Council Debates ERA Issues and Convention Sites

After more than three hours of additional debate, ASA Council, during its March meeting, reaffirmed its 9-8 vote in decision to keep its annual meeting in Atlanta.

In the making the decision, Council also reaffirmed its mandate prob."}

Federal Budget Requests For Social Science Outlined

Several sources of funding for social science research are slated for increases in the budget submitted to Congress by President Carter for fiscal year 1979. Some increases appear "whopping" when expressed in percentage terms for the small base upon which the percentages are computed. These increases become even less "real" when increments are examined in actual dollar amounts rather than percentages; for it is "dollars and cents" which are spent on research.

Nevertheless, substantial amounts of dollars will become available for social science research if Congress approves the budget requests as submitted. In this article, we will concentrate on budget requests that have been made by agencies that are potential sources of funds for basic and applied research in the social sciences. The figures cited are total requests, and therefore, include the already committed to continuing contracts and grants as well as new contracts and grants.

Cointelpro Activities

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

The Committee is seeking this information as part of an inquiry it has been instructed to undertake by the ASA Council. The Committee is to report its findings to Council and make recommendations to the Council. The inquiry is in response to a Business Meeting resolution. Submissions should be sufficiently detailed so that a reasonable grasp of the problem can be acquired without additional inquiries. The Committee meets again during the Annual Meeting in San Francisco.

The information should be sent by July 31 to: Russell R. Dynes, Executive Officer, American Sociological Association, 1722 N Street, NW, Washington, D.C. 20036.

Cofrat: On Appointments

The ASA Committee on Freedom of Research and Teaching has issued recommendations concerning "The Initial Appointment in Sociology: Guidelines for Candidates and Departments" in an effort to reduce academic freedom and promotion disputes in the profession.

The full text of the recommendations, a suggested letter of application, and background information are published elsewhere in this issue of FOOTNOTES.

First Spivack Fellowships Announced

Four ASA members received the 1977 Sydney Spivack Fellowships in recognition of their significant contributions to the area of intergroup relations.

The recipients are R.A. Schermerhorn, Claremont, California, Professor Emeritus, Case Western Reserve University, for "sustained scholarly contributions throughout his career"; William J. Wilson, University of Chicago, for "significant sociological work in the previous five years"; Ernst Borinski, Toulouse College, and James W. Loewen, University of Vermont, for "significant applications of sociological knowledge to actual prevailing social conditions."

Non-Academic Settings: Sociologists React to & Discuss Meaning of Labels

Sociologists in non-academic work settings do not agree on the label that should be used to differentiate them from sociologists in academic work settings and some question the need to make such a differentiation.

These sociologists, however, are much more in agreement concerning the current rate of interaction between themselves and sociologists in academic settings: the rate of interaction is too low, increased interaction would benefit all parties concerned.

These statements summarize the range of responses received from 35 sociologists employed in non-academic settings who responded to an inquiry from FOOTNOTES last fall.

The responding sociologists are employed in federal and state government agencies, public and private research institutes, private foundations, religious organizations, corporate and government laboratories, and newspaper agencies as administrators, executive directors, researchers, editors, journalists, counselors, and consultants.

This article is limited to the range of responses that were received to the following two questions: How do you react to the labels—academic, non-academic, professional sociologist? What is it like to be a professional sociologist in non-academic settings? See Level Page 19

Plenary & Thematic Sessions Emphasize Growth Phenomena

A comprehensive view of cumulative social change will be presented in plenary and thematic sessions during the ASA Annual Meeting, September 4-8, in San Francisco in order to focus attention on "growth phenomena," a subject which has been largely ignored by scholars following the rejection of 19th century 'evolutionism.'

The three plenary and 14 thematic sessions were organized by group chair Robert Hawley, ASA President, to reflect the theme he has chosen for the upcoming meeting: "Societal Growth: Processes and Implications."

The history of human kind is a record of growth, convergence, conflict, and accommodation of social systems," Hawley said. "This modern era is no exception" to the record; for it "implies among other growing systems, generating profound reverberations internally and externally in the community of nations" more frequently than ever before.

Hawley intends for these sessions "to examine a variety of structural shifts in complex systems and to argue that components as features of the growth See Sessions, Page 8

Problems With Publishers

The ASA Committee on the Profession is seeking information from sociologists who have been treated unfairly or illegally by publishers with whom they have signed contracts.

The Committee is seeking the information in an attempt to determine the types of problems authors have with their publishers as well as the frequency and conditions under which the problems occur.

Submissions should be sufficiently detailed so that a reasonable grasp of the problem can be acquired without additional inquiries. The Committee meets again during the Annual Meeting in San Francisco.

The information should be sent by July 31 to: Russell R. Dynes, Executive Officer, American Sociological Association, 1722 N Street, NW, Washington, D.C. 20036.
THE JOSSEY-BASS SOCIAL AND BEHAVIORAL SCIENCE SERIES

David Street & Associates

HANDBOOK OF CONTEMPORARY URBAN LIFE
An Examination of Urbanization, Social Organization, and Metropolitan Politics

This new handbook is the first comprehensive assessment of the full urbanization of American society—a critical examination of both the broad fundamental processes of urbanization and the problems resulting from those processes. Disciplines theoretical analyses evaluate the wealth of often provocative data collected since 1960 about urban problems. Twenty-one authors, each an authority on some aspect of urban life—present different but related perspectives on how Americans and their social order have been affected by and have adapted to the pervasive growth of twentieth-century urbanization. The authors explore the tensions that exist in urban life between modernism and traditionalism, between the central and peripheral sections of metropolitan areas, and between the rise of mass society and the persistence of such local ties as family and ethnicity. They also evaluate developments in patterns of crime, criminal justice, welfare, education, and social life; they analyze the effects of metropolitan growth on communication media, politics, and research planning; and they chart patterns of urbanization in the United States and other countries. Such scope provides a solid basis for making urban studies more balanced and productive field of sociological inquiry.

$25.00

Scavria B. Anderson & Samuel Ball

THE PROFESSION AND PRACTICE OF PROGRAM EVALUATION

This new book is a precise and practical guide to program evaluation, as well as an expert discussion of the many issues still facing this rapidly expanding profession. In recent years, program evaluation has become a primary concern of educational institutions, government agencies, and many other organizations. Yet it is an intricate and difficult task, complicated by limitations of available information, technical and ethical restrictions, and institutional resistance to unfavorable evaluation. Scavria Anderson and Samuel Ball provide evaluators with the orientation and strategies they need to overcome these difficulties and to establish a more systematic and effective approach to their profession. The authors avoid such theoretical debates as whether program evaluation is or is not "research" and instead focus on practical solutions to everyday problems in evaluation practice. They point out the most appropriate methods for the different purposes of evaluation; describe procedures to ensure productive communication during the evaluation process; analyze ethical responsibilities in evaluation; discuss the problems of training and assessing evaluators; and report the effects of evaluators' preferences and values on their investigations. Tables, charts, and checklists aid in the practical application of evaluation principles.

$12.95

Ohner Milton & Associates

ON COLLEGE TEACHING
A Guide to Contemporary Practices

All college instructors concerned with improving the quality and effectiveness of their teaching will find expert advice in this new book. It is one of the first to provide clearly written explanations and critical evaluations of the major teaching practices now being used in undergraduate education; chapters consider both traditional approaches (lecturing, testing, leading discussions) and new approaches (using PBI, teaching with computers, developing learning contracts, adopting a competency-based approach, building on case studies, running simulation games, overcoming field experiences, and providing feedback). Successful teachers from a variety of disciplines—including psychology, physics, education, philosophy, and urban studies—contribute detailed exposition of these various teaching methods. Each author reports research information about the effects of a particular approach, analyzes both benefits and drawbacks, offers practical strategies for making the approach succeed, and includes numerous informal ideas and personal suggestions. The book also provides useful advice about three teaching-related concerns that warrant careful attention: clarifying course objectives, working with older students, and evaluating teaching. For all those dissatisfied with their present way of teaching, this book is an invaluable guide to more successful and stimulating instruction.

$13.95

Arthur Levine

HANDBOOK ON UNDERGRADUATE CURRICULUM

Many well-known colleges and universities are now giving major attention to undergraduate curriculum reform. Many other colleges will be thinking about their curricula in the near future. This new handbook is a basic reference and sourcebook for everyone associated with the undergraduate curriculum, whether administrator, faculty member, or curriculum specialist. Divided into two parts, this handbook first presents essential information about the college curriculum and then puts this information into philosophical, historical, educational, and cultural perspectives. Each chapter in the first section deals with a key element of the curriculum: general education, the major or concentration, basic and advanced skills and knowledge, test grades, education and work, advising, credits and degrees, methods of instruction, and the structure of academic time. The second section describes the overall state of the curriculum today. It contrasts the curricular philosophies of such educators as Newman, Dewey, Whitehead, Veblen, Fleisher, Hutchins, and Kerr; and it reviews more recent proposals of Skinner, Piaget, Illitch, Chickering, Cross, and others. Part Two also examines major curriculum events over the past sixty years, analyzes methods of curriculum change, and compares undergraduate curriculums around the world, with the present development of the curriculum since S80 B.C.

$15.00

John D. Millett

NEW STRUCTURES OF CAMPUS POWER
Success and Failures of Emerging Forms of Institutional Governance

During the 1960s, the structure and practice of campus governance changed substantially. Although faculty senates and academic councils have long been a part of college and university governance, new forms of institutional decision-making bodies emerged that included students, administrators, and sometimes nonacademic staff as voting members. Yet these innovations in governance have not been systematically evaluated. Have they succeeded? If not, what are the reasons for their failure? This new book—the result of a major two-year national study—provides a full analysis and report on new structures of campus power. It is concerned with what has happened in decision making, leadership, and management. John Millett describes in detail the governance patterns on thirty campuses, including state, comprehensive, research universities, independent institutions; and general baccalaureate colleges. He shows the extent to which the new forms of governance have realized their objectives, points out their implications for other institutions, and offers recommendations for the future of campus governance. His proposals include restricted roles for college councils or university senates, separate faculty and student governance, and the continuation of major leadership roles for presidents.

