MAUKSCH NAMED ASA EXECUTIVE OFFICER

Hans O. Mauskch of the University of Missouri-St. Louis is the new president of the American Sociological Association, the professional organization for sociologists in the United States. Mauskch, who is also a professor of sociology at Washington University in St. Louis, begins his three-year term on August 1, 1975.

Mauschch was elected to the ASA board of directors in 1973 and served as president-elect in 1974. He has published extensively in the field of social control and has been active in ASA committees and task forces. Mauskch is currently the editor of the Journal of Quantitative Criminology.

The search for a new Executive Officer began last spring when the ASA's Board of Directors appointed a committee composed of J. Milton Younger, Lewis Coser, and Karl F. Schuessler to evaluate the candidates for the position. The committee consisted of seven members: Charles C. Wright, Donald J. Treiman, and Richard L. Scott. Nominations were also solicited from the membership.

The search committee recommended to the Board of Directors that Hans O. Mauskch be named Executive Officer. The recommendation was approved unanimously.

Mauschch is the second person to hold the position of Executive Officer. The first person to hold the position was David R. Poteat, who served from 1970 to 1972.

NIMH Cites Social Science Research Interests, Funding

By Larry Stones

Executive Associate, ASA

A sociologist might ask if the National Institute of Mental Health is interested in research that is pertinent to the field of sociology. This is because sociologists are interested in the social sciences and how they relate to human behavior.

The National Institute of Mental Health (NIMH) is the largest public funder of mental health research in the United States. NIMH is part of the National Institutes of Health (NIH), which is part of the U.S. Department of Health and Human Services.

NIMH supports research on the causes, prevention, and treatment of mental, emotional, and behavioral disorders. NIMH funding is used to support research on a wide range of topics, including depression, anxiety, schizophrenia, substance abuse, and bipolar disorder.

This funding is provided by a number of NIMH units. One of the most recent reorganization of NIMH has been the establishment of the Behavioral Science Branch of the Division of Extramural Research Programs. This branch has been established to increase NIMH's support of research in the behavioral sciences.

The research programs of NIMH do have strong psychological and psychiatric orientations. However, sociologists have been involved in some of the research programs supported by NIMH. This includes research on the social and cultural factors that influence mental health.

As the economic and social costs of data collection increase, the need for more efficient and effective research methods becomes increasingly important. The National Institute of Mental Health (NIMH) is one of the largest funders of mental health research in the United States. NIMH supports research on a wide range of topics, including depression, anxiety, schizophrenia, and bipolar disorder.

The NIMH funding is used to support research on a variety of topics, including the causes, prevention, and treatment of mental, emotional, and behavioral disorders. NIMH funding is also used to support research on the social and cultural factors that influence mental health.

The NIMH funding is provided by a number of NIMH units. One of the most recent reorganization of NIMH has been the establishment of the Behavioral Science Branch of the Division of Extramural Research Programs. This branch has been established to increase NIMH's support of research in the behavioral sciences.

The research programs of NIMH do have strong psychological and psychiatric orientations. However, sociologists have been involved in some of the research programs supported by NIMH. This includes research on the social and cultural factors that influence mental health.
MINORITIES AND WOMEN: DuBois Conference Papers Summarized

Joan R. Harris
Executive Specialist for Minorities and Women

As noted in February, this column will be devoted to a discussion of the W. E. B. DuBois Conference held in October, 1973. Given the number of papers presented at the conference, there must be some carry-over for a future issue of FOOTNOTES.

William Edward Burghardt DuBois was raised in Massachusetts as a free man. He was born in 1868 and died in 1963, a span of 95 years. DuBois, as depicted by Allison Davis of the University of Chicago, grew up in poverty in Massachusetts. He was the first black PhD graduate by Harvard University in 1890, despite his poverty background. He had been taught that the only method for black upward mobility was education. This approach was one he followed throughout his lifetime in his writings and in his efforts to reach other blacks. Allison Davis, in opening the conference, made an extremely important point when he pointed out that race, as used in present society, is a problem: “Race” (in the only accurate sense in which this word can be used) refers to the range of variations of genetic factors in sub-varieties of human groups. Using a few gross traits such as hair-form and color, one may speak out of races, but simply of physical stocks of men. Each of these physical stocks, however, will show a bewildering range of genetic variation; so much so, that the degree of genetic variation within any physical stock of men (yellow, black, white) is far greater than the average degree of genetic variation from whites to blacks etc. In other words, genetically whites on the average, are more unlike other whites than they are unlike blacks. What Western society has done is to seize upon a few non-functional physical traits (color, hair, lip, noticing), and made them the badge, or the stigma as the case may be, of social, economic, and mental status. But such gross traits have absolutely nothing to do with human vital faculties, i.e., with capacities and abilities of the brain, the central nervous system, or any other dynamic source of human behavior.

