Vol. 1 (Washington, D.C.: Commission on Human Resources—NRC/NAS, 1977), p. 170.

<sup>6</sup>Doris Wilkinson, "Percentage of Women Doctorates in Sociology Increases," *ASA FOOTNOTES*, 5 (December, 1977), p. 8.

<sup>7</sup>Dorothy M. Gilford and Joan Snyder, *Women and Minority PhD's in the 1970s: A Data Book* (Washington, D.C.: Commission on Human Resources—NRC/NAS, 1977), pp. 27, 152, 157.

<sup>8</sup>*Women and Minorities in Science and Engineering* (Washington, D.C.: National Science Foundation, 1977: 77-304), p. 4.

<sup>9</sup>*Personnel Needs and Training for Biomedical and Behavioral Research Personnel*, Vol. 1, p. 171. (A taxonomy of the behavioral sciences appears in this volume.)

<sup>10</sup>Thomas Sowell, "Racial Quotas Achieve Nothing—At Great Cost," *The Washington Post* (June 18, 1978), pp. B1, B5. For contrasting views see: Mary F. Berry, "The Mythology of Equal Treatment," *Learning and the Law*, 2 (Spring, 1975) and Tom Wicker, "The Real Reverse of Racism," *New York Times* (January 11, 1975), Section IV, p. 19.

<sup>11</sup>*Women and Minority PhD's in the 1970s*, p. 5. For example, "the Chicano group is the group of Spanish origin with the largest percentage of adults, 24.2% who have completed less than five years of school (U.S. Bureau of the Census, 1977). It is also a group currently showing rapid change." Also, of all doctorate recipients, Asians had the lowest median age at the time of completion of their degree.

<sup>12</sup>*Personnel Needs and Training for Biomedical and Behavioral Research Personnel*, Vol. 1, p. 172.

<sup>13</sup>*Ibid.*, p. 90. Accompanying this growth was a slight decrease in the proportion of those employed in academic institutions.

<sup>14</sup>James E. Blackwell, Maurice Jackson, Joan W. Moore (eds.), "The Status of Racial and Ethnic Minorities in Sociology," *ASA FOOTNOTES* (Special Supplement), Vol. 5 (August, 1977), p. 5.

<sup>15</sup>Jack Hedblom, John Hartman, W.T. Durr, "Academic Employment in Sociology," paper presented at the September 1978 annual meeting of the American Sociological Association, p. 17.

<sup>16</sup>*Scientific, Engineering, Technical Manpower Comments* (Washington, D.C.: Scientific Manpower Commission), Vol. 15 (May, 1978), pp. 24-25.

<sup>17</sup>Curtis O. Baker and Agnes W. Wells, *Earned Degrees Conferred*

1974-75: *Summary Data*, Washington, D.C.: U.S. DHEW—National Center for Education Statistics, NCES 77-328, p. 18. See also: Stanley V. Smith and Agnes O. Wells, *Earned Degrees Conferred, 1975-76*. Washington, D.C.: NCES, p. 19.

<sup>18</sup>*Survey of Biomedical and Behavioral Scientists* (Washington, D.C.: National Research Council, 1976).

<sup>19</sup>*Personnel Needs and Training for Biomedical and Behavioral Research Personnel*, Vol. 1, pp. 87, 109.

<sup>20</sup>John E. Fleming, Gerald R. Gill, David H. Swinton, *The Case for Affirmative Action for Blacks in Higher Education* (Washington, D.C.: Howard University Press, 1978), p. 270.

<sup>21</sup>"The Status of Racial and Ethnic Minorities in Sociology," *ASA FOOTNOTES* (August, 1977), p. 7.

<sup>22</sup>"Among the social sciences, sociology ranks second to psychology in the number of doctorates awarded to Blacks in America." James E. Conyers and Edgar C. Epps, "A Profile of Black Sociologists," in James E. Blackwell and Morris Janowitz (eds.), *Black Sociologists: Historical and Contemporary Perspectives* (Chicago: The University of Chicago Press, 1974), pp. 231-252.

## Statisticians Honor Three Sociologists For Contributions

Three sociologists were named Fellows of the American Statistical Association during award ceremonies held at the Association's Annual Meeting in August.

Honored for their contributions to the field of statistics were Robert M. Hauser, UW-Madison; Kenneth C. Land, University of Illinois; and N. Krishnan Nambodiri, UNC-Chapel Hill.

Hauser was recognized "for development of new data sources and analyses that advanced knowledge of social mobility and the socio-economic achievement process, for excellence in teaching statistics, and for contributions to improved understanding of important problems in the social sciences."

Land was cited "for the application of statistical models and methods in sociology and demography, especially the statistical modeling of social indicator time series."

Nambodiri was honored "for combining technical knowledge in the fields of statistics, demography, and sociology with the synthesis resulting in innovative research, teaching and consulting; for service to professional journals; and for outstanding contributions to the teaching and dissemination of statistical knowledge."

An effort is underway to develop an integrated social science information and documentation program at the international level and to incorporate such a program into UNESCO's General Information Program and its UNISIST component.

An Ad Hoc Committee on Social Science Information has been formed by UNESCO to provide advice on priority actions that should be taken in relation to the integrated social science information and documentation program. Jerome Clubb, University of Michigan, is the only American on the committee.

At its first meeting last November the Ad Hoc Committee issued a series of recommendations which included the establishment of national agencies for coordination of national activities; regional and international cooper-

ation; a study of manpower availability and promotion of training programs; a study of national social science documentation and bibliographical systems in selected countries, and support for the interconcept pilot project.

In addition, the First European Conference on Social Science Information and Documentation was held in Moscow in June 1977. The Conference invited the Vienna Center to take the lead in developing means of cooperation between Eastern and Western European social science information and documentation center.

Finally, the U.S. National Commission for UNESCO has established a Social Science Committee. The Committee is chaired by Gene Lyons, Dartmouth College. The ASA representative on the Committee is Joseph Elder, University of Wisconsin.

## ASA Guidelines Cited For Exercising Right to Petition

Guidelines designed to enable ASA voting members to efficiently exercise their "right to petition" Council or the membership in regards to associational affairs are presented below.

