Monanes Make Bequest to ASA
For Two Programs

Two faculty members of the University of Hawaii-Hilo College have declared their intent to leave a testamentary bequest to the ASA to provide funding for two specific programs.

The bequest will be made by J.H. Monane, Professor of Sociology, and Tazuko Ajoro Monane, Professor of Japanese and Linguistics, as part of the final disposition of their estate. The bequest will allocate the interest earned by the Joseph and Tazuko Monane Fund to the ASA for the agreed upon purposes.

ASA Council accepted the Monanes’ bequest during its January meeting and designated half to the Problems of the Discipline (the ASA small grants program) and half to the Visiting Scholars Program for the first five years, after which these uses will be reviewed by Council.

In a letter to the Monanes, Amos H. Hawley, ASA President, stated: “On behalf of the American Sociological Association, I wish to express our gratitude for your thoughtful and constructive contribution to the advancement of sociology. Generous actions such as yours exemplify cynicism and renew confidence in the future of our discipline.”

“I join Russell Dynes in assuring you that we will employ your bequest conscientiously and with careful regard for your intended objectives.”

Monane would like to see the bequest used, in part, to draw the attention of sociologists to two of his special interests: the Sociology of Business and the Sociology of the Human Body, a specialization within the more general field of Biocology.

Monane said, “Because these fields have been relatively neglected by sociologists, I should like to express my hope that the bequest could include some reference to and encouragement of these special fields, in connection, perhaps, with the Problems of the Discipline program, and at the discretion of the appropriate committee.”

Report of President

Hawley Cites New ASA Actions

A Presidential Report is in nature an account of the work of scores of individuals in Council, in committees, and in special assignments. One cannot occupy the presidential position for long without becoming tremendously impressed with the sense of responsibility, the diligence, and the good judgment of the many persons who participate in the administration of ASA affairs. It has been a rare privilege and an honor to be a part of this concerted activity.

In retrospect it is somewhat surprising to me that my presidential term has been as short as it has been, for 1978 brought an almost complete turnover of the professional staff of the executive office. James Shortt as Secretary, Russell Dynes as Executive Officer, Director of the ASA Projects on Teaching Rhodanes as Executive Associates, and I all assumed office within a few months of each other. Paul Williams is the sole survivor from the previous administration. That matters have proceeded as smoothly as they have been due to the quick intelligence of the new executive officers and to the able support provided by the administrative staff led by Alice Myers. Were it not for the timely intervention of Lawrence Myers perhaps my mind might have been lost in the transition.

The most rewarding of tasks to me, as well as all other presidents, I’m sure, has been the preparation of the annual program. But without a competent committee the work on the 1978 program saw Teaching Page 5

Rosssi Wins Presidential Runoff; Hughes Elected V P

Peter H. Rossi, University of Massachusetts, is the new President-Elect of the American Sociological Association, assuming the Presidency at the end of the 1979 Annual Meeting. Rossi will serve as Chair of the Program Committee for the 1980 meeting. He will assume his seat on the ASA Council as President-Elect for the year 1979 and then take over as President in 1979.

Helen McCull Hughes, Cambridge, Massachusetts, will also become a member of Council as Vice-President-Elect at the end of the 1978 Annual Meeting and will serve for one year in that capacity. She will become Vice President for the 1979 Council.

Council & Committees

Helen Znaniecki Lopata, Loyola University, William A. Gamson, University of Michigan, Irwin Deutsch, University of Akron, and Morris Rosenberg, University of Maryland, will also begin a three-year term on Council beginning with the 1978 Council immediately after the annual meeting.

Elected to the following Committees were:

Publications: Charles M. Benje, University of Texas-Austin; Joan Aldous, University of Notre Dame.

Nominations: District 1: Sandra J. Ball-Rokeach, Washington State University; District 2: Pauline B. Bart, University of Illinois-Chicago Circle; District 3: Ida Harper Simpson, Duke University; District 4: William A. Anderson, National Science Foundation; District 5: Stanley H. Udly, Jr., Dartmouth College; District 6: Judith Lorber, Brooklyn College, City University of New York.

Committees: District 1: Maurice Jackson, UC-Riverside; District 2: Roen Bocher, University of Illinois-Chicago Circle; District 3: Zena Smith Blau, University of Houston; District 4: Esther Nyan Ling Chow, American University; District 5: Jose Hernandez, University of Wisconsin-Milwaukee; District 6: Albert K. Cohen, University of Connecticut.

Whyte Heads Effort to Link Academia-Congress

An organizational model for linking research and ideas to the processing of information for legislation is emerging from an academic-Congressional collaborative effort that has been underway for almost two years.

The academic side is being led by William Roslie Whyte, Director of Cornell University’s New Systems of Work and Participation Program, which is supported by the Center for Metropolitan Problems, NIMH. The political side is directed by three Congressmen—Peter H. Kostmayer, Matthew F. McHugh, Stanley N. Lundine—and their assistants.

Another sociologist, Joseph Blasi, Harvard University, is

Footnotes

In the broadest sense the theme of the 1979 ASA meetings in Boston will involve four important words: inward and to ask a series of what we hope will be penetrating questions about how well sociology is doing in terms of our theories, our research, and our teaching. In recent years there has been a tremendous emphasis on questions such as: “How can sociology impact on policy?” “How can we get the discourse started or at least improve our communication with them?” and “How can we convince ‘non-academic’ audiences we aren’t wasting their time?” Clearly, this presupposes that we have something to contribute and that the quality of our enterprise may be taken for granted. Periodically, however, it seems appropriate to ask the question: “How can we improve what we are doing?”

The official theme for the Planetary and Thematic Sessions will be somewhat narrower, namely: The Relationship Between Theory and Research. An Assessment of Fundamental Problems must be won by more than 50% of the vote cast. The first ballot, Rossi received 1283 votes and Fichter received 1096. The final ballot yielded 5 votes. Charles V. Willie 561. The final ballot yielded

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Aims at Assessment, Debate, Teaching & Professional Issues

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will in addition be 17 Thematic Sessions. Each of these substantive fields, in which panelists have been asked to address a series of questions. These include: "What are the most important unresolved theoretical questions in your field, and why are they unresolved?" "What are the most important methodological problems in your field?" and "What are the most difficult practical research problems facing your field? What are the implications of these have for the development of theory?"

It is hoped that the answers to these and other questions, from a number of distinct viewpoints and in diverse substantive fields, will provide a stimulating set of sessions for their audiences and also a useful ASA publication for the profession.

Other Features

Issues relating to teaching have long been neglected by our association, at least until very recently. The 1979 Program Committee hopes to begin correcting for this by setting up five major sessions to be titled "Issues in Teaching". These sessions are intended for a broad audience of sociologists concerned with the quality of the teaching enterprise. It is our hope that these "Issues in Teaching" sessions will become an important and permanent part of the annual program.

We will also be setting up, on a trial basis, a series of sessions to be titled "Major Debates". The aim is to produce discussions on important intellectual topics, roundtables, and informal discussions. Of course we hope that there will be lively and differing views on some of the perennial questions that cut across many of our substantive fields.

The Committee has designated as "Workshops" in recent years will be titled "Issues in the Profession". The Committee is grateful to the employers of sociologists, the nature of the ASA, our journal publications, book publishing, and the Conference Committee for their permission to use the Workshop. It is hoped that the Workshop Committee, consisting of Charlie Glock, Joe Gusfield, Jack Kasarda, Al Reiss, and Howard Short, together with Howie Taylor, Russ Dynes, is Executive Officer, also contributed substantially to our deliberations.

Last, but certainly not least, of the committee are appreciative of the excellent work that she and her staff do for us in connection with our annual meetings.

Hubert M. Blalock, Jr.
President-Elect

A Bundle of Contradictions: Which is the Real Tad Blalock?

Mention Tad Blalock’s name to most sociologists, and they will think immediately of Social Statistics. This is undoubtedly the work of NonExperimental Research, Toward a Theory of Minority-Group Relations, and Verbal to Mathematical Formulations. As an introduction to Research, causal Models in the Social Sciences, we would add his co-authorship of the International Perspectives on Mathematical and Statistical Modeling. Measurement in the Social Sciences, Methodology in Social Research, Applied Multivariate Analysis and Exploratory Techniques, and others. This is the "no nonsense" Blalock who is determined to upgrade the standards of our discipline, both in graduate training and in research. This Blalock needs no introduction, as a personal citation of the findings found in articles in our major journals indicates.

But mention Tad to his many friends around the discipline and they will recall him as someone of a warm, friendly, casual, and unassuming person who loves nothing better than an evening of pinball games with colleagues or a weekend hiking, boating, or camping with family and friends. We all know him as having an irrational affection for old-time New Orleans jazz, and a fanatical fanaticism for neckties. (It will be interesting to see whether he will conform to tradition and dig out his one and only for use when I receive his contractual address a year from now.)

My own acquaintance with Tad began in the early nineteen-fifties when we were both very junior members of the discipline. He had started graduate work in sociology within a constant stream of graduate students and faculty began coming to our office seeking Tad’s advice—advice which commonly included discussions lasting an hour or more. Instead of telling them to go down to the appropriate section of Haggard and Price, as many of us would have done, he spent long hours patiently explaining which statistics they should use and why they should or could not use others with a certain kind of data. In that remote past, he even helped me out of a jam with one of the IBM-360s, to say nothing of SPSS. Tad would even take time to show people how to use the computer so that they ought to be using.

To the best of my knowledge, Tad never had an extended time in his teaching load for all his unpaid consulting, and how he found time for his own research and writing I will never know. But somehow he did, and the result of these sessions and of the course he taught was Social Statistics, the first edition of which appeared in 1960. This book constituted an important break with tradition, and shifted the focus from formal mathematical derivations of statistics to the more important and substantial statistical comparisons of statistics to use and when.

Role in Discipline

Tad Blalock has played a unique and invaluable role in our discipline during the last quarter century. More than anyone else, he has served as a bridge between mathematical statistics and economics on the one hand and sociological statistics and methods on the other. Because of his work, skills in quantitative methodology are no longer limited to a handful of more or less isolated specialists within our discipline, but are steadily shared by either a majority, or a substantial and still-growing one, of our sociologists—nonmethodologists—specialists in stratification, criminology, race relations, the family, etc. In short, he has contributed a set of quantitative methods to the mainstream of our discipline and thus substantially and uniquely improved the quality of research and publications. Even those of us who think of ourselves more as theorists have benefited from his work on causal inference and the intellectual rigor it has introduced.

One part of the conventional wisdom of academia is that you either ‘publish or perish,” and as a corollary it is often assumed that those who publish do so at the expense of teaching. The truth there may be in this idea as a general proposition, it has never applied to Tad. Both in Ann Arbor and Chapel Hill, where we have been colleagues together, graduate students always spoke highly of his dedication and skill as a teacher. They were especially impressed with his ability to reach those whose approaches to their disciplines with a strong prejudice against, and often fear of, quantitative methods.

Tad’s concern with teaching has never been limited to his own classroom, however. Everett Wilson tells me that he recently spent a grinding three days participating in an ASA-sponsored workshop in Detroit on undergraduate instruction. (I am told he arrived late at the meeting because he was unwilling to cut a class to attend.) Tad has been a consistent advocate on the Council of ASA for increasing money for the publication of teaching articles and for improving of teaching and ways of improving it.

