Footnotes

Social R&D Study May Set Terms for National Debate

A two-year study of federal funding of social research and development may set the terms for the next debate on the role social R&D can play in the solution of social problems and the level of support it should receive.

The undertaking, formally titled "The Study Project on Social Research and Development," was funded in spring 1974 by the Science and Technology Policy Office in the Office of the President's Science Advisor, National Science Foundation. A final report is due in mid-1979.

Ernest Powers, senior social scientist in the Science and Technology Policy Office, is the project director. Thomas Glensmen, former director of the National Institute of Education is conducting the study through the Assemblies of Behavioral and Social Sciences of the National Research Council.

Commenting on the origins of the study, Powers said: "The federal government has increased its support for social R&D exo- menacingly in the past decade. Today, estimates of the level of support of R&D focused on social problems range from one to three billion dollars per year, depending on the definitions used."

Yet there is deep concern over whether this effort is adequately planned, managed and utilized. Most frequently this concern is conveyed by the assertion that too little social R&D is relevant to policy or too much is sitting on the shelf because no one knows about it or can understand it."

Powers continued: "This is an extraordinarily broad undertaking: one that makes systematic and rational investigation extremely difficult. Initial work confirms that no consensus exists even on the proper definition of social R&D, much less about the preferred means to carry it out."

PROBE AREAS

Consequently, the study project is canvassing the following set of probes in order to examine various aspects of the current conduct of social R&D:

• A brief history of the establishment of Federal support for social R&D, as well as a description of the size and distribution of these efforts.

• Several case studies of the consequences of making a policy with and without knowledge provided by social R&D efforts.

• An assessment of emerging technologies for social R&D, including social experiments, systematic program or product development, formative evaluations, etc.

• Examination of patterns of planning and management of Federal social R&D efforts.

• A critique of the concept of relevance and how it can or should be applied in judging the quality of social R&D programs. See R&D page 12

Center Provides Information On Intern Programs

Internships and field experiences are beginning to play a larger role in the training of undergraduate and graduate students in sociology and other disciplines.

This development has lead to the establishment of the National Center for Public Service Internship Programs in Washington, D.C. The new organization is an outgrowth of a national internship conference which was held in Lexington, Kentucky in October 1971.

Richard Urschel, Executive Director of the National Center, reported that the center is formed to serve the needs of public service internships and fellowships in sociology, to encourage and facilitate the establishment of such programs, and to promote the acceptance of such programs as a significant and viable component of higher education.

Urschel said plans are under way to expand the center.

STATE ASSNS., EXPLORING ROLE IN SEVERAL AREAS

State sociological associations are beginning to explore their relationships to state agencies and the employment prospects for sociologists and sociology majors in the non-academic labor market.

The associations are also involved in meetings, election of officers, and publication projects.

NEW YORK

Joseph O'Donoghue, Hofstra Univ., President of the New York State Sociological Association, reported that association is seeking contacts with various state agencies to discuss issues of interest to the profession.

Among the issues are state funding of sociological research, employment considerations, and state agencies for sociologists and sociology majors, and the role the association may play in the organizing of state legislatively-oriented programs that involve the discipline of sociology.

In addition the New York association is considering various ways in which it may serve its membership; establishing liaison with other state sociological associations; student participation on its executive board; and organizing informal sessions of its members at the regional meetings.

The association will hold its Annual Meeting at Hofstra University in October 1974. President Joseph O'Donoghue, current officers are Rozanne M. Brooks, Sunny, Cortland, and Sandra Haynes, Sunny. See STATE page 12

Special June Vote Scheduled On 3 Constitutional Issues

Voting members of the ASA will receive a special ballot in June proposing one change in the Constitution and By-Laws. If enacted, the change would affect the operations of Sections, how resolutions from the Annual Business Meeting are processed, and the rights of members to select ASA journals.

The special mailing will also be used as a vehicle to solicit opinions on the membership about dates and sites for future Annual Meetings and about their views on the present government policy on amnesty.

Information on the three constitutional issues is presented in this issue of FOOTNOTES to provide members with the prescribed early notice designed to permit discussion and debate on matters of importance to the future governance of the ASA.

According to ASA President Elect, Council instructed the Executive Officer to apprise pro and con statements to the election material when it is distributed to Members. After reading the provisions that follow, persons voting to have their arguments appear on the respective ballot sheet should forward statements to the Executive Officer immediately.

Section

The ASA currently has 12 Sections, each of which has a membership. In order to approve the addition of two additional areas in 1976: a Section on Environmental Sociology and a Section on Marxist Sociology.

At the 1974 Business Meeting in Montreal, a resolution was passed calling for an amendment of Article VI of the By-Laws bearing on the relationship between Council and Sections (see FOOTNOTES, February 1975, p. 11).

The intent of the resolution was to restrict some of the powers that Council holds over Sections, particularly with respect to their formation and their dissolution.

This was indicated when the resolution called for the deletion of the following sentence in the By-Laws: "The Council shall have the power of creating and withdrawing recognition to any Section, and may discontinue a Section at any time."

At its December meeting, Council approved a referendum item to the membership, and at its March meeting Council worked out the appropriate proposed wording for the By-Laws as implied by the resolution and as stated below in Referendum Item #1.

In the judgment of most Council members, the proposed change is not particularly controversial since Council has never acted either to withhold recognition from a Section or to discontinue a Section once 200 members of the ASA form such a Section and maintain it in accord with the approved Section By-Laws and rights of members to select ASA journals.

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BLAOCK REPIES TO DUNCAN ON METODOLOLOY

H. M. Blaock, Jr.
University of Washington

Had Dudley Duncan's letter in the December issue of Footnotes stopped with high praise for the work of Leo Goodman, I could have accepted his remarks. However, the last half of his letter contains a number of remarks with which I have to take issue and which I believe to be very unfortunate and divisive, coming as they do from someone of Duncan's stature in the profession. I must, therefore, stand by my remarks to the methodology, and that every researcher needs to be his or her own methodologist. He is right, in fact, by suggesting that if methodologists are not having these sorts of discussions, they are not doing the sorts of discussions that need to be done. The methodologists of the present are, as it were, “talking to the wall,” or worse, “talking to the wall of Thieves.” I don't believe that they are. But I am not sure that they are.

Duncan also makes unsupportable claims about the number of errors made in the methodological literature. I seriously doubt that there are anywhere near as many errors appearing in this literature as can be found in empirical studies, but I think that it too much in the current trend to ignore the empirical evidence and to look for the cause of errors in methodological literature. This is a serious problem, and one that needs to be addressed. The solution is to be found in the education of methodologists, and that education needs to be comprehensive and to include all aspects of methodology.