$12.95

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

433 California Street • JOSSEY-BASS INC., PUBLISHERS • San Francisco 94104
28 Countries Request Fulbrights in Sociology

Twenty-eight countries have requested Fulbright-Hays awards in sociology for 1978-79, but quick action will be required to meet the June 1 application deadline established for the American Republics, Australia, and New Zealand. Sociologists seriously interested in applying for positions in the above mentioned countries should immediately communicate their intent to and request applications from Ann Carpenter (202-833-4955) or Alla Dembovsky (202-833-4956).

The application deadline for Africa, Asia and Europe is July 1. Application forms are available from the Council for International Exchange of Scholars, Eleven Dupont Circle, NW, Washington, D.C. 20036.

REQUESTS RECEIVED

Countries requesting sociologists and the specialties specified by those countries are:

- Australia: 19th century immigrant demography, Australia, Great Britain, and America.
- Austria: contemporary American sociology.
- Bolivia: communications and media.
- Brazil: communications media and development. Portuguese essential.
- Republic of China: social policy and organization.
- France: research, methodology.
- Greece: research, methodology.
- Hong Kong: research on joint economic ventures and development.
- Iceland: social ethics.
- India: urban studies; urbanization of minority groups.
- Iran: urban studies; urbanization of minority groups.
- Israel: urban studies; urbanization of minority groups.
- Italy: social mobility change.

-Japan: demography, sociology, or rural development.
-Korea: demography, sociology, or rural development.
-Malaysia: demography and development.
-Mexico: demography and development. Spanish required.
-Netherlands: population growth and control.
-New Zealand: multi-cultural management in New Zealand and South Pacific.
-Norway: organization research and political sociology.
-Paraguay: social communication. Spanish required.
-Philippines: statistical research methods in behavioral sciences.
-Singapore: modernization in Southeast Asia.
-United Kingdom: medical sociology and health care policy.
-Uruguay: career choice, academic performance marriage and divorce (Spanish required).
-Zambia: unspecified

numerous journal articles. He has also served as a special lecturer and workshop director in intergroup relations. Since 1970, Scherherorn has been vice president of the Research Committee on Ethnic, Race and Minority Relations, International Sociological Association. In recent years, Scherherorn has centered his attention on the study of race and ethnicity as a multiple set of minority groups in developing countries, with special attention to India. This work has resulted in several monographs, articles, and a number of journal articles. Scherherorn will turn his attention in the future to an exploration of the macro-relations of intergroup transition in global perspective, an area he considers the key to the further development of intergroup relations from both a theoretical and a practical standpoint.

SIGNIFICANT WORK

Wilson received his award for his book, The Declining Significance of Race, published by the University of Chicago Press. In his book, Wilson calls attention to the growing division between the unemployed and the well-employed, between the illiterate and the educated, between the downtown and the upmarket neighborhoods. He asserts that this country has yet to confront the challenge of elevating both poor whites and nonwhites from the ranks of the underclass.

The award also recognizes another major work Wilson has contributed to the study of race relations, Power, Racism, and Privilege: Race Relations and Societal Theoretical Perspectives, published by Basic Books in 1975, and recently reprinted in paperback by The Free Press.

SIGNIFICANT APPLICATIONS

Scherherorn has been actively involved in 30 years in race and ethnicity research, and has made major contributions to the study of community life in Mississippi. He engaged in these applied sociological actions when they were not popular in Mississippi or the South.

Scherherorn exercised his influence by relaying the activities of the Tougaloo College sociology department, its Social Science Laboratory and Social Advancement Institute to many of the public and private social agencies in the state by having these units serve as centers of social training and social action. Staff members and students in these units were trained in survey and research skills for application to community work.

Through the Laboratory and its affiliates, Brotman has directed and directed a symposium that brings together leaders from various community agencies to discuss community problems.

Since he considers teaching an important part of applied sociology, Brotman graduated with honors or received their doctorate's in sociology and other fields from leading institutions. He has also helped many sociologists achieve success in research and the establishment of a halfway house for former mental patients. By sending them back to high schools from which they graduated as part of an intersession course aimed at constructive changes in race relations, Loewen and his students were able to attain the same level of success as those who integrated newspapers and a student government.

Loewen also organized an interdisciplinary group of teachers and students in order to write an unbiased Mississippi history text for use in high schools. Although the book, Mississipi: Conflict and Change, has won awards, a federal court suit filed by the authors and two school districts will determine if it is to be used in Mississippi schools.

Since his move to Vermont in 1975, Loewen has been working on spreading revisionist work in history and civics to other states. In addition to making a film, The Spirit of Kakekaw, which documents the 1885 rise, 1969 official deprecation, and recent local popularity of a minstrel show spinoff at Vermont.

Loewen is also working on a book, School Desegregation in Mississippi, for which he received an NSF Postdoctoral Fellowship in Science Applied to Societal Issues in 1975.

Spivack Fellowship Application Deadline Set for June

Three Sydney Spivack Fellowships in intergroup relations will be awarded to ASA members during a grant to the Association from the Cornerhouse Fund which may continue the program on a funds available basis in future years. The grants of about $5,000 each are intended (1) to recognize major contributions to intergroup relations and interdisciplinary relations and (2) to support continuing research and action programs in intergroup relations.

A fund spokesman said the Fellowships are to be served simultaneously as recognition for past accomplishments and as stimulus for future productivity.

Spivack Fellowship applications will be limited to the following areas:

1. For recognition of significant applications of sociological knowledge to actual prevailing social conditions and to encourage future applications.
2. For recognition of sustained scholarly contributions throughout the recipient's sociological career and to encourage further contributions.
3. 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 in the ASA Executive Office. Winners will be announced and formal presentations will be made during the ASA Annual Meeting in San Francisco.

In submitting a nomination, a nominator should specify the category for which a person is being nominated. Nominators are also asked to provide information concerning one or more of the following:
1. A biography.
2. A complete list of publications, sociological knowledge to actual prevailing social conditions (in action programs, e.g., housing, health, employment; service to local communities, organizations, and government agencies; and 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 an manuscript on the same project from the Cornerhouse Fund or received substantial support from the Fund shall be eligible. (3) Fellowships are made only to ASA members.
New National Council Soliciting Research Proposals on Soviet Union & East Europe

The newly created National Council for Soviet and East European Research is soliciting proposals for unduplicated fundamental research that deal with major policy issues and questions of Soviet and East European politics, economics, social, cultural, and historical development.

Vladimir I. Tournamee, Executive Director, said the Council is still in the preliminary stages of organization, but expects to fund a modest number of projects from an initial pool of $500,000 received from the Department of State.

One of the areas to be focused on this year’s competition is long-term trends in Soviet and East European societies. Topics to be examined in this area include bureaucratic behavior and group interest articulation; political issues; implications of changing population patterns; the evolving domestic role of the military in the Soviet and East European Republics; repercussions of cultural, religious, and social diversity; and changing aspects of regime-social relations.

Other major areas of interest are Soviet and East European international objectives, policies and policies; long-term developments in Soviet and East European foreign policies, especially as they affect the U.S., and the operation of, and long-term prospects for, the Soviet and East European economies, including the burden of defense.

Proposal deadline is July 31; however, five-page preliminary statements which include the substance of the research project and the first estimate of direct costs, should be submitted by May 1 or as soon as possible thereafter.

Eligibility for funding as principal investigator is to the postdoctoral level (or equivalent foreign degree) for academic participants, and to an equivalent degree of maturity and professional achievement for those from other fields.

Besides funds for research, the Council is authorized to sponsor or award contracts for meetings, workshops, conferences, consultations, and assistance, but in addition, it may encourage provisions for research assistants, the acquisition and purchase of basic research materials, travel for research purposes, the development of bibliographic and other aids, and training for special skills. It may also facilitate contact and cooperation among individual scholars, and between them and special government and private enterprises.

FUNDING AND PUBLICATION

The Public Notice concerning the establishment of the Council makes the following statements concerning funding sources and disposition of research findings:

1. Research contracts funded by the Council will be public documents.

2. The Council will not provide funds for classified projects nor will it accept or impose stipulations that would preclude open publication of research results.

3. The Council will seek to attract funds from a variety of federal and foreign governments for the purposes it has declared, especially from sources not otherwise available for academic and scholarly institutions in the field of Soviet and East European studies.

4. The Council’s relationships with all federal sources of funds will be public and such sources shall be identified as the Council’s funding agencies.

5. The Council will deliver to its funding agencies the products of research undertaken under its auspices, but investigators will retain the right to publish.

6. Under contract from the Office of the Secretary of Defense, Harvard University is providing administrative support to the Council pending establishment of its own sources and funds. It is uncertain at what time the association with Harvard will be terminated. The formation of the Council as a not-for-profit association was assisted by Harvard and several other major universities and scholarly associations.

For more information contact: The National Council for Soviet and East European Research, c/o Harvard Program in International Studies, 1 Oxford Street, Cambridge, MA 02138.

ANNOUNCING THE 1978 ASA AWARDS

SOROKIN AWARD

The Sorokin Award will be presented in August 1978 to the author of a publishing during the two preceding years which, in the opinion of the Selection Committee, makes an outstanding contribution to the progress of sociology. Publications of all kinds (including essays or empirical studies, book or article) may be nominated as long as they are distinguished by their excellence. This award carries a stipend of $500. Send nominations to: The Sorokin Award Selection Committee, 123 N. Street, N.W., Washington, D.C. 20036. Deadline: May 1, 1978.