The guidelines were approved by ASA Council in September 1977.

The "right to petition" is guaranteed ASA voting members by By-Law articles dealing with Members' Resolutions (Article II, Section 10) and Business Meeting Resolutions (Article VII, Sections 2 and 3).

The Members' Resolution provision states that Council must consider a resolution that is supported by a petition signed by 3% of the voting members. In addition, the provision states that if Council rejects such a resolution it must be submitted, along with any alternative resolutions authored by Council, to a vote by the membership in a mail ballot.

A recent addition to the By-Laws (May 1975) applied the referendum requirement to Business Meeting Resolutions that are supported by 3% of all voting members and not only those attending the specific meeting. Otherwise, Council action on these resolutions is final.

The enabling guidelines (listed below) deal with who may sign petitions (voting members); who may circulate petitions (voting members); the legibility of signatures (eligibility must be determined); timing of petition submission (December 31); and the mailing of referenda mandated by petition (once a year).

### PETITION GUIDELINES

1. The introduction of all petitions shall contain the following statement:

"For signatures to be valid, the signee must be a voting member of ASA as of December 31 of the year of signing. The signee's name must be written as it appears on the membership rolls of ASA."

2. Petitions sent to ASA shall include the following statement on each sheet:

"These signatures are submitted by \_\_\_\_\_, a voting member of ASA."

Without the above statement, the petition will not be valid.

3. Signers of the petition must also print their names legibly, provide their addresses as they appear on the ASA membership rolls, and indicate the date of signing.

4. All petitions must be gathered within a calendar year and must be sent to ASA headquarters postmarked no later than December 31.

5. The results of the counting shall be verified by the Secretary before being sent to Council.

6. Referenda mandated by the petition procedure will be mailed to the membership once a year, preferably accompanying the ASA national election ballot.

7. Petitions shall be preserved at the ASA office for 18 months and then destroyed.

8. A statement of these guidelines shall be published annually in *FOOTNOTES*.



## New AID Division Seeks Social Science Feedback

A newly created Studies Division within the Office of Evaluation of the U.S. Agency for International Development is seeking feedback from social scientists and development practitioners on the effectiveness and impact of AID projects and programs.

Allan Hoben, Studies Division Chief, would appreciate receiving the following information from individuals who have extensive experience with AID projects and programs:

1. Name, address, discipline or profession of observer.
2. Countries in which AID activities were observed in depth.
3. Nature of activities observed.
4. References to any published work on these experiences.

Hoben added, "Both constructive criticism and observations on projects or programs that seem to be working well are of particular interest."

The Studies Division, created by the recent AID reorganization, is charged with analyzing the intended and unintended impact of alternative types of development projects and programs on the income, nutrition, health, and demographic behavior of low income people as well as the socioeconomic and environmental systems on which their present and future welfare depends.

Comments should be sent to: Allen Hoben, Chief, Studies Division, Office of Evaluation, PPC/E, Room 3673 NS, AID, Washington, DC 20523.

## SPSSI Task Force Seeks Input on Soc Psych/Soc Work

A task force has been developed by the Society for the Psychological Study of Social Issues in an attempt to further a meaningful integration of social psychology and social work.

Objectives of the Task Force on Social Psychology and Social Work are:

1. Prepare a literature review on social psychology and social work as these two fields have been effectively integrated—i.e., to assess the "state of the art";
2. Ascertain critical common areas of concern; and
3. Ascertain or suggest selected contributions each could make to the other's body of knowledge, theoretical formulations, and potential applications to the resolution of social issues.

William A. Maesen, task force director, is seeking ideas, comments, suggestions and potential volunteers for a preliminary report that is due December 31, 1978. He would also like to receive a vitae and a letter indicating the extent of your background in both fields if you wish to participate in task force activities.

Send to William A. Maesen, P.O. Box 134, Joliet, IL 60434.

## ASA FOOTNOTES

Published monthly except June, July, and September. Distributed to all persons with membership in the ASA. Annual subscriptions to non-members: \$10. Single copy: \$1.50.

Contributions to Open Forum should be limited to 800 words; obituaries, 600 words, and letters to the editor, 400 words.

Editor: Russell R. Dynes  
Assoc. Editors: Lawrence J. Rhoades  
Alice F. Myers  
Doris Y. Wilkinson  
Paul Williams  
Secretary: James F. Short, Jr.

Send communications on material, subscriptions, and advertising to: American Sociological Association, 1722 N Street, NW, Washington, D.C. 20036; (202) 833-3410.

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## Williams Optimistic about MFP Future

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"I am certain that the program has produced ten PhDs so far," Williams said, "but, I believe there are more. However, I have not been able to keep track of what happened to all of the Fellows after they finished their third-year of support."

Williams would like to hear from former ASA Fellows who have completed their degrees after they left the program or from the departments that have awarded the degrees to those Fellows.

Of the remaining twenty-two candidates, two took jobs; two received support from other sources; 15 reached the three-year limit on support; two took leaves-of-absence, but intend to return to the program; and two withdrew from the program.

"The general picture is one of progress and success," Williams said.

### FUTURE PROSPECTS

Williams is a bit optimistic about the continuation of the

Minority Fellowship Program. An extension of the program for five more years has been recommended for funding.

In addition, negotiations are proceeding on the applied sociology program which was approved in July 1977. Williams thinks there is a chance the program may be started this academic year.

Finally, a request to extend the funding limitation of candidates from three to five years is continuing to be considered.

Williams said prospective candidates should write to the program for information and applications: ASA Minority Fellowship Program, 1722 N Street, NW, Washington, D.C. 20036.