Open Forum

Saul D. Feldman
Case Western Reserve University

When Thomas Jefferson was President of the United States, he suggested that Congress might act to adopt the French metric system. Although the United States was one of the seventeen signatory members of the Treaty of the Meter in 1875, one hundred years later the United States has still not officially adopted the metric system as its principle system of measurement. On August 18, 1972 the United States Senate approved Bill S 2483 which paved the way for metric conversion but this bill was defeated in the House when the bill is finally signed, the United States will be the last major nation to adopt the metric system.

Without waiting for the bill to pass, many states are engaged in aspects of metric conversion. Some radio and television stations report temperature in Fahrenheit and Celsius. Some soft drink manufacturers have announced that they will bottle their product in liters. The metric system is being taught in some schools. Still, there will be no concerted effort until conversion becomes official. The conversion of the metric system is an important area for investigation and application.

Changing a major aspect of everyday life will be a major undertaking, a process. During his reign Napoleon forced the metric system upon his captive nations. The United Kingdom is involved in a patient, serious effort to convert its education program to the United Kingdom program. The metric system is being taught in some schools. Still, there will be no concerted effort until conversion becomes official.

It is my belief that we should take serious cognizance of the process of metric conversion. The types of questions that may be addressed are manifold. Among them are:

1. Test of media effects—What is the most effective use of the media for public education? Questions involve the use of opinion leaders, applications of mass persuasion, models of differential impact of the various media, etc. There are at least two industry journals (Metric News and American Metric Journal) dealing with general and industrial conversion but such publications have only been sporadically circulated. How will the message be brought to most Americans?

2. Differences in treatment between normal and adult socialization—At approximately the same time period, both children and adults will be socialized into the use of the metric system. But will the same model of socialization be applicable to both?

3. Differential impact—Militarization of the American people will it affect all groups equally? The target population for change is the entire U.S. population, but what will the change affect varying aspects of the American population and how may we reach these varying aspects?

4. Test of Symbolic Interaction—Socialization of the American people involves instilling a new meaning system dealing with everyday life. Problems of persuasion may allow us to test the notion of symbolic interaction in the methodological literature.

5. Effect of Complex Organizations—One reason the United States has not converted but has been the argument of high monetary and societal interest may be that it is not ready to convert. How will the conversion be divided up, thereby enabling us to have enough time to begin to do some creative work of our own. For too many years, sociologists have been discussion of methodological work done by scholars in other fields—people like Karl Pearson, R. A. Fisher, Sewall Wright, Herman

Wold, L. L. Thurstone, and S. S. Stevens, and many others whose ideas Duncan himself has borrowed are not enough to utilize. We are also obligated to help our colleagues in sister disciplines such as political science and history that this is the case. We must begin to educate them in sociology until a sufficient number of their own disciplines have been trained in this way.

I am sensitive on this question because I have been one of the “one-statistician-per-department” syndromes similar to the “one-black-per-department” syndrome of the present. Just as minority faculty can have difficulty with the traditional methods course stressing empirical research, and teaching three different graduate statistics courses, I found that I had difficulty in teaching such courses merely because her work has not yet found its way into the empirical literature.

Perhaps we can broaden the issue beyond that of methodology by pointing out the obvious fact that much of what methodologists do properly falls under the heading of teaching and consultation. Students must teach courses in statistics or other technical subjects to the overwhelming graduate or graduate student. That he/she will be able to read and evaluate the works of a Duncan or a Goodman. There may also be persons who are willing to sit down with colleagues and students that have need help with their data analyses, and who simply cannot take the time to obtain the technical training and mastery of a vast literature outside of sociology that is often needed to answer the complex questions they wish to answer.

We are facing the stage where we have sufficient number of well-trained statisticians. That this work is divided up, thereby enabling us to have enough time to begin to do some creative work of our own. For too many years, sociologists have been discussion of methodological work done by scholars in other fields—people like Karl Pearson, R. A. Fisher, Sewall Wright, Herman

Charles P. Flynn
Miami University

It is time that someone within the profession confront this question, through the political climate of analyzing, the increasing tendency toward “mathematization” and quantification in sociology. Long ago, this was much maligned, and is still maligned (see, e.g., an article by C.W. Mills of 1959). But the distinction, respectively, of “quantitative” from “qualitative” research is meaningless. Despite such warnings, however, present-day sociology is increasingly dominated by what Hazel Hen-

For Questioning No Substitute for Insight

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Regional Gives Employment Assistance to Sociology Majors

Steven C. Davis
The Catholic University of America

A front-page article in the January, 1975 FOCUS, the Catholic University's student newspaper, was written by Professor Ruth Jacobs to increase the job opportunities for BA recipients in her department at Boston University. A different article was written over the past eight years as a service of the District of Columbia Sociological Society has monitored.

Each year, the Society sponsors a one- afternoon Undergraduate Career Conference, held at one of the universities in the greater-Washington area. Students, particularly from the colleges and universities in the region's 2- and 4-year colleges and universities are invited via a mailing of posters, news releases and class notices sent to department chairpersons or undergraduate coordinators. This year, students from 60 schools attended the Conference, held at The Catholic University of America, Washington, D.C.

The gathering took the form of a large group of representatives of two-hundred and agencies serving the area. At this time, a student was assigned a table seating about 10, and students were invited to speak with as many of the representatives as they wished, and at their leisure. Organizational representatives included area probation and parole offices, social service agencies (Goodwill Industries, YWCA) federal research and service organizations (ACTION, Veterans Administration, Social Security, non-profit research organizations) (Bureau of Social Science Research, Urban Institute), public-interest groups (Public Interest Research Group, Washington Opportunities for Women), and professional associations such as the American Sociological Association.

A set of 4-hour half presentations were given by members of the faculty and the officers of three of the area's universities on topics such as resume-writing, business and commercial employment opportunities, and the ways to conduct a job search. These were offered simultaneously with the presentation on sociology. Each of these was scheduled three times during the afternoon, so visitors could arrive at any time between 1 and 3 pm, and still have all of the Conference's offerings available to them.

Arithmetical Statistics: A Different Approach

Richard G. Leifson
Dept. of Mathematics
State Island Community College

Are more crimes committed during the summer period or during recesses? Do marriages become less patriarchal as income rises? Do divorced U.S. Presidents lose elections?

Can you answer these questions quickly, correctly, and without assurance, once they have been given the raw data? Have they received training in how to make quantitative and qualitative decisions in sociology? Or were these questions with memorized data, failing to realize that an essentially verifiable answer is sought?

During recent years, the overall field of sociology has made great strides forward, because we have increased the use of quantitative tests in the methodology. Whether as a unit within larger classroom courses or as part of a full semester course, or as a component within the curriculum, there is a need for students to be aware of the tools available to them in order to ask the right questions and select the appropriate methods.