DUBOIS-JOHNSON-FRAZIER AWARD

This biennial award was created to honor the intellectual traditions of W.E.B. Du Bois, Charles S. Johnson, and E. Franklin Frazier. It will be made to sociologists for outstanding contribution in the tradition of these men, or to an academic institution for its work in assisting the intellectual advancement of scholarly efforts in the same tradition. If the award is made to an individual, it will carry a stipend of $500; if made to an institution, it will consist of a changing honoree plaque. Send nominations to: Roy S. Laporte, 1413 Floral Street, N.W., Washington, D.C. 20002. Deadline: May 1, 1978.

BERNARD AWARD

The American Sociological Association announces the establishment of the Jessie Bernard Award to recognize outstanding scholarly contributions to the sociological study of women. Nominations are invited for the presentation of the award at the 1978 annual meeting. The Bernard Award will be presented for publication(s) offering an exceptional contribution in a substantive area of sociology which focuses on women. Send nominations to Ruth A. Wallace, Department of Sociology, Georgia Washington University, Washington, D.C. 20052.

Section on Aging Seeking Members

Sponsors of the proposed ASA Section on the Sociology of Aging are seeking the 200 members required to give the Section full status.

The Section was initiated by 60 members in the ASA Annual Meeting in Chicago. The group rose out of the efforts of the late Leonard Pearlin of Purdue University and other members of the Midwest Council for Social Research in Aging.

Harold L. Orbach, Kansas State University, is serving as organizer for the group along with Edward A. Powdermaker, Rice University, and Nicholas Babchuk, University of Nebraska. ASA members can join the Section by sending $3 dues to the ASA Executive Office, 1722 N. Street, NW, Washington, D.C. 20036. Further information contact: Harold L. Orbach, Department of Sociology, Kansas State University, Manhattan, KS 66506.

Conference to Examine Research Regulations

Social scientists from eleven countries will report on the regulation of social science research in their countries during the First International Conference on Emerging Data Protection and the Social Sciences. August 9-11, in Cologne, West Germany.

B. F. Boruch and J. Se C. both of Northwestern University, will give the report on the United States. Reports will also be given on Sweden, the Netherlands, Italy, Great Britain, Germany, France, Denmark, Canada, and Belgium.

The conference is sponsored by the Committee on Emerging Data Protection and the Social Sciences. For further information contact your college resource center or the Manpower Data Resource Service, a comprehensive collection of books, reports, and other information on human resources in the U.S., dealing with the positions and working in educational policy and social services. For additional information contact your college resource center or the Manpower Data Resource Service.
Academic Advising: Full-Time Position Termmed “Rewarding”

A different approach to the perennial problem of undergraduate academic advising has been taken by some sociology departments through the creation of a new full-time administrative role—full-time undergraduate adviser.

Among the sociology departments which have added this role to their structures is the University of Wisconsin-Madison where Joan E. Elder has held the position for the past eleven years.

Elder is quite enthusiastic about the new role; for her, the concept of a “useful structural adaptation” that has produced more accurate records, less duplication of effort, more effective communication, better service to students, and more meaningful contact between faculty and students.

One measure of success of the adaptation is the fact that 90 percent of the sociology majors at Wisconsin voluntarily visit the adviser’s office, at least, once each semester. It is now required that all majors must “declare”; therefore, Elder meets all majors at least once during their careers on campus.

REWARDING JOB

“Being an undergraduate adviser is a very rewarding job,” Elder said, “especially when you can see the fruits of your efforts.” Sometimes students just need a little reinforcement, a little push toward a direction they are learing, in order to get started, and this is one role of an adviser.”

Although the role description outlined by Elder is quite complex, smaller departments (Wisconsin has 300-400 majors) might create a part-time undergraduate adviser role.

“It is important to stress the advantage of employing one person as a coordinator of information,” Elder said. “A person who knows the department, its resources, the faculty research interests, as well as the workloads and resources of the larger university.”

Other functions of the adviser may include editing the department’s entries in the catalog and other campus and national publications, acting as liaison between other departments and programs, and serving as a resource for all manner of calls from outside the university such as publishers and book salespeople, community inquiries for speakers and consultants, and social agencies wanting volunteers.

STUDENT-FACULTY RELATIONS

Elder questions the assumption that a full-time adviser takes away a valuable contact students have with faculty. “The opposite can be true,” she said. “A non-teaching professional, concerned full-time with educational commitments which fall outside the range of actual teaching and research and knowledgeable about the research of the faculty, can direct students to appropriate professions with shared interests, to do directed study, a thesis or research. This kind of contact is most meaningful to both student and faculty member.”

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Elder further points out that it is useful to have one person who knows all the majors for “in cooperation with the faculty, the adviser can recommend persons for awards” because the recordkeeping function of the position allows the adviser to spot students with outstanding achievements or specific needs.

From the students’ point of view having an adviser who is glad to see them seems to be very important,” Elder said. “They want an adviser that is willing to focus on receiving accurate information. They frequently need someone to intervene on their behalf with the university bureaucracy. They need letters of reference for jobs and graduate schools and an adviser who can handle with a resume from the student, and an overview of the student’s record.”

In addition, Elder says that “the adviser hears praise and criticism of courses, professors, departmental policies” and suggests that the adviser may act as “an agent of communication between groups and encourage student participation in departmental affairs.”

EMPLOYMENT COUNSELING

A function of growing importance is employment counseling. “The sociology major has no firm idea about what he/she can do with the major after graduation,” said Elder. “One of the important areas of expertise a sociologist has is knowledge about sociology-related careers and the way into these careers.”

Elder has already prepared a handout for majors which contains course selections for different career options. She is planning another follow-up study of 500 sociology BA’s to find out what they are doing, and if employed, how they got their jobs, and what (if anything) was helpful to them in their sociology major and first year study of graduates covered 1970-74. For undergraduates seeking entry into graduate training, her office contains catalogs and brochures on advanced training in a number of areas.

Besides the information on graduate training, her office also contains brochures on scholarships, urban planning, public policy, criminal justice, social work, health services, administration, etc. Students can also browse through reprints of faculty articles and summer program materials.

In addition, the office has a CPT typewriter with a visual memory which records letters on tape and can send multiple copies of letters of reference to different schools and employers.

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ASA Annual Meeting to Serve As Lab, New Sponsor Named

Sociology students will use the ASA Annual Meeting in San Francisco, 4-8Sept., as a field laboratory for the fourth consecutive year as the Sociology and the ASA courses continues under a new sponsor.

The new sponsor is the Department of Sociology and Anthropology, Virginia Commonwealth University, one of three university departments that sought the program after it completed its three-year experimental phase at Salisbury State College.

John H. Shope, Salisbury State College, who launched the program in 1975, will continue to direct the program for VCU during a transitional period.

“This program is a mark of distinction for VCU,” David D. Franks, Department Chair, said, “and we are happy to appoint Dr. Shope adjunct professor of our department to continue the program.” Shope has emeritus status at Salisbury.

Students enrolled in the course will begin reading prior to the meeting in a major area of study selected by the student in consultation with a local faculty sponsor or in correspondence with the VCU sponsor. In addition, they select sessions at the Annual Meeting that support the development of their chosen interest.

During the meeting the students attend sessions, meet with ASA officials, interview professors, and explore the methodological dimensions of the subject by sharing their findings and interpretations with other students enrolled in the course.

Studing the meeting, students submit a paper which synthesizes what they learned from the experience. Students also report their views of the Annual Meeting by responding to questionnaires prior, during, and after the meeting.

In the three years of the experimental program, 54 students enrolled from 19 colleges and universities located in 14 states and the District of Columbia. Some institutions awarded students with travel and tuition costs in recognition of scholarly achievement.

For further information or applications, contact: David D. Franks, Chair, Department of Sociology and Anthropology, Virginia Commonwealth University, 820 West Franklin Street, Richmond, VA 23224.

AAAS Competition Wants Entries

The 1978 AAAS Socio-Psychological Prize competition is seeking applications that further the understanding of human psychological-social cultural behavior. The $1,000 prize, established by funds donated by Arthur F. Bentley, is intended to encourage publication in social inquiry the development and application of the methodological tools so fruitful in the natural sciences.

Entries must present a complete problem, the relevant data, and interpretation of the data in terms of the possibility with which the study began. Purely empirical or purely theoretical papers are not eligible.

Entry deadline is July 1. Unpublished manuscripts and mailed abstracts received after January 1, 1977 are eligible. The prize will be presented at the 1979 AAAS Annual Meeting in Chicago, Jan. 3-8.

For more information contact: AAAS, 1515 Massachusetts Avenue, NW, Eighth Floor, Washington, D.C. 20036.
Social Science Funding Available from Many Sources

NATIONAL SCIENCE FOUNDATION

The National Science Foundation has submitted a request for $40,900,900, an increase of $76 million over FY 1978. This request reflects a slightly lower rate of growth in NSF than it has experienced in the last two years. (See Table 1)

NSF officials have pointed to the considerable increases for behavioral and social sciences in the new budget. The Behavioral and Social Science Division is slated for a $4,5 million increase of 17 percent. The Social Sciences Division is scheduled for a $5.4 million increase or 22 percent.

Although these two divisions will get $10.2 million of the $15.8 million requested for the Biological, Behavioral, and Social Science Program next year, these divisions remain the smallest in the program and even with the increases account for about 40 percent of the $138 million requested for the program. In addition, the Biological, Behavioral, and Social Science Program is by far the smallest of the three major basic research programs in the Foundation.