The first W. E. B. DuBois Conference on the Papers of the American Black was held in Atlanta, Georgia. Sponsorship of the Conference was the W. E. B. DuBois Institute for the Study of the American Black housed at Atlanta University. The Conference was made possible through a grant from the Ford Foundation and was anticipated as the first in a series of annual conferences.

The occasion of the Conference was the 75th anniversary of the publication of DuBois’ THE PHILADELPHIA NEGRO and in celebration of International Population Year. Papers were presented that would meet these general themes. Accordingly, summaries of the papers are presented along these lines. Although the Conference was confined to the study of the American black population, the approach was multidisciplinary and multilingual in terms of speakers and attendees. It should be noted that men and women from all ethnic minorities participated.

Given the number of papers and their content, the summaries must be grouped into thematic categories.Copies of individual papers may be obtained from the Institute. Inquiries regarding individual papers and the forthcoming book should be directed to Professor John D. Reid, Director, W. E. B. DuBois Institute, Atlanta University, Atlanta, Georgia 30314.

Contributions of W. E. B. DuBois to Social Science

Most of the papers related to DuBois’ work in one aspect or another, and some papers covered the general conversation remarks to placement of DuBois in a historical perspective, if not in a general sense. The program program presented by the DuBois Institute was for years in poverty, raised in a mother who suffered a stroke but continued to work as a domestic, and the foundation for an understanding of many black families in American society. The ethic imposed on DuBois was that of education to equal or exceed whites. DuBois conducted his work in the face of many obstacles and related the major efforts of his life along these lines. It must be noted, however, that DuBois did not explore the plight of the American Black and sought ways to overcome barriers and obstacles which the person on the street faced. While DuBois did not work with low-income blacks, he did take on the revolution and understanding of these people.

His main emphasis was on education and, according to Davis, his greatest influence was on two and three generations of middle-class blacks.

DuBois served as a professor at Atlanta University for a number of years before he undertook leadership of THE CRISIS for 24 years. As a faculty member at Atlanta University and in editor of THE CRISIS, DuBois sought to influence students in an empirical research and in recognition of racism within this society. His efforts covered many areas including slavery and current problems. He also considered the American capitalist system and the role of blacks in this movement. DuBois concluded, “But who, among black leaders today, can afford to criticize him (DuBois) on this point? He was a magnificently leader of the middle-class, aspiring, aggressive, hard-working, antislavish. He did his job.

We now need to find how to stimula
tion and work as effectively with the black under-class.”

Davis did not overlook DuBois work in many facets of his writings efforts. Henderson (an old college colleague) pointed out the importance of DuBois’ economic orientation. We, as sociologists, cannot claim DuBois to ourselves. DuBois, according to Henderson, “coupled the problems of race with problems of the working class. He was the first to develop the idea that it is the problems of racial discrimination, segregation, racial brutality, and the exploitation of labor, and to show how they were determined by an economic system (in the South) based upon concepts and theories of racial supremacy.”

Henderson, in “Race, Economics and Political Policy,” emphasized on W. E. B. DuBois’ stressed his considerations of unionism, cooperatives, and black business. DuBois supported the right of blacks to enter into trade unions, but he did not hesitate to condemn discrimination by such unions. At the same time, “he defended the right of blacks to ‘walk against the winds when denied job opportunities’.” With black business, DuBois felt such endeavors would have the goal of social benefit rather than financial profit. Cooperatives were considered essential for blacks as a technique for resolving many of their joint problems. All of these considerations were consistent with voting rights and education.

A black Christian, while beneficial to blacks and whites, still will not be complete eradication of social prejudice and discrimination: “all the ills brought by the process of economic class distinction and economic alienation of black people would remain. . . . In all probability, DuBois would not voice these sentiments today or even today’s government would have a different attitude. . . .”

The preceding information and quotations were presented at the Conference and provide some breadth of DuBois’ writings. He did, in fact, contribute to the social sciences, not just sociology.