### PERSONS OBTAINING THE PHD SUPPORTED BY THE MINORITY FELLOWSHIP PROGRAM

NAME	DEGREE GRANTING UNIVERSITY	CURRENT EMPLOYMENT
Celestino Fernandez	Stanford U.	U. of Arizona
Coramae Mann	U. of Illinois	Florida State U.
Eleanor de Almeida	Duke U.	Morgan State U.
Charlotte Fitzgerald	U. of Virginia	Christopher Newport Coll.
Gary Sandefur	Stanford U.	U. of Arizona
Art Lewin	Grad. Ctr., CUNY	Unknown
William Lawson	Iowa State U.	A&T State U., Greensboro, N.C.
Jesse M. Carrillo	UCLA	Indiana U.—South Bend
Arthur Evans	Kansas State	Southern Univ.
Clarence Thornton	UNC-Chapel Hill	

## Paper Discusses Statistical Disclosure

A working paper that discusses procedures which may be used to preclude the inadvertent disclosure of the identity of individual respondents in statistical tabulations and microdata files has been issued by the Office of Federal Statistical Policy and Standards.

These working papers are published for the purpose of encouraging further discussion of the technical issues and to stimulate policy actions which flow from the technical findings.

"Statistical Policy Working Paper 2: Report on Statistical Disclosure and Disclosure-Avoidance Techniques" was prepared by the Subcommittee on Disclosure-Avoidance Techniques of the Federal Committee on Statistical Methodology. The subcommittee is chaired by John A. Michael, a sociologist employed by the National Center for Education Statistics.

Topics covered in the paper include defining statistical disclosure, disclosure-avoidance techniques in tabulations and in microdata releases, the protection of individuals vs. public needs for information, as well as the need for further investigation on the topic under study.

Single copies of the report are available upon request from the Office of Federal Statistical Policy and Standards, Department of Commerce, Washington, DC 20230. Comments on the report should also be sent to the above address.

## 1978-1979 ASA FELLOWS

### FUNDED

NAME	DEGREES/INSTITUTIONS	AREA	CURRENT ENROLLMENT
Angevine, Michael	M.Div. San Francisco Theological Sem.	Sociology of Religion	UC-Berkeley
Aponte, Robert	BA George Mason	Psychology//Sociology	Chicago
Baldwin, George	BA N.E. Oklahoma St.	Sociology	Oklahoma St.
Bennett, Claudette	MA Chicago	Psychology	Howard
Chavez, Francisco	BS North Carolina A&T	Sociology	
Cruz, Jon	BA UC-Santa Cruz	Community Studies	UC-Irvine
Davis, Walter	MS Evergreen State	Social Studies	UC-Berkeley
	MS Illinois Inst. of Tech.	Medical Soc.	Harvard
	BA Tougaloo	Sociology/Anthropology	
Gonzales, Juan	MA Cal. St.-Long Beach	Sociology	UC-Berkeley
	BA Cal. St.-Fullerton	Sociology	
	AA Long Beach City	Political Sci.	
Jaramillo, Luis	JCB/JCL Catholic	Law	New Mexico
	STB Conception Sem.	Theology	
	MA Conception Sem.	Education	
	BA Minnesota	Philosophy	
Ledingham, John	MSW Minnesota	Social Work	Minnesota
	BA Minnesota	Sociology	
Linares, Isaura	MA Montclair State	Social Science	Fordham
	BA Montclair State	Anthropology/Transcultural Studies	
Mayfield, Lorraine	MS Hunter	Social Research	CUNY
	BA City Coll., N.Y.	Anthropology	
McDonald, Flora	MS Wisconsin	Sociology	Chicago
	BA North Carolina A&T	Sociology	
Sena, David	BA Cal. St.-Fullerton	Administration & Community Organization	UCLA
Sherman, Stephan	MSW UCLA	Sociology	UCLA
Wildcat, Daniel	BA Kansas	Sociology	Kansas
Xavier, Roy	BA UC-Santa Cruz	Sociology	UC-Berkeley

### UNFUNDED

Fujimura, Joan H.	BA Washington, Seattle	Psychology	Sophia U.
	MA Sophia U.	East Asian Studies	Tokyo, Japan
Garcia, Steve B.	BA Arizona	Sociology	Arizona
Johnson, JoAnne Y.	BA Seton Hall U.	Sociology	Coll. of White Plains
	BA Coll. of White Plains	Journalism	
Larralde, Carlos	BA Cal. St.-Northridge	Chicano Studies/History	UCLA
	ML5 Cal. St.-Fullerton	Library Science	
Lash, Marcia	MA UCLA	Sociology	
	BS Long Island U.	Nursing	Stanford
	MS UC-San Francisco	Community Health	
	MA Stanford	Education	
	BS Texas Tech	Zoology	Texas A&M
Lewis, Richard	MS Texas A&M	Sociology	
Melton, Shirley Ann	BS North Carolina A&T	Sociology	
Miller, Julia	AB Michigan	Philosophy	Connecticut
	MA Connecticut	Sociology	
Nielsen, Willard	BA Trinity	Psychology	Southern Illinois
	MA Trinity	Sociology	
Rhee, Jae-Ho	BA Seoul National U.	Psychology	UCLA
Thomas, Anne	BA Washington State	Psychology	Emory
	MA SUNY	Criminal Justice	
Villarreal, Maria B.	BAT Sam Houston State	Education	Texas A&M
	MA Sam Houston State	Sociology	
Watson, Silvia	BA UC-Santa Barbara	Sociology/Black Studies	
	MAT Chicago	Social Science	
White, Clovis	BA Southern Massachusetts	Sociology	
	MA SUNY-Albany	Afro-Am. Studies	
Yi, Chin-Chun	BA National Taiwan	Sociology	Minnesota
	MA Wisconsin-Milwaukee	Sociology	

# Teacher Development Project Outlines Program Supported by New Grant

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unit housed in a permanent body", and (2) holding advanced in-service and pre-service teacher development workshops.

The Teaching Resources Group is a national network of 40 sociologists who are knowledgeable in one or more areas of teaching and curriculum development and who are available for departmental visits through the Project. Efforts under the new grant will be directed at broadening the base of competency of TRG members and at increasing their visibility and activity within the profession.

The primary participants at the advanced workshops will be teams (minimum of two persons) from each of the departments participating in the departmental development program.

The advanced workshops, therefore, will be part of the effort to institutionalize mature teacher development programs in at least six departments of sociology—three in-service programs and three pre-service programs—and to produce developmental models for diffusion to other departments.