Tad’s work over the years has won him a place as a member of the Council of both the American Statistical Association and the American Sociological Association. He chaired the Methodology Section of ASA in 1964. He has contributed to the International Sociological Association’s working group on Methodology at the Seventeenth World Congress in Varna in 1970. More recently, he has been elected to the National Academy of Sciences and the American Academy of Arts, and Sciences, and last year to the presidency of the American Sociological Association.

Other Interests

With all of this, you might suppose that Tad has had little time for other things. Yet you could not be more wrong. He has always found time for family, friends, sports, travel, and the out-of-doors. (Don’t ask me how: perhaps he will explain in some future book or article.) One of the particular satisfactions of my years in academe is the publication of the work Alice Myers has and will continue to put into the planning of the annual program. The question, “Where would we be without Alice?” has undoubtedly been raised by many previous committees, but we think that it should, at least once, be posed in this public format. We are sure that the others who have had close dealings with the ASA office know the answer as well as we do, but perhaps there is a large body of nonmembers who are not fully appreciative of the excellent work that she and her staff do for us in connection with our annual meetings.

Gerard Lenski
University of North Carolina
Chapel Hill

Obituary:
SOCIOLOGICAL FOOLIES

The idea to have a skit night at the Annual Meeting (announced in December 1977 FOOTNOTES) was not possible since nothing funny happened in Sociology this year. A skit night is something that one hopes will happen in the future, please contact the nearest of kin. Pepper Schwartz, University of Washington, and identify the time, place and idea.
General Sessions & Organizers Named for 1979 ASA Meeting

President-Elect Hubert M. Blalock, Jr., has announced his theme for the 1979 Meeting of the ASA to be held in Boston, August 27-31. The theme, “The Relationship Between Theory and Research: An Assessment of Fundamental Problems and Their Possible Resolution,” is the basis for the 11 General Sessions and a series of thematic Panels planned by Professor Blalock and his Program Committee consisting of Charles Y. Glock, Joseph Gusfield, John D. Kasarda, Albert J. Reiss, James F. Short, Jr., Ed Harper Simpson, and Howard F. Taylor. The Committee is planning a series of Didactic Seminars, series in the Profession sessions, and Luncheon Roundtables.

In preparing the list of topics for the General Sessions on the Program, the Committee recognized the difficulty of covering all the latest research. In order to accommodate papers on these topics, a substantial number of the submitted papers were rejected and revised. The Committee has organized several Supplementary Sessions around the papers accepted. These sessions are for papers submitted to the main sessions and are not meant to be a catch-all for papers rejected by other organizers. The list of tentative papers is included below, with the papers accepted to be submitted to Doris Ertwein, 905 East Wind Road, Ruxton, MD 21130.

In addition, the Committee has invited John P. Clark, Department of Sociology, University of Minnesota, Minneapolis, MN 55455, to organize a special session of papers on African American topics for 1979. Members may submit papers directly to the organizers listed below. The programs cover 20 pages, including footnotes and tables. Although this may appear too constraining, it is the maximum length allowed for presentation in a 10-15 minute period program. Longer versions are more suitable for subsequent publication than for oral presentation.

Papers are expected to reflect original research or major developments in previously reported research. Papers are not eligible for inclusion if they have been read previously at ASA or other professional meetings; if they have been accepted for publication before being submitted to organizers for consideration; or if they have been modified in only secondary respects after similar readings or publication.

Organizers have been instructed by the Program Committee not to accept abstracts, letters, or telephone calls in lieu of full papers in considering inclusions for their sessions; therefore, your opportunities for acceptance will be diminished if you submit a completed paper.

As with submissions to ASA journals, the practice of submitting the title to the organizer to more than one organizer is discouraged. If there is a multiple submission, the author must inform each organizer of this fact.

The deadline for submission of organizers to organizers is January 30, 1979. Organizers are not obliged to consider papers received after that date. Abstracts and copies of accepted papers will be due in the Program Office by May 1, 1979.

Rules of Participation

All sociologists (except foreign scholars) participating in the program who are members of ASA. Persons from another discipline are exempt from this rule. This ASA Council ruling is intended to limit sociologists’ participation to those who support the Association as dues-paying members.

No individual shall be accorded more than two listings on the program. This rule includes all types of participation. Persons may present only one sole-authored paper, one luncheon address, or one formal discussion. In case of a tie for participants who wish to present their papers, the order of presentation will be determined by the Program Committee.

Sessions & Organizers

More Sessions, Organizers Listed For 1979 Meeting continued from page 3

Socialization: Denise B. Kandel, Department of Psychiatry, School of Public Health, Columbia University, 625 Haven Avenue, New York, NY 10032.

Sociobiology: Leon Roberton, Institute for Social and Policy Studies, Yale University, M-6 Yale Station, New Haven, CT 06502.

Sociolinguistics and Conversational Analysis: Jeff Coulter, Department of Sociology, Boston University, 96 Cummington Street, Boston, MA 02115.

Sociology of Sport: Gunther Lueschen, Department of Sociology, University of Illinois, Urbana, IL 61801.

Issues in Stratification: Calvin Her- nung, Department of Sociology, University of Maryland, College Park, MD 20742.

Stratification Process in Organizations: Fred Goldner, 11 Trout Brook Lane, Weston, CT 06883.

Symbolic Interaction: Randall Stokes, Department of Sociology, University of Massachusetts, Amherst, MA 01003.

Theory: Llewellyn Gross, 87 Ruskin Road, Ambler, MD 19117.

Critical Theory: John O'Neill, 308 Founders College, York University, Downsview, Ontario, Canada M3J 1P3.

Urban Growth and Decline: Roland Liebert, 3535 Devin Drive, Falls Church, VA 22042.

Urban Problems: Robert Dentler, School of Urban Affairs, Youngstown University, 765 Commonwealth Avenue, Bos- ton, MA 02115.

Values, Ideologies, and Belief Systems: John H. Komskel, Department of Sociology, University of Western Onto- rio, London, Ontario, Canada.

Victimization: Richard Block, Loyola University, 6525 N. Sheridan, Chicago, IL 60660.

Gender and Power: Joanna Derksen, 6137 S. Maine, Chicago, IL 60637.

ASAA Developing Non-Academic Roster

A roster of non-academic sociologists is being de- veloped by the ASAA as part of its career resources program which emphasizes expanding employment opportunities. To be listed in the roster you send your name, job title, name of employer, employment organization, and a brief job description of your job re- sponsibilities by November 30, 1979. Inquiries should be sent to: Susan Madoff, Executive Associate, Ameri- can Sociological Association, 1722 N. Street, NW, Washington, D.C. 20036. If you have already responded to the correspondence in the January 1979 FOOTNOTES, you need not respond again to be listed in the roster.

Editors Selected for ASA Journals

New editors will begin directing two ASA journals in January 1979 as they serve their three-year terms while the editor of the third journal due for a change in this cycle will continue for another year.

Howard B. Kaplan, Baylor College of Medicine, will edit the Journal of Health and Social Behavior.

Alan C. Kerckhoff, Duke University, will edit the Sociology of Education.

Allen Grimshaw, Indiana University, will remain editor of The American Behavioral Scientist. By 1979 ASA Council asked Grimshaw last year to remain in the post for another year while the future of the journal was being considered.

Kaplan

Kaplan is Director of the Sociological Research Laboratory, in the Department of Psychiatry at Baylor. He is author of Soci- ology of Mental Illness and Self-Attitudes and Deviant Behavior. He has contributed to numerous articles and chapters to sociological, psychiatric, psychological and inter- disciplinary publications in- cluding a number of edited vol- umes in such substantive areas as mental illness, drug abuse, sociopsychology, illness behavior, organizational innovation, and the social psychology of self-attitudes and deviant behavior.

Kaplan received his PhD from New York University in 1958. Previ- ously, he taught at New York Uni- versity, Rice University, and the University of Houston.

Kaplan currently serves as re- search consultant to the Veterans Administration Hospital and in the past has served in this capacity at a number of social agencies in- cluding the Community Council of Houston and Harris County.

Kerckhoff

Kerckhoff is author of Socializa- tion and Social Class and the Rose Monograph, Ambition and Attain- ment as Associate Editor of Social Forces and a former Advisory Editor of Social Forces.

Kerckhoff’s current research has been on educational attainment, both in this country and in Great Britain.

Effort Underway to Improve Reporting of Social Sciences

A rational effort to promote quality and improve the science in the mass media has been launched by the Center for the Study of Mass Media Development at Boys Town, Nebraska. The project, called “Social Science in the Mass Media,” will focus on developing educational materials and programs for jour- nalists and social scientists.

For the effort will develop seminars to help reporters understand basic social scientific methodology and use information sources in the social sciences. They will also develop glossaries and guidelines for journalists who report on social science research subjects.

In addition, staff will survey so- cial scientists as to their attitudes toward mass media dissemination of their research, inform them of issues they must face when dis- seminating their findings to nontechnicians, and develop re- commendations for promoting positive scientist-reporter interac- tions.

Journalists and social scientists, alike, have long talked of the need for projects that would up- grade the social science sophistication of reporters and editors and better inform scientists about the mass media dissemination process,” says project coordinator S. Holly Stocking. “Occasional seminars have been held to achieve this end, but a few programs established, but sus- tained efforts focusing on the so- cial sciences have been rare.”

“This program will help to meet a long-felt need, and in so doing, promote quality coverage of the social sciences in the mass media.”

As part of the project, Stocking is seeking social scientists’ anec- dotal accounts of successful and unsuccessful interactions with journalists. Such accounts will be integrated with empirical findings on mass dissemination of social science research and used in educational materials aimed at the working press and students in graduate and undergraduate jour- nalism programs.

Researchers who have experi- ences to share, or would like more information on the project, should write, call, or send name, address, and phone number to: S. Holly Stocking, Coordinator of Science Writing Projects, Center for the Study of Youth Development, Boys Town, NE 68010; (402) 498- 1570 or 498-1400.

Howard B. Kaplan

Alan C. Kerckhoff

For the next two years, he will serve as Chairman of the NIH Human Development Study Sec- tion. Kerckhoff served as President of the Southwestern Sociological Society in 1975-76 and as department chair at Duke from 1972-76.

He received his PhD from the University of Wisconsin in 1954. He also taught at Vanderbilt Uni- versity, administered research for the Air Force, and spent a year each at Stanford University and the University of London, both times as an NSF Senior Postdoc- toral Fellow.

Mid-South Sociological Assn. To Launch Journal in Fall

The first issue of Sociological Forum, the official journal of the Mid-South Sociological Association, is scheduled to be published this fall.

Russell H. Meier, Northeast Louisiana University, executive editor, said he is seeking sub- missions from all sociologists, who- ever their academic or agency affiliation, that represent “diversity in perspectives and content.”

The journal will have three major sections: (1) forum—in which several noted scholars address a topic pertinent to the emerging regional, national or world scene; (2) articles-featuring important contributions to the ongoing development of sociol- ogy; and (3) research reports—designed to acquaint readers with the nature and scope of current sociological investigations. The journal will also include letters and news items.

