ASA Creates New Award Structure

A new award structure that establishes a four-category system which creates a general award, reclassifies some existing awards, and expands opportunities for new forms of recognition has been approved by the ASA Council effective in 1979. The four categories in the new system are: (1) general Association awards; (2) tradition awards; (3) section awards; and (4) grants, competitions, fellowships, lectureships, internships, etc.

In addition, the new structure restricts monetary awards to the last category. All other awards are honorific only. Consequently, the Sorokin award/lectureship has been moved to the last category.

GENERAL AWARD
The new general award is the American Sociological Association Annual Award for Distinguished Scholarship. The award will be made in accordance with the procedures established by the Sorokin Award committee unless revised by the new committee that will be established to administer the new award.

TRADITION AWARDS
The Dubois-Johnson-Frazier Award and the Jessie Bernard Award will be continued on a biannual basis. The Frazier Award will be made in even numbered years; the Bernard Award in odd numbered years. Council, however, see Section Back Page

Several ABASS Studies Underway

The Committee on Research on Law Enforcement and Criminal Justice has two panel studies underway. The Panel on Research on Rehabilitative Techniques is reviewing the technical literature on rehabilitation. It is developing a long-term agenda for research.

NSF Reorganizes RANN Program

The beleaguered RANN program has been replaced in the National Science Foundation by a six-unit directorate in an attempt to strengthen the links between applied and problem-oriented research and NSF's basic research activities.

The new Directorate for Applied Science and Research Applications (ASRA) also is supposed to (1) provide a funding source for high quality applied research, (2) to focus problem-oriented research applications on fewer national issues to increase the impact of NSF programs; and (3) to improve the ties between research applications activities and user groups in state and local government and public technology (SPT). The Office of the Assistant Director carries out the policy-making, management, review and coordination functions of that section. The Office of Problem Analysis works with internal NSF and external groups and organizations in assessing problems for strategic and programmatic planning by the Assistant Director. The Division of Integrated Basic Research provides a direct link between ASRA and the basic research directorates of NSF by jointly identifying basic research related to significant national problems.

STUDIES UNDERWAY
The Committee on Research on Law Enforcement and Criminal Justice has two panel studies underway. The Panel on Research on Rehabilitative Techniques is reviewing the technical literature on rehabilitation. It is developing a long-term agenda for research.

Alternative Career OpportunitiesOutlined by Sociologists

Sociologists qualify for a number of positions in the occupational structure that require their research, analytical and administrative skills, but which, as yet, have not been seriously pursued by sociologists for a number of reasons.

It is difficult to establish an "ideal" occupational setting for sociologists because such a choice involves personal career aspirations as well as the goals of the discipline. However, the normative setting—the university—does not remain unchallenged. These summary representations reflect the range of responses received from 39 non-academically employed sociologists who replied to an inquiry from FOOTNOTES last fall.

The responding sociologists are employed by state and federal agencies, private and public research institutes, corporations, religious organizations, private and public foundations, and a newspaper.

This article is limited to responses to the following questions: What types of positions within the occupational structure are particularly relevant for sociologists? What is the "ideal" occupational setting for a sociologist?

FACTORS INVOLVED
The range of responses concerning relevant occupational positions for sociologists appear to emphasize the following factors: (1) positions contain functional rather than occupational titles; (2) the need for an applied emphasis; (3) the recognition of management skills; (4) the differential applicability of skills in various fields; and (5) the hostility expressed toward the use of social research for some purposes.

Comments on the "ideal" occupational setting for sociologists fall into three broad categories: (1) the inability to determine an ideal setting, (2) the personal nature of such a definition, (3) the characteristics of the job.
An understanding of negotiations, whether they are used to settle strikes, resolve political issues, or make international agreements, is becoming increasingly important in the development of social theories and in much social research. This new book deals with the role of negotiations in establishing, maintaining, and changing social orders. Anselm Strauss presents a valuable new paradigm for studying negotiations — an analytic framework that applies equally to individuals, organizations, and nations. His paradigm takes into account important factors that have been missing in other approaches, including the larger social settings in which negotiations occur and the relationship of negotiations to other ways of getting things done — such as persuasion, coercion, and force. Strauss applies this paradigm to case analyses that reveal the wide variety of negotiations, the way negotiators interact, and how particular conditions affect each negotiation. Strauss also examines the work of seven influential social theorists: Erving Goffman, Peter Blau, Alvin Gouldner, Edward Banfield, William Riker, James Coleman, and Edward Morse. He shows how theories of negotiation have affected these writers’ views of social order (if only implicitly) and points out deficiencies in their concepts that are due to under-emphasis or misuse of negotiations data.

$15.95

**Donald W. Fiske**

**STRAIGHTWAYS FOR PERSONALITY RESEARCH**

The Observation Versus Interpretation of Behavior

Why has a science of personality not become established or even made clear and positive progress? Donald Fiske maintains that investigators in the personality field have failed to deal with the actual behavior of people and have instead focused on interpretations — on judgments made about people. This process has led not only to imprecise concepts and measures but also to subjectivity, incautious inference, and excessively broad generalizations. Fiske describes instances in which investigators may decide to work on an important problem taken from the world around them, or may become interested in the question of how people come to make their decisions about other people, yet in both kinds of studies rely on evaluative and interpretive judgments as criteria. A quite different approach which Fiske endorses, is when an investigator chooses to study behavior as it occurs from moment to moment, examining a sequence of simple movements or aspects of speech and using interchangeable observers. In this latter strategy, observations are replicable, findings are reproducible, and sound generalizations are possible. Fiske persuasively shows that a science of personality can develop from intensive observation of clear-cut units within the stream of behavior.

$15.00

**Marshall W. Meyer & Associates**

**ENVIRONMENTS AND ORGANIZATIONS**

Theoretical and Empirical Perspectives

This new book presents in compact form recent developments in both theory and research on organizations and their environments. The organizations described range from businesses, hospitals, and school systems to federal and local government agencies. The authors stress the primacy of the environment for organizations and the value of data collected over time. Such longitudinal data reveal links between environments and organizations that would not surface in ordinary cross-sectional studies. The first part of the book deals with diverse theoretical perspectives. Among other views, organizations are described as arenas for interpersonal politics and as a function of ecological processes. The second part examines specific issues confronting organizations, such as the growth of administrative overhead in periods of expansion and decline and the problem of control in organizations where administrators lack formal power. The third part analyzes implications for further research. The theory and empirical findings reported in the book developed from a study group organized specifically to evaluate organizational theory and research; in addition to Marshall Meyer, the group included John H. Freeman, Michael T. Hannan, John W. Meyer, William G. Ouchi, Jeffrey Pfeffer, and W. Richard Scott.

$15.00

**Howard R. Bowen**

**INVESTMENT IN LEARNING**

The Individual and Social Value of American Higher Education

Howard Bowen provides for the first time powerful answers to critics who question the value of higher education and society’s enormous investment in it. He presents the most comprehensive data available about the benefits of college for students and society. Research findings from thousands of studies — in fields ranging from economics, sociology, and psychology to philosophy, education, and social criticism — are assembled to determine the value of all aspects of higher education in relation to the cost. Bowen’s evidence reveals that higher education raises the level of knowledge and the cognitive powers of students, increases personal self-discovery and psychological well-being, enhances traits such as adaptability, and positively affects earning ability. He shows that college-educated people usually become more responsible citizens, as well as leaders who improve social conditions. In addition, Bowen reports major social benefits from the research and public service functions of higher education, including conservation of our cultural heritage and advancement of technology. He concludes that the monetary returns from higher education alone are worth the cost and that nonmonetary and intangible returns to society are even more valuable.