These increases are attributable to the efforts of the National Science Board, NSF’s policy-making arm, to increase behavioral and social science funding, especially in the social sciences, within NSF as well as mission agencies.

The Social Science Division expects to receive 1,409 proposals next fiscal year and fund 430 proposals, average grant being $60,400. The Sociology Program will have a $4.4 million budget, up 19 percent.

The largest increase in the Foundation is allocated to the newly organized Applied Science and Research Applications Program (see April issue of FOOTNOTES). The $5.6 million increase includes $6.9 million deferred from this fiscal year. The Applied Social and Behavioral Science Division of ASRA expects to have a $6.4 million budget.

The Science Education Activities Program will get a $2.6 million increase to $77.6 million. The Scientific, Technological, International Affairs Program is the only one scheduled for reduced funding.

ADAMHA FUNDING

Major increases in funding have been proposed for the three consistent institutes of the Alcohol, Drug Abuse, and Mental Health Administration because of the impact of the Mental Health Commission. Mrs. Carter serves as its active honorary chairperson. (See Table 2.)

TABLE 1: National Science Foundation Budget Requests: 1978 and 1979

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<tr>
<th>Programs</th>
<th>Current FY1979</th>
<th>New FY1979</th>
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<tbody>
<tr>
<td>Mathematical, Physical Sciences, Engineering</td>
<td>260.0</td>
<td>289.3</td>
</tr>
<tr>
<td>Astronomy, Atmospheric Sciences, Geosciences</td>
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TABLE 2: Alcohol, Drug Abuse, & Mental Health Administration Estimated Budget Authority, 1978 & 1979: Extramural Research

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<th>Component Institutes</th>
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<tr>
<td>National Inst. on Alcoholism &amp; Alcohol Abuse</td>
<td>15,958</td>
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<td>National Inst. on Drug Abuse</td>
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<td>National Inst. on Mental Health Programs</td>
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<td>National Inst. on Clinical Research</td>
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<td>National Inst. on Psychiatric Disorders</td>
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<tr>
<td>National Inst. on Social Services</td>
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<td>National Inst. on Environmental Issues</td>
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<td>National Inst. on National Health Programs</td>
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<tr>
<td>National Inst. on Public Health Programs</td>
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<tr>
<td>National Inst. on Public Health Programs</td>
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</tr>
</tbody>
</table>

Adapted by Judith W. Arnold, Bradley University. Original artist unknown.

We have read your proposal and are giving it serious consideration.

Primary for health statistics, but also for initiating research on cost containment and quality assurance, urban and child health, and national health insurance. $22 million for grants and contracts covering the entire scope of health services delivery. See article on .

R & D Budget: Mostly Development

Funding for basic and applied research constitutes a little more than two percent of the total federal budget and submitted to Congress by President Carter for fiscal year 1979 and slightly less than 37 percent of the total request for research and development.

The budget for FY79 is just over $550 billion with $3.6 billion for basic research, $6.6 billion for applied research, and $17.6 billion for development. The total R&D request of $27.9 billion is a little more than 5.5 percent of the total budget.

Funding for basic research constitutes less than three-fourths of one percent of the total budget and slightly less than 13 percent of the total R&D request.

Development constitutes slightly more than 3.5 percent of the total budget and more than 63 percent of the R&D funds.

Basic research was given the largest percentage increase, 9.1 percent vs. 6.5 percent for applied vs. 6 percent for development, but ended up with the smallest increase in actual dollars: 3 billion vs. 4 billion for applied vs. 1 billion for development. Total additional funding for basic and applied research remains 8.3 billion below the increased funds requested for development.

These calculations are based on requested budget authority figures for FY79 and estimated actual budget authority figures for FY78.

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MAY 1978

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Still More Funding Sources
For Social Science Research
continued from page 6

Citizens Willing to Fund Research

New Members Named
To NSF Advisory Group

Four new members have been appointed to the NSF Sociology Advisory Subcommittee this year.

Members appointed are Joan Huber, University of Illinois, Evanston; Peter Bozell, University of Massachusetts; Herman Turk, University of Southern California; and James Quie, Michigan State University.

Continuing members are Anne McMahon, University of Rochester; Anthony Obenshain, Vandy- nderbilt University; and Frank Sampson, University of Vermont.

The advisory committee and the NSF have received 41 proposals to evaluate this fall.

Proposals may be submitted at any time, but in order to allow for the 6-9 month process- ing time, the following approximate submission dates are recommended:

Doctoral dissertation: research proposals are reviewed continuously with relatively short turn- around time.

A $600,000 applied research program directed toward cost con- tainment issues in health plan- ning has been announced jointly by the National Center for Health Services Research and Development and Health Planning and Resources agencies.

Proposals submitted in re- sponse to this solicitation are li- mited to a maximum of $35,000 in direct costs. Completed applica- tions are due on or before June 28. Awards will be announced by Oc- tober 1.

The solicitation describes the solic- itation: "Grants for Cost Contain- ment Research for Health Planning." (PPH 78-3206, plus 4 pages). Proposals can be obtained from: Director, Review and Advisory Services (Small Grants), NCHEER, Room 7-50A, Center Building, 3700 East-West High- way, Hyattsville, MD 20782.

The Center solicits and evaluates, and proposes the, it is not the source of fund- ing. The Center has accepted proposals from other non-profit organiza- tion, EARTHWATCH, which is in turn raises the funds from carefully selected non- specialists who collectively fi-

Seeks Research on Health Costs

A plenary session on "Three Perspectives on the Future for Sociologists" is scheduled for the Annual Meeting of the North Central Sociological Association, May 18-20, Netherlands Hilton Hotel, Cincinnati.

In addition, the ASA Commit- tee on World Sociology is to meet in conjunction with the NCSA. A session on "Graduate Education of Students from Third World Countries", chaired by David Chaplin, Western Michigan Uni- versity, has been scheduled.

The plenary session, chaired by J. Milton Yinger, Oberlin College, includes Roland Liebert, NSF, on the research perspective; Ernest Campbell, Vanderbilt University, on graduate programs; and Russell R. Dynes, ASA Executive Of- ficer, on jobs and employment.

ASA Problem of Discipline Grants Supporting Three Groups

Applicants must send five copies of their proposals to the ASA ESAC, 1722 N Street, NW, Washington, D.C. 20036. Applications should come from small groups of social scien- tists at least three of whom must be ASA members.

Submission deadlines are Feb- ruary 1, May 1, August 1, and November 1. Proposals will be reviewed four times per year, and under normal conditions, deci- sions will be made within three months following receipt of the application.

Under unusual circumstances, grants will be made to previous recipients and previous grants will be awarded additional sup- port; however, priority will be given to new proposals from those who have not received support in the last three years. All groups re- ceiving support will be required to submit a report of progress one year following the date of their grant.

Members of the Committee on Problems of the Discipline are Richard J. Hill, Chair; Herbert L. Costner, National Science Foundation, and David Mechanic, Uni- versity of Wisconsin, Madison.
Recommendations Aimed at Reducing Disputes

Last fall, the committee sent the draft of the recommendations to 32 PhDs who had taken jobs during the past five years or less in a variety of institutions and disciplines. Twelve responded. The respondents wanted more, not less, detail, and they made many suggestions on issues about which they were ignorant when they accepted appointment. The third draft of the committee's work is published in this issue of FOOTNOTES. It tries to address the concerns of new PhDs and chairpersons of departments in a compact form.

Recommendations aimed at reducing academic freedom and promotion disputes in the profession by improving communication between candidates and obligations of faculty have been made by the ASA Committee on Freedom of Research and Teaching.

These recommendations, "The Initial Appointment in Sociology: Guidelines for Candidates and Departments," are based on the experience the Committee has gained through its nine years of deliberation. In addition to new sociologists, the recommendations should be useful to sociologists engaged in the process of appointment.

In requesting publication of its recommendations, the Committee said: "It has become clear to us that in many of the disputes that have been filed, departments had not worked out clear standards and procedures for reaching important decisions within the department, or if they had standards and procedures, they failed to adequately communicate them to new faculty."

The Committee noted: "For their part, new faculty did not know what to ask about, or feared asking about certain issues, prior to accepting employment, only to become aware of practices which they thought the department or university expected of them."

All sociologists will find these guidelines helpful, but they are addressed primarily to the level of PhD searching for full-time academic positions and to the Department of Sociology for whom they hope to work. Individuals should know basic privileges, obligations and rights before accepting an appointment; departments should provide this information in clear and precise terms. These guidelines are intended to suggest important issues and suggest procedures for avoiding an information gap. Of course no collection of issues can guarantee a trouble-free career. But we hope these guidelines will forestall many problems and misunderstandings before they arise.

1. Preliminary Considerations. During job search, candidates should keep records of who has written recommendations on his or her behalf, and from whom. Re- commendations should be solicited. Letters of recommendation normally should be submitted only on request; solicited letters can guarantee a trouble-free career. But we hope these guidelines will forestall many problems and misunderstandings before they arise.

II. Offer of Appointment. The candidate who receives a job offer should have a written letter of offer and a copy of the appointment title, which should be sent to the chairperson of the department, or from a dean or other university official. A model letter of appointment is appended to these guidelines. The letter should contain information on:

A. The appointment title (instructor, assistant professor), whether it is full or part-time, and whether any appointment is tenure, tenured, or not, or conditional on completion of the PhD. If it is conditional, there should be a statement on the percentage level and title if the PhD is not completed by a specific date, and any adjustments for completion during the first year should be specified. Any restrictions on the appointment, such as preclusion of time spent on graduate study, or limits related to joint appointments, should be specified. (See VII.B.)

B. The salary, with PhD and the salary without it, and whether the salary and appointment are for the academic year (9 months) or the calendar year (12 months). The letter should specify from what source salary will come (general university funds or some other source), and whether salary is guaranteed for the entire period of the appointment.