FIRST ISSUE

The theme of the forum section in the first issue is “Human vs. Natural Resources: A Survival Imperative.” Contributions, and their authors are: “Human vs. Natural Resources in Global Perspective: A Challenge Not Well Met by Social Science” by Alvin L. Bertrand, Louisiana State University; “The Imperfect Union: People and Resources in the USA” by Thomas R. Ford, University of Kentucky; and “The Direction of the South: The Challenge of Integrating Human and Natural Resources in a Regional Setting” by Clifton D. Bryant, Virginia Polytechnic Institute and State University.

Articles and their authors are: “Has the Medicaid Program Led to Equal Treatment in Health Care?” by Jennifer J. Kronenfeld, University of Alabama; “Un- acknowledged Accounts and the Negotiation of Deviant Identity in Small Groups” by Stephen Nerland, University of Tennes- see; and “A Response to the Criticism of the Labeling Approach to Delinquency: The First Act Is Not Necessarily Unnecessary” by Michael J. Ohr, College of Charleston.

Research reports and their authors include: “Where Do We Go From Here? Sociology in the Mid-South?” by Julian B. Redbeck, Mississippi State University, and “A Hundred Practical Tasks for Sociology” by Donald E. Allen, Oklahoma State Univer- sity.

EDITORIAL BOARD

Besides Meier, Bertrand, Redbeck, and Allen, the editorial board consists of: R. Paul Chaffant, Texas Tech University; Joseph M. Garza, Georgia State University; John P. Reed, University of Notre Dame; Christopher E. Wallace, University of Tennessee; James Harrison, Arkansas State University; J. Michael E. Brooks, West Virginia University of Technology; and Marsha McGehee, Northeast Louisiana University.

Send all requests for manu- script submission and prepara- tion guidelines to Russell H. Meier, Executive Editor, Sociolo- gical Forum, Northeast Louisiana University, Monroe, LA 71209.

Postsecondary Research Group Forms in AERA

A special interest group in postsecondary research has been formed in the American Educational Research Association in order to improve the quality of research on postsecondary educa- tion and to provide a communication link among educators in postsecondary institutions and agencies.

James L. Morrison, a sociolo- gist in the School of Education, UIC-Chapel Hill, is serving as chair; Richard E. Petersen, Teacher’s College, Columbia, is vice-chair; and Jonathan File, ERI Clearinghouse, is secre- tary-treasurer.

The group will implement its objectives by encouraging scholars to submit their research for consideration at the annual AERA meetings, by “brokering” these proposals with appropriate divisions, and by sending a newsletter to its members.

For further information, contact James L. Morrison, UIC Clear- inglehouse on Higher Education, Suite 630, One Dupont Circle, Washington, DC 20036. Phone: (303) 296-2597.

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ASAO FOOTNOTES
AUGUST 1978
Hawley Outlines Actions; Acknowledges Work of Committees

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ram would not have been concluded satisfactorily, and fortunately I had one with which to work (Steve Cutler, William Rusk, Jack Kuenzi, Ole Olsen, Ed Laumann, Al Reis, Alice Rosal, Jim Short, and Andrea Tyree). We are so busy with time and space forced as to a number of exclusions we would neither have to make. It is our hope that the program as recently published in its present form will be of such quality as to be attractive to the membership as it does to us.

The agendas of the four meetings of the Council that have been convened during the year have been crowded with business. Many of our members are in full-time and part-time teaching and research, so that they have little time to devote to discussions and reports. The same is true of the Committee and its work. Nevertheless, we have been able to make significant progress on most of the items under discussion.

New Actions

Interim reports among the various concerns of the ASA have been submitted in a number of sections. These reports were subsequently reviewed by the Executive Committee.

The first meeting of the new committee was convened on Friday, April 1, at the ASA headquarters in Washington, D.C. The new committee was established, its mandate clarified, and its relationships with its constituent committees (Committee on Freedom of Research and Teaching, Ethics, and the Section on Sociological Practice) made explicit. We have now a mechanism for a comprehensive oversight of the profession and its interactions with the public. We also have a mechanism for articulating the problems of the profession to the public and for taking the lead in initiating new activities.

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What Color Is Your Parachute? A four-day lifetime planning workshop...
Types of Job Titles

A number of factors will determne whether one gets the particular job one wants. These include, among others, demand for applicant's skills and training, number of persons applying for the same position, qualifications of applicant, and applicant's success in the interview session. Following are selected positions for which the study of sociology, supplemented with other relevant training, is useful. Most of the occupational titles are found in nonacademic outlets—business, industry, government—but do not carry the label "sociologist." Many require advanced training and previous work experience. Each job seeker must inventory his or her skills objectively.

Job Titles for Sociology Trainees

- Admission Counselor
- Director of Admissions
- Affirmative Action Coordinator
- Alumni Relations Coordinator
- Audiovisual Supervisor/Specialist
- Bookkeeper
- Bookkeeper/Assistant
- Boy Scouts Professional Worker
- Camp Counselor
- Card Punch Operator
- Career Placement Officer
- Community Planner
- Computer Aide/Programmer
- Computer Analyst/Computer Specialist
- Correctional Officer
- Correctional Program Assistant
- Counselor (Alcoholism, Career, Drug Abuse, Handicapped)
- Case Worker
- Demographer
- Department Store Manager
- Editorial/Assistant Editor
- Educational Therapist/Therapeutic Specialist
- Educational Therapy Assistant
- Employment Counselor/Interviewer
- Environmental Analyst/Planner
- Equal Opportunity Specialist (Employment)
- Foreign Service Worker
- Forestry Aide/Enviromental Specialist
- Girl Scouts Professional Worker
- Grants Officer or Assistant
- Group Worker (in social service agency or hospital)
- Guidance Counselor
- Health Planner
- Hospital Aide/Hospital Director
- Journalist/Reporter
- Key Punch Operator
- Lab/Relocation Specialist
- Legal Assistant
- Management Trainee (Department store and corporations have training programs)
- Marketing Research/Analyst
- Medical Records Librarian/Medical Records Administrator/Assistant
- Park & Recreation Program Planner
- Peace Corps Volunteer
- Personnel Management/Personnel Relations Assistant
- Photographer
- Policy Officer
- Policy Analyst/Policy Advisor
- Probation Officer
- Purchasing Agent/Procurement
- Program Analyst
- Public Information Specialist
- Public Relations Supervisor
- Recreation Director/Assistant
- Red Cross Worker
- Registrar
- Rehabilitation Counselor
- Research Analyst/Assistant
- Resident Director
- Solicitor/Paralegal
- Social Science Analyst
- Social Science Research Assistant
- Social Service Worker or Aide
- Statistician/Statistical Assistant
- Urban Planner/Urban Analyst
- Vocational Development Specialist
- Writer/Editor
- Writing Skills Teacher

Foundation Seeks Proposals on Current Values

Proposals aimed at illuminating and assessing the values of contemporary civilization are being solicited by the Rockefeller Foundation Humanities Fellowships Program for 1979-80. (Two sociologists received funding from the 1978-79 program: Beth Belth, Lander College, for a study of "Black Identity in the Rural South," and Audrey Borstein, SUNY-New Paltz, for a study of "The Older Woman as Seen Through Literature and Social Science.")

The focus of the new program will be on "the contemporary experience and concern of individuals and groups as long-range perennial and universal human concerns.

Each proposal will be expected to fulfill one or more of the following objectives: (1) illuminate contemporary social, cultural, or political processes; (2) search for comparative cultural values in a pluralistic society and world; (3) explore the consequences of the relevancy of outstanding literature, cultural, historical, and philosophical traditions, and clarify deeper, expand the historic meaning and tasks of the humanities.

Some suggested research areas are arts and contemporary culture; the humanities in an international context; science, technology, and society in the context of humanistic values, the humanities and a changing society; the humanities and media, and minimalist perspectives on human rights in the contemporary world.

First stage proposals must be received by October 1, 1978, second stage proposals, when requested, by December 15, 1978. Awards of current range from $20,000 to $50,000 will be announced in March 1979.

For further information contact:
Rockefeller Foundation Humanities Fellowships, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.
ASA Projects Schedule Workshops for Departmental Chairs, New Teachers

Workshops for department chairs and new teachers are planned by the ASA Projects on Teaching Undergraduate Sociology during the September-October, 1978, academic year as the Projects expand their workshop program to serve a wider population.

The workshop for department chairs will be held November 9-11 in the Baker Hotel in Dallas, Texas. The workshop for new teachers will be held January 2-5 at a location still to be determined.

The workshop for departmental chairs has been organized because chairs serve as mediators between institutional administration and the process of teaching and because chairs have a significant influence on the use of faculty, the allocation of budgets, and the distribution of rewards and encouragement.

The workshop will focus on such matters as: (1) maximizing potential resources in support of teaching; (2) institutional opportunities towards improving classroom instruction; (3) planning and developing new faculty to develop and manage their careers; (4) examining the curriculum as a means of improving the competitiveness of sociology in the marketplace of disciplines; (5) explore available research on the role of the chair and how it is becoming acclimated with the data collected by the ASA Projects on various types of academic departments of sociology.

Workshop attendants will also have opportunities for consultations with the workshop participants and informal discussion with other participants as well as to raise issues of their own.

The workshop staff will be composed of Betty Maynard, Southern Methodist University; Bill D’Antonio, University of Connecticut; Fred Campbell, University of Washington; Hans O. Mauzisch, University of Missouri; Phyllis Brown, Boston College; Nancy Saunders, San Antonio College; and Peter Blass, University of Houston-Clear Lake City.

ASA Projects will cover staff expenses and arrange for facilities at the hotel. Participants will pay their own travel expenses and a registration fee of $30.00 to cover materials and supporting equipment.

This workshop, organized by the Teaching Context Group, will have value for chairs in all types of departments. The Projects recommend that institutions support attendance of the chair plus a second faculty member appropriately selected.

For more information contact Dean Betty Maynard, Southern Methodist University, Dallas, TX 75277. Application deadline: Oct. 15.

New Teachers

The workshop for new teachers recognizes the importance of the first year of teaching for further development of a teaching career in sociology.

The workshop for new teachers will assist instructors in (1) preparing syllabus, (2) designing classroom strategies, (3) selecting texts, (4) using films, (5) leading discussions, (6) using games and simulations, and (7) designing tests and other evaluation instruments for a course.

For further information about the new teacher workshop contact Peter Bishop, Department of Sociology, University of Houston-Clear Lake City, 2700 Bay Area Boulevard, Houston, TX 77058, (713) 462-4770.

Teaching Center Services Cited continued from page 7

Center will now be the responsibility of Lawrence J. Rhoades, ASA Executive Associate for Programs, and his associate, Sue Corman.

An Advisory Board will be appointed this summer to assist the Executive Office staff to further develop the TRC as a service facility for teachers of sociology.

Basic Services

Basic services provided by TRC include (1) serving as a repository of information on teaching sociology; (2) answering inquiries regarding the teaching of sociology broadly defined to include curricular and extracurricular materials; (3) making teaching resource materials available to sociologists at low cost, and providing for materials for literature tables at teaching workshops and professional meetings.

Teaching resource materials available from the TRC are described in the Teaching Resources Available listing which is periodically revised. The most recent listing contains 37 items produced by the ASA Projects and 12 other units—most of which are not widely known among sociologists. All materials produced by other organizations are sold through subscription.

During its first 18 months of operation, TRC distributed free or sold material to approximately 5,000 sociologists. The TRC filled 1187 literature orders from sociologists in the U.S. and 10 others.