## DISSEMINATION

The creation and dissemination of developmental models will be pursued through (1) the departmental development program; (2) the preparation and dissemination of written materials; (3) TRG Travelers; (4) TRG visits; and (5) working with state and regional associations.

The departmental development program will center on six departments "willing and able to make a strong commitment to create a teacher development program for its members."

The efforts of these departments will become the subject of case studies that will be disseminated within the profession by the Teacher Development Project and the Teaching Resources Center.

In addition, the Project will produce a series of memoranda on

what seven different constituencies within sociology can do to work toward more effective instruction: (1) state associations; (2) regional associations; (3) graduate departments; (4) departments of sociology and social science divisions; (5) metropolitan and other area clusters of sociology departments; (6) one or more teachers of sociology; and (7) students of sociology.

TRG Travelers will disseminate information about resources and opportunities available to departments to improve its teaching by seeking invitations to visit departments in their geographic areas.

## Teaching Resources Group Services & Members Listed

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ogy departments and professional meetings.

Among the topics dealt with on visits are (1) introductory sociology and other entry-level courses, (2) graduate teaching assistant training, (3) discussion as a teaching technique, (4) teaching mass classes, (5) theories of teaching and learning, (6) departmental curriculum, (7) teaching and curriculum considerations in applied sociology, (8) instructional uses of the computer, (9) course planning to achieve instructional objectives, and (10) construction and uses of course syllabi.

TRG members serve as resource persons during visits through a variety of roles. On department visits, they have given formal and informal talks, conducted short workshops, and served as facilitators in problem-solving sessions.

In interaction with state and regional associations, TRG members have helped plan all or part of an annual program, have made presentations during sessions, and have organized workshops to be held before or after the meeting.

During the first two years of operations, a Lilly Endowment grant to the ASA enabled the Project to defray half the costs of a visit with the requesting department responsible for remaining costs.

The TRG now operates on a self-sustaining basis and departments are asked to pay travel and overnight expenses of the member. Wherever possible, departments are also asked to provide an honorarium. There is no charge, however, for the TRG administrative services or for the materials provided by the TRG member during the visit.

Requests for TRG visits should be sent to: Charles A. Goldsmid, TRG Coordinator, ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074; phone: (216) 775-8760.

Requests for TRG visits should specify a range of dates, the reason or topic(s) to be covered during the visit, and the expected outcome.

## CURRENT MEMBERS

Sociologists in TRG are located at 37 institutions in 25 states:

TRG members will also continue to visit departments upon request, as they have for the past two years, to discuss concerns departments have about teaching and curriculum problems.

Finally, efforts to disseminate faculty development models will be carried to state and regional association meetings. Speakers will be made available to the associations and invitations will be extended to hold half-day or one-day intensive workshops on departmental teacher development.

Paul J. Baker, Illinois State University; Allan L. Bramson, Wayne County (Michigan) Community College; Michael Brooke, University of Kentucky; Brent T. Bruton, Iowa State University; Frederick L. Campbell, University of Washington; Albert E. Chabot, Macomb (Michigan) Community College; Vaneeta D'Andrea and William V. D'Antonio, University of Connecticut.

Ethelyn C. Davis, Texas Woman's University; Michael Delaney, Des Moines Area Community College; Joseph DeMartini, Washington State University; Timothy Diamond, University of Missouri; Dean Dorn, California State University-Sacramento; Richard L. Dukes, University of Colorado; William L. Ewens, Michigan State University; Reed Geertsen, Utah State University.

Charles A. Goldsmid, Oberlin College; Vaughn L. Grisham, University of Mississippi; Carla B. Howery, UW-Milwaukee; Ken-

## 1978 General Social Survey Results Available

Results of the 1978 General Social Survey conducted by the National Opinion Research Center are now available to the social science community.

The new data have been added to the cumulative file containing the results from six previous national surveys conducted by NORC with support from the National Science Foundation. The total file contains 10,652 respondents.

The General Social Survey collects data on a full range of demographics; behavioral questions on socializing, group memberships, smoking and drinking, victimization, and television viewing; and attitude questions on personal satisfaction, financial and occupational evaluations, abortions, crime control, suicide, race relations, and civil liberties.

The data are fully documented by the *General Social Surveys, 1972-78: Cumulative Codebook* which gives the question wordings and frequencies for all items both by year and their combined totals and contains fifteen appendices dealing with sampling, in-

## CONSTITUENCIES

Among the new constituencies to be addressed by the Project are: (1) one-member departments; (2) small departments isolated from professional interaction; (3) members in social science divisions of community colleges and small four-year colleges; (4) metropolitan clusters of sociologists; and (5) other academic disciplines.

A Teacher Information Exchange (TIE) will be developed in an attempt to link sociologists seeking resources and information with colleagues (as near as possible) who can supply it at no cost other than a phone call, postage, and perhaps a small duplica-

tion fee.

Efforts will also be made to develop a working relationship with the state and regional associations which have yet to interact with the Project, and to promote more teacher development activities in relatively small geographic areas such as metropolitan areas.

The Project will attempt to disseminate its effort to other academic disciplines through mailings and two meetings to be held in Washington.

For further information on the Teacher Development Project, contact: Charles A. Goldsmid, ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OH 44074.

neth Kessin, Omaha; Jay Lowe, Tennessee Valley Authority; Reece McGee, Purdue University; Lucy J. McIntosh, Grambling State University; Sharon McPherron, St. Louis Community College; Michael A. Malec, Boston College; Hans O. Mauksch, University of Missouri.

William W. Mayrl, UW-Milwaukee; Ronald M. Pavalko, Florida State University; Lauri Perman, Harvard University; Wilhelmina Perry, Glassboro State College; Thomas J. Rice, Denison University; Nancy H. Saunders, San Antonio College; John Schnabel, West Virginia University; Nancy W. Stein, Normandale (Minnesota) Community College; Richard Sundeen, University of Southern California; Charlotte Vaughan, Cornell College; Theodore C. Wagenaar, Miami University; Ronald R. Watcke, Wayne County (Michigan) Community College; and Everett K. Wilson, UNC-Chapel Hill.