While T-Group training is still a central part of the NTL Institute offerings, the Advanced Professional Development Learning Community Programs are attracting increasing numbers of sociologists with interests in the applied behavioral sciences, the programs of interest are the Advanced Professional Development Science Program: Training Program in Laboratory Education and Graduate Student Professional Development Program for small group Laboratory Training facilitator skills. These programs are designed for maximum flexibility and to allow for personalized learning programs, including both conceptual and experiential skill development for future training and help to further understanding of professional education, send in the coupon.

Applied Behavioral Science: Systems Change Training Program (ABSD)

Participants are expected to have achieved competence in working with small groups and residential laboratory designs. There is little focus on small sensitivity training groups. Considerable emphasis is placed on applied systems theory. The ABSD core program involves extensive work with a comprehensive system of training, including: training, entry, contract setting and diagnosis, participants enter the client system, establish a contract and gather pertinent data. They then analyze the data, placing in a feedback and supervised consultation format. The staff will include a prominent social psychologist and one or more well-known consultants.

Graduate Student Professional Development Program (GSDP)

Designed for graduate students in social science interested in furthering their personal/professional growth and development to supplement their professional experience-learning in the theory and practice of laboratory education.

GDSP is a sequence of five workshops totaling 36 training days over a two-year period. Initial emphasis is on self-awareness and interpersonal skills; later the focus is on training skills, small group theory, design and conduct of laboratory learning programs.

Training Program in Laboratory Education (TLE)

An important new emphasis is in conducting small groups and effecting change through laboratory methods. Focus is on the theory and practice of laboratory methods and on small group training theory and methods and in laboratory and workshop designs. Little time is spent on organizational, community, or social system consulting and change theory.

In addition to conceptual input on interpersonal and small group theory, the two weeks contain an on-going group experience.

Other Programs and Services Offered by the NTL Institute: Professional Development Division—Programs for Specialists in OD, Consultation Skills; Training Theory and Practice, Group Counseling Skills, and small group Laboratory Program; and Laboratories Division—Basic Human Interaction: Management Development; Advanced Personal Development; Higher Education Power & Group Dynamics, and group Workshops. Division—Direct Consultation and training available for any institutional and organizational system.

Please send us more information regarding:

□ Professional Development Programs

□ Laboratory Programs

□ Contracts & Consultation

To:

NTL Institute

P. O. Box 9155

Roslyn Station

Arlington, WA 22209

ASA FOOTNOTES

MARCH 1975

PAGE 2
NIHM Announces Basic & Applied Grants to Sociologists: 78 Projects

Over $4.2 million in basic and applied research grants have been awarded to sociologists by a variety of agencies sponsored by the National Institute of Mental Health during fiscal year 1975. The number of new mental health projects was $70.1 million to 1,320 research projects during this period. Sociologists received funding for 78 projects.

A breakdown of sources of funding for sociologists follows:

- 39 grants from the National Science Foundation
- 30 from the National Institute of Mental Health
- 11 from the National Institute of Child Health and Human Development
- 7 from the National Institute of Health
- 5 from the National Institute of Aging

Within this division of sociologists, received an average of $1.4 million for 23 grants from the Behavioral Sciences Branch; $710,940 for 13 grants from the Applied Research Branch; $127,124 for 2 grants from the Epidemiology Branch, and $83,626 from the Small Grants Research Branch.

Division of Special Mental Health Programs provided more than $1.1 million for 19 projects. The average amount of each division was about $9.9 million for 120 projects.

Within this division sociologists received $261,840 for 10 grants from the Center for Studies of Metropolitan Problems; $383,160 for 10 grants from the Center for Minority Group Mental Health Programs; and $238,776 for 6 grants for the Hill/Burton Program for Studies of Crime and Delinquency.

Division of Mental Health Service Programs provided an additional $629,809 for 10 projects. Total funding level for service programs was $9.6 million for 112 projects.

NIHOM does not publish a catalog of its support programs. FOOTTNOTES intends to provide information on these programs as part of its series on the research missions and interests of federal agencies. See related article in this issue on the Social Sciences Research Branch of NIHOM. Meanwhile, direct contact with the division or program is necessary.

EXTRAMURAL RESEARCH

William H. Sewell, Univ. of Wisconsin, Madison, Social and Psychological Factors in Status Attainment, $86,645.