Revenue derived from the literature sales will be used to operate and develop the Center.

The TRC is located at: ASA Teaching Resources Center, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036, (202) 333-3410.

Although the TRC has been transferred from Oberlin College, the ASA Projects will maintain its office there to continue the development of the Teaching Workshops and the Teaching Resources Group.

The Teaching Resources Group, a national network of sociologists who are knowledgeable in one or more areas of teaching and curriculum development, provides services to undergraduate and graduate sociology departments concerned with curriculum, faculty, and department development related to teaching.

11 Undergraduate Teachers Awarded NEH Fellowships

Eleven sociologists received 1978 fellowship awards in two continuing programs of the National Endowment for the Humanities for teachers of undergraduates.

Two sociologists received their fellowships in Residence for College Teachers program while nine others received merit awards from the Summer Stipends program.

Recipients of the Residential Fellowships are Natalie E. Rosel, New College of the University of Florida, Sarasota; and Cynthia R. Shoenberger, Illinois Institute of Technology, Chicago.

Recipients of the Summer Stipend awards are Nancy Chodorow, UC-Santa Cruz; David Zaret, Indiana University-Purdue University at Indianapolis; Arne Foner, Rutgers College, Rutgers University, New Brunswick; William B. Helmreich, CUNY-New York; Samuel Heilman, Queens College, CUNY-Flushing; Ruth Murray Brown, Oscar Rose Junior College, Oklahoma; Nona Glass, Pontiac State University; William M. Minter, Durham, North Carolina; and Francis J. Naughton, Keen College of New Jersey.

The Residential Fellowships are available to teachers of undergraduates in the nation’s two-year and four-year colleges and universities who want to improve their knowledge and understanding of the subjects they teach.

Summer stipends provide each recipient with $2,500 for two consecutive months of concentrated study and research during the summer of 1978. These stipends are intended to support independent and scholarly work in the humanities, and are awarded to college and university teachers and others working in the humanities who have proposed projects of high quality and value to the humanities.

Comment on Teaching Sociology

John Rex, Professor of Sociology, University of Waterloo, and former chair, British Sociological Association, wrote a series of articles for the Social Studies of Society’s Trouble with British Sociology. One of the articles (May 25, 1978) on the pressures on sociology teaching was initiated by this striking paragraph:

“Sociology is at once the most important, the most troublesome, and the most dangerous subject in the university curriculum. I call it one of the most important because, however much we may protest that it is value free, it is the subject which, by exposing the structure of social relations and social systems, raises fundamental questions of justice with which universities ought to be concerned.

It is troublesome because it challenges too readily received tradition and puts simplistic discussions about politics into a com parative perspective. It is dangerous because it enters into a field which is partly claimed by ideology and the political ideologist may all too easily seek to pass off his product as sociology, seeking to use the university as a means of establishing his political as well as ‘intellectual hegemony.’”

ANNUAL REVIEW OF SOCIOLOGY

Editor: Alex Inkeles Ralph H. Turner (Acting Editor)
Associate Editors: Neil Smelser, James Coleman, Renee C. Fox (Acting Associate Editor)
CONTENTS
The Social Organization of the Classroom, Susan Spence Boscardin.
Human Spatial Behavior, Mark Bobasich.
Social and Psychological Role Conflict, Sheldon Strzyker and Anne Stilman Macke.
Urban Density and Pathology, Harold N. Chafee.
Book Reviews and Society, John H. Peery and Mary N. Zed.
Laboratory Experimentation in Sociology, Philip Rosenbach and John Light.
The University and Social Sociology, 1964-1976, Delsit J. Stinson.
Radical Sociology: The Emergence of New-Marginal Perspectives in U.S. Sociology, Richard Fleck and Gerald Tarkan.
Precipitated Social Structures, K. F. Morley and Ivarsson Wallenstein.
Theories of Social Conflict, Anthony Giddens.
The Sick Role: Assessment and Overview, Sel Larner and Martin A. Kellner.
Mathematical Models in Sociology, Agyu B. Seners.
Achievement Ambitions, Kenneth S. Speer and Dorothy T. Featherman.
Adult Socialization, Jayne T. Merriken and Rebecca G. Simmons.
Community Structure as an Organizational Linkage, Edward O. Laurson, John Goldkarnerscher, and Peter V. Merson.
The Comparative Sociology of Organizations, Cameron J. Lamansky.
Social Experiments, Henry W. Reardon and Robert F. Barash.
International Migration, William Peterson.

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Dynes: Relates Executive Office Function to ASA Constitution

To write an annual report after nine months of office is inappropriate. Three of us, Doris Wilkinson, Larry Rhoades, and myself, joined Paul Williams and others in drafting the report for the 1977 Annual Meetings. We feel, at times, that we have completed this year’s report and that the complexities of the Office are difficult to communicate. We have worked out a flexible organizations chart, detailing the responsibilities without isolating concerns. Doris Wilkinson has been engaged in planning a new data base and collecting data on the demographics of the profession. She has also worked on non-traditional career opportunities and providing career resources, as well as improving the distribution of minority and women sociologists. Larry Rhoades has centered his work on FOOTNOTES, the Teaching Project and its newsletter, and the formation at social science policy within the Federal government. Paul Williams has the responsibility for the Minority Fellowship Program and all of its implications. Kathy Bond has responsibility for gathering information on funding opportunities and other regulations.

In talking to one another individually and collectively, perhaps even more than other “small” departments. We share ideas and tenets as well as common feeling that there is much to do and so little time to do it. Part of what we are responsibilities for each year’s issues of FOOTNOTES, which is not merely periodically reporting activities. In the situation of the Executive Office, the objectives of the Association are stated to “stimulate and improve research, instruction, and discussion; to encourage cooperation relations among persons engaged in the study of sociology;” while “non-judgmental system convey adequately the range of activity of the Executive Office, in research, instruction and discussion are clearly major clusters of activity and will be used here as organizing principles.

Research
A major activity of the Association is the publication of our six journals, the Review of Social Economy, and Sociological Methodology. Behind each of these activities are editors and editorial boards. Responsibilities for all of these activities is the Committee on Research, chaired by Harald Heden. These publications outline our report findings from hundreds of research studies.

In FOOTNOTES, we have tried to report on funding opportunities, support for fellowships, reports of programs and other items useful to the research concerns of our members. In May we printed for the first time a complete analysis of social science funding opportunities in the 1979 Federal budget. We are working on a booklet on funding sources available to sociologists which should be published next year. We have tried to keep members informed on legislation affecting the activities of the Association. It has created a Committee on Research Regulation, chaired by Otto Larsen, to supply the information on these concerns. In addition, Council, after an evaluation of past experience, has volunteered to our efforts. We have pointed out the small grants program of the Problems of the Discipline line. These modest grants facilitate initial work for many of our members. Several members, including Joseph Monigliano, have indicated willingness to help provide future support for the programs through their gifts.

Instruction
The Association receives periodic reports on the Teaching Project. This complex project, chaired by Hans Mauck, has had a profound influence on the teaching of sociology. One of these changes has been an emphasis on the teaching of the Professional Centers which is being moved to the Executive Office this summer. The Teaching Project distributes 30 documents of interest to teachers of sociology and this year has filled over 100,000 requests. We distribute free mate- rials to thousands of sociologists in almost every state and foreign countries. In addition, the Teaching Project has held nine independent workshops, eight workshops initiated by various representatives of the ASA, and some 14 workshops in conjunction with state, regional and national meetings. At the January meeting in New Orleans, in August, there will be a special session on “The Teaching of Undergraduate Sociology.”

This year the Teaching Newsletter has been published in the Executive Office and has grown in size from seven issues to six of the six issues. In addition, teaching aids and other aspects of the activities of the Project and of the Section on Undergraduate Teaching are carried regularly.

Discussion
Much of our collective discussion comes in the context of the Annual Meeting which is also a concern of the Executive Office. By far the largest and most important event of the year, working in support of the Program and Committee Committee, of course, is a major medium of exchange information among our members. Keep in mind the upcoming Open Forum, Meeting and Call, and for Papers, we have tried to reach the discussions on membership with different kinds of information. We have also tried to point to neglected areas. This year we made a major effort to direct attention to the non-academic side of sociology. We have developed materials regarding career alternatives and ways to expand employment opportunities for PhDs as well as providing information on career opportunities for graduate and graduate student sociologists. We have provided data on other resources for workers and students. We have also pointed to the availability of opportunities for the Association and the Executive Office by the introduction of a new column, “Career Opportunities.”

Too, the Council has authorized the mockup of a new publication which will provide a page of specialized vocabularies in a common discusson. That experimental effort was in an early form in bulk at the Council meeting. At the May issue of FOOTNOTES, the Travel Grant Applications and made over 30 grants for the ASA. We have submitted a brochure to the Committee on Research Regulation, the Committee on Professional Ethics, the Committee on the Status of Women, and Ethnics Minorities in Sociology, and the Committee on Expanding Employment Opportunities. We collect information for Council help it in its decision making process. We try to provide contacts, but not for attempting to develop sections or inform- nal networks, such as “clinical” sociology.

In connection with careers, we have distributed materials on careers in the field of Clergy in Sociology. We have held an employment workshop in civil service at the Executive Office this year, while we have been planning others. We are working on materials useful for careers. We anticipate the development of a Directory of Sociologists in Non-Academic Employment and we are trying to keep informed of developments important to these careers.

Sociology and sociologists are involved in many different types of networks. We are a member of the American Council of Learned Societies, which sociologists and other humanities groups, the Executive Office of the various University-based programs as well as an attempt to bring together the Consortium of Social Science Associations. In the larger scien- tific community, we are involved with the National Academy of Sciences/National Research Council and the National Science Foundation, and other research. In the last year, we have established a committee to focus on the Advance- ment of Science. With the higher education network, we have been involved with the Office of Edu- cation, National Institute of Educa- tion, the American Association of University Colleges, and the American Council on Education. Members of the Executive Office have represented the Association at the Mid-South, Southern, Eastern, Western, and other regional conferences. D.C. Associations and will represent the ASA at the meetings of the Interna- tional Conference of Sociologists in Kuala Lumpur, Malaysia. We maintain contact with the American Association of University Colleges, and the American Council on Education. In addition, the Executive Office has represented the Association at the Mid-South, Southern, Eastern, Western, and other regional conferences. D.C. Associations and will represent the ASA at the meetings of the Interna- tional Conference of Sociologists in Kuala Lumpur, Malaysia. We maintain contact with the American Association of University Colleges, and the American Council on Education. Members of the Executive Office have represented the Association at the Mid-South, Southern, Eastern, Western, and other regional conferences. D.C. Associations and will represent the ASA at the meetings of the Interna- tional Conference of Sociologists in Kuala Lumpur, Malaysia. 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Randall R. Dynes, Executive Officer

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What Do You Do in the Executive Office? An Empirical Answer

Russell R. Dyne

Elsewhere in this issue are the reports of the President, Secretary, and Executive Officer on various activities of the Association. That is only one part of the activities of the Association. Much of the effort of the Association is so routinized that we forget about it. Most of it is carried on by the administrative staff who are introduced in this issue. They may have to be introduced to the members but not to the Association since many of them are long time and experienced members of the staff.