Lawrence J. Rhoades, ASA Executive Associate, serves as Executive Office representative to the Teaching Resources Group.

Although most members of the TRG had some expertise when they joined the group, they have all participated in developmental activities since then. These activities have included two TRG training workshops—Detroit 1977 and Chicago 1978; teaching workshops held by colleges and universities or instructional and faculty development organizations; staff roles at workshops sponsored by the ASA Projects; and working with state and regional associations.

Operational matters for the TRG are set by a Planning Committee composed of Geertsen, Goldsmid, Howery, Saunders, Rhoades, and Wagenaar. The Committee operates with broad policy guidance from the Administrative Committee of the ASA Projects on Teaching Undergraduate Sociology.

## Teaching Positions Overseas

More than one thousand English-language oriented schools and colleges in over 150 foreign countries offer teaching and administrative opportunities to American educators.

Positions exist in most all fields, on all levels, from kindergarten to the university. Salaries vary from school to school but in most cases they are comparable to those in the U.S. Vacancies occur and are filled throughout the year. Foreign language knowledge is seldom required.

If you are interested in a position with an overseas school or college, please contact: Friends of World Teaching, P.O. Box 1049, San Diego, CA 92112; phone: (714) 276-1464.

terviewer instructions, and other important matters.

The data can be obtained from the Roper Center, Yale University, P.O. Box 1732, Yale Station, New Haven, CT 06520.

## Human Relations Area File Announces Summer Workshop

A summer workshop will be held at the central office of the Human Relations Area Files, New Haven, June 13-15, to develop an understanding of HRAF's new tools for teaching and research in the social-behavioral sciences.

The tools to be examined in the workshop are (1) the Probability Sample Files (PSF) system; (2) the Theoretical Information Control System (THINCS), and (3) the HRAF Automated Bibliographic System (HABS).

The PSF system is a probability sample of 60 cultures or societies. Two key components of this system are the manuals, *Worldwide Theory Testing and Sixty Cultures*,

Haven, CT 06520.

Questions about the surveys can be directed to the GSS staff at the NORC, 6030 South Ellis Avenue, Chicago, IL 60637.

and the HRAF Hologistic Computer Program Library (HRAF-LIB).

The THINCS tool will be examined through its first major product, *Guide to Social Theory: Worldwide Cross-Cultural Tests* (5 vols.). Finally, the present status and products of HABS will be discussed.

Registration fee is \$25.00 which should be paid at the time of pre-registration. Preregistration forms must be received by April 15. Registration is limited.

For additional information and forms write: HRAF Summer Workshop, Box 2054 Yale Station, New Haven, CT 06520.

**November 30-December 1. A National Conference: Research Priorities for Health Systems Management.** Washington Hilton. Contact: Sandra J. Frawley, National Health Care Management Center, 3641 Locust Walk/CE, Philadelphia, PA 19104.

**January 10-12. Caribbean Studies Association, Fourth Annual Conference, Fort-de-France, Martinique.** Theme: "Research in the Caribbean." Contact: Arvin W. Murch, 23 Highland Drive, North Haven, CT.

**January 13-14. A National Symposium: Lifestyles and Health.** Sheraton-Palace Hotel, San Francisco. Contact: Ms. Bruce, UC-San Francisco, Continuing Education in Health Sciences, 1343 3rd Avenue, San Francisco, CA 94143; phone: (415) 666-3904.

**February 2-3. Ninth Annual International Interdisciplinary UAP-USC Conference on Piagetian Theory and the Helping Professions.** University of Southern California. Theme: Infancy and Early Childhood Education. Contact: Maria Soto McAlister, Piaget Conference Coordinator, University Affiliated Program, P.O. Box 54700, Los Angeles, CA 90054.

**February 15-17. Ninth Annual Alpha Kappa Delta Research Symposium,** Jefferson Hotel, Richmond, VA. See "Call for Papers" for more information.

**Phenomenology and Social Science Newsletter**—the new title for the Phenomenological Sociology Newsletter which indicates its broader scope. A new emphasis of the newsletter will be resources for scholarly work in phenomenology and the social sciences. Contact: D. Lawrence Wieder, Editor, PSSN, Department of Sociology, University of Oklahoma, Norman, OK 73019.

**Christian Sociologists Newsletter**—for sociologists who have a personal commitment to Jesus Christ and who are united in seeking the answers to the common problems of mankind. Contact: Margaret M. Poloma, Editor, CSN, Department of Sociology, University of Akron, Akron, OH 44325.

**Red Feather Institute Papers**—Michael Weiner discusses the control and emancipatory function of theorizing and T.R. Young discusses the division of labor in the construction of social reality. Both are free to members of the profession. Contact: Red Feather Institute, Rt. 1, Livermore, CO 80536.

**Data Users News** is an eight-page monthly newsletter that covers activities, products and services in the field of small-area census data. Information on new publications, the release of data in both printed reports and summary tapes, and plans for upcoming surveys and censuses are featured. A special section highlights the applications readers across the country have found for census data in their areas. Articles by Census Bureau staff members explain technical points of census activities, census methodology, and processing techniques. \$4.00 per year. Checks payable to Superintendent of Documents. Send to: Subscriber Services Section (Publications), Bureau of the Census, Washington, D.C. 20233.

**Center for Southern Folklore Newsletter**, a semi-annual publication which serves as a clearinghouse for information on southern folklore and media projects. Contact: Center for Southern Folklore, 1216 Peabody Avenue, Box 4081, Memphis, TN 38104.

## PUBLICATIONS

**South Atlantic Urban Studies** wants articles and essays on all aspects of urban scholarship and activities. Manuscripts should be sent in triplicate by January 1 with endnotes and in the humanities style prescribed in the latest edition of the University of Chicago Press style manual. Send to: Editors, SAUS, Center for Metropolitan Affairs & Public Policy, College of Charleston, Charleston, SC 29401.