Perhaps the greatest failing of statistical methods courses given in the U.S. is that they do not seem to have a clear and orderly structure. Thus the student is in a dilemma when faced with such population classification schemes as:

- "proletariat and bourgeoisie"
- "upper", "upper-middle", "middle", "lower-middle", "lower-

- "$5000 income, $5000 income, $6000 income, etc."

The selection of decision techniques is virtually impossible if the student has not been taught to recognize instantly three types of variables, respectively "nominal," "ordinal," and "interval.

Thus, unless a quantitative methods unit was carefully organized in a way that emphasizes these distinctions, the student may not only be able to make valid conclusions, but can also find themselves completely lost in trying to select the right verification method.

Not only is course organization crucial to the students' ability to use the quantitative methods, it is even more decisive in forming the student's choice of whether or not to continue in the field.

In the first or second lesson of the traditional algebra-based statistics methods course, the standard deviation is introduced as a group of eleven algebraic symbols-which are said to represent a measure of the spreading of a bell-shaped curve. Also during the first or second lesson, a second expression--concluding seventeen symbols--is introduced and said to represent the very same quantity.

Assuming that calculus-level students are taking a social science course, it means that the typical quantitative methods course proves from the start that it is almost perfectly mismatched with the student at your institution who actually enters in it!

By contrast, an emerging "Arithmetical Statistics" curriculum has been carefully designed to meet the needs of non-calculus students in quantitative sociological methods courses. The topic-ordering occurs in such a way that the lack of background knowledge with previous courses becomes a relatively unimportant concern.

At the beginning of an Arithmetical Statistics course, the basic mathematical skill required is the addition of whole numbers. The skills level grows systematically but slowly enough that even a middle school concept such as "square root" is posted-pored until two-thirds of the way through the material.

In the traditional algebraic course, the entering student is assumed to possess a high proficiency and motivation both in algebra and in all aspects of college-level arithmetic. In an Arithmetical course, the student is instead expected to enter the classroom with only a few prior life experiences, including a familiarity with television advertising, political polling, and the cost of living.

In both approaches, you can work effectively with them as they are really: Thinking human beings whose arithmetical ability is not what it might be. After learning to apply such concepts as "random" and "average," your students can move immediately to the research situation using two-cell chi square tests. And the skills-based ordering forces full consideration of nominal and ordinal variables early in the course. An important advantage, since real-life information is seldom sufficient to justify the use of normal approximations or even of interval numerical scales.

Quantification: No Substitute for Insight

*Continued from page 2*

time continually running head-on into discoveries and confrontations with Phenomena. The哪种 simply did not exist in the older models. "Quacks," for example, are physical phenomena for which there are no known linear or exponential explorations. In short, in its efforts to become more "sci-
ten" and to enjoy the status of "Scien-
tists," present-day sociologists are oper-
at ing in the same way as their physical science.

As early as "sociolo-
gists" such as Spencer laudably at-
tempted to ape the high-status natural sciences by attempting to draw out, in all seriousness, direct analogies between physical organisms and social institutions (what Martin delale has termed the "Big Animal" approach), the major current sociology journals are publishing material that is too often large and broad and general and vague to impose linear order upon social phenomenon. By the time that a task is accomplished, which it can only be in a most careful manner and in each case, in relatively narrow data, the socio-
gists who have accomplished it and stop working to receive an expected reward of "scientific" status, will find themselves in much the same situation as Spencer found himself in the last century: as having de-

duced a meaningless four-year spr,
ning of the methods and appearances of another dis-
cipline in order to attain its status, will once again be in the ridiculous situation of the child trying to imitate its parents by wearing their old shoes. Why, then, do the "gatekeepers" of sociology persist in their!

Continued from page 2.

The answer lies in applying the concept of latent functions to the current socio-

cultural scene. Though they may believe the "real" or "true" sociology exists, they have not admitted it of such articles is to create the idea that empirical sociologists are "above" the rest of humanity, but that the majority of their sociological colleagues, for whom it by no means "immediately fol-


dows," as so many ASR articles con-


sidered by novices when they indicate that results such as the one posted on p. 385, ASR, v. 39, june 1975.

What is the eventual outcome of such trends? It seems to me that even though we thought we had left Comte behind long ago, there are still many sociologists, in-
cluding those in positions of most power, who still seek to actualize his dream of the "sociologist-teacher" who will be able to "form the character of humanity through em-

nizing the function that is just as substitu-
tes for genuine insight and understanding into social phenomena. This, to some extent is already happening to the extent that econo-
mists, whose access to the corridors of power is so covertly envied by sociologists. But that the "art" and the "science" models of the economic processing of societ-

dal data are being replaced by those of sociology.

It is our contention that the textbooks or other instructional materials are largely a matter of instructor preference and do not have an overriding impact on student performance. However, we would certainly like to be able to teach quantiti-

tative methods--and whether you have come upon a resource or presentation that you have found especially effective. Material available for your use include a preliminary set of modular notes (moti-


vations with solved exercises) which can be reproduced in bulk printing or on microfiche or tape/slide materials. Various components are currently in use at the following levels: Graduate social science course, social work community college (remedial and nonremedial) and 10th through 12th grade high school.

Further information and the detailed curriculum can be obtained by writing to Arithmetical Statistics Project, c/o Richard G. Leifson, Ohio State University Community College, S.I. N.Y. 13031. In your initial contact please note the title and enrollment of the corresponding course(s) at your institution.
Undergraduate Sociology Course Emphasizes “Practical” Courses

Sociology departments make a heavy investment in courses that acquaint undergraduate sociology majors with three areas of the discipline that are most frequently taught courses are introductory sociology, marriage, and family, and social problems. These topics constitute the core offerings in two-year colleges. These courses have the greatest enrollments and command the greatest number of teachers. See Table 1. All percentages and estimates reported in Table 1 and 2 are projections from 208 actual responses to the total universes of each institutional type and size. The responses include 41 universities, 210 four-year colleges, and 108 two-year colleges. Questions were sent to 1 stratified random sample of 300 institutions.

The enrollment data in Table 2 compares two summers—Summer 1972 to Summer 1973 with Summer 1974 and 1972 to Spring 1973 with Summer 1974. The data correlate an article in the November issue of FOOT.