$15.00

**Paul McReynolds, Editor**

**ADVANCES IN PSYCHOLOGICAL ASSESSMENT IV**

This new sourcebook, the fourth volume in an ongoing series, is an up-to-date survey of advances in psychological assessment. In contributions written by authorities in the field specifically for this volume, it introduces new assessment techniques, reports on refinements and new applications for standard techniques, and discusses trends in contemporary assessment technology. Each of the first six chapters focuses on the usefulness of a particular assessment instrument or group of instruments. The authors present an innovative new technique for measuring nonverbal communication, two new tests of the psychological impact of physical environments, four instruments for evaluating self-actualization, a new inventory for assessing personality variables of normal populations, and analyses of special scales of the Minnesota Multiphasic Personality Inventory and of improvisational approaches to assessment. The last six chapters shift the perspective to particular clinical and research areas, with examinations of the assessment techniques most useful in each area. Included are surveys of techniques for measuring assertiveness, self-disclosure, depression, memory disorders, cognitive style, and curiosity.

$17.50

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

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PAGE 2
ASA FOOTNOTES
APRIL 1978
Percent of Degrees in Social Sciences Declines in ‘70s

Although the social sciences recorded the leading fields in which bachelor’s degrees are awarded, the percentage of bachelor’s degrees awarded to students majoring in the social sciences, excluding psychology, have declined between 1970-71 and 1975-76. This decline occurred while the total number of degrees awarded increased from 389,700 in 1970-71 to 401,400 in 1975-76. Full data is not yet available for 1976-77, but preliminary estimates indicate that the trend will continue.

For recognition of significant applications of sociological knowledge to actual prevailing social conditions and to encourage future contributions.

For recognition of sustained scholarly contributions throughout the recipient’s sociological career and to encourage further contributions.

For recognition of a significant sociological work that has appeared during the previous five year period and to encourage future contributions.

Nominations for the fellowships must be received by June 1, 1978. The Committee on Nominations will hold special meetings and make formal presentations will be made during the ASA Annual Meeting in San Francisco. In submitting a nomination, a scholar should specify the category in which a person is being nominated. Nominees are also asked to provide information concerning one or more of the following when appropriate: (1) nominee’s publications; (2) practical applications of research; (3) current involvement, e.g., housing, health, employment; (4) service to local communities, organizations, and government agencies; and (4) current activities.

The ASA has established the following eligibility requirements for the Fellowships: (1) no person may receive more than one such Fellowship; (2) no one who has prepared manuscripts on commission from a source other than the Fund which may support from the Fund shall be eligible. (3) Fellowships are made only to ASA members.

Social Science Section Created
continuing from page 1

SOCIAL SCIENCE

The Division of Applied Research has two sections: an Applied Social and Behavioral Sciences Section and an Applied Physical, Mathematical, and Biological Sciences Section. The objective of this division will be to support applied research proposals which will benefit social, economic, and technical problems. The division will also provide a means of identifying and stimulating the growth of new technologies and processes based on discoveries in various fields of science.

The Division of Problem-Focused Research Applications contains four research programs: (1) Earthquake Hazard Mitigation; (2) Chemical Threats to Man and the Environment; (3) Agricultural Alternatives for Industrial Feedstocks; and (4) Community Water Management. The division will support research that includes a scientific and technological capability to select problems of public concern that are of critical national importance.

The Division of Inter-governmental and Public Science contains three programs: (1) a RANN with its functions and organizations unchanged; (2) a new program to be developed by the Technology Assessment Program to be transferred to the Director for Comparative Scientific, Technical, and Diplomatic Affairs (STADI); and the Weather Modification program was transferred to the Director for Astronomical, Atmospheric, Earth, and Ocean Sciences.

ADDITIONAL FEATURES

In addition, the course introduces students to the use of simplified sociological research methods, such as conducting surveys, administering a case, preparing and interpreting tables of statistics, and constructing indexes.

Besides an extensive updating of content, the new edition contains a completely new glossary, more than 100 new photographs and drawings, and eight new tables and other new features.

A Teacher’s Guide contains a detailed, suggested teaching plan for each objective, including teaching procedures, background material, optional activities, and a bibliography.

The text does not employ the traditional expository approach but emphasizes the inductive process, the teacher’s guide is breakable into an invaluable component of the program. Also included are two recordings and materials for use as student handouts and overhead transparencies.

Although designed for a one-semester course, the text may be extended for a full-year’s course through the use of a paperbound title in the Episodes in Social Science Series.

Armed Forces, Pennsylvania Sociological Society. Other offices are Carolyn R. Duster, University-Middletown, the Pennsylvania Sociological Society. Maryland, and Ries Wichter, Chatham College, Secretary-Treasurer.
Asserts Minority Employment Prospects Bright

Phillip Carey
Arkansas State University

I was somewhat concerned and very much disturbed after reading the "Front page" page of the "Committee for Recommendations for Expanding Employment Opportunity" in "FOOTNOTES" last month.

The essential nature of my concern and disturbance has to do with the damage that report may have on the future aspirations of racial and cultural minorities, and to a lesser degree women. It is my considered opinion that the report distorts the employment potential of minorities and women in the profession because there has never been and will not be in the near future, an oversupply of PhDs and Sociologists.

The employment problem, to whatever extent it exists, is primarily centered on "average" white male sociologists. The failure of the attempt to mention the unique status of racial and cultural minorities and women in the "Sociologists Marketplace" suggests that its members were not aware or convinced of the relationship between the current employment policies and past and present policies and practices in the graduate education of sociologists.

None of the "average" white male PhD is the individual most affected by the employment situation. The following changes are made in our policies and practices in order to improve employment opportunities for white males while not distorting the employment picture for minority women sociologists:

1. Graduate programs in sociology must be tightened up;
2. The practice of just performing well not to "get out" must cease.
3. The white male PhD must become exceptionally well prepared even as most minorities and women are required to be in order for them to graduate.

Sociologists must be willing to work in non-academic settings.

(4) Sociologists must be willing to work in non-academic settings.

(5) There seems to be an obsession among young sociologists to move to the "sun belt" states and to the most prestigious universities. Why are they afforded any longer. Just this past year, I interviewed and offered teaching positions in sociology to over a dozen persons before being able to find someone who would accept. We had to close one position because not enough candidates applied. I suppose they did not want to work in a "no-name" department.

(4) Enrollment and growth trends in higher education suggest that a significant portion of our future in higher education resides in the viability of the junior/consultant model.

Most of these post-secondary educational institutions are always in need of good, "luminous" teachers. Why can't our graduate sociology curricula be modified to accommodate this growing need?

(5) Lastly, it is possible that fewer white male sociologists would be available to hire if the departments under their control began to actively and sincerely recruit and graduate minority peoples.

In the future, I suggest that any meaningful discussion on educational opportunities for sociological minorities include a unique perspective and reality. Hopefully, the Committee will incorporate the minority perspective in its findings. When I directed the ASA MEF a couple of years ago, I often heard minority and foreign students say there were no jobs and no future for them in sociology. Now I understand where they received that kind of information. If they read the Committee's report they have every right to these conclusions. This is most unfortunate. Am I clear?

Seeks Questions For Practical Research Bank

Donald E. Allen
Ohio State University

The Bank Concept. Sociologists need an organized repository of practical research questions. The repository, hereafter called the "question bank" should be widely available to sociologists, initially in the United States, and later, in other social and others in other languages.