C. The length of the initial appointment—usually one, two, or three years.

D. The teaching responsibilities to be carried each term, the specific courses to be taught (if they have been agreed upon) and the procedure for altering course taught after the first year. It is preferable that specific courses for the first year be reasonable, and that specific courses for the first year be agreed to and entered in the offer of appointment. If this cannot be done, there should be an understanding of assignment of a specified date well in advance of employment. The number of new course preparations expected during the initial appointment period should be discussed.

E. The committee responsibilities expected in the department, including service on committees, dissertation and dissertation committees for graduate students. (See V.B.)

F. Who has approved the appointment in the department and for the university (the executive committee or the hiring committee and what the committee authorizes in arts and sciences), and whether approval is complete or tentative pending approval (usually routine of the organization).

G. The department and university policy regarding summer appointment and summer obligations, if any. (See V.F.)

H. When and how renewal of appointment will take place. If the candidate has had academic service elsewhere the appointment letter should specify whether or not that time will count in the probationary period and who made this determination. (See V.D.)

I. Whether moving and other expenses will be covered, and the dollar amount if there is a limit.

III. University Rules and Regulations. The candidate should receive a copy of university rules and regulations regarding academic appointments, renewals, tenure, promotion, tenure, dismissals, research, committee action, grievance procedures and appeals. These should be read carefully in light of the processes, timing, rights and obligations.

IV. University Benefit Programs. The candidate should receive a copy of university fringe benefit programs, including retirement, medical and insurance. The university should carefully pay particular attention to which are required, which are optional, and when each commences.

V. Departmental Policies and Practices. Every department should have a written statement for new faculty which supplements the letter of appointment. The statement should provide information on:

A. The general character of the department—size of staff, size of undergraduate and graduate enrollment (including length of terms and courses in the department, and a brief history of the department.

B. The organization of the department—the committees, the selection of faculty members and their responsibilities to serve on them, the role of the chairperson and of the executive committee, the size and distribution of nonacademic staff.

C. Departmental recruitment policies and practices—the committee structure and how faculty participate in the selection process.

D. Departmental renewal, tenure and promotion policies and practices. The candidate should receive a formal departmental statement setting forth in detail the evaluation criteria used for (1) renewal of appointment, (2) promotion, and (3) annual salary adjustments (merit increases). Procedures by which that evaluation and incentive should be specified. The statement should discuss the relative importance of teaching, research, service. There should be a clear and precise description of standards what are considered acceptable publications, research activity, and teaching. Examples should be given. For example, how new faculty need information on how their contributions are ranked, how their department evaluates co-authored works, whether the department expects faculty to secure outside research grants. This statement should specify when and how the evaluation review will take place, what communication about it can be expected. The candidate should be told the terms of the second (renewal) appointment. What is the “up or out” date, and when the evaluation for renewal will take place. The candidate should also be informed of the Freedom of Research and Teaching feelings that the department has an obligation to communicate to an assistant professor or instructor, orally and in writing, and in clear and precise detail the outcome of evaluation of scholarship and/or teaching—whether he or she is deemed competent and why, what the weaknesses are, and how they might be corrected. If the evaluation is negative, sufficient time must be allowed for improvement to be demonstrated before reevaluation and any formal decision on renewal or termination is made.

E. The duties and privileges of a department’s representative to service, meeting attendance, office hours, availability of supplies and resources, office, telephone, secretarial service, travel funds, etc. If new faculty are not expected to serve on committees right away, they should be told this, and also told when they will be expected to serve; if travel funds or secretarial services are not available, this should be stipulated contingent upon provision of funds by university trustees or the individual chairperson. The departments should "tell it like it is," and leave no room for confusion or misunderstanding.

F. The department’s grading policies and practices—class size, grading guidelines, test selection and grading, should be especially summer teaching, teaching and grading assistance, how to request teaching a course and how to make appointment to add a new course. If certain courses are controlled by departmental rules on content and coverage, a new faculty should be informed.

G. Research resources in the department—especially any policy on summer research support, availability of funds for research assistants, and computer funds. If resources are not routinely available this should be noted; criteria for rationing resources should be specified.

VI. Part-time and Joint-appointments. When a person accepts a part-time appointment, the full conditions of the appointment situation should be specified. This involves or is contingent on a part-time job, whether it is a tenure-track appointment and how time will be calculated for “up or out” purposes, what rights (voting) and obligations (teaching, committees) the person has, how one will be evaluated by whom, whether the appointment will become full-time and when, whether one can search and serve on committees in the graduate program, whether travel funds and other resources come with the appointment. In the case of joint-appointment, the full conditions of the appointment should specify the full conditions of the joint-appointment: where the responsibilities are assigned, minimum salary, merit increases and promotion, what rights (voting) and obligations (committees) one has in each location, how one will be evaluated and by whom, whether one can teach and serve on the graduate program, and from where travel funds and other resources (secretarial services, travel funds, etc).
Suggested Letter of Initial Appointment Offer

Dear 

On behalf of the Department of Sociology I am pleased to offer you the position of Assistant Professor of Sociology for a one-year period beginning with the first semester of the 19___ academic year. The salary for the academic year will be ___$. Any appointment at this rank and salary are contingent upon our receiving official notification that you have completed all requirements for the Ph.D. Should you not complete the degree before the first semester begins, the appointment would be terminated by the end of the semester. [Payroll and other benefits should be specified here.] (Whether the University will or will not pay relocation expenses, and if it will the dollar amount, should be specified here.)

The offer of appointment has been approved by the Dean of the College of ____. No appointment is definite until approved by the Board of Regents. Such approval is acted upon after the candidate has indicated acceptance.

Details of the terms of appointment and of available fringe benefits are reviewed in the “Policies and Practices of the Department of Sociology”, and the brochure on “University Benefit Programs”. Copies of these documents are enclosed with this letter.

Your appointment begins on ____, the first day of registration for the academic year, which ends on ____. Faculty are expected to work during the fall and spring terms. The summer term may be utilized for the study of higher degrees. [Payroll and other benefits should be specified here.] (Whether the University will or will not pay relocation expenses, and if it will the dollar amount, should be specified here.) (Payroll and other benefits should be specified here.)

Your first term of appointment, if you receive the Ph.D. before arriving, will be for ___ years ending on ____. The department’s procedures for reviewing the contractual status of the Assistant Professor are described in “Policies and Practices”. Briefly, the Executive Committee (tenured faculty of the department) annually reviews the contractual status and performance of each Assistant Professor, and communicates with him/her and with the Review Committee. The Chairperson, notification of contract renewal or termination is given more than one year prior to the expiration of the current contract. Contract renewals after the first ___ year term are at the option of the department, or at the option of the University, or at the option of both parties. The University is eligible for promotion, subject to the rules and regulations, and all of our initial appointments are made in the expectation that the candidate will receive promotion to tenured status. [Payroll and other benefits should be specified here.] (Whether the University will or will not pay relocation expenses, and if it will the dollar amount, should be specified here.) (Payroll and other benefits should be specified here.)

Summer employment at the University, whether from teaching or research funds, is normally limited to two months, at 2/9ths of the preceding academic year’s salary. I will be happy to consult with you about how we might obtain research support for your salary. Employment in summer sessions is not guaranteed by the University, but members of our department who have

Western Massachusetts Consortium Holds First Meeting

Four workshops were held at the first meeting of the Students, Teachers, and Administrators Western Massachusetts Consortium, April 15, at Westfield State College in Springfield. Alfred A. Clarke, Jr., Western New England College, said the workshops featured roundtable discussions that focused on the uses of sociology in (1) further education planning, (2) occupational socialization, (3) professional life planning, and (4) social impact planning.

Clarke said the Consortium was formed last December “to enhance communication networks between students and teachers at the high school, community college, four-year college and graduate levels in the local area.”

Besides Clarke, the organizational meeting was attended by Robert Rohde, American International College; Patricia Campbell, Western New England Placement Office; Jean Murray, college student; Polly Pi-Sunyer, Springfield Technical Community College; Marcus S. Suter, East Windsor High School; and Stan Sztacheta, Springfield Job Opportunities Office.

Clarke and Pi-Sunyer are members of the ASA Projects on Teaching Undergraduate Sociology.
Level of Interaction Low; More Interaction Desired

continued from page 1

your assessment of current interaction between academic and non-academic sociologists? How do they perceive the appropriate "label" cluster around the following factors: (1) academic; (2) professional sociologist; (3) professional sociologist; (4) the need for more interaction.

The term "professional sociologist" refers to academic sociologists working in academic settings. It is clear that this term is used by many sociologists in this context. However, the term "professional sociologist" is not appropriate for all sociologists. In some cases, it may be more appropriate to use the term "academic sociologist." This is because the term "professional sociologist" is often used to describe sociologists who work in academic settings, but who do not necessarily have a professional background. For example, sociologists who work in community agencies, hospitals, or other non-academic settings may not necessarily have a professional background, yet they may be considered "professional sociologists" by many sociologists.

APPROPRIATE LABEL

A number of respondents replied that they were "indifferent" to the labels or that the labels were "irrelevant." Several other sociologists, however, expressed their opinions concerning the academic sociologists. Some sociologists felt that the term "academic sociologist" is appropriate, while others felt that it is not.

A former executive in marketing/teaching, for example, felt that the term "academic sociologist" is inappropriate. He argued that sociologists who work in academic settings are not necessarily "academic sociologists." He suggested that sociologists who work in non-academic settings should be referred to as "non-academic sociologists."

Despite these differences in opinion, most sociologists agreed that there is a need for more interaction between academic and non-academic sociologists. Many sociologists felt that such interaction would be beneficial for both sides.