Table 1: Percentage of departments by type of institution offering courses, estimated yearly enrollment and estimated number of faculty teaching each course.*

<table>
<thead>
<tr>
<th>Course Title</th>
<th>University</th>
<th>4-Year College</th>
<th>2-Year College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Sociology</td>
<td>85%</td>
<td>90%</td>
<td>94%</td>
</tr>
<tr>
<td>Marriage &amp; the family</td>
<td>80</td>
<td>74</td>
<td>63</td>
</tr>
<tr>
<td>Research Methods</td>
<td>78</td>
<td>62</td>
<td>2</td>
</tr>
<tr>
<td>Urban Sociology</td>
<td>71</td>
<td>58</td>
<td>11</td>
</tr>
<tr>
<td>Race Relations</td>
<td>69</td>
<td>64</td>
<td>19</td>
</tr>
<tr>
<td>Sociological Theory</td>
<td>68</td>
<td>63</td>
<td>0</td>
</tr>
<tr>
<td>Social Problems</td>
<td>60</td>
<td>60</td>
<td>9</td>
</tr>
<tr>
<td>Criminology</td>
<td>65</td>
<td>58</td>
<td>21</td>
</tr>
<tr>
<td>Juvenile Delinquency</td>
<td>44</td>
<td>37</td>
<td>6</td>
</tr>
<tr>
<td>Estimated Yearly</td>
<td>Estimated Number</td>
<td>Enrollment Faculty Teaching</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td>891,980</td>
<td>5000-55,500</td>
<td>193,737</td>
</tr>
<tr>
<td>Intro Sociology</td>
<td>19,950</td>
<td>1000-1500</td>
<td>31,858</td>
</tr>
<tr>
<td>Social Problems</td>
<td>25,509</td>
<td>500-500</td>
<td>65,733</td>
</tr>
<tr>
<td>Sociological Theory</td>
<td>49,570</td>
<td>600-900</td>
<td>224,145</td>
</tr>
<tr>
<td>Race Relations</td>
<td>84,104</td>
<td>750-900</td>
<td>67,992</td>
</tr>
<tr>
<td>Urban Sociology</td>
<td>35,029</td>
<td>450-600</td>
<td>12,315</td>
</tr>
<tr>
<td>*All percentages and estimates reported in this table are projections from 268 actual responses—41 universities, 120 four-year colleges—to the total universes of each institutional type—245 universities, 1,263 four-year colleges, 112,104 colleges.</td>
<td></td>
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</tr>
</tbody>
</table>

Table 2: Comparison of course enrollments in 1972-73 with 1973-74 in small, medium, and large schools.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>SMALL SCHOOLS</th>
<th>MEDIUM SCHOOLS</th>
<th>LARGE SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro Sociology</td>
<td>14.4%</td>
<td>Stable</td>
<td>6.8%</td>
</tr>
<tr>
<td>Social Problems</td>
<td>19.7%</td>
<td>6.5%</td>
<td>17.7%</td>
</tr>
<tr>
<td>Marriage &amp; the Family</td>
<td>11.2%</td>
<td>1.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Sociological Theory</td>
<td>10.5%</td>
<td>4.5%</td>
<td>10.6%</td>
</tr>
<tr>
<td>Methods of Sociological</td>
<td>10.6%</td>
<td>8.9%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Research</td>
<td>Stable</td>
<td>1.8%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Criminology</td>
<td>17.0%</td>
<td>16.3%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Juvenile Delinquency</td>
<td>14.7%</td>
<td>Stable</td>
<td>34.7%</td>
</tr>
<tr>
<td>Race Relations</td>
<td>10.8%</td>
<td>2.4%</td>
<td>34.7%</td>
</tr>
<tr>
<td>Social Psychology</td>
<td>18.0%</td>
<td>5.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Urban Sociology</td>
<td>-13.1%</td>
<td>25.1%</td>
<td>21.3%</td>
</tr>
<tr>
<td>15 small schools—total school enrollment = 1,500</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 medium schools—total school enrollment = 5,001-10,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 large school—total school enrollment = over 10,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

BLACK DOCTORATES IN SOCIOLOGY TOTAL 185; 53 ADDED SINCE 1968

Fifty-three Black doctorates have been produced since 1968 by 27 sociology departments included which did so for the first time. These new doctorates represent 29 percent of all living black doctorates whose number increased from around 123 in 1969 to 183 in 1974. Information on five individuals is insufficient to determine when or where they received their degrees between 1968 and 1974. See Table 1.

Several of the facts contained in a study of Black Doctorates

Table 1: Black Doctorates by Year Degree Conferred.* (N = 185)

<table>
<thead>
<tr>
<th>Year Intervals</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1940</td>
<td>30%</td>
</tr>
<tr>
<td>1940-44</td>
<td>60%</td>
</tr>
<tr>
<td>1950-54</td>
<td>14%</td>
</tr>
<tr>
<td>1955-59</td>
<td>15%</td>
</tr>
<tr>
<td>1960-64</td>
<td>8%</td>
</tr>
<tr>
<td>1965-69</td>
<td>1%</td>
</tr>
<tr>
<td>1970-74</td>
<td>2%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Does not include deceased: George E. Haynes, E. Frankline Frazer, Benita G. Marks, and William J. Bland.

The study also shows that the sex ratio of Black doctorates has not changed dramatically since 1968 despite the fact that there are now 32 black female doctorates, compared to 21 in 1968.

EMPLOYMENT PATTERNS

In addition, the employment patterns continue to show that black doctorates are increasingly employed in predominantly white academic settings. In 1967, forty-two percent of all black doctorates in sociology were employed in predominantly white settings. In 1974, fifty-four percent were so employed. In contrast, the percentage of all doctorates employed by black doctorates dropped from 40 to 22 between 1967 and 1974. See Table 2.


<table>
<thead>
<tr>
<th>Place Employed</th>
<th>White Colleges, State</th>
<th>White Colleges, Private</th>
<th>Black Colleges, State</th>
<th>Black Colleges, Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>1967</td>
<td>-122%</td>
<td>6%</td>
<td>25%</td>
<td>6%</td>
</tr>
<tr>
<td>1974</td>
<td>-100%</td>
<td>60%</td>
<td>30%</td>
<td>10%</td>
</tr>
</tbody>
</table>

PRODUCING DEPARTMENTS

The ten departments which have awarded more than half of the black doctorates ever awarded are Chicago 21, Ohio State 16, Washington State 12, Columbia and Northwestern, 8 each; Indiana 7; and Illinois, Michigan, Michigan State and Yale, 6 each.

Other producing doctorates were produced by Chicago, Ohio State, Indiana since 1968. Northwestern, however, has produced six, Michigan, four, Washington State 3; Michigan State 2; and Columbia, Illinois, and Yale 1 each.

Other departments producing black doctorates during this time period are California 4; Pennsylvania 3; Purdue 2; Boston, Cornell, Brandeis, Syracuse and Wayne State each one.