Periodically, some member asks “What do you do in the Executive Office?” and means it as a serious question. In the best empirical tradition, this is a partial answer.

Each day, we
— answer 75 phone calls
— get 200 letters and packages
— write, type and mail about 50 individual letters.

Each month, we
— get about 800 checks (mostly small) and write about 300 checks (mostly large)
— keep our accounts in 182 different budget categories so we can determine cash flow, prepare future budgets and fulfill the yearly audit.

During the year, we
— print 5,000 copies of a Members Directory containing 19,567 names and addresses. Listed alphabetically and geographically (172 pages)
— print 2,000 copies of a Directory of Departments containing information on 1,929 institutions with address, phone number, name of chair, number of faculty, undergraduate majors, and graduate students (104 pages)
— print 3,000 copies of the Guide to Graduate Departments of Sociology containing information on 229 graduate sociology departments, including listing of content specialties and faculties as well as information on the graduate program of each (296 pages)
— print 90,000 copies of Careers in Sociology (19 pages)
— print 3,000 copies of Journal of Health and Social Behavior Index, Vol. 1-17, 1976-78 (98 pages)

We PREPARE, COMPOSE, PRINT, MAIL 3,960,000 pages.

During the year, we
— publish six journals, FOOTNOTES, and the Employment Bulletin. (The journals are actually printed in Albany, New York and the editorial work is done by various editors around the country. The Executive Office handles subscriptions, mailing lists, advertising, and the business end)
— print 17,000 copies of the American Sociological Review, six times (994 pages)
— print 4,500 copies of The American Sociologist, four times (264 pages)
— print 9,200 copies of Contemporary Sociology, six times (868 pages)
— print 4,000 copies of Sociology of Education, four times (338 pages)
— print 4,500 copies of Social Psychology, four times (490 pages)
— print 4,600 copies of the Journal of Health and Social Behavior, four times (116 pages)
— print 14,500 copies of FCNOTES, nine times (300 pages)
— print 4,200 copies of the Employment Bulletin, monthly (63 pages)
— print four Newsletters for each of 18 Sections (average 8 pages)
— print 2,000 copies of Teaching Newsletter, six times (96 pages)

We PREPARE, COMPOSE, PRINT, MAIL 31,607,770 pages.

For the Annual Meeting, we
— work with the Program Committee notifying session organizers, collecting program information, etc.
— work out arrangements and room assignments for three plenary sessions, 14 thematic sessions, eight didactic sessions, nine professional workshops, 149 luncheon roundtables, 113 informal discussions, and other regular sessions making a total of 212 sessions. In addition to program sessions, there are two business meetings, sessions and business meetings for 18 Sections, organizing meetings for two Sections in formation, eight Editorial Board meetings, 47 Committee and Council meetings, and meetings of at least 18 other groups.
— work out arrangements so that 1,578 participants
— print 238 Committee members
— 110 Section members
— 170 Editorial Board members

2,121 persons can be scheduled with minimum of conflict
— print 14,500 copies of the Preliminary Program (228 pages)
— print 4,000 copies of the Final Program (228 pages)
— print 5,000 copies of the Annual Proceedings (207 pages)
— duplicate 25 copies of 244 papers to be sold (average 20 pages)
— print 15,560 copies of four different registration cards
— print 400 copies of the Program Organizer’s Manual (8 pages)

We PREPARE, COMPOSE, PRINT, DUPLICATE, MAIL 5,440,400 pages.

In connection with membership, we
— print 25,000 member dues renewal forms twice
— print 15,000 coupon listings for other journals
— print 30,000 copies of price lists for ASA materials, four times
— print 15,000 copies of subscription renewal forms
— print 5,000 applications for membership
— make about 600 address changes and 80 name changes on mailing lists
— correspond with a number of members who pay their dues twice. We ask them if they would prefer to pay a year in advance or to have a refund. (Most of these members are forgetful rather than charitable.)
— fill 3,350 back orders in six months for members who do not pay dues on time. Each late membership requires individual attention and first class postage for journals “missed”. Because of late payment, in January we make

1,200 special orders, 353 in February, 288 in March, 268 in April, 360 in May, and 100 in June.

For the various Committees, we
— arrange for 26 meetings of 18 Committees of the Association during the year involving 224 members. These are in addition to those held at the Annual Meetings.
— duplicate materials to assist various Committees, e.g., Minority Fellowship, Spivack Award, Publications, Council (13,200 pages)

For mailing out information over the year, we
— prepare 222 mailing lists of 23 different subgroups of the Association containing 1,032,804 names.

For ASA elections, we
— print 7,000 election ballots which we send out with two envelopes
— usually have a runoff election so we print another 9,000 election ballots which we send out with two envelopes
— usually have a referendum on some issue or another so we print another 9,000 ballots which we send out with two envelopes
— have someone else count the various ballots.

During the year, we
— give 566 permissions to quote from ASA publications and return half of any fees to 276 authors
— print 7,000 copies of a subscription notification of the Teaching Newsletter
— mail 1,000 copies explaining the Minority Fellowship Program to various individuals and institutions
— mail out application materials to 500 persons who inquire about MFP and 100 letters explaining lack of eligibility
— mail out quarterly checks to 81 Fellows and semi-annual checks to 41 institutions for tuition payment
— mail cut Fellows’ Newsletter (Different Strokes) twice a year (approx. 8 pages)
— mail out 250 copies of New Directions in the Graduate Education of Minorities (80 pages)

During the year, we
— maintain an inventory of 20,000 back issues of various journals and fill 3,000 back orders
— work only occasionally on the ASA archives to get them ready to go to the Library of Congress.

During the year, we
— try to respond to member inquiries with dispatch and efficiency and to member complaints with courtesy
— send out material with commas misplaced, hyphens dropped and words misplaced
— get blamed for printer’s delays and Post Office problems
— work in a nice old house on N Street Northeast, built in 1887. The house requires periodic maintenance and constant cleaning. We occupy 8,800 square feet in 29 rooms located on four floors and a basement.

This gives you some idea of what goes on at the Executive Office. Since one of the major inputs is paper, over 12 million pieces, we do make the assumption that our membership reads it. We have not calculated this paper output by individual member but it is probably higher than your waste basket.
Minority Fellowship Program
First Ph.D. Fulfilling Its Promise

Just as continued (federal support for the ASA Minority Fellowship Program appears to be waning, its first Ph.D. is currently in the process of graduating from a University in the United States. In 1976, she received her degree from Stanford University in 1976 at age 26. She began her full-time career with an appointment as an Assistant Professor in the Department of Sociology at the University of Arizona. She quickly expanded her sphere of influence and developed an asssistant chair of Mexican American Studies, a member of the Committee for the College of the Border, a member of the departmental graduate admissions committe, and a participant in the faculty-student dialogues honor program.

Last summer, she served as a research assistant at the University of California at Santa Barbara, where she completed her dissertation and an important project of the EID program in bilingual curriculum and instruction.

Scholarly Activities
The research interests of Fernandez became apparent during her graduate school days in the social organization, minority issues and relations, and cross-cultural data collection are evident in her public record. Fernandez also has maintained an active role in professional associations. She belongs to the ASA, the Caucus of Chicano Sociologists, the ASA Section on the Sociology of Education, the Pacific Sociological Association, the National Advisory Council for Bilingual Education, the Sociology of Education Association, and the Western Sociological Society, to mention just a few. She also served on the program and audit committees of the Pacific Sociological Association.

Minority Program Facing Reductions
The number of fellows in the ASA Minority Fellowship Program will sharply decline during the 1978-79 academic year if the currently assured funding level is not increased. Paul Williams, Program Director, said the assured funding level for next year is a little more than $20,000 in basic and supplemental grants. The funds will be furnished primarily by the NIMH. The Mental Health Programs with part of the basic grant supplied by the National Institute of Education. At this funding level, only 46 of the 56 fellows in the program will continue to receive support and half of them will be supported at a lower level. Twenty-three new fellows selected to enter the program next year will not be funded.

Another twenty-five fellows were dropped from the program this year because of the three-year limitation on the current grant. A request to waive this limitation is waiting final approval. Williams said the $310,000 supplemental funding from NIMH represents about one-third of the requested amount. He also said the NIMH has recommended for funding ASA applications for support. A request for the program is being considered for funding. The current fellowship program is still problematic.

Preparation List Of Researchers On Western Europe
A list of American sociologists actively engaged in research on Western European societies is being compiled by the Liaison Committee for Western Europe, a subcommittee of the ASA Committee on World Sociology.

The Liaison Committee is mandated to develop and enhance collaboration between American sociologists and their counterparts in other countries. Sociologists engaged in research on Western European societies are asked to send the following information to Dr. Edward A. Tiryakian, Coordinator, ASA Liaison Committee for Western Europe, Department of Sociology, Duke University, Durham, N.C. 27708:

1. Country or countries where you are conducting research.
2. Societal or cultural theme or themes of your research.
3. Method(s) used in your research (e.g., interviews, participant-observation, fieldwork).
4. Writings stemming from your research, including those in active preparation.

ASA Staff: An Introduction By Person and Job Activities
Several official reports in this issue express appreciation to Alice Myers, ASA Administrative Officer, and her loyal and devoted staff members. They have rendered the Association during the past year.

With all of Alice Myers, how much do you know about “staff”? How many are there? Who are they? What do they do? To answer these questions, a tour of the Executive Office is in order. Such a tour will allow you to define the concept, “staff”, in very concrete terms.

If you visit (phone or write) the Executive Office, the first person you will likely meet is Maggie Beale, who became Maggie Tesner in July. Mrs. Tesner is our receptionist, but her duties include answering the most incoming calls (“American Sociological”), while handling the mail, special orders and contracts. As you proceed through the foyer into the first office, you see Midge Miles. Mrs. Miles is our administrative assistant to the right-hand woman. You have probably come in contact with her if you have ever been on an annual program, been nominated for an office or a committee, been elected to a position in a section or served as a member of a committee.

Proceeding down the hall to the rear of the first floor, you find the Racketten, the 2nd floor, in a public service. The 2nd floor is in front of a computer terminal typing copy for all 2nd pages produced by the Executive Office. In the 3rd floor, the computer terminal, you will find the background. That situation has recently changed. She now serves as secretary to the Executive Committee, and will soon be involved in the operation of your Resources Center.

Second Floor
A rather long, magnificent, oak-paneled staircase carries you to the second floor where you meet two other staff members—Jan Astner and Sue Gorman.

Ms. Astner, so soon to be married, is secretary to the Executive Officer. She handles his correspondence, appointments and phone calls. In addition, she attends meetings of Council and has the enviable chore of preparing Council minutes.

If you are not an artist or exhibitor, you did not have much of a chance to meet Mrs. Gorman in the past. Even her work on the Executive Council floor in the background. That situation has recently changed. She now serves as secretary to the Executive Committee, and will soon be involved in the operation of the Resources Center.

Third Floor
Another staircase takes you to the third floor, where you meet Martha Rio, Telfa Pippin, Sarah Clement, and Sharon Gray. Ms. Rio is the cashier of our finances. She keeps our financial records, prepares for audits, invests funds, and, most importantly, the rest of the crew.

Mr. Pippin keeps track of your current addresses so that you will receive your association mailings. She updates computer files on members and subscribers.

Ms. Clement is membership secretary. You probably met her when you joined the Association. She joined your membership status of the journal. If you have not received your journals or are receiving the wrong one, you probably met her again.