- 1.2 million
- 30 grants


Pierre Van Den Berghe, Univ. of Washington, Social Change in a Parallel Society, $21.5,980.

- 1.2 million
- 30 grants

Alejandro Portes, Univ. of Texas, Assimilation of Latin American Minorities in the U.S., $31,994.

- 1.2 million
- 30 grants

Sylvia D. Vatuk, Univ. of Illinois, Chicago, Social and political factors in divorce and Divorce Law Reform, $24,874.

- 1.2 million
- 30 grants


- 1.2 million
- 30 grants

Kenneth Polk, Univ. of Oregon, Evaluation of Youth Diversion in a Small City, $24,991.

- 1.2 million
- 30 grants

James R. Wood, Indiana Univ., Organizational Control and Social Behavior, $22,858.

- 1.2 million
- 30 grants

Bernard C. Roser, Cornell University, Structural Origins of Sex Differences in Achievement, $13,651.

- 1.2 million
- 30 grants

Bernard C. Roser, Cornell University, Structural Origins of Sex Differences in Achievement, $13,651.

- 1.2 million
- 30 grants

Eleanor B. Sheldon, Social Science Research Council, Research Committee on Television and Social Behavior, $7,757.

- 1.2 million
- 30 grants

Arlene K. Daniels, Northwestern Univ., Voluntarism in the Lives of Women, $52,740.

- 1.2 million
- 30 grants


- 1.2 million
- 30 grants

William F. Whyte, Cornell University, Participation in Ownership and Management, $63,236.

- 1.2 million
- 30 grants

Donald J. Freeman, Center for Policy Research, New York, Correlates and Consequences of Ethnicity in the U.S., $7,895.

- 1.2 million
- 30 grants

Howard Schuman, Survey Research Center, Univ. of Michigan, Effect of Survey Question wording on Survey Results, $42,709.

- 1.2 million
- 30 grants

Donald L. Warren, Univ. of Michigan, Neighborhood Helping Networks in the Urban Community, $97,567.

- 1.2 million
- 30 grants

Donald L. Warren, Univ. of Michigan, Neighborhood Helping Networks in the Urban Community, $97,567.

- 1.2 million
- 30 grants

Dowling Cartwright, Center for Community Dynamics, Univ. of Michigan, Structural Properties of Social Phenomena, $43,271.

- 1.2 million
- 30 grants

Karen G. Olson, Univ. of Michigan, Secondary Analysis of Sex Roles Data, $36,631.

- 1.2 million
- 30 grants

Glen H. Elder, Jr., Univ. of North Carolina, Chapel Hill. Social Change in the Family, Social Change in the Family, $41,948.

- 1.2 million
- 30 grants

Applied Research


- 1.2 million
- 30 grants

Hyman Rodman, Merrill-Palmer Institute, Detroit, Social Class and Parents' Attitude, $25,071.

- 1.2 million
- 30 grants

Richard L. Hill, Univ. of Minnesota, Problem Solving Behavior of Families, $22,812.

- 1.2 million
- 30 grants

Jack O. Baischwick, Univ. of Georgia, The Inexpensive Male, $85,515.

- 1.2 million
- 30 grants

Marvin B. Sussman, Case Western Reserve Univ., Divorce, Role and Health Status and Systems, $7,928.

- 1.2 million
- 30 grants


- 1.2 million
- 30 grants

SPECIAL MENTAL HEALTH


- 1.2 million
- 30 grants


- 1.2 million
- 30 grants


- 1.2 million
- 30 grants

Mental Health Service

Amory M. Goodrich, Center for Policy Research, New York, Interorganizational Link and Community Participation, $90,066.

- 1.2 million
- 30 grants

Morton O. Wagenfeld, Western Michigan Univ., Social Activism and the Mental Health Workers Role in Community, $25,547.

- 1.2 million
- 30 grants


- 1.2 million
- 30 grants


- 1.2 million
- 30 grants

Iva F. Kahana, Wayne State University, Strategies for Coping in Institutional Environments, $104,079.

- 1.2 million
- 30 grants

Allen H. Barton, Columbia Univ., Factors Affecting the Deci- sion Relevance of Research, $109,876.

- 1.2 million
- 30 grants

WORKSHOPS, FELLOWSHIPS OFFERED ON CRIMINAL JUSTICE INDICATORS

The Social Science Research Council announces a 1975 summer workshop and a 1975-76 postdoctoral fellowship program on Criminal Justice Indicators. Both programs are designed to stimulate research on the methodological and analytic problems of measurement in the fields of crime and criminal justice. Both are funded by the Law Enforcement Assistance Administration, and are administered by the Social Science Research Council. Fellows are selected by the Social Science Research Council.