The question bank should be flexible and broad enough to represent the recognized spectrum of sociologists' interests and responsibility. It should be a relatively inexpensive publica- tion which can be regularly updat- ed, in progress in the field generates a new research questions and demands a more adequate statement of old questions. The question bank should be in the form of a re- search agenda, which can be readily updated with new, relevant, and important questions, and which will benefit all sociologists.

A question bank will enable sociologists to set priorities and question logically from prior questions.

Professional Maturity. Sociology is now mature enough to permit a series of moves toward consensus on explicit and practical research questions in the various special- ized fields. Expanding research priorities can benefit from a question bank which will be used broadly from the beginning.

This could lead to a degree of stan- dardization for core questions.

More important, it could elicit interest, and possibly, pooled efforts on the premises that the same research question among several sociologists will otherwise work on similar questions which were not mutually definable in the same terms. Leading sociolo- gists could collate practical questions which would help to focus the work of other research- ers, particularly budding sociologists who are preparing their thesis research programs. How and where the graduate student begins research on long-term consequences for the profession.

Three Examples of Practical Research Questions. Sociologists should become experts on recurring social phenomena, and this expertise should be a legal basis for career criteria. Outside the conventional teaching discipline of sociology, where standards are anything a teacher or committee may wish to make them. In the broad neglected area of social norms, the hit-and-run driver poses a practical research question. What are the social fac- tors which influence this behavior?

In Oklahoma, a teenager speeding down school, he knocked one down, "got scared," he later testified, and drove off. As the "worst possible punishment" his parents forced him to visit his broken victim in the hospital, and he said, "feared rotten." She said she was worse. The law presumes that drivers know their obligation to help give help and reparation when they cause personal injury or property damage. Question: Where is the driver socialized about these obligations? In school? In the entertainment media? By parental instruction or example? In the instruction manuals for drivers' tests?

Limited research could answer these practical questions, and could lead to some socially valuable expertise.

A second practical question is: How do the mass media influence behavior? No statistical test is needed to show that this effect is not zero. Advertisers can prove that more stores often choose products with names and numbers more familiar by tele- vision advertisement. In Ohio, two brothers were re-enacting a shot-out from the television program "Dirty Harry." For realism, the older boy got their father's pistol, and in the exchange of shots the younger brother was killed. Question: What kind of reaction to human pain, suffering and death does television and movie violence generate? What is the impact on social behavior of death-defying stunts, cuts and wounds, relatives and associates, and other disasters? Does social experience con- vey a lesson about the impact of social outcomes? Today the courts depend on psychologists to answer such questions, and the sociological questions are not investigated. Third, Daughter Concubine: In New York, a psychologist who is also a sexual coun- selling for female students suffering from father-daughter incest during childhood. Even the psychologists could not distinguish the volume of response, and, consequently, estimated that about 1% of girls has this experience. Since the sex rotation may start when the daughter is seven, and continue twice a week for eight years, how has this concubine!" describes better. Questions: How does daughter concu- bination relate to prostitution? What is the range of intra-family questions? Does it reoccur: in successive generations in some fami- lies? Is divorce more common in in such families? Do mother and daughter develop "co-wives" relations?

Cross Cultural Research. Of all sciences, sociology has the primary responsibility for cross cultural research. Questions concern differental effects of cultural systems on demographic processes, socialization, social control, social ecology, urban life, social relations, manners, judicial and personal measures, family relations, occupational and commer- cial systems, recreation, and language. A question bank would aid descriptive and experimental research on cultural variation, adaptation, modification, and exchange.

Criteria for Practical Research Questions. Each question must be: (1) explicit, (2) based on objective data, and (3) amenable to consistent, replicable observation and research procedures, and (4) potentially do not double-replicate. Research questions may concern statistically rare events, but they must concern a property, process, or condition essential to the dynamics of relations of social phenomena. Par- simony, consistency with clarity are essential. The questions must cover the fifty names fields in the 1975-76 ASA Directory. With at least 20 questions per field, the bank will contain about from 1,000 to 2,000 items in the first issue. If nearly identical questions are submitted, credit will go to the earlier postmark, with acknowledgement to the author.

Conclusions to the Sociology Question Bank. Contributions are needed from all concerned sociologists. The number of contributors is not expected. Your suggestions to improve or modify the make-up and format of the question bank are most welcome. (An experi- enced co-editor and referees would be helpful if any such questions discussed.) This project will go on with your friends, and their friends, and in seminars. Post it on bulletin boards. Let us try to build a base of well-focused research in sociology. Send research questions and sugges- tions to me. I will work on the publication problems.

ASA FOOTNOTES

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Center for Rape Prevention Offers 3 Categories of Grants

Three categories of grants are being offered by a newly established National Center for the Prevention and Control of Rape in order to develop more systematic information on the fastest rising crime of violence in this country.

The information base is expected to allow the Center to meet its responsibility to develop, implement, and evaluate promising models of mental health and related services for rape victims, their families and offenders.

The grant categories are (3) basic and applied research studies; (2) research and demonstration projects; and (3) research and demonstration grants.

BASIC AND APPLIED RESEARCH

Research conducted under these grants can include studies into laws and social policies and their impact on rape; the relation between the incidence of rape and the actual incidence; the special problems of those least able to handle the rape situation, such as children and adolescents, the handicapped, and the elderly; sexual assault prevention and intervention strategies; the immediate impact and long-term psychological effects of rape upon a woman, man, or child; the correlation between different victim reactions and rape personality; attitudes which encourage rape; and the clarification of definitions and the differentiation of types of sexual assault.

RESEARCH AND DEMONSTRATION

This type of grant is designed to support the implementation, testing, and evaluation of innovative programs or methods. An important goal of this program is to upgrade medical procedures and practices of hospitals and private physicians, emergency rooms, and OB-GYN clinics to ensure that rape is treated in a way that treatment process does not add to the victim's emotional and psychological burdens.

In addition, gaps in the present network of services will be assessed, and development of model treatment programs will be supported. Programs which facilitate ties among public and private agencies and community groups to ensure the availability of services for rape victims, their families, and offenders will be encouraged.

CONSULTATION AND EDUCATION

This aspect of the Center's program will provide research and demonstration services for community mental health centers to launch consultation and education services. This can be done either as a solo project, or as a small group in the CFS plans; (3) to appoint chairpersons and sponsor workshops and conferences in those areas with the highest priority for methodological or conceptual development; (4) to write an annual report assessing the actual work plans and performance of the Center and reviewing the Board's activities; and (5) to attend meetings of the Board's own meetings and communications with the academic community.

The Board of Overseers is chaired by Heinz Eulau, Stanford University. Other members are John Goodenough, Boston University; Kristi Andersen, Ohio State University; Richard F. Ferno, University of Pennsylvania; Ben- jamin I. Page, University of Wisconsin- Madison; David O. Sears, UCLA; J. Merrill Shanks, UC-Berkeley; Donald Teach, Stanford University; and Edward Tufte, Yale University.

For further information, contact P.O. Box 230, Stanford, CA 94305. Phone: 415-497-6121.
Express Views on Non-Traditional & Ideal Work Settings

CONTINUED FROM PAGE 1

ideal setting; and (4) specific examples of ideal arrangements.

OCCUPATIONAL POSITIONS

The functional titles of positions open to sociologists are de-
monstrated by the following comments. A director of a county health department, “monitoring functions, data analysis functions, and program evaluation functions are particularly relevant for sociologists who are not trained in them.” A demographer in a.

A demographer in a federal bureau: “Teaching, of course,
demographic surveys and analysis, personnel organization.