The need to differentiate sociologists on one basis or another was questioned by several respondents.

One major factor in the need for differentiation is the way in which sociologists perceive the subject matter they are discussing. If sociologists are not able to communicate effectively, they may not be able to work together effectively. This is particularly true in the case of sociologists who work in different academic settings.

More Interaction

A desire for more interaction with sociologists in academic settings is supported by a number of respondents.

A reporter on a metropolitan newspaper, for example, felt that there is a need for more interaction with sociologists. She argued that sociologists are doing sociology as much as I would like. I do not feel an intellectual kinship with the people at work. But I like this kind of writing, it's important to me.

A specialist in financial consulting, on the other hand, felt that there is a lack of interaction between academic and non-academic sociologists. He argued that this lack of interaction could be a problem for sociologists who are interested in doing sociology as a profession.

Researcher in a national laboratory: Sociologists who work in academic settings are more involved in their jobs than they are in their professional development. They also tend to develop a network of individual contacts with other academic sociologists without facilitation by the professional association.

A final researcher in a public institute: A sociologist is a sociologist.

Level of Interaction

Both respondents offered similar views regarding the level of interaction between academic and non-academic sociologists. They both felt that there is a need for more interaction between these two groups.

Although respondents were generally negative about the level of interaction between academic and non-academic sociologists, they did not offer specific suggestions for improving the situation. They simply expressed a desire for more interaction, and indicated that they would like to see more interaction in the future.

In conclusion, it is clear that there is a need for more interaction between academic and non-academic sociologists. This need is likely to be met by a variety of factors, including the development of new methods for facilitating interaction, as well as the encouragement of sociologists to engage in more interaction.

Director of a research unit in a state agency: My feeling is that the current interaction is improving dramatically. However, I find many contacts between the academic and non-academic sociologist may be half-hearted contacts precisely because they are being put on a departmental or dean and that academic sociologists are not really committed to changing some of the basic tenets of graduate training.

Low Level

Several explanations were given for the perceived low level of interaction between sociologists in academic and non-academic settings:

1. Many sociologists who work in academic settings do not have regular contact with sociologists who work in non-academic settings. This makes it difficult for them to develop a network of contacts.

2. Sociologists who work in academic settings may have different views about the nature of sociological research. They may be more interested in theoretical research, while sociologists who work in non-academic settings may be more interested in applied research. This can make it difficult for them to work together.

3. Sociologists who work in academic settings may have different career goals. They may be more interested in obtaining academic positions, while sociologists who work in non-academic settings may be more interested in obtaining positions in government or industry. This can make it difficult for them to work together.

4. Sociologists who work in academic settings may have different educational backgrounds. They may have different views about the nature of sociological research. This can make it difficult for them to work together.

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Several explanations were given for the perceived low level of interaction between sociologists in academic and non-academic settings:

1. Many sociologists who work in academic settings do not have regular contact with sociologists who work in non-academic settings. This makes it difficult for them to develop a network of contacts.

2. Sociologists who work in academic settings may have different views about the nature of sociological research. They may be more interested in theoretical research, while sociologists who work in non-academic settings may be more interested in applied research. This can make it difficult for them to work together.

3. Sociologists who work in academic settings may have different career goals. They may be more interested in obtaining academic positions, while sociologists who work in non-academic settings may be more interested in obtaining positions in government or industry. This can make it difficult for them to work together.

4. Sociologists who work in academic settings may have different educational backgrounds. They may have different views about the nature of sociological research. This can make it difficult for them to work together.

In conclusion, it is clear that there is a need for more interaction between academic and non-academic sociologists. This need is likely to be met by a variety of factors, including the development of new methods for facilitating interaction, as well as the encouragement of sociologists to engage in more interaction.

Director of a research unit in a state agency: My feeling is that the current interaction is improving dramatically. However, I find many contacts between the academic and non-academic sociologist may be half-hearted contacts precisely because they are being put on a departmental or dean and that academic sociologists are not really committed to changing some of the basic tenets of graduate training.

In conclusion, it is clear that there is a need for more interaction between academic and non-academic sociologists. This need is likely to be met by a variety of factors, including the development of new methods for facilitating interaction, as well as the encouragement of sociologists to engage in more interaction.
PUBLICATIONS

Journal of Consumer Research invites authors to submit new empirical work on consumer decision making, specifically on the following topics:

1. The influence of social networks on consumer decision making in a particular product category.
2. The influence of brand loyalty on consumer decision making.
3. The influence of advertising on consumer decision making.
4. The influence of price on consumer decision making.
5. The influence of product attributes on consumer decision making.

Abstracts should be submitted by June 30 to the American Marketing Association, 1020 N. Dearborn St., Chicago, IL 60610.

The American Academy of Forensic Sciences, Annual Meeting, February 12-17, 1979, Hyatt Regency Hotel, Atlanta. The Psychology Section is interested in having papers presented on the following topics: Methodology and practical applications of forensic sciences.

The American Bar Association, Annual Meeting, August 10-15, 1979, Hyatt Regency Hotel, Atlanta. The Law and Medicine Section is interested in having papers presented on the following topics: Issues in medical ethics and the law.

The American Psychological Association, Annual Meeting, August 10-15, 1979, Hyatt Regency Hotel, Atlanta. The Law and Social Psychology Section is interested in having papers presented on the following topics: Legal issues in social psychology.

The American Political Science Association, Annual Meeting, September 1-4, 1979, Hyatt Regency Hotel, Atlanta. The Law and Politics Section is interested in having papers presented on the following topics: Legislative process and public policy.

The American Sociological Association, Annual Meeting, September 1-4, 1979, Hyatt Regency Hotel, Atlanta. The Law and Society Section is interested in having papers presented on the following topics: Legal and social issues in the workplace.

The American Psychological Association, Annual Meeting, September 1-4, 1979, Hyatt Regency Hotel, Atlanta. The Law and Psychology Section is interested in having papers presented on the following topics: Legal and psychological issues in the criminal justice system.

The American Sociological Association, Annual Meeting, September 1-4, 1979, Hyatt Regency Hotel, Atlanta. The Law and Society Section is interested in having papers presented on the following topics: Legal and social issues in the workplace.

The American Psychological Association, Annual Meeting, September 1-4, 1979, Hyatt Regency Hotel, Atlanta. The Law and Psychology Section is interested in having papers presented on the following topics: Legal and psychological issues in the criminal justice system.

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The American Psychological Association, Annual Meeting, September 1-4, 1979, Hyatt Regency Hotel, Atlanta. The Law and Psychology Section is interested in having papers presented on the following topics: Legal and psychological issues in the criminal justice system.
Funded Students

One hundred and twenty students have been funded either fully or partially since the Program’s inception. In addition to 23 Spanish-speaking; 13 Asian; and 7 Native Americans. Sixty-six are men, 54 are women. Ten percent of these students they attend represent the major geographical regions of the country. A year-long report of explorations of the Fellows’ exceptionally rich academic standing: the pool of talented minority college students who were before the Program’s inception were receiving the opportunities now being provided; the Committee’s extremely careful selection process; the focus of direction by the Fellows and the professors with whom they socialize; and the supportive role played by the Center in this contract with Fellows. This year it is a pleasure, again to report that most of the Fellows are rated by their professors as above average or outstanding. The explanations presented in last year’s report, we believe, still are applicable. Now it has become even more evident that a fellowship program, in the service of a worthy cause, administered through the central office of the American Psychological Association is itself deeply symbolic of support. One tangible indicator of such support is the fact that 66% of the Fellows located at 18 universities were visited as part of the Program’s monitoring program conducted by the Association, as were the Fellows’ academic standing and progress.

Perry Fellows attended the annual Congressional Fellows convention, this year held in Chicago. At the convention, the MF featured a paper on minority psychology. The paper was devoted to the objectives, policies, and procedures of the MF, and to the emerging research interests of six Fellows who made original presentations. The session room was filled to over capacity, as it was at the opening meeting the year before, but time was not sufficient to do all that was wanted to do. (Next year at the Annual Meeting we plan to have an informal session devoted to our research interests.) After the opening meeting a reception was held for the Fellows. It was attended by 40 MF members, the President and President-Elect of the Association, the staff of the Executive Office, and guests in the departments where the Fellows are employed.

Applied Fellowship

The MF is funded by the Minority Group Center of the National Institute of Mental Health, in addition to funds from the National Institute of Education and the Commerce Fund. An additional fellowship program funded by the MF’s Minority Group Center of the NIMH, will commence in 1978, the Doctoral Fellowship in Applied Psychology for the MF’s former Executive Officer, assumed the central responsibility for planning and implementation in support of this new fellowship program. Its objectives will be to supplement the training in the application of sociology to mental health programs; establish procedures for the enhancement of the social work curriculum which combines basic and applied sociology with them as well. Departments interested in the recruitment of minority students are being invited to appoint one or more Fellows.

In addition, the MF has developed a set of guidelines for the application of sociology to mental health programs; establishes procedures for the enhancement of the social work curriculum which combines basic and applied sociology with them as well. Departments interested in the recruitment of minority students are being invited to appoint one or more Fellows.

To give some idea of the magnitude of the problem, here are a few facts, covering the years 1964 to 1977, the time period in which the MF has been operating: the total number of Fellows on the program has increased from 7,234 to 23,212 to 796; and the number of participants on the program from 329 to 1,672. During this same period (1964-77), the number of time slots (two-hour periods during which sessions can be held) available for participants increased, so that the number of participants on the Annual Meeting have increased from 9 in the years 1964-1970, to 25 in 1977.