**International Review of Modern Sociology** invites contributions for a special issue on homosexuality which will appear in 1979. Submission deadline is January 1, 1979. Contributors should use ASR format and submit copies in triplicate to: Joseph Harry (Guest Editor), Sociology Department, Northern Illinois University, DeKalb, IL 60115.

**Replications in Social Psychology** invites 1-3 page submissions of replication research in social psychology. Preferred topics for first issue are attitudes, altruism and helping, and attraction. Other topics will be considered. Deadline: February 1. Contact: Keith E. Campbell and Thomas T. Jackson, Co-editors, Box 301, Fort Hays State University, Hays, KS 67601.

**Housing and Society**, the journal of the American Association of Housing Educators, is devoting a special issue to "Neighborhood and Neighborhood Revitalization." Any manuscript, theoretical or empirical, addressing housing's social, political, economic, psychological or esthetic role(s) in neighborhood or neighborhood revitalization will be accepted for review. Manuscripts should not exceed 30 typewritten pages. They should be double spaced with lines no longer than seven inches. The American Psychological Association style manual is recommended. Submit two copies of the manuscript by February 1, 1979 to: Abraham K. Farkas, 419 Harris Building, University of Tennessee, Knoxville, TN 37916.

## CONFERENCES

**The Association for Arid Lands Studies** is seeking papers on all topics related to arid lands for its annual meeting which will be held in conjunction with the Western Social Science Association, April 26-28, in Reno (North Lake Tahoe), Nevada. Abstracts (150 words or less) should be submitted by December 1 to: Otis W. Templer, Program Chair, Department of Geography, Texas Tech University, Lubbock, TX 79409.

**North Central Sociological Association** invites papers and ideas for its 1979 Annual Meeting which will be held in Akron, April 26-28. Theme: "Sociology in the 1980's: Problems and Prospects." Submission deadline is December 21. Send research papers to David Sutherland, Ohio University, Athens, OH; panel presentations to Gregory Moschetti, University of Cincinnati, Cincinnati, OH; roundtable ideas to Margaret Brooks, Baldwin-Wallace College, Berea, OH; and thematic session and workshop ideas and papers to Paul Sites, Kent State University, Kent, OH.

**7th Annual Conference on Ethnic and Minority Studies**, May 2-5, UW-La Crosse. Themes are Ethnicity and Religion and The Invisible Ethnic: Those Who Refuse to Participate. Invite persons to serve as chairpersons, discussants, and presenters. Students are encouraged to submit papers. Deadline: January 15. Contact: George E. Carter, Director, Institute for Minority

Studies, 101 Main Hall, UW-La Crosse, La Crosse, WI 54601.

**8th International Conference on Oral Biology**, June 1-3, 1980, Tokyo. Theme: Oral Disease Prevention—Its Implications and Applications. Submissions should focus on the influence of lifestyle behaviors, type and organization of delivery systems, and social, political and other environmental factors on preventive measures for caries and periodontal disease. Deadline: January 15, 1979. Contact: M.R. Skougaard, Institute for Graduate Studies and Community Dentistry, Royal Dental College, 4 Universitetsparken, DK-2100, Copenhagen O, Denmark.

I am planning a course on "The Sociology of Food and Nutrition" and am interested in receiving information from others who have taught similar courses or have done work in this area. While population and food will be considered in the course, the main thrust will be a sociological analysis of food preferences, habits, and taboos as well as obesity, malnutrition and nutritional aspects of lifestyles. Contact: Jeff Sobal, Department of Sociology and Anthropology, Gettysburg College, Gettysburg, PA 17325.

I am preparing a manuscript on the operation of scientific journals and would like to include material concerning the experience and views of authors on the manuscript review process and editor-author relations. If you have any information you think would be useful or stories you would like to share, please write to: Duncan Lindsey, SASS, 323 Uris Hall, Cornell University, Ithaca, NY 14853.

The Coalition for Children and Youth, 815 15th Street, NW, Suite 600, Washington, D.C. 20005 is seeking to establish contact with academic and research institutions currently studying child care and public policy. CCY has been funded by NIMH to produce a resource book on the area.

Researcher wants manuscripts, articles, reports which study or describe the post-divorce adjustment and/or counseling/psychotherapy process to include in a comprehensive review of the literature currently in progress. Send to: Steven D. Brown, Wisconsin Psychiatric Research Institute, University of Wisconsin-Madison, 427 Lorch Court, Madison, WI 53760.

The Conference Group on Nordic Society is continuing its efforts to locate all individuals interested in social science research and teaching on the Scandinavian countries. If you teach or do social science research on Scandinavia and have not received a copy of our questionnaire, would you please write to the address below for a questionnaire. The questionnaire is designed to construct a revised directory of published and current social science research. If you are only interested in securing the current directory of 100 names or finding out about visiting lecturers, research opportunities, and workshops, please indicate your interest to us. Write to: Robert B. Kvakik, Department of Political Science, University of Minnesota, 267 19th Avenue South, 1414 Social Sciences Building, Minneapolis, MN 55455.

## FELLOWSHIPS

**Health Planning Research Fellowships:** A program of visiting researcher fellowships has been established by Rhode Island Health Services Research, Inc. (SEARCH) with funding from the National Center for Health Statistics (NCHS). Short-term fellowships are being offered to qualified candidates for conducting small-scale applied research studies in health planning. Fellows will be chosen on a competitive basis from a variety of disciplines and from all areas of the nation. Fellowships will be awarded for approximately three months duration and will average \$3,000 each, including travel expenses for two site visits to Rhode Island. Application forms and other information may be obtained by writing to: Sherry Allison-Cooke, Project Coordinator, SEARCH, 56 Pine Street, Providence, RI 02903.

**The Institute for American Cultures, UCLA**, in conjunction with the Afro-American, Asian American, Chicano, and American Indian Studies Centers has available a limited number of graduate and postgraduate fellowships for the 1979-80 academic year. The fellowships will be awarded to individuals on a competitive basis in support of their work in ethnic studies. Deadline for graduate fellowship applications is February 15, 1978. Deadline for postdoctoral and visiting scholar support is December 15, 1978. Contact: Institute of American Cultures, c/o Chancellor's Office, 3130 Murphy Hall, University of California, 405 Hilgard Avenue, Los Angeles, CA 90024.