And a scientific administrator in a national foundation: “Teachers (obviously), program analysts, research, evaluation, training, analysis of program data, policy analysis, research technician, and consulting.”

This is for an applied em-
phasis is suggested by a senior scientist at a private institute; “Sociological surveys in doing applied work can be employed in private research organizations and by all kinds of governmental agencies. They are being paid for by a public institute added: “Applied behavioral research, e.g., evaluation, research planning and fields supported by HEW funds.”

The need to recognize the management skills possessed by sociologists was noted by a policy consultant and researcher: “Anyone who has a sociological background should be ideally suited to jobs that involve thinking about a broad range of problems in broad terms. In the same.

same situation in which economists act as advisors, so
should sociologists. But those who are being asked to do.

management positions for it is at the general officer level that one is expected to stop being a specialist and assume a broader role. A sociologist should be in a good position to do that from early on.”

An executive of a national institute has some doubts about management skills possessed by sociologists: “Hypotheti-
\cally, the Federal government could use sociologists, at many levels. Some are employed at the analyst level and are contributed to improved data collection, data handling, analyses and reporting. Few are employed at the adminis-

trative level, and few in top policy positions as their training does not prepare them for such activities. Yet, these top policy and administrative researchers who care and involve themselves in applied tasks, can be successful translators of social science to policy making.”

An executive in policy and mar-

ket research, however, pointed to the failings of training and application skills in various fields: “Sociologi-

cal training can be highly relevant to both marketing and policy re-
search. However, sociologists doubt that they have the single ideal. My situation is nearly ideal for me, but it would not be so for a great .

many empirical sociologists who are interested in policy work, or in qualitative research on social problems.”

Although the "combined" position appears to be attractive, an analyst to the director of a national institute wonders about the practicality of such arrangements: "I find optimum situations in the field—perhaps a position having dual obligations to the university and to the non-academic work place may be beneficial. But such individuals who can split themselves this way efficiently and ef-

ficiently are rare and must be super-energetic.”

A fellow senior in a public insti-

tute reiterates the question of trying to deal with the ideal occupational career rather than the ideal occupa-
tional setting: "I hold that no one should be admitted to any of the higher professions who has not had extensive previous experience in an occupation that bears on the subject matter of the chosen discipline.” For sociologists, this means "sociologists ought to look for occupations which bear on sociology. A lot of them could be preparing to work as social workers. Others might be high school teachers of social science. But no-
obdy ought to start graduate train-

ing who has not been involved in some kind of significant service occupation for a minimum of three years, preferably longer. This would probably mean fewer sociologists, but it would clear out some of the "ladder climbers.”

Finally, a labor organizer struck an ominous note: "If none of your undergraduate majors can get a job practicing as a sociologist; if all of your people with MA degrees and up working as legislative aides, city planners, counselors, etc., and if the number of teaching positions in higher education contrac-
tions (as many of us believe it will), then that will be no new openings for PhDs in sociology until about 1995; then how long, pray tell, will the profession continue to exist?”

Folllies Need More Volunteers

More volunteers—individuals, student groups, departments—are needed if the social sciences are to make their debut during the ASA Annual Meeting, Sep-
tember 4-8, in San Francisco. Contact Sociological Fol-
lies, c/o Pepper Schwartz, De-
partment of Sociology, DK-413, University of Washington, Seattle, WA 98195. See announcement in December issue of FOOT-
OTES for more information.

LOG-LINEAR MODELS

FOR QUALITATIVE DATA

Professor Leo Goodman, University of Chicago, and Professor James Davis, Harvard University, join Dr. Jay Magidson, Ab Associates Inc., in presenting a four-day applied statistical workshop on log-linear models, to be held in Cambridge, Massachusetts, June 22-25. Topics include an illustrative comparison of Goodman’s approach to log-linear methods with the more usual approaches for the analysis of multidimensional contingency tables, and an intro-
duction to latent structure models. These log-linear methods offer major advances in the statistical analysis of qualitative cross-tabulated data.

The workshop is interdisciplinary, inviting participation from a wide range of fields including Sociology, Psychology, Statistics, Biometrics, Econometrics, and Market Research. The presenta-
tion is directed toward the Social Scientist and Applied Researcher, and assumes only some expo-

sure to multiple regression analysis. The tuition of $400 includes the course text, computer time, lunches, and use of swimming pool and tennis facilities. Limited enrollment.

For further information, contact

Carole Chua
Workshop Coordinator
Ab Associates Inc.
55 Wheeler Street
Cambridge, Massachusetts 02138
(617) 492-7100
OBITUARY

ROBERT L. KANTER
(1906-1977)

Robert L. Canter was born August 6, 1906, in Detroit, Michigan. Son of a pacifist socialist father and of a mother who was well known as a labor organizer and a leader in the women's suffrage movement, he grew up in a family fostered to spend the World War I years in a camp for Jewish war refugees.

After graduating from high school he mastered the trade of toolmaker, however, he was in trouble in that capacity for Chrysler Corporation. By 1936 he was employed by the Cadillac Division of General Motors and was an active member of Local #174, United Automobile Workers.

From the early organizing years of the automobile industry, "Kanter," as he was always known, was intimately associated with the brothers, and he continued to work with them during their life at the UAW in 1964. In 1937 he became a full-time staff member of the UAW, concentrating on organizing work in new plants and in plants and negotiating union contracts. Perhaps his most difficult experience occurred during his organizing efforts with Walter Reuther occurred when they and several other organizers were beaten by a posse of thirty men with baseball bats under the bridge over Miller Road by Ford Company security guards in the famous "Battle of the Overpass" on May 28, 1937.

Recovering from his injuries, Canter undertook a variety of important assignments for the UAW. He organized the Cleveland Rubber Products Department in 1939. He introduced the teaching of time and motion study to UAW stewards and was elected to the UAW Industrial Department, which he directed from 1942 to 1957. He later worked in the Social Security and Auditoring Departments.

Meanwhile he attended the Detroit Institute of Ceric Art and received his B.S. in 1955, which was followed by an M.S. in 1962 from Wayne State University. After his retirement from the UAW in September 1966 he joined the City College of New York, appointments in Sociology, Educational Administration, and the City College Urban Center. During the ten-year period he spent at the University, which terminated with mandatory retirement in June 1976, he made major contributions to these programs, especially in the area of the sociology of education. He taught three different courses in the Sociology Department as well as a variety of special courses for the Labor Education Center. While at the City College he served on the Panel of Arbitrators of the American Arbitration Association, the Governor's Panel of Arbitrators for Dispute Settlement in Education, and the Panel of Arbitrators of the National Center for Dispute Settlement in Education.

The range of Canter's accomplishments is impressive. An authority in the field of labor economics, through continuous independent research he became thoroughly conversant with the literature and the history of the labor movement, and to a large extent with labor and social ideologies. He was constantly in demand for both academic and union activities, and he donated his services to his community as a consultant in housing, urban development, and education. He was an extremely popular and respected teacher and colleague. A man of high character and purpose, Canter was dedicated to the welfare of society. He will be remembered forever by all who knew him as a compassionate, learned, and original scholar and educator.

PAUL L. WUEBBEN
(1938-1976)

Paul Wuebben's untimely death occurred on Tuesday, September 13, 1976, following a recurring illness. He is survived by his Jan, his dear wife and companion, and his pa-

His research interests were in marriage and family, business and consumer, and social problems.

However, such biographical details tell us little about a person. Professor A. Herbst had a personal, emotional, and intellectual bond to his students. He was vital, enthusiastic, and aggressive. He was never completely at ease in the classroom, nor in the presence of others with whom he was so involved in his teaching and counseling that he often wondered if he had been depressed and unhappily.