Other departments producing black doctorates but not in the 1960-74 time frame are Iowa, Wisconsin, New York University, and Pennsylvania 5 each; Southern California 4; Washington Univ. 3; American, Case Western, Cath. Col., Duke, Indiana, and St. Louis 2 each; Bryn Mawr, Conn., Fordham, Harvard, Maryland, Missouri, Nebraska, New School of Social Research, Stanford, Tuscaloosa, and Yale, one each. The London School of Economics and the Univ. of New York also awarded one black doctorate each.

Other states claiming black doctorates are Maryland, Michigan, Ohio, and Tennessee 7 each; Texas, Virginia, 5 each; Indiana, Louisiana, and New Jersey, 5 each; Alabama, Florida, Mississippi, and Pennsylvania, 4 each; Connecticut, Connecticut, Pennsylvania, Kentucky, and Oklahoma, 2 each; and Arkansas, Kansas, Minnesota, New Hampshire, Rhode Island, and West Virginia, one each. Three live outside the United States.

As DA Start Trend to Washington?

The ASA may have started a trend in 1963 when it moved its central office from New York to Washington, for the nation's capital surpasses New York last year as the most preferred location for association headquarters. Twenty-six percent of the 4,700 associations listed in the 1975 edition of the National Trade & Professional Associations Directory are located in Washington, compared to 24 percent in New York. Chicago and San Francisco are each in third place. The headquarters of the remaining 34 percent of the associations are spread throughout the country.
NIE PROVIDES FUNDING FOR 27 SOCIETY PROJECTS

Sociologists have received $2.5 million from the National Institute of Education to finance 27 projects, some of which began as early as December 1972 and others were just awarded as late as August 1975. All of these projects were in progress in June 1974 when the NIE funding report was completed.

These projects were supported by the following divisions and programs: Social and Economic Stud- ies, 11 projects; $1.0 million; Education and Work, 9 projects; $296,818; Trenching and Curricu- lum, one project; $60,312. Productivity and Technology, 2 proj- ects; $331,406. Multicultural, 2 projects; $48,030. Measurement and Methodology, one project; $21,911. Essential Skills, one project; $24,880, and Policy Studies, 13 projects; $370,612.

A reorganization of NIE in fis- cal 1975 has created the following five new divisions: Administration; $93,083, started June 1973 ends June 1975.


Arnold S. Tannenbaum, Univ. of Michigan, The Effects of Control on Scholastic achievement of Student Peer Groups, $10,000, June 1973 to September 1974.


William B. Brookover and Jef- frey M. Schneider, Michigan State Univ., Elementary School Climate and School Achievement, $95,000, June 1974 to June 1976.

Mary H. Metzl, Elkhorn College, Ind., Authority in the Junior High School, $20,000, June 1974 to June 1975.

Doris R. Entwisle and Murray Webster, Jr., Johns Hopkins Univ., A Study of How Children (Black, White, Low SES, Middle SES) Develop Expec- tations About Their Own Per- formance from K to Grade 3, $188,717, June 1974 to December 1976.


EDUCATION AND WORK


Michelle Patterson, Univ. of California, Santa Barbara, The Impact of College and Universi- ties on the Educational and Oc- cupational Aspirations of Women, $10,904, June 1973 to Janu- ary 1975.

OTHERS

James H. Hendrix, Florida State Univ., Student Activists Ten Years Later, $9,376, June 1973 to October 1975.


Volume Rates

Social Policy

Sociology and its relationship to social policy is explored in a recently published volume which also examines graduate training in sociology for a social policy standpoint.

The volume, SOCIAL POLICY AND SOCIOL- OGY, is based on the proceedings of the Cornell Conference held in De- cember 1972 under the sponsor- ship of the ASA and the National Institute of Mental Health.

The volume is edited by N.J. Demarest III, Univ. of Massa- chusetts; Otto N. Loewenberg, ASA Executive Officer, and Karl Schuessler, Indiana Univ. Royal- ties from the book will be paid to the ASA.

Topics covered in the volume fall into three main categories: societal dynamics at the macro- level; individual stress in the family cycle; and problems of youth, education and the law.

Within these categories, policy implications are drawn from re- search on such topics as race re- lations, social mobility, metro- politan governance, to include change, medical care and mental health, sex roles and family struc- ture, drugs and alcoholism, and delinquency and crime.

The volume is published by Academic Press, 111 Fifth Ave- nue, New York, N.Y. 10003.
Letters

Cussler Legal Defense Fund

We are writing to you as sociologists deeply concerned with the civil rights of one of our colleagues, Dr. Margaret T. Cussler, and urging you to join with us in helping her secure justice, both for her and for us all.

Dr. Cussler, an Associate Professor of Sociology at the University of Maryland, is a victim of the University’s Criminal Justice Department of her complaint of discrimination by a federal agency. The University of Maryland has a history of attempting to obstruct the enforcement by HEW of laws against discrimination in employment.

The important issues involved in the above action resulted in a resolution passed at the December meeting of the University’s Faculty Council in support of Dr. Cussler’s case. However, we might note that from 1982 to 1987 she received university and federal relief and was able to continue her scholarship. She was forced to file suit in 1987. Therefore, she is now in violation of the law and may face removal on her own terms. She has had a lot of support from her colleagues in favor of her after she was placed on leave in 1987. We urge you to join with us in supporting her and in recommending that the case be decided on the basis of the law. We will keep you informed of any developments.

SWS Pleased With Child Care

Sociologists for Women in Society, now being expanded to include men, are pleased to report that the ASWSU was the first organization to adopt a resolution in support of child care facilities at the Annual Meetings. We are confident that the Board of Directors will be able to devise a program that will be as easy to live with as convenient and flexible as possible, and that it will be within the budget of graduate students and assistant professors, instructors, and graduate students. We are supporting the resolution and believe that it will be successful.

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Affirmative Action Column Draws Conclusions

The January 11, 1987 issue of the Chronicle of Higher Education reported that the Biophysics Department at the University of California, Berkeley, had been ordered to provide “affirmative action” for women and minorities. This decision is based on the fact that the department’s graduate program is not as successful in attracting and retaining women and minorities as the program at the University of California, Los Angeles.

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Parsons Rostates View On Research Needs

The February issue of Footnotes arrived this week, and I resent to thank you and appreciate your interest in the work of the SWS. I must say, I do hope, however, that your readers will not take umbrage at the strident tone of the remarks attributed to me, or that I have not been sufficiently clear in my arguments. The volume is worth preserving.

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Taiwanese Depts. Seeks Ties With U.S. Counterparts

Sociology in Taiwan is still very much the developmental stage. The emphasis is generally on undergraduate education, and there are few opportunities for interaction with social work. At Fu Jen, we have an undergraduate dept., which is a new development. The two sections of sociology and social work at a ratio of about two sociology to three social workers. The courses we offer need very much like some sort of "in-house" program, but of course, we are not able to go as deeply into our subject matter.