The workshop will be held July 7-25, 1975 at the University of Washington, Seattle, D.C. Conferences, seminars, and discussions will focus on basic social science knowledge of crime and criminal justice systems, current problems in the field, and the nature and limitations of available data. Fellows will be encouraged to use statistical data for exploratory analysis during the workshop.

A limited number of workshop openings are available for young academic associates and quantitative social scientists.

These participants will be eligible for a stipend of $2,300, plus travel and subsistence expenses.

Two postdoctoral social scientists will be chosen by SSRC's Subcommittee on Criminal Justice Statistics to spend the academic year 1975-76 (or calendar year 1976) as fellows at SSRC's Center for Research on Social Indicators. Fellows will work on analysis and indicator development of criminal justice statistics, studies of crime and its determination, research in the design and development of new measures, and the development of new methods of analysis. Fellows will be assigned to the appropriate research project and will work closely in consultation with the research team, using data from the major national crime surveys (FBI Uniform Crime Reports) as well as data from other federal, state, and local agencies. The stipend for the postdoctoral fellowship will be $15,000.

Applicants should submit resumes and publications (and, for the workshops, preliminary project proposals) to David E. Cates, Executive Director, Social Science Research Council, 1755 Massachusetts Avenue, NW, Washington, D.C. 20036. Application materials must be received no later than Monday, April 30, 1975.
Teaching College, Columbia University. The program requires a minimum of 40 semester hours, including courses in teaching methods and practice. The minimum number of courses required is 15. The program is designed to prepare students for careers in teaching and education at the elementary and secondary level.

Entrance Requirements: Applicants must possess a Bachelor's degree from an accredited college or university and have at least three years of teaching experience. Applicants must also provide letters of recommendation, a statement of goals, and a personal statement. The program is open to both full-time and part-time students.

PROGRAMS AND COURSES: The program offers courses in educational psychology, curriculum development, classroom management, and instructional strategies. The program also offers a variety of electives, allowing students to focus on specific areas of interest.

ADMISSION: Admission to the program is competitive and is based on a review of the applicant's academic record, teaching experience, and personal statement. The program accepts applications on a rolling basis, and decisions are made on a case-by-case basis.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.

TUSSCHER COLLEGE, UTTRACHAN: The college offers a Bachelor of Science in Business Administration (BSBA) degree and a Master of Science in Business Administration (MSBA) degree. The BSBA program is designed to provide students with a strong foundation in business principles and practices. The MSBA program is designed for professionals who wish to further their education and advance in their careers.
Mauksch Named Executive Officer


Mauksch was instrumental in the formation of the ASA section on social and psychiatric psychiatry and served as its first chair. He has also served as a member of the Council of the ASA Medical Societies Section.

In addition to the University of Missouri, Mauksch has taught at the University of Chicago and the National College of Education, Evanston, Ill., and Sir George Williams University in Montreal.

He received his graduate degree from the University of Chicago, receiving the PhD in 1940.

Medical sociology has been Mauksch's primary research interest. He has published over 200 journal articles and readers in that field. Mauksch is a member of numerous advisory boards and professional associations.

Data Bank Provides Opportunities

• Continued from Page One

and an identification of areas of ignorance on matters of general public concern.

Several special files also exist in the Roper Center.

1. USAF-sponsored International Surveys
2. Surveys of employees of the Defense Department

Population Planning Data Base—Contains hundreds of questions on various facets of the problem of population growth, 1972.

4. Catalogues on studies conducted abroad.

5. Survey data—Questions which have been repeated several times since the 1940's and 1950's. Useful for research on social indicators.

6. NORC General Social Survey—Provides trend data and useful as teaching tool.

7. The program called the International Survey Library Association permits colleges and universities to subscribe to an annual institutional membership at the Center. Data is also available to individuals.

Areas Relevant to Sociologists

• Social interaction and group processes, including those of complex organizational and the legal aspects of developing new methods for doing research which would not be normally used in this field.

SOCIAL SCIENCES SECTION

The Social Sciences Section operates officially to promote research in sociology, anthropology, social psychology and other social sciences.