Professor Wuebben was kind and sympathetic to those in need. Often he is his personal and profes-
sional espense he championed the causes of academic freedom and the pluralistic democratic society.

ABASS Studies Underway

continued from page 1

on the effectiveness of rehabilitation policies. Gresham Sykes, University of Virginia, is a member.

The Panel on Legislative Impact on Courts is under the leadership of Professor H. H. G. Mount, a member.

The study’s objective is to analyze an analysis of federal court case loads, (2) a survey and assessment of model state court potential case load projections; and (3) an analysis of methods for assessing potential for litigation in new legislative proposals.

The Committee on National Statistics was which recently transferred to ABASS from the U.S. Bureau of the Census, a special study of the Social and Physical Sciences has panel studies underway on privacy and confidentiality in survey response; productivity statistics; plans for the decennial census; and an analysis of incoherent data.

Besides these studies, the Committee is also concerned with the financing of work, subnational data, coordination of the federal statistics system, and the formulation of a statistical series, and setting statistical priorities. Committee members include Nathan Keyfitz, Harvard University, and James E. Tawinder, Georgetown University.

POVERTY, POVERTY, POVERTY, POVERTY, POVERTY

The Committee on Poverty Research is conducting a one-year assessment of poverty research in the U.S. with a special focus on the program of the Institute for Research on Poverty, University of Wisconsin. Robert C. Cover, University of Michigan; Jay A. Laderman, Hunter College; and Christopher Jencks, Harvard University, are members.

The Committee on Population and Demography is conducting studies of countries for which there is considerable uncertainty about the levels of poverty and mortality.

The Committee on Substance Abuse and Illegal Behavior is in synthesizing current research on the common processes among different kinds of addiction and habitual behaviors, such as drinking, smoking, using other drugs, and eating. The Committee will develop recommendations for future study. Howard S. Becker, Northwestern University, is a member.

STUDY REPORTS

The Committee on Research on Law Enforcement and Criminal Justice recently issued a report, Understanding Crime: An Evaluation of the National Institute of Law Enforcement and Criminal Justice, which recommends a number of changes in the political and administrative relationship between the National Institute of Law Enforcement Administration (NIEA). The report is available for $12.00 prepaid from the Princeton University Press, Office, National Academy of Sci-

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MINUTES OF THE 1976 COUNCIL MEETING

As Council Meeting Highlights

Highlights of the minutes of the ASA Council meeting in January include the following:

- Support communicated for the National Academy of Peace and Con-
  tention
- Exploration into a proposed social science building in Washington
- Development of a publication fund
- Exemption of manuscripts for Sociological Methodology and Race
  and Ethnic Studies
- Disposition of Business Meeting resolutions
- Continuation of the Problems of the Discipline program
- 50th anniversary of the ASA:
  - Nominations
  - Memorials
  - Centennial
- Committee on the Executive Office and Budget:
  - Review of the Executive Office Budget for 1976
  - Review of the Educational Policies of the ASA
  - Review of the Standards and Procedures for the ASA
  - Review of the ASA's role in international relations
  - Review of the ASA's role in government relations
  - Review of the ASA's role in public relations
- Committee on the Organization of the Annual Meetings:
  - Review of the Annual Meeting Program
  - Review of the Annual Meeting Budget
- Formation of a Section on Visual Sociology

5. Report of the Committee on the Executive Office and Budget:

In reviewing the proposed budget for the 1976 Executive Office, Senate members noted the following:

- The proposed budget for the 1976 Executive Office is $3,000,000.
- The proposed budget for the 1976 Executive Office is $3,000,000.
- The proposed budget for the 1976 Executive Office is $3,000,000.
- The proposed budget for the 1976 Executive Office is $3,000,000.
- The proposed budget for the 1976 Executive Office is $3,000,000.

6. Business Meeting Resolutions:

Resolutions from the Business Meeting that had been adopted by the Assembly of Council were:

- Resolution A:
  - Support for the establishment of a new department in sociology
  - Support for the establishment of a new department in sociology
  - Support for the establishment of a new department in sociology
  - Support for the establishment of a new department in sociology
  - Support for the establishment of a new department in sociology

7. Action of the Council on the Proposed Social Science Building in Washington:

The Council recommended that:

- The proposed social science building in Washington be approved.
- The proposed social science building in Washington be approved.
- The proposed social science building in Washington be approved.
- The proposed social science building in Washington be approved.
- The proposed social science building in Washington be approved.

8. Action of the Council on the Publication Fund:

The Council recommended that:

- The publication fund be approved.
- The publication fund be approved.
- The publication fund be approved.
- The publication fund be approved.
- The publication fund be approved.

9. Action of the Council on the Educational Policies of the ASA:

The Council recommended that:

- The educational policies of the ASA be approved.
- The educational policies of the ASA be approved.
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10. Action of the Council on the Standards and Procedures for the ASA:

The Council recommended that:

- The standards and procedures for the ASA be approved.
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11. Action of the Council on the Role of the ASA in International Relations:

The Council recommended that:

- The role of the ASA in international relations be approved.
- The role of the ASA in international relations be approved.
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- The role of the ASA in international relations be approved.

12. Action of the Council on the Role of the ASA in Government Relations:

The Council recommended that:

- The role of the ASA in government relations be approved.
- The role of the ASA in government relations be approved.
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- The role of the ASA in government relations be approved.

13. Action of the Council on the Role of the ASA in Public Relations:

The Council recommended that:

- The role of the ASA in public relations be approved.
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The Council recommended that:

- A section on visual sociology be formed.
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- A section on visual sociology be formed.

15. Action of the Council on the Proposed Social Science Building in Washington:

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16. Action of the Council on the Publication Fund:

The Council recommended that:

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17. Action of the Council on the Educational Policies of the ASA:

The Council recommended that:

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18. Action of the Council on the Standards and Procedures for the ASA:

The Council recommended that:

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19. Action of the Council on the Role of the ASA in International Relations:

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20. Action of the Council on the Role of the ASA in Government Relations:

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21. Action of the Council on the Role of the ASA in Public Relations:

The Council recommended that:

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22. Action of the Council on the Formation of a Section on Visual Sociology:

The Council recommended that:

- A section on visual sociology be formed.
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23. Action of the Council on the Proposed Social Science Building in Washington:

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The Council recommended that:

- The publication fund be approved.
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25. Action of the Council on the Educational Policies of the ASA:

The Council recommended that:

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27. Action of the Council on the Role of the ASA in International Relations:

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28. Action of the Council on the Role of the ASA in Government Relations:

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29. Action of the Council on the Role of the ASA in Public Relations:

The Council recommended that:

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30. Action of the Council on the Formation of a Section on Visual Sociology:

The Council recommended that:

- A section on visual sociology be formed.
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- A section on visual sociology be formed.
11. The Reliability of Variables Mea-
ured as Prevalence and Incidence in an Interval of Time, Paul D. Allison

12. The Reliability of Products of Random Sampling, Georgia W. Bohnett, Gerald Marrs

Sociological Methodology 1979, con-
sisting of 12 chapters drawn from over 40 submissions, is in its first stage of production (pre-final) at this time. Its contents, like those of 1978, are largely statistical in texture, and this outcome demonstrates a trend in subject-matter present from the start. Although successive editors have sought to correct these shortcomings, they have met with little or no success; the ele-
ments below do not tend to have more force than detailed formal introduc-
tions, or so it seems.