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Scarlet D. Henry, Assistant Professor, Sociology Department, Fu Jen Women’s College, Taipei, Taiwan

Footnotes

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MINORITIES & WOMEN

Report on Roster Workshop

John R. Harris
Executive Specialist For
Minorities and Women

Roster Coordination Workshop

In late 1976, the AASAA sponsored a roster coordination workshop in Washington, D.C. A report of the workshop was published, noting that additional staff effort has been issued under title ROSTERS OF MINORITY AND WOMEN PROFESSIONALS. The publication may be obtained from the AAAS and is listed as AAAS Miscellaneous Publication No. 1846. The report is designed to provide an overview of the report and its contents.

From page 3:

NEXUS: Only a Phone Call Away

Recent trends in higher education are forcing many departmental and university committees to make hard choices in areas outside of their fields of expertise—teaching evaluation, curriculum innovation, and personnel practices.

Assistance on many of these matters, however, is now available at the price of a phone call to NEXUS, a rapid referral service. NEXUS is a joint project of the American Association for Higher Education with funding from the Fund for the Improvement of Postsecondary Education. This service should not be confused with other organizations carrying the same name.

Jane Lichtman, who directs the Washington-based program, said that NEXUS helps people who connect with people who need information and resources. It is set up to help translate good ideas into action by providing greater access to information in all areas of postsecondary education.

NEXUS can be reached by calling (202)755-4840 between 1:00 p.m. and 6:00 p.m. Monday through Friday. The service attempts to furnish referrals (names, addresses, and phone numbers) for each inquiry within two working days of the call.

WHO OFFERS TRAVEL FUNDS

A limited number of short-term fellowships are available to individuals related to the improvement and expansion of health services in this country will be made available by the World Health Organization in 1976.

The support is available to U.S. citizens under 55 years of age who are engaged in operations to develop a public health policy and employed by educational institutions or non-Federal governmental agencies.

Application deadline is September 30, 1975.

For more details contact Dr. Robert S. Jones, III, Chief, International Education Branch, Foreign Activity Center, National Institute of Health, Building 38, Room 228, Bethesda, Maryland 20042.

Regional Gives Employment Assistance

- Continued from page 3

The Society's purpose is not to run a "job shop," but rather to provide a set of counseling resources that no single school can offer. We believe that students attending the Conference leave knowing about a wide range of kinds of jobs available to them.

More importantly, they are better prepared to pay career choices and to capitalize on summer, part-time, and internship work experiences when they must finally seek full-time employment.

The effectiveness of this year's Conference is hard to assess, as some data are available from a survey form completed by students just before they left the sessions. More than 90% said that the Conference was "useful," and virtually all who responded to the survey indicated that they gained information that they could not have gotten from their school counselors. Students from smaller schools found it more useful than those from larger institutions. Sophomores and juniors were more positive than seniors, perhaps because for the latter, the meeting served as a reminder that graduation was close at hand, and that this is a grim year to be entering the employment market.

While the geographic compactness of the District of Columbia regional society and the availability of a large number of federally-employed resources (in the area combining to make the Career Conference comparatively easy to organize here, we are confident that it should be possible to duplicate in any of the ten or so largest urban areas in the U.S. The resources required (besides those personnel and service providers) were about 15 hours of the chairperson's time, and 20 hours, and just under 300 dollars half of which was to supply the student assistants and professional participants with box lunches before the event.

COUNSELOR RECORDS AND TESTS

Box 184164 Dept. S/Nashville, TN 37212

NOW AVAILABLE—TWO SELF-CONFIDENCE SCALES

Piers-Harris Children's Self-Confidence Scale—An 80 item scale for children in third grade and up.

Tennessee Self-Confidence Scale—A 100 item scale for 7th grade and up. Assesses personality in normal and optimal range. For a small fee, sets of test materials may be purchased including such topics as the self concept and delinquency, self-assessment, and psychopathology.

Constitutional Questions Facing ASA Voting Members in June

- Continued from page 1

the prescribed Manual for Section operations. These prescriptions ensure that all voting members in attendance at the Annual Meeting and their proxies shall receive four mailings per year from the Executive Office to Section membership: three issues on substantive matters of interest to the members and one issue on legal and financial matters.

If the proposed amendment is adopted, none of the current guidelines affecting Section functions would be altered. However, the newly created Committee on Sections would be abolished since its principal review function bearing on the formation and continuance of a Section would no longer be necessary.

It is generally agreed that the development of Sections in the ASA has, in recent years, added a great deal of vitality and innovation to the Annual Meeting and has provided a mechanism for attracting the interests and expressing the specialized concerns of many members. How, however, should Sections continue to grow in number, it may require some adjustment in the amount of time to be allocated at an Annual Meeting, even one that has been extended to a five-day duration. This problem lurks in the fact that in its current constitutional form it lacks a decision-making process for establishing new Sections. (Note: This same problem also exists in the proposed resolutions for the Council and the Board of Directors. However, Section 10 of the By-Laws of the ASA prohibits the Board of Directors from considering resolutions of the sort presented by the Committee. In the absence of any change in the current rules it may be too late to introduce new Sections. Therefore, the proposed amendment is not presented.)

Section 1. A section of the Association shall be formed when at least two hundred members with a sociological specialty agree to pay dues to a Section. A Section shall remain in existence as long as it maintains two hundred paying members, and abide by The Manual on Sections by the ASA.

Proposed Wording

Section 2. A section shall adopt By-Laws subject to approval by the Council. These By-Laws shall include provisions for the purpose of cooperating with the Program Committee in planning the presentation of its field of interest at the Annual Meeting of the Association. The Council shall have the power of ordering or withholding recognition to any Sections and may delegate such power to any Section at any time. When approval is first accorded a Section it shall have a provisional status for one year.

Section 3. An officially recognized Section shall be entitled to cooperation from the Executive Office in matters of mailings to its members, and from the Program Committee in matters related to the Annual Meeting, and from the association in such other ways as the Council may decide.

Proposed Wording

Section 4. Committee on Sections.
The Council shall elect a Committee on Sections composed of three members serving staggered three-year terms. The chairman shall be a member who has served on the Committee for at least one year. The Committee shall advise the Council on all matters relating to Sections. It shall receive and evaluate applications for new Sections, recommending provisional status for those that meet the criteria set forth in the By-Laws.

Upon expiration of a Section’s provisional status, the Committee shall recommend the dissolution or acceded full status. It shall review the experience of all Sections and report to the Council annually. At that time, it may recommend dissolution of any Section with full status which no longer meets the criteria.