John Carter, our lone male on the staff, resides in the basement which he manages the postal services. He can be found in the mail room preparing to mail back issues of journals and special orders of other publications, or among the stacks looking for past issues of publications and advising the latest issues.

If you have not met these staff members, you will have a chance to meet most of them during the Annual Meeting in San Francisco in September. When you do, it would be nice to let know that you appreciate both devoted staff service they have provided to the Association over the years.

School and Chicano Performance, “Schooling in the Borderland: Neglect, Inequality and Cultural Conflict,” and “The Chicano Experience in Education: Current State of the Field,” are forthcoming or published. In addition, he continues to edit Atis: Journal of Chicano Research, a post he assumed as a graduate student.

His scholarly interests have not prevented him from being active in public affairs. Fernandez has served as a consultant to a school district and a law firm and as a participant in the National Policy Conference on Bilingualism in Higher Education. A recent grant from the Arizona Council on the Humanities and Policy Public will allow him to participate in a series of panel discussions in southern California on “The Impact of Immigrants, Public Policy and Mexican Americans.”

Fernandez has also maintained an active role in professional associations. He belongs to the ASA, the Caucus of Chicano Sociologists, the ASA Section on the Sociology of Education, the Pacific Sociological Association, the National Advisory Council for Bilingual Education, the Sociology of Education Association, and the Western Sociological Society, to mention just a few. He also served on the program and audit committees of the Pacific Sociological Association.

Proposals Wanted: Health of Children
A request for research grant applications on patterns of behavior that enhance as well as adversely affect the health of children has been issued by the Center for Research on Mothers and Children of the National Institute of Child Health and Human Development.

Proposed research may seek to (1) identify the predictors of good health outcomes that help the individual maintain such health: (2) understand the factors underlying the development, maintenance, and termination of behaviors detrimental to health, and (3) conduct detailed investigations into many forms of harmful behavior as well as research that focuses on the identification of specific factors related to smoking.

Research is encouraged on the effects of family variables, peer groups, societal influences (such as media, and institutional prohibitions and sanctions), and sociocultural group membership on children’s positive and negative health behavior.

Testing intervention methods designed to develop and maintain healthy behaviors or to prevent or terminate detrimental behaviors is of high programmatic interest.

Applications must be submitted on form PHS 398, which is the application for the traditional research grant, and which is available in the business or graduate business and contracts office at each academic and research institution.

The original and six copies of the application must be received before 5 p.m. Eastern time, November 1, 1978. Applications should be submitted to Division of Research Grants, National Institute of Health, Room 240, Westwood Building, Bethesda, MD 20014.

For further information on this RFA, contact: Josephine D. Aras- teh, RFA Officer, HR, CRIM, NICHD, Room 7C18, Landow Building, 7910 Woodmont Av- enue, Bethesda, MD 20014; (301) 496-6591.
Suggestions Given to ASA for Facilitating Non-Academic Careers

Continued from page 11

The range of responses to the "facilitating careers" centered on (1) integrative mechanisms; (2) legitimizing career diversity; (3) socialization in graduate training; (4) development of additional training beyond conventional participation in government affairs; (5) determining skills required in the positions; (7) disseminating information, and evaluating prospective employers.

The range of responses to the "empirical sociologists, direct ing persons responsible for appointments to search for nonacademics in the same way that they are responsible for searching for women and nonwhites." Administrator in a public institute: "Featuring a "survey of sociologists at ASA meetings and in ASA journals. Requires abstracts for meetings rather than full papers as is done in the academy."

Administrator in a national center: "Perhaps hold a series of seminars or develop a section of the annual meetings to an interchange between the two breeds. The agency by which I have employed an academic has an academic career committee."

Application of Knowledge

One respondent, president of a private research organization, does not want the ASA involved: "It is not up to you. Get us into the organization, but the application of knowledge will be applied. No offense, but professional organizations that want to apply professional knowledge would develop and not be interested in interpretations of what knowledge is available for dissemination and the applications that are considered appropriate. Ask any educational psychologist. Please tell ASA to stay out of the business." Another respondent, a senior research scientist at a private institute, simply suggests "Go into civil engineering and doing work on practical problems."

A number of comments related the need to disseminate sociological knowledge to the public, which is not the case for all academic disciplines. A number of comments dealt with the idea that the academic career path involves some problems, some of which may result in a sense of dissatisfaction with the non-academic career path involving some problems, some of which may result in a sense of dissatisfaction with the non-academic career path in the sense of feeling trapped. The conclusion is that graduate training has been wasted early on students should be told to, and faculty should believe, that there is more than one way to make use of graduate training. The pluralism we generally applaud in other institutional settings should be more widely shared in our own, especially since the economics of the universities which produce us recently and large numbers of graduates, for those who have embarked on a scholarly career and are severely involved differently later, there are the inevitable adjustments attendant to job market fluctuations from one type of job (and career position) may not necessarily mean retreat. Collegues can play a significant role in helping faculty members to make the transition positively.

Center director in a public institute: "ASA could work to change the attitude toward both incentive and incen tives to applied research within the discipline. Discussing nonacademic opportunities who are engaged in a job market squeeze ranks it just above waiting tables and pumping gas. Economists are far more likely to fit into positions as equal options and to consider social issues worthy of their own intellects."

Senior research scientist in private institute: "Many things: (a) encourage career diversity; broaden their evaluation criteria for faculty work and their degree requirements for graduate students; (b) encourage sociology to provide more job flexibility; (c) include much more applied work in graduate education; start a new journal of applied research; (d) publicize applied research opportunities such as the current cry for sociology to do social impact assessments, etc."
Ways to Improve Application of Sociology to Societal Issues

to help pick the situations in which to intervene, and using academics to write white papers, developing a sociological position.

Director of program evaluation in a state agency: “One idea I am personally in favor of is for the ASA to take an informed, and a more forthright stand on a number of important social issues of the day. While I can appreciate that the disposition of opinion on the part of ASA members often makes this difficult, I believe the ASA has the expertise to help gain the wider public appreciation that we do have a position on these issues—such as prison system, welfare, and that each has been the result of systematic research concerning the problem. It is unreasonable to expect that the public and policy decision-makers will look favorably upon a collection of diverse papers, reflecting different perspectives on a given social issue, when they can turn to more comprehensive and well-prepared presentations of professional and competent studies done by research groups that have more direct policy relevance.

Researcher in a national institute:

“I am not sure that ASA, per se, can do much, other than: (1) try to develop better mechanisms to translate what goes on at our conventions and in our journals into materials comprehensible to an informed public; (2) provide expert witnesses for Congressional hearings.”

Director of a research unit in a state government: “I would like to see the ASA develop a Public Policy Committee which would be charged with the responsibility of keeping the state organizations, with appropriate organizational safeguards, to issues that are raised in the political arena, in which either there is sufficient empirical information to take an empirically based position or to take the initiative to point out those issues for which decisions are premature given the absence of knowledge plus providing some indication as to how the modicum of necessary information might be compiled within existing time and budget constraints.”

Senior fellow in a public institute: “I was going to say ‘damn right I know’. However, an idea does occur to me. There are a few sociologists who seem to have a talent for communicating to the general public and to governmental policy-makers. They have identified and their methods studied carefully. And they should be encouraged to talk. Not long ago I ran into an account of a discourse (by a colleague) in which she (expressed the opinion) that the important thing is to talk about important matters and talk as much and as frequently as possible. Sociologists should heed our best talkers ought to be out there talking. That’s the only way that the general public is going to be influenced by sociological knowledge.

Researcher in a national institute: “It is probably efficacious for sociology to begin formulating what it considers to be the costs and consequences of societal issues for the entire society. In our thinking, most of us tend to conflate consequences of important social issues to particular groups. That is, we believe discrimination affects only those discriminated against, that poverty affects only the poor, that family instability affects only the single parent families, and so on. If the consequences of these kinds of issues were drawn out in a way that their consequences for the entire society were more clearly understood, our knowledge might more quickly find its way into policy. Indeed the ASA might consider the development of task forces to spell out these far-reaching consequences.”

Administrator in a private research bureau: “I see as the main contribution which ASA can make the dissemination of information which will strengthen the discipline in defining and researching social policy issues, monitor and press for the inclusion of sociologists on pertinent task forces, among congressional witnesses, and various advisory bodies and give visibility to our members of our professional activities (national and international) which reflect policy-relevant concerns.

Better visibility and a better image of the discipline among non-sociologists strikes me as the key issue at this time.”

Matching Function

Two respondents saw the need to develop an intelligence and matching function that would search out government needs and bring these needs to the attention of appropriate members of the discipline:

Research sociologist in a public institute: “Keep tabs on government needs that sociologists might contribute to and put government staff in touch with appropriate sociologists. An intelligence and matching function by the ASA. This would get more sociologists in a position to consider how they might apply sociological knowledge to societal issues. They problems must somehow come to the attention of the sociologist and I am confident there will be significant sociological contributions.”

Administrator in a national center: “Maintain contact with federal agencies and offices. Perhaps establish a liaison committee to do so and apprise the membership of areas to be addressed through the research process.”

Additional Comments

Other respondents drew attention to the need to emulate other disciplines, the relationship between key persons in sociology and government agencies, the sponsorship of workshops, and the development of networks.

Financial consultant: “Emulate the economists. Do whatever it is they do to sell themselves, as the indispensable adjuncts of power and policy.”

Regulations for research on Children

The last opportunity to comment on the regulations being proposed by DHEW to govern research on children ends October 14.

Comments received up to September 19 will be considered in the writing of the final version of the regulations which were published in the Friday, July 21 issues of the Federal Register, page 31786.

Comments should be sent to Dr. Katherine Dunan, Office for Protection from Research Risks, National Institutes of Health, Bethesda, MD 20234.Copies of the regulations are also available from her.

Wisconsin Association Plans Teaching Workshop at Meeting

A workshop co-sponsored by the Wisconsin Sociological Association and the ASA Teaching Projects will be part of the 1978 WSA Meetings at the University of Wisconsin—Steves Point, October 30-31. The regular program on Friday, October 20 will be followed by the workshop beginning Friday evening and ending Saturday mid-afternoon.

Topics will include teaching innovations, curriculum development, course evaluation, research on teaching, teaching tools, literature in sociology, and many more. The format will mix plenary sessions, roundtables, demonstrations, and panels.

Bob Wolensky, UW-Stevens Point, one of the workshop coordinators, said, “Wisconsin has many college and university libraries where excellence in teaching is valued and rewarded. The workshop will provide an opportunity to enhance our abilities and identities as teachers.” Bill Maryl, UW-Milwaukee, the other coordinator, sees the workshop as “a forum where recent developments in teaching sociology can be discussed, and the skills and abilities of the membership can be shared.”

Hans O. Mauksch, Project Director, will be the keynote speaker and a resource person. Other project resource people will include Paul Balzer (Illinois State), Nancy Vennuldeth Stein (Normandale Community College in Minnesota), and Ted Wagenar (University of Wisconsin-Oshkosh).

All members of the Association are invited to attend the session at no charge.

Exploratory Data Analysis: An Overview

Samuel Leinhardt, Professor of Sociology Carnegie-Mellon University

Gene Leinhardt, Research Associate Learning Research and Development Center University of Pittsburgh

Sunday, September 3, 1978
Continental Parlor 8, San Francisco Hilton 1:00 – 5:00 p.m.