In the course of editing, Sociological Methodology, I have come to be heavily indebted to the editorial consultants for their expert help; to Alice Myers of ASA for materially aiding the editorial effort; to the staff at Jossey-Bass, and especially to Grace Alkema, for producing the SM: and to SM’s advisory editors, particularly Patricia K. Schwab, Carol M. Sargent, and LeNore Milholland, who are leaving the Board after three years of service. All of these are overstating duties.

Karl F. Schuessler, Editor

REPORT OF THE COMMITTEE ON THE STATUS OF ETHNIC MINORITIES IN SOCIOL-
OGY

The Committee held three meetings in 1979. The Committee is not specifically ex-
ecutive at the Office in Washington. The agenda of this meeting included the follow-

ting issues regarding the Committee’s report on the status of minorities in the profession and the need for organized efforts to provide recommendations to submitted to Council to increase opportunities for minorities in the profession. The Committee held two other meetings were held at the ASA con-
vention in Chicago. The first meeting in open to all ASA members. As was done the previous year, special invitations were sent to coun-
terpart committees in other professional societies to join CSEREMs at the open session in discussing problems and issues relating to minorities’ access to the sociology.

Thus representatives from several reg-
ional societies attended the meeting, in addition to many other members of the ASA. Several ideas came out of the open meeting which will guide the Committee hopes to pursue in the future. The sec-
ond session held by the Committee in Chicago was its regular convention meeting. This meeting provided an opportunity for the Committee to as-
sess its future direction and to interact with the new liaison representative from Council, the new Executive As-
sociate for Census, Minorities and Women, the Minority Fellowship Program Director and the outgoing Executive Specialist for Minorities and Women.

The highlight of the year for the Committee came with the publication of its report on the status of minorities in sociology which was published in April 1979 issue of FOOTNOTES. The report, which required 3 years of work by a succession of Committee members, discusses key problems associated in the past and those they currently face. A set of recommendations, which the Committee believes would open opportunities for minorities in the ASA if they are implemented, is also offered in the report.

The Committee is currently organiz-
ing a special session for the upcoming ASA convention in San Francisco in recognition of the need to increase minority participation at this annual event. The session will focus on a theme of interest to minority scholars such as 1978, and will have a more flexible format than regular ASA sessions.

The Committee is also being planned by the Committee. The interest in developing such a session is based on the fact that minority scholars have not been very successful in acquiring research grants and in attracting graduate students. The Committee’s effort is to try and improve the record of minority scholars in this regard.

William A. Anderson, Chair

REPORT OF THE COMMITTEE ON CRIMINAL JUSTICE REFORM ACT

The Committee met on September 6, 1977, at 2:30 p.m. in Chicago. We were unclear about the mandate but inter-
preted the message of the Committee’s establishment as one that questioned the reaction to Senate Bill 1437, introduced by Edward Kennedy (D-MA) and John McClellan (D-AR) commonly known as the “Son of S. 1.”

Although the Committee expressed some affinity for Senate Bill 1437, as revised from S. 1, there were expressions of concern that police powers and responsibilities must better organized and properly prepared that the ASA to be more specific in its recommendations on ac-
ceptance or rejection of S. 1437.

The Committee agreed that any recommendations would be inappropriate because The Criminal Justice Reform Act, an elabo-
rate substitute for Senate Bill 1437, had to be established to study the statute in detail, members of the Committee and ASA members put on a series of hearings, and much more precise study of the statute would have to be undertaken.

In view of these concerns, the Com-
mittee recommended no action be taken.

The Committee adjourned at 3 p.m.

Marvin E. Wolfgang, Chair

REPORT: THE SECTION ON CRIMINOLOGY

The Section continued to debate a name change during 1976-77. The name change was approved and a majority of members voted to remain the Section on Criminology rather than become the Section on Crime, Deviance and Law.

An increase in annual dues, from the $5.25 fee to $7.50 per year, was approved. Since Section dues of three dollars cover only basic operating require-
mences, the newsletter, the Section decided to fund it from the newsletter. The Section has had no re-
sources for any special project or pur-
purpose. In addition to the regular fee, for example, to invite scholars from other countries to the annual meeting to pre-
sent papers on topics in American criminology or to relate developments from the conference. The Section has raised the fees it has raised the fees.

If it has not been possible to invite to our meetings American college-

Readers in criminology, psychology, political science, and law, disciplines which lay claim to impor-
tant parts of “our” field. The availability of a modest discretionary fund to the Sections and Council should make such commitment more feasible.

Robert Abraham

Norman H. Anderson

Carl W. Backman

Laure Bach

Robert F. Bailey

Robert A. Ball

Samuel W. Bloom

Hartley Browning

T. Richard Campbell

James E. Conyers

James A. Davis

Gerhard Denno

Bruce P. Doerrweder

Lucile Duberman

Glen H. Epperson

William M. Evan

George Farkas

James A. Glass

Rose E. Golden

Mary E. Goss

David F. Greenberg

George A. Hillery

Bernard H. Goldberg

Eva J. Jacobson

Elizabeth Johnson

John D. Kaeser

Robert E. Kennedy, Jr.

Alan C. Kerckhoff

Cedric E. Lukens

Lightning John W. Lye, Jr.

Robert M. Marsh

David Matza

Robert McGinnis

Priscilla Pope

Gertrude H. McPherson

Barbara McCall

Lawrence B. Mohr

Willis E. Moore

Naphtali Nisenbaum

Richard J. Ofshe

Valerie K. Oppenheimer

Janet A. Paarhoff

Charles E. Osgood

William Parish

Thomas F. Pettigrew

Mervin Fineart

William A. Rushing

Carrie Schooler

Norman Simon

Seymour Sadan

Gary E. Swanson

Johann H. Turner

Harold D. Ullman

Harrison C. White

Charles V. Willis

Robin M. Williams, Jr., Editor
been voted in agreement with Turk, Ward, and the Council that the Section should have some resources in addition to those of the American Psychological Association for regulare operations. Funds from the dues increase will be available for the endowment meetings. The opportunity to use them will be the responsibility of Edwin S. Martin, Executive Secretary for 1978-79, along with Sheldon Mesinger and Joseph Scott who were elected to three-year terms on the Council.

During 1977, Council member Dana Bernard presented one result of the ASA Executive Office to represent the ASA and the Section on Criminology at a meeting called by the ASA’s Office of Criminal Justice Education and Training. This meeting was devoted to discussion of a report critical of the quality of criminal justice programs in many colleges and universities. A remedy proposed by representatives of several other professional associations invited to the meeting, notably the Academy of Criminal Justice Sciences and the Association of Doctoral Programs in Criminal Justice, and supported by LEA representatives, was the establishment of accreditation procedures for criminal justice education programs. As this proposal is moved forward, it appears that the field of criminology in criminal justice programs. This issue was discussed at a meeting of the Section in Chicago and the following motions were adopted:

1. The Criminology Section encourages continued liaison with other associations for purposes of monitoring developments on accreditation proposals and reporting such developments to the membership.

2. The Section’s representatives at such meetings are instructed to express reservations about the establishment of accreditation procedures for criminal justice and criminology programs.

The Section was also addressed by Lucy Sells, Executive Specialist (Minority and Women) of the ASA Executive Office about the feasibility of the Commissions. The Commission is: a group of people both qualified and willing to serve as advisors, consultants, and specialists on issues such as at local, state, and federal levels. In this discussion of the inquiry at this business meeting, the Commission expressed concern about the possible discriminatory aspects which could be related to developments on the basis of specialist on the basis of particular physical characteristics. After further discussion, the motion was approved:

That the Section develop internal lists of members on which each member would have the opportunity of having included on her or her special areas of interest or her or her special achievement.