Refereed Item #2: Members’ Resolutions

Present Wordings

Section 7. A section shall adopt By-Laws subject to approval by the Council. These By-Laws shall include provisions for the purpose of cooperating with the Program Committee in planning the presentation of its field of interest at the Annual Meeting of the Association. The Council shall have the power of ordering or withholding recognition to any Sections and may delegate such power to any Section at any time. When approval is first accorded a Section it shall have a provisional status for one year.

Section 3. An officially recognized Section shall be entitled to cooperation from the Executive Office in matters of mailings to its members, and from the Program Committee in matters related to the Annual Meeting, and from the Association in such other ways as the Council may decide.

Refereed Item #3: Choice of Journals

Proposed Wordings

Section 2. Members and Associates shall have the right to attend all meetings of the Association and shall be entitled to one subscription to the America Sociological Review and to such other publications as the Council may decide.

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Proposed Wordings

Section 2. Members and Associates shall have the right to attend all meetings of the Association and shall be entitled to one subscription to the Association’s newsletter plus a free choice of as many other ASA publications as the Council may authorize.
FRANK J. CANNAVALE JR.
1941-1979
Frank J. Cannavale Jr. died on Oc-
tober 21, 1979. For many years, he was
passing, this profession loses one of its
brightest and most promising soci-
ologists.
Frank was, above all, a genuinely
kind and good man. He was mild and
childish, but he was also a devoted
among friends, loyal, but never
"ambitious", in his work. His early
dead. Frank's death is a great loss to
his profession, who knew, and were once close to him.
Frank Cannavale was born in Brooklyn, New York, on July 2, 1941.
He received his Bachelor's degree at Rutgers University in 1964, and
later earned a Master's degree at the New School for Social Research in New
York, he entered the University of
Pennsylvania. There he earned his
Master's degree in 1967 and his Ph.D.
degree in 1971.
Frank's student career was highly
recognized. At Rutgers he was the recipient
of the Josephine Miller Memorial Award. At the University of Pennsylvania he won the 1967
Franklin D. Roosevelt Award for

MIRON CONSTANTINESCU
1917-1979
Miron Constantinescu was primarily
responsible for re-establishing
Romania. Until his sudden death on
July 18, 1984, he combined the roles
of a member of Parliament and member of the various
executive agencies of the ruling
Communists.
His academic career began in the
University of Bucharest where he
achieved the titles of philosophy and
literature he came under the influence of
Olimpiu Covaci. Gust led teams of
because of its innovations in the organi-


CARL MARTIN ROSENQUIST
1905-1973
Dr. Carl Martin Rosenquist, Pro-
founder of Economies, was a
progressive social Democrat, and


Researchers Seek Info
On Legal Regulation
Of Life Styles
A multi-disciplinary research
team is seeking information on
legal regulations which allow
them to select a wide range of
life style choices in order to
launch a long-term study of the


DISCUSSED MINORITY GROUPS BEFORE IT WAS FASHIONABLE TO DO SO
Joe K. taught at the University of Texas, Northern State University, and
Eastern Texas State University. He held the
Chairman of the State University, and


PAGE 11 ASA FOOTNOTES
APRIL 1975
AUTHOR’S GUIDE TO JOURNALS LAUNCHES ASA PROFESSIONAL INFORMATION SERIES

- Continued from page one

The Executive Office to make each product in the series available at cost. The entire series must be self-sustaining. Consequently, response from members will determine which publications will be updated and continued and which ones will be eliminated. Members may submit entries for possible publication in the series or they may make suggestions for publications in the series.

Copies of THE AUTHOR’S GUIDE may be ordered from Donald E. Starks, chair, Dean, Woodward Wilson School, Princeton University, political science; Robert McCormick Adams, Dean, Division of Social Sciences, Univ. of Chicago, anthropology; Frederick O’Hara, S. New School for Social Research, public administration; Lester B. Lave, Carnegie Mellon University, economist; Lawrence E. Lynn, Kennedy School of Government, Harvard University, economist; Gary Occur, Yale University, economist; Michael E. Berman, Dean, Division of Social Sciences, Univ. of California, Riverside, public administration; George Tanham, president, Washington Rand Corp., political science, and Robin M. Williams, Jr., Cornell University, economist.

Committee recommendations are expected to be at least the following problem areas:
- Means of soliciting proposals, selecting reviewers, and monitoring research and development projects
- Areas of social R&D not adequately managed or supported
- Support for particular core R&D capacities, such as survey research
- Organizational structures which reduce the capacity of an agency to meet its goals
- Dissemination and utilization of research findings.

Powars said, “While potential recommendations in areas such as these can be quite significant, perhaps the most important role that the study effort can play is to stabilize the term of the national debate over the role of social R&D and the support it should receive.”

Comments on the study should be sent to Dr. Ernest Powers, Science and Technology Policy Office, Office of Science Advisor, National Science Foundation, Washington, D.C. 20550.

R&D Study Committee To Make Recommendations

- Continued from page one

The information collected in these probes will be furnished to a National Academy of Sciences committee charged with proposing actions to improve the conduct of social R&D. Committee members will also provide input into the R&D committee’s efforts to develop new R&D standards.

The committee recommends that the following problem areas:
- Means of soliciting proposals, selecting reviewers, and monitoring research and development projects
- Areas of social R&D not adequately managed or supported
- Support for particular core R&D capacities, such as survey research
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CENTER PROVIDES INFO ON INTERN PROGRAMS

- Continued from page one

The sponsor of intern programs with information on opportunities for funding as well as information on the various government activities and actions which may have an impact on such programs.

A staff composed of a full-time executive director and administrative assistant operates the National Center along with student interns who are assigned to various projects.

The National Center is supported by membership and publication fees, and grants for specific projects. The Foundation recently awarded the National Center a grant to support the publication of a journal focusing on careers relating to public service internship and field experience programs.

Current publications of the National Center are the DIRECTORY OF WASHINGTON INTERNSHIPS and the DIRECTORY OF PUBLIC SERVICE IN- TERNSHIP OPPORTUNITIES FOR THE GRADUATE, POSTDOCTORAL, LEXINGTON, president-elect, Jack Levin, Northeastern Univ., past-president; Evelyn Glenn, Boston Univ., secretary; Harriet Skillern, Framingham State College, treasurer; and Gerald R. Garrett, Univ. of Massachusetts, Boston, program chairman.

OKLAHOMA

The Oklahoma State Sociologists has expanded its journal, FOCUS, in addition to other activities.

The journal will publish two issues per year and be based at the University of Tulsa with Paul L. Riedel serving as managing editor. Manuscripts, however, should be submitted to William D. Parker, Dept. of Sociology, Central State Univ., Edmond, Okla. 73034.

VERMONT

The Vermont Sociological Association has decided to hold semi-annual meetings, one in midsummer and another in January. The association will also produce a membership list.