**Committee on Institutional Cooperation Minorities Fellowships Program:** Offers 25 two-year fellowships designed to increase the representation of minority group members among those holding doctorates in the social sciences. Funded by the Lilly Endowment, Inc., each fellowship will provide full tuition plus a stipend of \$4,000 for each of two years. Two additional years of financial support will be provided by the doctoral candidate's institution as long as normal progress toward the PhD is being made. Anyone who has or will receive a bachelor's degree by September 1979 is eligible to apply for the 1979 competition including graduate students. Application deadline is January 15. A one-step application procedure combines application for the fellowship with application for admission to any of the CIC universities on a single form. CIC is composed of the Big Ten Universities and the University of Chicago. Contact: CIC Minorities Fellowships Program, Kirwood Hall 111, Indiana University, Bloomington, IN 47401. Phone: (800) 457-4420.

**American Institute of Pakistan Studies** offers fellowships in several categories—predoctoral, research, postdoctoral study, professional development—for the academic year 1979-80. Scholars and advanced graduate students, who are American citizens, are eligible if they are engaged in research on Pakistan in ancient, medieval and modern times. Graduate student applicants must have met all requirements for the doctorate including approval of dissertation proposal. Deadline: January 1. Contact: Director of American Institute of Pakistan Studies, 138 Tolentine Hall, Villanova University, Villanova, PA 19085. Phone: (215) 527-2100, ext. 244.

**SSRC Survey Archive Visiting Fellowship**, Essex, England, invites applications for 1979-80 from social scientists interested in undertaking either substantive or methodological research based on its Archive, Bri-

tain's largest repository of machine-readable survey data. Fellowship includes access to data, technical advice, and computer services. It does not include salary, transportation, secretarial, or research assistance. Deadline: March 31. Send curriculum vitae to: The Director, SSRC Survey Archive, University of Essex, Wivenhoe Park, Colchester, Essex, England CO4 3SO.

**Liberal Arts Fellowships in Law.** Harvard Law School offers fellowships to college and university teachers in the social sciences and humanities to enable them to study fundamental techniques, concepts, and aims of law, so that, in their teaching and research, they will be better able to use legal materials and legal insights which are relevant to their own discipline. Contact: Chairperson, Committee on Liberal Arts Fellowships in Law, Harvard Law School, Cambridge, MA 02138.

**Department of Maternal and Child Health**, University of North Carolina, Chapel Hill, is considering applications for its Masters and Doctoral programs beginning Fall 1979. Masters' programs are usually for 11 1/2 months and doctoral programs are arranged individually. Programs may be planned for careers traditionally identified with the field—maternity care and family planning, child care and development, handicapped children and family services—or for careers that are based on precepts derived from maternal and child health—comprehensive health care and some aspects of community development. A small number of well qualified students may be admitted with no prior academic preparation in the health professions provided their career motivations are firm and they have had at least two years of community health related experience. Federally sponsored traineeships are usually available to qualified students. Contact: Department of Maternal and Child Health, Rosenau Hall, University of North Carolina, Chapel Hill, NC 27514. Phone: (919) 966-2017.

**Sue Titus Reid**, University of Tulsa, has been admitted to practice before the Sixth Court of Appeals in the District of Columbia.

**Peter I. Rose**, Smith College, has received a Grant-in-Aid from ACLS to study the networks of refugee intellectuals.

**Wade Clark Roof**, University of Massachusetts, Amherst, is serving as Executive Secretary, Society for the Scientific Study of Religion.

**Everett C. Hughes** has received the Distinguished Medical Sociological Citation from the ASA Medical Sociology Section.

**Francoise Boudreau-Lemieux**, who received her PhD from the University of Toronto this year, won the ASA Medical Sociology Section's competition for an outstanding paper based on a completed dissertation. Paper title, "Changes in the System for the Distribution of Psychiatric Care in the Province of Quebec, 1960-74."

**D. Stanley Kitzen**, Colorado State University, has been appointed editor of *The Social Science Journal*, the official journal of the Western Social Science Association.

**Louis A. Zurcher** has assumed the post of Associate University Provost and Dean of the Graduate School at Virginia Polytechnic Institute and State University in Blacksburg.

# Pettigrew, Kuper, Farley & Samora Receive Spivack Fellowships

continued from page 1



Thomas F. Pettigrew



Leo Kuper



Reynolds Farley



Julian Samora

## Science Citation Index Data Base Leased by NSF; Access to Researchers

An agreement has been signed between the Institute for Scientific Information and the National Science Foundation for the leasing of ISI's Science Citation Index data base.

The agreement, however, does not include access to the Social Sciences Citation Index or the Arts and Humanities Citation Index data bases.

The agreement gives NSF, its grantees and contractors access to the complete SCI data base for program planning and science policy studies as well as for studies of the sociology and history of science and scientific communication.

Under the terms of the agreement, NSF staff and researchers supported by NSF grants and contracts will be able to obtain data from the Science Citation Index tapes without being charged a data base fee. Users will be charged only for costs of programming and computer time necessary to extract the data they desire, costs which, according to NSF, can be line items in budgets of proposals submitted to NSF.

For more information, contact: Dr. Morton V. Malin, Vice President, Professional Relations and Contract Research, Institute for Scientific Information, 325 Chestnut Street, Philadelphia, PA 19106. Phone: (215) 923-3300.

The Spivack Fellowships for sustained scholarly contributions were awarded to sociologists who followed "quite different approaches" to the study of intergroup relations. Pettigrew emphasized social psychological and quantitative approaches while Kuper stressed historical and comparative approaches.

Pettigrew has conducted research in intergroup relations for more than twenty years. He has published dozens of articles in a wide variety of professional jour-

nals, and is the author or co-author of a number of books, including: *A Profile of the Negro American*, 1964; *Racial Isolation in the Public Schools*, 1967, and *Ethnicity in American Life*, 1971.

Pettigrew has also written "Epitaph for Jim Crow," a 15-part National Educational Television series.