The formal item of business at Chicago was a motion by Steven Bernstein that the Section inform the Editorial Board and Editorial Office of the ASA that the Section is in hearty support to the editorial policy (announced in fall 1976-77: S.057 Newsletter) that rejects as inappropriate for Social Problems articles on crime and delinquency which the editorial board feels is "an appropriate (towards)" and that suggests that Social Problems “is moving away from Criminology.” The motion was adopted.

David A. Ward, Chair

REPORT OF THE SECTION ON MEDICAL SOCIOLOGY

In 1976-77 the most democratic set of by-laws in the history of the Section on Medical Sociology was enacted. For the first time the members of the Nominating Committee, including its chair, were elected by the membership rather than by the Council. For the first time, also, the chairs of the award committee were chosen by the membership rather than appointed by the Council. The Council itself was enlarged to 12 members, 2 student members, better to represent the largest Section in the Association. Section membership grew from 947 to a net increase of 20 new members.

Marilyn Bergner, the first elected chair of the nominating Committee, reported the results of the annual election in which 401 voters participated. Elected to the committee were: Virginia Ole- gen, Chair-elect: John Hankins, Secretary-Treasurer: Stephen Shortell, First Vice Chair; Philip Samue Blood, Teaching Committee Chair; Richard Hessler, Career and Employment Committee Chair; Charles Willis, Health Policy Committee Chair; Geoffrey Gibson and Judith Lurie, Committees-at-Large (two-year terms); Livian Aday, Council Member (two-year terms); Sylvia Nielson, Student Member (two-year term); and Park Dietz, Student Member, (two-year term). Continuing members of the Council include: Peter New, Chair-elect; Jack Elmore, Chair; Margaret McPherson; Linda Bourque and John Colombe, Rodney Cox and Diane Crane, Council Members. The President is Editor of the Journal of Health and Social Behavior, Mary Goss and the Editor of the Section Newsletter continued to be elected to serve on the Council meetings.

Medical Sociology Section Day in 1977 included special sessions on "The Effects of Three Forms of Medical Care on Unmet Needs in Low Income Populations" presented by O. Hamel Wolfe et al., and discussed by Ronald Ander- son: "Research Involving Human Sub- jects" by Richard Shwartz: "An Empirical Report on Human Subjects Review Committees" presented by Bradford Gray et al., and discussed by Eleanor Singer. The con- tributed papers session was chaired by Rodney Cox, Diane Crane, and Linda Bourque featured the year’s outstanding PhD dissertation paper presented by Catherine Sylvester. An organizing meeting of a Network of Sociologists in Health Settings was called for by Marvin Sussman. A new division within the Society for the Study of Social Prob- lems was established by the Health Policy and Health Services" was announced by Allen Iannamor. The distinguished Medical Sociologist Citation was given to Au- gust Hollingshead. At its annual business meeting, the Section approved a motion presented by Marvin Sussman, seconded by Michael Loben, that the Medical Sociology Section will defray the costs to attend medical sociology section meetings at the annual meeting for the student representatives, beginning in 1977 and for subsequent meetings, subject to the availability of funds.

Newsletter Editor Corinne Kircher was applauded for her accomplishments during the year and authorization was given to expand size of the Newsletter beyond the traditional four pages. The Section continued with the approval of the Association to continue to sponsor the specialty Journal of Health and Social Behavior. Members were active in collaborative activity with professional associations in the field, in particular the British Medical Sociological Association and the Fifth Conference on Social and Medical Medicine which was held in Nairobi, Kenya in August 1977. Planning for participation in the International Sociological Association Meeting in Uppsala, Sweden, in 1978 has gone forward with Mark Field re- ceiving contributed papers in Medical Sociology.

Jack Elmore, Chair

REPORT OF THE SECTION ON THE SOCIOLOGY OF POPULATION

The Section conducted its first full fall meeting in Chicago, including a panel session on "Needle Theory and Research on the Injection membership reached record level. The Committee on Publications in composed of Michael Midmark, Chair. Geering, William R. Fiddes, and Larry Long. The Section wishes to make clear that the name of the section was chosen to emphasize a particular interest in the sociological perspectives of the resulting consequences of population structure and change.

Charles R. Nam, Chair

REPORT OF THE SECTION ON THE SOCIOLOGY OF WORLD CONFLICTS

The Section on the Sociology of World Conflicts has fully emerged from being a special interest group into the American Sociological Association. We have been successful in con- structing several disparate networks of sociologists working in the general area of world conflicts. We have been very successful in linking these networks with persons who have been involved in the field of international social support of colleagues with similar substantive concerns. We like that very much.

The year a past has been the continuation and the development of several projects. The Bibliography on World Con- flicts has been put together and is available in mimeographed and book form from the Institute of Behavioral Science at the University of Colorado. We expect it to be published by the Uni- versity of Texas Press together with a series of lectures by Kenneth Boulding on the theme "Policy for Peace." The Bibliography has a collection of course outlines for sociology courses relating to world conflicts. Ruth Jacobs and Herb Brown have been commissioned to de- termine the collection and make it more accessible through cooperation with the Section on Undergraduate Education.

In addition to other sections, the Annual Meetings have included the greatest opportunity for Section members to meet and share ideas. In the 1977 Annual Meetings, we had a full day of sections; two sessions had con- tributed papers, and there were four arranged by Paul Wehr, Program Chair, consisted of a panel of distinguished students of world conflict. We have arranged to develop informal meetings and ses- sions in conjunction with regional sociological meetings and with associations in the area of international studies. Henry Baroni, for example, has arranged a special session relating to world conflicts at the Eastern Sociological Society meetings.

The Section Newsletter, under the editorship of Blue Boulding, has been an effective way of keeping the mem- bership informed about Section activities. It has also served as a vehicle for the exchange of ideas and informa- tion about the activities of individual members.

Members elected by the membership for 1977-78 are as follows: James F. Petras, Chair; Richard Hamilton, Chair-Elect; Paul Wehr, Secretary-Treasurer and Newsletter Editor; Blue M. Boulding, Charles C. Moskos, Beverly A. Vlach, William M. Evan, and Lawrence C. Hamil- ton, Council Members.

We have additional members. We promise lively collegial relations.

Louis Kriesberg, Chair

After Thoughts: Final Words

On the January 1978 issue "Is Sociology Relevant to the Real World?" C. Emory Burton, University of Alabama-Huntsville, writes "Re- levance to the ‘real world’ is not an optional afterthought to our work. It should be the aim and sub- stance of our work." Harry C. Bredemier, Douglas College, Rutgers, comments that it is instructive to ask sociologists in non-academic set- tings "With respect to the part of the real world with which you work, what are the aspects of it to which your sociological perspec- tive uniquely directs attention?..."

Professor Andrew Linder of the University of Hawaii felt that our article (January 1978) on his sociological tours of Honolulu im- plicated him in a full- time tourist enterprise. He points out it is less frequent and more focused and specialized than we implied. We apologize for any in- advertent disservice....

Horst F. Reimann, University of Augsburg, West Germany, com- ments that the naming of Willey Hall after the eminent sociologist at the University of Minnesota (November 1977) is not without other precedents. He mentions that the University of Munich and the Alfred-Weber- Institut, at the University of Heidelberg, in recognition of the also a full-time sociologist and brother of Max Weber. The editor has visited Ibn Khaldun in Cairo and has heard of Max’s interest in Elmer Street in Pittsburgh. Any others?