The Section on Methodology Announces a Training Institute in Connection with the Annual Meeting
Collaborative Effort Develops Model for Future Cooperation

interested Blasi in the project because he is convinced that there is a significant group of people in the community who are interested in creating a non-profit organization that would provide support for people who are exiting prison. Blasi is working with this group to develop a plan for creating such an organization.

Problems Encountered

Several problems developed during the collaborative effort. The first was that the money allocated for the project was insufficient. As a result, the group had to seek additional funding from local foundations and government agencies. The second problem was that the group had difficulty in finding the right people to work on the project. The group was able to identify several key individuals who were willing to contribute their time and expertise, but it was difficult to find others who were interested in the project.

Outcomes of Effort

One of the outcomes of the collaborative effort was the creation of a new organization, the Prisoner Reentry Corporation, which is dedicated to helping people who are exiting prison. The organization has been able to secure funding from several local foundations and government agencies, and it has been able to hire several full-time staff members to work on the project.

Leaflet Available On Information Act

A leaflet is available which outlines the processes by which access to federal government information can be obtained under the Freedom of Information Act. The leaflet covers the making of a request, the time it takes to process the request, and the fee structure. It also includes sample letters and other pertinent information.

The leaflet is available at Freedom of Information Clearinghouse, P.O. Box 19367, Washington, D.C. 20036.
ASA Conducts Referendum on Site of 1980 Meeting

A referendum is being conducted by the ASA to determine the meeting site location for the 1980 Annual Meeting. The referendum was approved by ASA Council during its June meeting by a 7-6 vote. In early July, voting members were sent a ballot, a summary of previous Council action, and pro and con statements written by Council members concerning the issue. (See below.) The impasse deadline is August 10.

Voting members have been asked to choose between meeting in Atlanta or moving the 1980 meeting to an ERA state. Results of the referendum which will be binding on the Association will be published in the October issue of FOOTNOTES. Throughout the year, Council has spent a considerable amount of time discussing the ERA and its implications for Association. In addition the Executive Office has received a volume of mail concerning various aspects of the issue.

Summary of Council Actions

For background information:
— In the business meeting at the ASA Annual Meeting, September 1977, a resolution was referred to Council stating, "That ASA, vote to withdraw its 1980 convention from Georgia unless the Georgia legislature ratifies the ERA." Motion: "That Council take no action on this resolution. Carried." (See FOOTNOTES, December 1977.)
— In the January Council meeting, the following action was taken: Motion: "That a membership referendum be called on whether to move out of Atlanta to a state where ERA has been ratified. Defeated." Motion: "That ASA announce publicly that the scheduling of any future meetings or conventions will not occur in states which have not ratified the Equal Rights Amendment, assuming ERA is still an issue at the time of the arrangements, and that a comment be made to the President of the ASA to the legislative heads of every state which has not ratified ERA. Defeated." Motion: "That ASA not hold its 1980 meeting in Atlanta. Defeated. (For—6; Against—1.)"
Motion: "That Council reconsider the Atlanta decision at the next meeting, and that further information be obtained. Carried." (See FOOTNOTES, April 1978.)

A motion in the March Council meeting, the motion to reconsider was on the agenda:
Motion: "That ASA not hold its 1980 meetings in Atlanta. Defeated. (Yes—8; No—9.)"

In the June Council meeting, a motion to withdraw from Atlanta was defeated in January was made:
Motion: "That Council reconsider a membership referendum.
Motion: "That a binding membership referendum be called on whether to move out of Atlanta to a state where ERA has been ratified. Carried. (Yes—7; No—6.)"

On that basis, this referendum was mandated.

Council Statements

Reasons Why the ASA Should Stay in Atlanta for its 1980 Meeting

Where we stand as individuals on the Equal Rights Amendment to the Constitution is not the issue—most members of the ASA favor the ERA. The issue are, rather:
— The Constitutional Issue: The Association is a professional scientific organization. Its objectives are these (Constitution, Article II, Section 1): "To stimulate and improve research, instruction, and discussion, and to encourage cooperative relations among persons engaged in the scientific study of society." It should be involved in public decisions only when there is an evident case that the professional/scientific interests of the Association are at issue. Even if there is a near unanimity in support of the ERA and the importance of it for ASA members as individuals, withdrawal from Atlanta on this issue is an inappropriate action for the Association. There are adequate avenues for citizens' concerns without binding the Association for this purpose. The ASA is based on assumptions that rational discourse, education, and persuasion are the appropriate means to resolve disputes. We ought not engage in coercion, for which we have neither mandate nor expertise.
— The Legal Issue: Unlike most of the organizations that have decided not to schedule their meetings in non-ERA states, our Association is subject to the laws of the state for the Atlanta meeting. A contract is a legal document. There is some risk, probable but small but measurable, that the ASA could be sued for breach of contract. Such a suit, which might bankrupt the Association. A contract also carries the good faith of the Association, which would not wish to be seen as a party that cannot be counted on to honor its commitments. The ASA Council, like many other organizations, has voted to select no future convention sites in a non-ERA state so long as the amendment is at issue. The motion of the members of this referendum involves the question of honoring or not honoring a contract.
— The Tactical Issue: The purpose of withdrawal from Atlanta is to affect the vote of the Georgia legislature on ERA. This action needs to be taken seriously. Will it work? The answer is that it will not. Atlanta's legislators and the business community already favor ERA—but the Georgia legislature is rural-dominated. Its members respond to their constituents, not to outsiders. Further: to coerce incoercible parties (the hotel owners) in the hope that they will coerce others (the rural legislators) who are offering one's values and interests is a crude and immoral policy.
— The Regional Issue: The Association has never met in Atlanta, the capital city and cultural center of the South. For decades we could not cause of racial segregation. Now that the issue is removed, it would be unfortunate indeed if another arose to replace it. A meeting in Atlanta is the best possible signal to sociology in the South, and will give sociologists in the numerous regional colleges and universities in the South a special opportunity to participate in the conference in Atlanta, to be held in 1980, Georgia's bicentennial. The combined multiplicity of such opportunities is a rare opportunity to attend the Association meeting.
— The Racial Issue: The gains in peaceful race relations in Atlanta, in the strength of black institutions, and in the status and participation of blacks, have been enormous. As a result of the focus of special pride among American blacks, to whom withdrawal may be a special blow. If we were to decide to withdraw because of ERA policy, ought we not withdraw from other cities that operate under policies repugnant to various among our members. Where do we draw the line?
— Special Note: The three presidents of the ASA who have had the benefit of running under this issue on this issue have all concluded that the interests of the Association Board of Directors of the SSPS in Atlanta. They are the immediate past president, Milton Yinger, from the Midwest; the current president, Amos Hawley, from the South; and the president-elect, Tad Blaekow, from the Far West.

Indeed, the SSPS will not meet in Atlanta regardless of the ASA decision. The Pacific Sociological Association has renegotiated the site of its 1979 meetings from Las Vegas, Nevada, to Anaheim, California.

The Women's Movement has made the ratification of ERA a decisive issue. The ASA, we feel, should contribute to achieving the goal of legal equality for women by refusing to meet in states that have not ratified the ERA. Furthermore, this issue has deep moral, political, and spiritual significance for many of our members. If we meet in Atlanta, they will be torn by their commitment to the principle of equal rights and their desire to attend the ASA meetings.

Many members will refuse to attend the Atlanta meeting because of their principled commitment to equal rights and to politics of a large proportion of our membership.

Six Sociologists Selected As Woodrow Wilson Scholars

Six sociologists have been chosen to attend the ASA November meeting in Atlanta and receive a year's salary to do research in the social sciences. The sociologists are James Lang, University of Wisconsin; Gayle Prodi, University of Trento, Italy; Gladys and Kurt Lang, SUNY-Stony Brook; Donald E. Menzel, Michigan State University; and Simon Schwartzman, Instituto Universitario de Pesquisas de Rio de Janeiro, Brazil.

As Wilson Scholars these sociologists will spend four months each to a year at the Woodrow Wilson International Center for Scholars. Lang, who is with the Latin American Studies Center at Vanderbilt, is concluding a year's residency which he devoted to Portuguese colonization in Brazil from initial settlement to independence.

Prodi will arrive in October to begin a ten-month study of the development of absolutism in the Papal States and the organization of the Holy See. The study is based on a project under the title, "The Reformation as prototype of the early modern state." Lang and Prodi both received fellowships from the Center's Division of Historical and Cultural Studies which is especially concerned with relating the concerns of the humanities, liberal and creative arts to contemporary life.

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Glady and Kurt Lang will also atter in October for a nine-month study of the media and public opinion in a political crisis. The Langs receive their fellowships from the Division of Social and Political Studies which is designed to accommodate proposals in the fields of government and international relations, jurisprudence, sociology, economics, anthropology, psychology, and related disciplines.

Morrison began his year's residency last March and is working on a novel project in environmental science. He received his fellowship from the Environmental Studies Program which welcomes projects that examine the premises of environmental conservation, regulation, and politics, both nationally and internationally.

Fellowships are also offered by three other Center programs: The Kennan Institute for Advanced Russian Studies for advanced research on Russia and the USSR; the Latin American Program for advanced research on Latin America and the Caribbean; and the International Security Studies Program.

Deadline for the next round of selections is October 15. For information and application materials contact: Wilson Center, Smithsonian Institution Building, Room 321, Washington, D.C. 20560, (202) 383-6247. Eligibility is limited to postdoctoral level.

Recommendations For Review Boards To Be Published

The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research will publish its recommendations before they are translated into specific regulations by the Department of Health, Education, and Welfare, and for a period of 90 days after the publication of proposed regulations by DHEW in the Federal Register.

Interested persons may comment on the Commission recommendations before they are translated into specific regulations by the Department of Health, Education, and Welfare, and for a period of 90 days after the publication of proposed regulations by DHEW in the Federal Register.

Comments should be directed to: Office of Research Risks, National Institutes of Health, 9000 Rockville Pike, Bethesda, MD 20892.
Unrealistic Picture On Roles, Market

The ASA has begun an attempt to broaden the parameters of professional sociology, by introducing new professional roles and labels so that sociologists might more easily locate and market non-traditional (non-teaching) professional roles in adaptation to the changing nature of the job market. It was, I believe, with some anticipation that we see a realistic picture of the roles open to sociologists and something of the ASA’s efforts in the struggle for professional development and acceptance.

For us, it was quite a shock to read a booklet released in 1978 that not only sounded like a sociology book for the 1990s-1960s professional market but also one which was written in the form of "unrealistic" (a sociology term) and "strategic" descriptions of "options" featuring "predictive modeling," "Howard Health," "Linda Law," "Clyde Campus," "Pavlav Policy," "Thomas, Howie Scholar," "Marion Methodologist," "Wally Welfare," and "Terry Testbook." It was at least one that we did not see a semblance of a realistic picture of career opportunities in today’s market and that was not even entailed to distribute the booklet to advisors, or anyone.