Finally, Pettigrew has given expert testimony in state and federal hearings on school cases and served as a consultant to governmental agencies.

Kuper has been deeply involved in the study of intergroup relations since the 1930s. One of his concerns has been the possibility of change in systems of racial domination by nonviolent means.

His studies of nonviolent and violent change are analyzed in *Pluralism in Africa*, a book which he co-edited, 1969; *Race, Class, and Power*, 1974, and *The Pity of It All*, 1977.

Kuper has also co-authored *Durban, A Study in Racial Ecology*, 1958.

### SIGNIFICANT WORK

Farley has published more than a score of incisive papers on the demographic aspects of intergroup relations, more than half of them during the past five years.

Among other subjects his research has dealt with population trends, family types, and urbanization, with special reference to the black population, and with residential segregation and integration.

His work has made him "a major contributor to our knowledge and understanding of race relations in the United States."

### PRACTICAL APPLICATION

Samora has studied Spanish-speaking people in the United States for thirty years.

As the foremost student of Mexican Americans, he has been called upon to serve as program advisor, consultant, commissioner, or board member of commissions and agencies of the U.S. government, private foundations, state civil rights and anti-discrimination commissions, and the Mexican-American Legal Defense and Education Fund.

Samora has administered grants to produce scholars and scholarly materials in the field of Mexican-American Studies and has instituted an important publication series on Chicanos. He is also the author, co-author, or editor of numerous articles and books on Chicanos.

Members of the 1978 Committee to Implement the Cornerhouse Fund Grant are George Simpson, Oberlin; Rodolfo Alvarez, UCLA; Joseph S. Himes, UNC-Greensboro; Hylan G. Lewis, New York; Lee N. Robins, Washington University School of Medicine-St. Louis; Howard Schuman, University of Michigan; Mildred A. Schwartz, University of Illinois-Chicago Circle; and Peter I. Rose, Smith College.

## Section Program Organizers Named For 1979 Meeting

**Community:** Larry Lyon, Department of Sociology, Baylor University, Waco, TX 76703.

**Criminology:** Edwin Schur, Department of Sociology, New York University, New York, NY 10003.

**Environmental Sociology:** William R. Burch, Department of Forestry, Yale University, 205 Prospect Street, New Haven, CT 06511.

**Family:** Murray Straus, Department of Sociology, University of New Hampshire, Durham, NH 03824.

**Marxist Sociology:** John Horton, Department of Sociology, University of California, Los Angeles, CA 90024.

**Medical Sociology:** Virginia Olesen, Department of Social and Behavioral Sciences, School of Nursing, University of California, 1373 3rd Avenue, San Francisco, CA 94143.

**Methodology:** George Bohrnstedt, Department of Sociology, Ballantine Hall, Indiana University, Bloomington, IN 47401.

**Organizations and Occupations: General Roundtables:** Robert Perrucci, Department of Sociology, Purdue University, West Lafayette, IN 47907. **Women and Work Roundtables:** Deena Weinstein, Department of Sociology, DePaul University, Chicago, IL 60604.

**Political Economy of the World-System:** Terence Hopkins, Department of Sociology, SUNY, Binghamton, NY 13901.

**Population:** Daniel O. Price, Department of Sociology, University of Texas, Austin, TX 78712.

**Social Psychology:** Sheldon Stryker, Department of Sociology, Indiana University, Bloomington, IN 47401.

**Sociological Practice:** Carolyn Dexter, 660 Boas, Apt. 1520, Harrisburg, PA 17102.

**Sociology of Education:** Jean D. Grambs, College of Education, University of Maryland, College Park, MD 20742.

**Sociology of Sex Roles:** Arlene Kaplan Daniels, Department of Sociology, Northwestern University, Evanston, IL 60201.

**Sociology of World Conflicts:** Ruth Hamilton, Department of Sociology, Michigan State University, Berkeley Hall, East Lansing, MI 48823.

**Theoretical Sociology:** Alvin Boskoff, Department of Sociology, Emory University, Atlanta, GA 30322.

**Undergraduate Education:** Michael Malec, Department of Sociology, Boston College, Chestnut Hill, MA 02167.

The address for submitting papers to the session on Social Problems has been changed to: Armand L. Mauss, Department of Sociology, Washington State University, Pullman, WA 99164.

## Putting Our Best Faces Forward

It has been reported on good authority that the faculty members in one department are choosing pictures of former ASA Presidents as a form of identification for their offices. Good idea! In this faceless world, you can tell your students to come to the Sumner or Giddings Room instead of Smith Hall 422. Teach them history and direction at the same time. Too, you could talk to your colleagues accompanied by Ogburn, Burgess or Ross. Such pictures could help you in your presentation of self. You could advertise your theoretical orientation by Parsons or Sorokin or Merton, or your methodological approach by Chapin or Stouffer. By your choice, you could define your own situation with W.I. or Dorothy. You could celebrate your age and gender with Sanderson, Fairchild, Queen, Homans or Young (Kimball or Donald). You could honor your former graduate school professor with Hawley, Sewell, Blau, Bendix, Hauser or Lazarsfeld. You could rescue some Presidents from the distant past, such as Vincent, Howard, Dealy or Weatherly. They might be Paris of them all (Ellsworth or Robert).

Some are especially appropriate. Offices with a scenic view would want Blumer or Rose; those offices on the top floor might appropriately choose Angell. Big offices could become Ward rooms and there would still be something left over for Small rooms. You could feel Goode and even look sharp with Gillette.

Do you want any Moore suggestions? Any of these pictures and others of former Presidents can be ordered from the Association, 1722 N Street, NW, Washington, DC 20036 for only \$3.00 each, prepaid. They are Worth a lot more.

Taylor-make your choice. Make your office Coser and Cooley. If you act quickly, you could have the monopoly on Park Place. Better yet, order several so that you can Turner up a new face occasionally. AdVance your money to the Association with your request. Be the first new face on your hall.

# ELSEVIER

MAN IN SOCIETY A Biosocial View SCHOLARLY PUBLISHING SINCE 1581

by **Pierre van den Berghe**, University of Washington  
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