Problems/Issues

In a well-constructed annual report to the Association, Program Director, and Fellows, the program addressed issues facing the Fellows and the profession, such as the need for additional funding and research. The program also addressed the importance of maintaining a diverse and inclusive environment for all Fellows.
## Auditor's Report

### American Sociological Association

**December 31, 1977**

**Contributions**
1,536

**Miscellaneous**
4,344

**Professional Information**
1,037

**Total revenue**
$1,088,361

### Expenditures

**Publications**
- Printing and mailing: 247,465
- Editorial and other: 74,009
- Total: 321,474

**Meetings**
- Annual meeting: 60,735
- General and administrative (note C): 537,003
- Total: 697,738

**Income taxes**
- Note (A4): 3,321

**EXCESS OF REVENUE OVER EXPENDITURES**

- Increase in association equity: 50,803
- Net increase in unrestricted equity: 22,803
- Unrestricted equity—beginning of year: 347,879
- Unrestricted equity—end of year: 370,682

### NOTES TO FINANCIAL STATEMENTS

**Note A—Summary of Accounting Policies**

A summary of the Association's significant accounting policies consistently applied in the preparation of the accompanying financial statements follows:

1. **Statement of changes in financial position**
   - As the Association is a not-for-profit organization, it is subject to the provisions of the American Institute of Certified Public Accountants Accounting Principles Board Opinion No. 19 requiring a statement of changes in financial position.

2. **Property, plant and equipment**
   - Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated useful lives, principally on a straight-line basis without regard to salvage values.

3. **Deferred income**
   - Deferred income represents amounts received in advance for the following:
     - Member dues which are applicable to subsequent periods.
     - Subscriptions to periodicals which are to be issued subsequently.

4. **Income taxes**
   - The Association is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code, except for mailing list rentals and other unrelated business income that resulted in Federal and District of Columbia income taxes of approximately $3,000 and $1,500 at December 31, 1977 and 1976, respectively.

**Note B—Restricted Assets**

These funds are held by the American Sociological Association, as custodian, to be used for specific purposes and are therefore restricted. As December 31, 1977, the following amounts remained in unexpended Grants or Restricted Funds.

### BALANCE SHEET

<table>
<thead>
<tr>
<th>Accounts</th>
<th>Restricted (note B)</th>
<th>Restricted (note B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>76,265</td>
<td>258,601</td>
</tr>
<tr>
<td>Certificates of deposit plus accrued interest</td>
<td>649,859</td>
<td>167,529</td>
</tr>
<tr>
<td>Accounts receivable</td>
<td>26,741</td>
<td>89</td>
</tr>
<tr>
<td>Advertising and mailing lists</td>
<td>56,370</td>
<td>89</td>
</tr>
<tr>
<td>Other</td>
<td>83,111</td>
<td></td>
</tr>
<tr>
<td>Less for doubtful receivables</td>
<td>(5,000)</td>
<td>78,111</td>
</tr>
<tr>
<td>Inventories (at nominal cost)</td>
<td>5,000</td>
<td>5,000</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>31,601</td>
<td>31,601</td>
</tr>
<tr>
<td>Property, plant, and equipment (at cost)</td>
<td>162,506</td>
<td>162,506</td>
</tr>
<tr>
<td>Office furniture and equipment</td>
<td>48,386</td>
<td>48,386</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>(78,493)</td>
<td>78,493</td>
</tr>
<tr>
<td>Land</td>
<td>132,399</td>
<td>171,399</td>
</tr>
<tr>
<td><strong>Total assets</strong></td>
<td><strong>$1,012,235</strong></td>
<td><strong>$1,426,039</strong></td>
</tr>
</tbody>
</table>

### LIABILITIES

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounts Payable</td>
<td>56,313</td>
</tr>
<tr>
<td>Restricted funds (note B)</td>
<td>89</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>37,804</td>
</tr>
<tr>
<td>Deferred income (note A3)</td>
<td>106,347</td>
</tr>
<tr>
<td>Income taxes payable (note A4)</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>Total liabilities</strong></td>
<td>613,553</td>
</tr>
</tbody>
</table>

| Unexpended grants and restricted funds | 369,649 |
| Association equity              | 370,682 |
| Unrestricted restricted fund     | 28,000  |
| **Total**                       | **$1,012,235** |

### STATEMENT OF REVENUE AND EXPENDITURES

**Year ended December 31, 1977**

| Revenue from membership dues | 3,141,000 |
| Section dues                 | 24,668    |
| Subscriptions                | 303,314   |
| Advertising                  | 76,465    |
| Sales—back issues            | 9,997     |
| Sales—other                  | 60,379    |
| Annual Meeting               | 96,447    |
| Reimbursement of administrative expenses (note B) | 60,288 |
| Mailing list rentals         | 26,508    |
| Royalties                    | 31,635    |
| Interest                     | 6,690     |

**Unexpended restricted fund balance**

- National Science Foundation Grant: $1,013
- National Science Foundation Royalties: 19,630
- National Institute of Mental Health (HEW): 55,707
- Pitirim Sorokin Award: 10,453
- Asia Foundation: 1,916
- Carnegie Corporation: 3,470
- Special Fund for the Advancement of the Discipline: 20,681
- Cornerhouse MFP Grant: 7,542
- Cornerhouse Awards: 30,000
- Abt Associates: 1,000
- Lilly Foundation: 36,166
- Condition of Research: (1,929)
- Rose Monograph: 229,336

**Cash and investments**

- National Science Foundation Grant: $1,013
- National Science Foundation Royalties: 19,630
- National Institute of Mental Health (HEW): 55,707
- Pitirim Sorokin Award: 10,453
- Asia Foundation: 1,916
- Carnegie Corporation: 3,470
- Special Fund for the Advancement of the Discipline: 20,681
- Cornerhouse MFP Grant: 7,542
- Cornerhouse Awards: 30,000
- Abt Associates: 1,000
- Lilly Foundation: 36,166
- Condition of Research: (1,929)
- Rose Monograph: 229,336
Sections
Medicare
4,399
4,399
Organizations and
dependents
4,629
4,629
Subsidy
2,964
2,964
Undergraduate
Education
2,194
2,194
Military
1,794
1,794
Environmental
1,020
1,020
Seg. Costs
758
758
Sociological Practice
425,920
625,281
$369,649

Certain grants and cost reimbursable contracts provide for the allowance of costs by budget categories as set forth in the grants or contracts including reimbursement of administrative expenses which amount to $60,286 and $52,681 for the period ending December 31, 1977 and 1976, respectively. The expenditures made by the Association under the terms of these grants and contracts are subject to audit. To-date, the Association has not been notified of any disagreements relating to grants or contracts in force. In the opinion of the Association, all expenditures are properly allowable costs and it is not necessary to establish a provision for them.

A summary of the restricted fund activities is:

Unrestricted restricted fund balances
at beginning of period...
...at December 31, 1977
$340,857
738,184
369,649

Receipts of grants, contributions
and revenue on investments
738,184
(709,392)

Unrestricted restricted fund balances
369,649

NOTE C—RETRIEVE PLAN
The Association has a voluntary retirement plan for its eligible employees. Under the program, employees can purchase retirement plan participation from Teachers Retirement System of Pennsylvania (T.R.S.P.) be- fore retirement. For a fee of $200 for each year, any secure- ment that may be awarded in the future for which the employee is working. The contributions are limited to a specified percentage of an employee’s salary. The contributions are invested in various funds chosen by the employee.

The purpose of this letter is to provide insight into the demographics en- countered in selecting among job applicants and better enable those seeking jobs to be fairly evaluated.

I was one of five people who completed the task of selecting candidates to fill vacant positions in our department. During the screening, sorting, and selection process it became obvious that the na- ture of the job market (with many applicants) and the types of positions had changed. Thus, the data on which we based the decisions was not totally the same as that of the previous year.

D.C. Society Holds Job Conference For Undergrads
The 11th annual undergraduate conference for sociology majors was held recently at the University of the District of Columbia, this year’s host institution. Co- ordinators for the conference were June Parrott and Shirley Hunter, Assistant Professors in the De- partment of Sociology and Anthro- pology at D.C.C. The confer- ence is sponsored annually by the D.C. Sociological Society. It serves to give undergraduate majors in Sociology and allied fields toward preparing for job opportunities and careers and attracts students from surrounding states. This year representatives from twenty government agencies and research or- ganizations participated in the conference. The American Sociological Association was represented by Doris Wilkinson, who discussed the idea of "Career Opportunities for Col- lege Graduates with Degrees in the Social Sciences." Approximately 225 students attended the conference.

Like so many of us, Mehdi left Iran before receiving his PhD and took a teaching job. His first full-time teaching position began in 1950 at the College of Mount St. Vincent where he eventually became Chair of the De- partment. He returned to the University of Michigan in 1973 and taught at Herbert H. Lehman College from 1973 to 1972. In 1972 he took his last teaching job at the Department of Sociology and An- thropology at Indiana University of Pennsylvania, where he continued to be an Associate Professor and become a Full Profes- sor after receiving his PhD from N.U. in February 1973. His dissertation, a comparison of political crime in Iran and the United States, was one of the first to appear in the field and set the stage for his career.

The thesis concerning the political nature of crime. Although Mehdi never pub- lished his dissertation, a number of articles and papers came from it. These were "Formulation of Criminal Laws," published in 1972, which was one of the first pieces of argument against the influence of the American legal system; "The Political Nature of Law, Deviance and Crime;" presented to the American Congress of Criminal Justice and the American Society of Criminology in 1972, and "Punishment Under Two Different Systems of Government: Offenders Directed Against the Internal Secular State and the Political State," presented to the American Society of Criminology in 1975. Other articles and papers of Mehdi’s were published in a variety of journals, including Social Forces and Technology: A Critical Review of Our Time," (1973), "Social Disorganization and the Economic System," (1973); and "Social Order, Social Control and Legality: Some Current Implications," (1974).