Newsletters Serve as Core of Communication Network

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aware of significant events in higher education.

Communication Network

Hans Mauksch, Project Direc- tor, said, “The ASA Projects have been consistently concerned with the development of teacher- communication network which would continue, many of the Projects were no longer availa- ble as a source of subsidy.”

Mauksch continued, “The long range existence of the Teaching Newsletter is linked to its capacity to become self-sustaining. This thrust toward developing its own support through modest subscription rates is an essential test of the assumption that there is indeed a need for such a medium. Under the free distribution system, the February issue of the Teaching Newsletter was sent to more than 2,000 sociologists in more than 750 institutions in the U.S. and 12 other countries.

The shift of the Teaching News- letter to a paid subscription for was partly dictated by the conditions of the second grant the Projects are still receiving from the Fund for the Improvement of Post- Secondary Education (HFME).”

The price for the Teaching Newsletter is $1.00 for members of the ASA Section on Undergraduate Education, and $4.00 for all others. The low rate for Section members is in recognition of the role they played in originating and maintaining the Projects. For your convenience, a sub- script (for the Teaching Newsletter is below. Please make your check payable to the ASA Teaching Sociology Pro- jects.

ASA Teaching Undergraduate Sociology Newsletter 1722 N Street, N.W. Washington, D.C. 20006

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Teaching Needs Your Support
Director of Undergraduate Teaching Position Defined

students in their teaching role; develops general policies regarding the use of teaching assistants in undergraduate instruction in cooperation with Course Directors and the Department Chair; and oversees the undergraduate advising program with the help of the Department Administrative Assistant.

In addition, the Director is responsible for (1) developing and maintaining a departmental "memorandum" on undergraduate teaching that includes files of course syllabi, film reviews, test evaluations, and records of experiential learning; (2) making recommendations on procedures for evaluating the performance of the undergraduate director; and (3) maintaining liaison between the department and the Dean of Undergraduate Studies, appropriate personnel in the College of Education, other departments, and sociology teachers in community colleges and secondary schools.

In carrying out the position's responsibilities for planning and evaluating undergraduate courses and instruction, the Director works with the faculty in developing the work of the students and proposing courses as well as proposals for alternative course content.

Finally, in consultation with the Department Chair and with the help of the Administrative Assistant, the Director collects and evaluates information on the nature of the department's undergraduates, the career plans of majors, and the work experiences of students after graduation.

In order to carry out this formidable workload, the Director is assisted by work-study students, graduate assistants, secretarial help and members of departmental committees.

KENTUCKY DIRECTOR

The Director of Undergraduate Studies at the University of Kentucky is Michael Brooks. He has occupied the position since it was established in Fall 1976:

"I am still excited about it," Brooks said. "Support from the department has been excellent."

Since the position was created, the department has started an honors program, initiated research on students, established a teaching resource center, revised its policy on teaching assistants and changed the requirements for majors.

"We've been able to move quickly," Brooks said, "because the reward structure has been built in with what I am doing. I am not afraid of the tasks because I know this is what I am being evaluated on."

Brooks said his evaluation is broken down in the following manner: 65 percent on teaching and related responsibilities; 10 percent research and publications broadly defined; and 25 percent on his other duties.

Brooks does not believe a person in his position needs to be a "master teacher," but he does think the person should be "a solid teacher," be enthusiastic about students, and be knowledgeable about teaching and the teaching of teaching. In addition, the person needs to be administratively skilled and be able to facilitate the work of others.

Because of his responsibilities for teaching assistants, Brooks does work with his counterpart on the graduate level and he is consulted on the admission of students to the department.

He also serves as an ex officio member of all department committees.

IMPLEMENTATION

Brooks believes his position could be profitably adopted by other sociology departments—graduate and undergraduate. However, he points out that it took three years to implement the position at Kentucky:

"The support of the Dean of Instruction and the senior faculty in the department, especially the chair, was crucial," Brooks said. "The existence of a Special Title Professorial Series within the university was also quite helpful. Special Title positions are judged by criteria appropriate for the special position and not by the ASA Projects for standard professorial ranks."

Section Awards Authorized

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mandated a reconsideration of these awards in 1988 to determine if these awards are still needed.

Section Awards

Sections were authorized to give awards in accordance with guidelines established by Council. Guidelines already established by Council include: the award is not named after any person; (2) the award is honorific only; and (3) the Section has existed for a minimum of five years. Council left the continuation of the Stouffer Award to the determination of the Section on Methodology.

MONETARY AWARDS

An ad hoc committee will be appointed to develop policy and procedures governing grants, summer fellowships, internships, lectureships, prizes, etc., made by ASA. Council explicitly recognizes that the award fund is intended to cover primarily the cost of travel expenses for section meetings, and that the Section's guidelines for awards are to be applied.

For more information on actions taken at these meetings, the minutes published elsewhere in this issue.

19 Departments Attend Workshop

Faculty and graduate students from nineteen graduate departments of sociology participated in the workshop. The workshop was coordinated by the ASA Projects on Teaching Undergraduate Sociology.

The workshop was designed to assist departments to create or further develop activities such as seminars on teaching, and training programs for teaching assistants.

The program was coordinated by Dean Donm, California State University, Sacramento, and Carla Howery, University of Minnesota.

Dorn indicated that he and Howery have been pleased with the response to the program—evaluation response forms were extremely favorable and participators felt they learned a lot that would be useful in their own departments. They stressed the open sharing of ideas.

Howery noted the program included several types of sessions: We had demonstrations of actual class sessions used in teaching seminars, presentations on major teacher development approaches currently in use in sociology departments, meetings and work time for the graduate student-faculty teams that came from departments, and also sessions on major issues in teaching and times for informal presentations by workshop participants.

Departments Represented

While two-thirds of the departments were from states west of the Rocky Mountains, participating departments included Indiana, Hawaii, Minnesota, Missouri, and Nebraska. The other departments represented were: Stanford, Utah State, Southwestern Texas State, UC-Berkeley, Portland State, Humboldt State, Nevada, San Jose State, Oregon State, San Francisco State, California State-Los Angeles, California State-Dominguez Hills, and New Mexico.

Departments paid their own transportation to and from the workshop and a small literature fee, the ASA Projects on Teaching have arranged to provide small travel grants from the Lilly Endowment, Inc. and the Fund for the Improvement of Postsecondary Education.

The workshop was staffed by eight sociologists affiliated with the ASA Projects on Teaching, including the staff of the program itself.

In addition to the Coordinators, Howery and Dorn, the staff included Ted Thurlow, UC-Berkeley; Fred Campbell, University of Washington; Red Geerst, Utah State University; Theodore Wagenia, Omaha University; Nancy Este, University of Wisconsin; and David Kaufman, Central Washington University.

“During the past three years, the ASA Projects on Teaching have provided a dozen teaching and teacher development workshops,” noted Projects Director Harold Dorn. “The Sacramento workshop was our third directed at graduate students as teachers, three have been held in Detroit and Boston.”

Computer Graphics

A new video tape, “Computer Graphics in Learning,” that examines the growing use of computer graphics in teaching and classroom instruction, is available for showing by faculty members and administrators at no charge from Tektronix, Inc.

Emphasis in the 16-minute tape is on how computer graphics in learning benefits to the faculty, student opinion and low cost. Examples are based on the work of Alfred Bork, Professor of Physics, UC-Irvine.

Individuals interested should contact local Tektronix field offices or through the Institutional Market Manager, Tektronix Information Display Group, P.O. Box 500, Beaverton, OR 97077.