Lazar said the low funding reflects the relative importance of the Social Sciences Section is "too high." She said the average annual award is $45,000. Most grants are multi-year awards with the modal period being 2-3 years.

Consequently, continuing projects count for about 70% of the annual awards.

Researchers need not worry about sending their proposals to the wrong program; for all proposals go to a central location before being assigned to the appropriate committee.

Lazar said prior contract on a proposal is not necessary, but she indicated her willingness to comment on preliminary proposals. Eighty percent of the fully developed proposals arrive without prior contract.

Decisions on proposals follow a two-step process. First, the proposal is reviewed by the members of the Social Sciences Research Review Board. Then, the proposal is sent back to the National Advisory Mental Health Council. The Social Sciences Section meets in January, April, September and the National Advisory Mental Health Board meets in March, June, and November of each year.

Each review committee has 10-12 members and their names and institutional affiliation may be found in the ROSTER OF MEMBERS OF HOOD ADVISORY GROUPS which is available from NIMH. When writing for the roster also request a copy of the list of NIMH RESEARCH GRANT APPLICANTS.

Lazar said some researchers are confused by the "approved but not funded" decisions on proposals. She said these proposals are actually not rejected, but are not funded because of a lack of funds. Some of these projects may be funded if additional non-federal funds become available during the fiscal year.

Lazar said an investigator may obtain funds from other sources during the critique of their proposals by reiterating the plan in writing. The request should be sent to the staff member who signs the letter informing them of the action taken on the proposal.

RESEARCH AREAS

The Social Sciences Section is interested in basic research in the following areas:

• Social interaction and group processes, including those of complex organizational and institutional affiliation and other social sciences.

• The family, especially on family structure and organization, family interactions, authority and role relationships within the family, changing family functions and roles, and cross-cultural family studies.

• Changing social roles and status of women and men and changing sex role behaviors and perceptions.

• Some studies seeking to differentiate the social and biological bases of sex roles will be relevant, depending on the focus of each study," Lazar said.

She added, "This area also includes studies of social movements concerned with primary or secondary movements, stereotyping and prejudice, roles and related issues, the social and cultural determinants of achievement motivation and the effects of occupational aspiration, career patterns along with the professional socialization and development of people's understanding of social and cultural change on women's attitudes and self-perceptions and on the attitudes and perceptions of men toward women."

• Socialization process, including the socialization of the child and those on the socializing effects of later life experiences on the individual.

• Non-Western social institutions, social change, including the impact of social change on individuals, on their social power and their influence.

• Cultural phenomena, ranging from basic ethnographic studies to more complex studies of culture, personality, social change and acculturation.

• Ethnomusicology and sociocultural research, relevant to an understanding of language as a societal and cultural phenomenon, and as they help to identify group norms, gender roles, and behavior and world views.

• Experimental social psychology including the utilization of laboratory, experimental and psychoanalytic procedures in studies of social interaction and group phenomena and the effects of group interactions upon psychological and psychoanalytic states.

"This category also includes studies of social movements and decision theory," Lazar said.

• Attitudes, including information, structure and functions.

• Socialization processes as related to behavioral processes.

• Methodology including observational and descriptive studies, field and survey research, laboratory experimentation, modeling and simulation.

NIMH is located at 5000 Fishers Lane, Rockville, Md. 20852.

AAAS CONGRESSIONAL FELLOWS PROGRAM SEeks CANDIDATES

The American Association for the Advancement of Science (AAAS) is receiving applications for the 1981 Congressional Science and Engineering Fellows Program (CSEF). The application deadline is April 15, 1975. Information and application forms can be obtained by writing: Dr. Richard Scribner, Director, AAAS Congressional Science Fellow Program, 2776 Massachusetts Ave., N.W., Washington, D.C. 20036.

Beginning its third year, the CSEF is designed to select outstanding scientists and engineers to spend a year with the staffs of individual congressmen, congressional committees, or the Office of Technology Assessment. The Fellowship nominally begins in September and the basic stipend is $21,000. The Program is centrally coordinated by the AAAS and is a cooperative effort with several affiliated societies.

Applicants for the Fellowship are expected to submit completed application form supported by a resume and three letters of reference. All people who know the candidate well enough to write about his or her competence as a scientist and suitability for the position will be asked to make formal recommendations.

Applications should be submitted by April 15 to:


Printed by the American Sociological Association

Copyright © 1975, ASA. Third class postage paid at Washington, D.C. and additional mailing offices.