Current officers are Samuel F. Healy, president; Annabelle Siegel, treasurer, and Edgar F. Borgatta, Rutland, VT, secretary.
**EMPLOYMENT BULLETIN**

**FORMAT:** Please list the following order.
1. Vacancy Listing
2. Application Deadline
3. Additional information

**APPLICATIONS:** All applicants are encouraged to apply via the online application system. For more information, please visit our website.

**EMPLOYEE BENEFITS:** This position offers competitive salaries, comprehensive health and dental benefits, paid time off, retiree benefits, and opportunities for professional development.

**FOR MORE INFORMATION:** Contact [Employment Office](#) or visit [our website](#) for more details.

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**VACANCIES**

**TEACHING**

B. State College, Two positions opening. June 1, 2023. Must have Ph.D. in field of study. Teaching experience preferred. Please send CV and cover letter to [hr@bstate.edu](mailto:hr@bstate.edu).

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**C. State University, One position available. June 1, 2023. Requires Ph.D. and postdoctoral experience. Please submit CV, research statement, and three letters of recommendation to [search@cstate.edu](mailto:search@cstate.edu).**

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**RESEARCH**

D. State University, Research positions available. June 1, 2023. Requires Ph.D. in field of study. Contact [research@du.edu](mailto:research@du.edu) for more information.

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**ADJUNCT**

E. State College, Adjunct faculty positions available. June 1, 2023. Requires M.A. in field of study. Please submit CV, teaching statement, and three letters of recommendation to [adjunct@sc.edu](mailto:adjunct@sc.edu).

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**ADVERTISER**

F. State University, Advertiser. June 1, 2023. Requires Ph.D. in field of study. Please submit CV to [advertiser@su.edu](mailto:advertiser@su.edu) for more information.
HOTEL ACCOMMODATIONS
70th ASA Annual Meeting
San Francisco, California
August 25-29, 1975

The San Francisco Hilton has been selected as the official headquarters for the 1975 Annual Meeting. All activities will be held at this hotel and at the Sir Francis Drake Hotel nearby. Numerous other hotels in the immediate vicinity have been selected in order to give a broad price range for the members attending. They are listed below.

The contract between these hotels and the ASA affords members and the Association many significant advantages including: (1) Discount rates for rooms along with the regular family plan arrangement (see below), and (2) No charge to the Association for the use of all the public rooms required for sessions, etc.

Persons attending the convention who want special accommodations should address all inquiries to the housing bureau.

Guidelines for Reservations at Official Hotels

- To make reservations use the attached form.
- Hotels will hold reservations only until 0:00 p.m., unless otherwise requested. If you are delayed in transit, phone ahead and advise the hotel of your arrival time.
- Reservations can be guaranteed to assure a room regardless of arrival time. If you do not pick it up or cancel it, you will be billed for one night's room rate.

- If you make a reservation, even a guaranteed one, it will be held only for that night. Thus, if you designate a Monday arrival and don't arrive until Tuesday, you will not have a room—unless you notify the hotel beforehand.
- All of the official hotels have a family plan whereby there is no charge for up to two children, under 12, when they occupy the same room as their parents (for more than two children, adjoining rooms may be booked).
- Cancellations: Notify the Housing Bureau of all cancellations up to August 10. After that date, make cancellations directly with the hotel.
- Changes: All other changes, such as arrival date or type of accommodations, should be made directly with the hotels at all times.
- Do not send reservation form to the ASA or to the hotel.
- Send your reservations to: ASA Housing Bureau
  1390 Market Street
  San Francisco, California 94102

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HOTEL ACCOMMODATIONS
The American Sociological Association
August 25-29, 1975

To: ASA Housing Bureau
1390 Market Street
San Francisco, California 94102

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Singles</th>
<th>Doubles</th>
<th>Twins</th>
<th>Suites</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>San Francisco Hilton</td>
<td>531</td>
<td>541</td>
<td>541</td>
<td>574 up</td>
<td>Dormitory rooms*</td>
</tr>
<tr>
<td>Hilton Tower</td>
<td>14</td>
<td>31</td>
<td>31</td>
<td>95 up</td>
<td>Deluxe rooms</td>
</tr>
<tr>
<td>Sir Francis Drake</td>
<td>25</td>
<td>35</td>
<td>35</td>
<td>112-119</td>
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<tr>
<td>St. Francis</td>
<td>36</td>
<td>36</td>
<td>36</td>
<td></td>
<td></td>
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<tr>
<td>Bedford</td>
<td>20-22</td>
<td>22-24</td>
<td>30-40</td>
<td></td>
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<tr>
<td>Bellevue</td>
<td>32</td>
<td>26</td>
<td>26</td>
<td>$5 added person</td>
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<tr>
<td>Beverly Plaza</td>
<td>16-19</td>
<td>21-24</td>
<td>30-40</td>
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<tr>
<td>California Hotel</td>
<td>17-19</td>
<td>20-24</td>
<td>22-24</td>
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<td>Canterbury</td>
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<td>24-35</td>
<td>26-35</td>
<td>45-60</td>
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<td>Commodore</td>
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<td>26</td>
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<td>Golden State</td>
<td>14-15</td>
<td>16-17</td>
<td>19</td>
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<td>Holiday Lodge</td>
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<td>Marx</td>
<td>18-20</td>
<td>21-26</td>
<td>22-26</td>
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<td>Mark Twain</td>
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<td>20-25-50</td>
<td>22-25</td>
<td>45</td>
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<tr>
<td>Oxford</td>
<td>10-17</td>
<td>19-20</td>
<td>21-22</td>
<td></td>
<td>Quad (2 dbl beds)</td>
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<tr>
<td>Quality Inn</td>
<td>77</td>
<td>98</td>
<td>95</td>
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<td>Richelieu</td>
<td>15-18</td>
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<td>16-12</td>
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<td>30-80</td>
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<tr>
<td>Sutter</td>
<td>17-19</td>
<td>22-26</td>
<td>22-26</td>
<td>24-29</td>
<td></td>
</tr>
</tbody>
</table>

Hotel: 1st choice_________________ 2nd choice_________________
3rd choice_________________ 4th choice_________________
5th choice_________________ 6th choice_________________

Type of room: single____ double____ twin____ suite____
Rate requested: $________

Arrival Date: ______ hour: ______ Departure date: ______

List names and complete addresses of all persons who will occupy each room:

[Blank lines for address details]

Confirm reservation to:
Name: __________________________
Address: ________________________ State: __________ ZIP: __________

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*The Hilton has set aside 100 dormitory rooms available only to students at $20 for singles, $30 for doubles ($15 per person), and $50 for triples ($15 per person). If applying for these accommodations, all names of persons sharing room must be submitted on the application form.