Inter-Organizational Cooperation Produces Workshop on Intro
A concern for improving the teaching of the introductory sociology course drew 60 sociologists from throughout the state of Minnesota to a workshop held in mid-January at Hamline University. The meeting was jointly spon- soried by the American Sociological Association (ASA), the University of Minnesota, St. Paul, and the Twin Cities, Hamline University, the Sociologists of Minnesota (SOM), the University of Minnesota Sociology Depart- ment, and the West Publishing Company. There were no registration fees of any kind.

The University of North Carolina, Chapel Hill, was the keynote speaker. Twenty-two sociologists from seven institu- tions were part of a weekend of workshops and an all-day session under the general direction of Arthur L. Johnson, University of Min- nesota.

Workshop Participants
Discussion group coordinators and their topics were: The Bottom Line: Is There a Common Core? Judy Erickson, St. Olaf College; Career College: Inapproach to Teaching Introductory Sociology, Barbara Helling, St. Olaf College; The uses of Student Evaluation, John Carlson, University of Minnesota-Twin Cities; Handing Student Heterogeneity, Marjan Delinger, St. Olaf College; University, Wendell Wasserman, Minnes-ota State University; Experiences in Methodology, Herbert Goodrich, St. Cloud State University; Age Classes: Problems and Strategies, Paul Vaughan, Mankato State University; and Socialization as a Perquisite, Theodore Anderson, University of Minnesota.


D.M. Meidi Azimi was born on De- cember 30, 1950 in Tehran, Iran. He died on February 20, 1982 at Mercy Hospital in Johnstown, Pennsylvania, from complications that arose when his body rejected the kidney which had been transplanted the previous November. He is survived by his Beethoven and his daughter Souad. Mehdi came to this country in 1962 to continue his postgraduate study in social scien- tific theory. Because he had graduated first in his class at Tehran University, Mehdi received a fellowship from the Iranian government which permitted him to study at any university in this country. He chose to study sociology at New York University. When I first met him in a graduate class in the summer of 1962, I asked him why he decided to come to New York University. His answer was that he had liked the people there and more people were in the projects of crime and violence. I was the only person anywhere in the United States.

From his first days at N.Y.U., it was clear to those of us who were in his cohort that Mehdi was a rare human being. He was at ease with everyone. He was always loving to everyone. Personally, I can literally count on the fingers of one hand those people whose lives have changed my life, and Mehdi is at the top of that list. I am a different person, a different professional, a different person from the way I was before I knew him, for having him consider me his friend. Mehdi was an inspiration to all of us in the sociology department at N.Y.U. in the sixties. He helped us keep a perspective which I consider to be im- portant in life and what was not. Sociology, to him, was not solely an intellectual pursuit but an impor- tant living. To paraphrase Alvin Gouldner, the quality of Mehdi’s sociology was in- tended to the quality of his humanity, and Mehdi never lost us forget this connec- tion in ourselves. He served both as a model and a check, providing those of us who knew him with something with which we are all aware, I wish we all were aware of. We are aware of because of him.

Laurie H. Siler
Queens College, CUNY

Service Provides Quick Access To Federal Stats
A new Statistical Data Reference Service is being sponsored by the National Technical Information Service (NTIS) to help data users access federal statistics quickly and at low costs.

The service is available through Data Use and Access Laboratories (DUALabs), which specialize in helping people use publicly available data. For each information request, DUALabs makes a thorough search of all available refer- ences. A written report pro- vides descriptive information about the data source which contains the de- sired statistics. Name of individu- als to be contacted for additional information and instructions on how to order the data are also included. No charge will be made for at least one data source cannot be identified.

More information contact: NTIS Statistical Data Reference Service, c/o DUALabs, Suite 900, 1603 North Kent Street, Arlington, VA 22209. Phone: (703) 525-1840, ext. 95.
Arguments Made during Debate on Atlanta Decision Cited

continued from page 1

the extent of liability involved in the decision. It was asserted that persuasion rather than coercion was an appropriate tactic for a scientific society; that the ASA should honor contractual obligations; its rights are not in the best interests of the sociologists who should be doing in their role as citizens and not as scientists; that the membership of the Association is widely split on the issue; and that the ASA membership voted against taking action on other public issues, e.g., the Vietnam War.

Counter-arguments pointed out that women have already been subjected to coercion; that there was no way to limit the financial costs of a decision to specific persons; that the cost to the Association would have to be shared by all members.

CONSTITUTIONALITY OF ACTION

Views expressed concerning the constitutionality of the action centered on the politicalization of the announcing....

A NATIONAL COMPETITION

ABT PRIZE ON THE CONDITIONS OF SOCIAL RESEARCH

The American Sociological Association announces a national competition for work in the conditions affecting privacy, accountability and the continuity of social research. The prize of $1000 has been contributed by Clark Abt of Abt Associates, Inc. Specific details of the competition will be announced in the November FOOTNOTES.

Sessions Examine Cumulative Social Change

Judah Matras, Mechanisms and Processes
Stanley Udy, Technology and Organizations
Nathan Keyfitz, Causes and Consequences of Population Change
Garth Palen, Urbanization as Growth Nexus
Morris Janowitz and Gerald Sutliff, The Locality Group in Expanding Systems
Joseph Gusfield, The Emergence of Civil Institutions
Robert W. Hodge, The Prevalence of Hierarchy
Judith Blike, Family, Kinship System and Formal Organization
Harold Wilensky, Redefinition of Roles
Irving Horowitz, Ideological Adaptations
Philip E. Converse, The Quality of Life
Gerhard Lenski, Directions and Continuities
Scott Greer, Discontinuities and Fragmentations
James Coleman, Problems of Measurement

NIMH Wants More Research on Minority Groups

The Division of Extramural Research of the National Institute of Mental Health has been vigorously reorganized in an effort to increase research about the mental health of minority groups as well as attempting to increase the number of research grants to minority researchers.

Areas of emphasis in interest to sociologists fall under the basic Research and the Applied Research programs. The basic program is headed by David Pearl (301-443-3562). The applied research program is headed by Edward Flynn (301-443-3566).

The basic program is interested in (1) the correlates of social and educational mobility for minority capabilities; (2) the psychosocial development of children in various minority groups; and (3) identification of ethically relevant definitions of giftedness and techniques of location and support of gifted children.

The applied program is interested in (1) the correlates of social and educational mobility for minority capabilities; (2) the role of the media in perpetuating or changing stereotypes of children's attitudes towards themselves and each other; (3) interactional relationships in communities, schools, friendships, and marriages; and (4) mental health aspects of the aging process among minority individuals.

Application deadlines are July 1, November 1, and March 1.

OTHER PROGRAMS

Two other NIMH programs of interest are the Research Scientist Development Program and the Small Grants Program. The development program is headed by Leonard Lash (301-443-8437). The grants program is headed by Ellen Simon Stover (301-443-8437).

hotel chains and associations, municipalities, and tourist associations had had enough; that the support of other associations could not be taken for granted; and that a successful suit could bankrupt the Association.

ALTERNATIVE ACTION

Supporters of alternative action suggested that an approach be taken which emphasized what a scientific society can contribute to the ERA question. Such an approach was to be persuasive and educative in nature. It was argued that the most effective way to achieve the goals of this type would be effective if adequate media coverage could be arranged.

Counter-arguments held that such an effort should have been started six years ago. It was further argued that such an approach would not be politically effective even if the effort could be organized in the time still available.

After the critical decision had been made, Council voted the formation of a subcommittee to design the ASA efforts on the ERA question. The subcommittee is to report to Council during its June meeting in Washington.

New Publications Available from ASA...

1978 Guide to Graduate Departments of Sociology
Members: $4.00
Non-members: $10.00

1978 ASA Directory of Members
Members: $5.00
Non-members: $10.00

1978 Directory of Departments of Sociology
Members: $5.00
Non-members: $10.00

Journal of Health & Social Behavior (Volumes 1-17, 1960-1979)
Members: $5.00
Non-members: $7.50

To order any of the above, check publication(s) desired and send coupon, enclosing payment, to: American Sociological Association, 1722 N Street, NW, Washington, DC 20036.

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Inter NOS

Elsewhere in this issue is a story on the culmination of a lengthy and long standing discussion of the Association’s position relative to joining the ERA boycott. Unlike many organizations which have joined the boycott, ASA has had contractual commitments to meet in Atlanta in 1980. The decision which consumed major portions of Council meetings since September was resolved by affirming that future scheduling of any meetings will not occur in states which have not ratified the ERA amendment, as long as ERA remains an issue, but to honor ASA’s existing commitment to meet in Atlanta in 1980. This solution was achieved in the January Council meeting and was reaffirmed at the Board meeting.

Council members often felt they were in a “no-win” situation; no matter what decision was made, some members would feel aggrieved. It evolved a middle position not entirely acceptable to those who held (most strongly) to other alternatives, but which was accepted in the belief that it would help bridge differences in the Council (and doubtless in the membership).

Most Council members individually support the ideals expressed in ERA but the major disagreement was in the specific organizational action which some felt violated current ASA obligations. The issue was thoroughly discussed. The discussion was intense. Recognized the value of diversity but the dangers of divisiveness. It honored the validity of individual sentiments but recognized the necessity of a collective decision. Council members also had to act in what they considered the best interests of the ASA, of which they were elected representatives and in whose behalf they were acting.

Probably no individual Council member was completely satisfied with the result, and seldom felt unanimous. The resolution does suggest the ability of the ASA structure not only to represent the variety of viewpoints among its members but also to assure the emergence of a position for future directions for the activities of the Association. Organizationally, it was a long and troublesome debate. Fortunately there are many other things on which we can agree inter nos. —KRD