For several years to wish to offer a response of our own based on the form of the above mentioned descriptions (not especially "Clyde Campus" and "Shelly Scholar")—see pages 5 and 6 of the Fall 1978 edition of the ASA's journal. There was a sense that here was a joke at the Tutti Frutti Ice Cream Shoppe. Lotta has her PhD in sociology from a "good" school, and her experience in the position while writing her dissertation in sociology despite some warnings from her advisor at the time and while it did not help her to complete her PhD. It took her two hard years (and that was seven years ago) and in so doing to her regular duties.

She is awaiting an invitation from a small but very liberal town where she is the dominant institution. She knows that too much salary would then be lower, but she also knows that people in a small college town is relatively inexpensive and that she would still be doing what she really enjoys in that she would still be working closely and informally with young people.

Lotta cannot understand why the invitation has not yet come since her advisor, who is the Fredy Established, has written many excellent recommendations for her. Every space has been taken up on scholarly articles and a book in her field. She has had ample company and stimulation from those days lingering at Tutti Frutti with her.

A letter to the editor: The editor (PhD, Berkeley, 1979) that the ASA has prepared a new edition of a booklet describes job opportunities in sociology. She sent for a copy. It arrived today. Lotta is disappointed.

It seems to us that the officially sanctioned career option booklet from the major professional association of sociologists could and should be more realistic and less fantasy like and perhaps even should be written without reference to "cute" role-models, if you will. We offer this comment in a sincere effort to be constructively critical on a subject of great professional importance and are interested in the reactions of our colleagues.

Jon Darling
Raatlin Darling
University of Edinburgh, Johntradum

Reads Well, Likes Gender Balance

I thought the pamphlet was a nice job, especially given its length and difficulty. The vignettes do oversimplify or present jobs as cut-and-dried dimensions. And personal, individual elements are mentioned. All very useful and realistic. Reads well too. I was pleased to see the gender balance in the role descriptions and I liked the closing section, especially the first paragraph. Good show.

Charles A. Goldsmith
Chuulli College
ASA Teaching Project

An Improvement, A Disappointment

What an excellent job the new “Careers in Sociology” leaflet does! Clearly, the aim was to deter students from majoring in our field, and it is doing admirably. Few undergraduates are being deterred. Students’ main task will be to find suggestions offered exciting or promising and they will surely recognize that sociology is an important and carefully used term, “predictive,” and “development,” “sociology,” and “philosophy” and so on.

The new leaflet, with its cautious and cautious approach, should improve over an earlier one that indicated that the demand for PhDs in sociology may decline and will supply the PhDs through the 1970s. Obviously, we have learned that the predictive power of sociology and sociologists are more limited than we once believed, and the more we see now is that we can only speculate. In the meantime, students, grade, gather as many skills as you can that you will be prepared for what is to come in the future.

In spite of the disclaimers that a decline in the demand for teachers at all levels will continue for a decade or more, teaching is still preeminent. Many of the options available to sociologists. It is described “realistically” though, with indications that sociology need not be a \"class\" important to people. Sociology need not necessarily be forthcoming, and it should be recognized that we may bow some students out of our minds. Why major in sociology, then? If one has plans to become an administrator, or a sales manager (talking), an economist, or a statistician, why not major in administration, or business? And one who has learned mathematics? Perhaps this leaflet is really intended for students who have almost complete a degree in sociology and are wondering, belatedly, what in God’s name they are going to do with their BAs, other than stick it on the wall. The answers that the leaflet provides is no more original than any other.

Perhaps this approach is wise. We shouldn’t promise more than we can deliver and sociology, it seems, is peripheral to the really useful fields, and sociology seems to be driven by one of the only reason—because it loves the subject matter, is intrigued by the problems that sociology, fascinated by the varied ways of understanding that sociology offers, and challenged (not bored to yawing point) by one’s teachers to see through the taken-for-granted, old-fashioned notion that sociology supports them. Sociology should be an eye-opener, one of the liberating arts, treating us to new perspectives and stimulating our previous learning. Heavy stuff!

How to translate that into making and living and doing what are we to tell our students about careers in and from sociology?

Fifth, I am still not satisfied that from teaching at the PhD level unless they so much enjoy the field that they can see no other way that we can help them defend their choice in an essay. Next, use as guidelines what we do know. But the demand for sociologists, and other trends. Careers in education the young are declining and changing with some opportunities opening in special education and bilingual education. Careers in areas concerning the elderly are growing. As the leaflet suggests, sociology offers good grounding for training in many fields. Why not be more specific and use information provided by federal agencies and other organizations on housing, aging, research, government, medicine and associated fields, and so on? Why not tell students which students can write for pertinent information?

It was hoped that the long-awaited new leaflet would add something to the mix, and that it would help us to fulfill our obligations to our students, open their minds, point them towards resources. It is a disappointment.

Monica M. Morris
California State University, Los Angeles

Must Return To A Quality System

Reyes Ramon’s faciial analysis (FOOTNOTES. March 1978) of what is happening to faculty and students at a result of the mass introduction of dual racial standards at every step of the educational system, the discussion of the educational system is of great concern to sociologists with an intellectual tradition, such as descendants of European Jews, and, among blacks, a few West Indians lucky enough to have gone to non-racist, British- or French-style schools. (A look at the Harvard population of New York, for instance, will prove the point.)

The solution? A return to a quality public high school for everyone, and that means an old-fashioned, competitive, demanding, disciplined curriculum. A return to an educational system that is rich, diverse and rewarding. As Ramon suggests but also systematic. We must have a system in which there are no classes, that is, many students will have literature university students more than once, while we can both give a sound general education and have a specialized skills beyond reading, writing and arithmetic. We shall again be in the business of training educated and competent men and women, not ignore ignorance of all sin qualifications.

The educational problems of under-represented whites are bad enough, but at least they are not being treated to a special treatment. The special treatment of “minorities” students further stimulates their stagnation, and is merely a finishing touch on their predicament to race. All the public liberal programs of the past have been attempts to correct this and will not change this situation, nor solve the dilemmas that Ramon so astutely points out. The system must be a standard for everyone. In effect, we are slowly moving toward a system of quality education for everyone system of higher education. If this trend continues much longer, we will end up with a system adequate to all society of the private schools: the public schools will become more dominant and exclusive than ever: within the better public universities, the professor will carefully identify, and groom is hand picked proteges for graduate work, outside the universities, the organized professions will increasingly protect their monopolies through bar exams, selective hospital internships and sundry hiking rituals, and in the techs, the same thing will happen. We all know that professional schools like the French have now reached their limits, as do the German and French universities. This approach may easily develop out-side the traditional universities.

One thing is certain: universities that achieve much further and remain universities in any meaningful sense.

Pierre L. van den Berge
University of Washington

Visions of Utopia

Don Martindale
University of Minnesota

“Wherever hierarchy reigns it sorts out individuals and groups: men and women, directors and agents; the ‘haves’ and the ‘have-nots’, the ‘developed’ and the ‘developed’, the ‘successful’ and the ‘unsuccessful’ people and classes and countries. In order to reorganize society and bring it closer to ourselves, we must attack hierarchy...


There are lots of aches and pains wherever hierarchy reigns. Anyone who’s round about will probably get sore.

The sexes will be torn asunder.

Men with men and women under,

Those on beaches, those in swimming

Directors, agents, men, and wom-

Experts wearing horn-rimmed glasses,

Know-nothings and horses’ asses,

Men in love with chucky sheeples,

Even underdeveloped peoples,

Classes thin and countries fat,

Some without, some with gray matter——

All of them, so help me, Hank,

Will get a hierarchical rank.

It surely is high time that we reoccupy society.

On hierarchy launch attack

And try to take the damned thing back.

We will enjoy the social gains

That come when happy chaps reign.

TAS Wants Ideas On Academic Freedom

Problems of academic freedom experienced by sociologists and other social scientists in the United States and abroad are being considered for a special feature or issue of The American Sociologist.

Ideas and suggestions on how TAS should treat this problem may be sent to Allen Griswold, Editor, TAS, Institute for Social Research, 1022 East Third Street, Bloomington, IN 47401. Papers are also welcomed.
Lopata, Gamson, Deutscher, Rosenzweig Elected to Council

continued from page 1

2359 votes for Rossi and 1684 votes for Fichter.

Of the 8935 original ballots mailed, 4081 (46%) were returned by the deadline, with the following results. Winners for each of the offices are indicated by an asterisk.

Vice-President-Elect
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James E. Blackwell 1011

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William A. Gamson 1743
Irwin Deutscher 1509
Morris Rosenzweig 1480
Richard Quinney 1254
Joyce A. Lader 1171
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Sally Hillman Baker 951
Martin Oppenheimer 825

Hylan Garnet Lewis 639
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David Gold 977
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Albert Szymanski 900

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Carolyn Cummings Per- rucci 1026
Nicholas Babich 972

District 3
Ida Harper Simpson 1655
John Melad, Jr. 711
Peggy Powell Dobbins 536

Clearinghouse on Academic Freedom Created by Coalition

An information and referral clearinghouse has been established by the Coalition of Learned Societies on Academic Freedom in cooperation with the Academic Freedom Committee of the Ameri- can Civil Liberties Union. Besides the ASA, the Coalition is composed of the American Political Science Association, National Council for Teachers of Eng- lish and the Society for the Study of Social Problems. Other associa- tions have shown interest and indi- cated support.

The clearinghouse will be administrated by Bernard Bellush, FCPA chairperson, and David Cohen, FCPA staff officer, and a Steering Committee composed of repre- sentatives of the Coalition’s constituent organizations.

Funds Available For NIH Grants

Well over $2 million are expected to be available for predoctoral and postdoctoral insti- tutional research training programs from NIH this year, but applications must be submitted by October 1.

Substantial funding is also expected to be available for predoctoral and postdoctoral individual fellowships with applications due October 1.

Committee on Committees
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Lynda Ann Ewen 738

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Selected for funding by ACSL were: Kurt Bow, Duke University; Peter Blau, Columbia University; Vernon Dibble, Wesleyan University; Rockwell Gray, University of Texas-Dallas; Kirsten Gronberg, Loyola University of Chicago; Ino Rossi, St. John’s University; and Elizabeth Tiryaki, Duke Univer- sity.

Note to Contributors

Contributions to FOOTNOTES are solicited, welcomed, and valued. However, frictions are generated when expectations of publica- tion are not met because the expectations surpass the capabilities of FOOTNOTES to respond.

Usually, the deadlines of FOOTNOTES are surmounted in two ways: (1) timing of submissions, and (2) length of submissions.

The following information and "submission standards" are presented in an attempt to improve the evolving coordinated system that encompasses FOOTNOTES, its and its readers:

1. FOOTNOTES is published monthly, except June, July, and September.
2. All material is published on a space available basis which is somewhat variable.
3. Deadline for submissions that do not state a deadline for reader response is the first day of the month preceding the month of publication, i.e., October 1 for the November issue.
4. Submissions that do state a deadline for reader response should be received, at least, three months prior to the reader response deadline. For example: Material containing a reader response deadline in June should be received by March 1, so that it can be published in the April issue and readers can respond in May. Also keep in mind that FOOT- NOTES is normally received by readers during the latter part of the month of publication. Finally, the months in which FOOTNOTES is not published must be considered. For example: Material containing a reader response deadline in August should be received by April 1, so that it can be published in the May issue and readers can respond in June or July.
5. All contributions should be as short as possible. Specifically, contributions to Open Forum should be limited to 800 words; obituaries, 600 words; and letters to the editor, 400 words.