NIE Awards ASA Grant For Research Skills Institute

A four-week Research Skill Development Institute aimed at increasing participation of women and minorities in research on contemporary problems of education will be held next summer under the sponsorship of the ASA.

Doris Wilkinson, ASA Executive Associate for Careers, Minorities and Women, directed the institute which is funded by a one-year grant from the Experimental Science Committee in Advanced Study and Research in Education of the National Institute of Education.

The four-week institute will be held at Morgan State University, Baltimore, beginning June 18. Andrew Billingsley, Morgan State President, has supported the project from its inception. Billingsley is a sociologist.

Wilkinson said the career-oriented activity is "designed to offer a learning experience for college and university teachers seeking to develop their research and quantitative capabilities." She continued, "The program will provide an opportunity for development of specific skills required in educational and social science research, as well as stimulate later interest in conceptual and practical issues in educational research fields."

Visiting scholars for the Institute are Richard Hill, Dean, Wallace School of Community Service and Public Affairs, University of California, San Diego; Edward H. Offord, University of Toronto; and Andrew Epp, University of California, Berkeley.

Soc Sci & Gov't.

NSF Council Preparing Reports on Science Policy Issues

By Lawrence J. Rhodes

Four task groups of the National Science Foundation Advisory Council are preparing reports on four science policy issues related to basic research which are likely to be facing NSF in the near future.

The task groups are considering (1) the NSF resource allocation process among fields of science; (2) alternative support mechanisms for university research; (3) accountability in research; and (4) equipment needs and utilization. The reports are scheduled to be completed next fall.

The Advisory Council was established to advise and consult the Director of NSF. According to an NSF publication, "it operates at the agency level in order to provide a perspective from outside the Foundation on issues that transcend matters of concern to an individual discipline or program area, and that relate to the Foundation's interest in the scientific and the intellectual community, with the Congress and with the public."

RESOURCE ALLOCATION

In creating the task group on resource allocation, NSF noted that "much attention has been paid to the process by which decisions are made concerning the funding of specific proposals within a discipline or subfield at NSF. The peer review process has been examined in some detail, found to be appropriate and effective in the main, and various modifications and improvements have been adapted."

NSF continued, "It is clear, however, that decisions that predicate these concerning resource allocations among disciplines and programs within NSF, are of fundamental and more far-reaching importance."

Consequently, the task group on resource allocation is "to examine the process that has been used by NSF in allocating its resources to different fields and programs, and to make suggestions it deems appropriate to modify or improve on existing procedures.

Among the questions to be considered by the task group are: 1. What approaches and types of support should be used in arriving at allocation decisions among fields and programs? 2. How might these approaches apply to the distribution of funds among existing disciplines and the subdisciplines within them? 3. How might these approaches apply to the areas which are relatively new to NSF or to emerging non-classical fields (such as management science and science policy)? 4. What approaches are most appropriate for funding cross-disciplinary research?

SUPPORT MECHANISMS

In creating the task group on alternative support mechanisms for university research, NSF expressed concern that projected sharp decreases in academic enrollment over the next 15 to 20 years "may make it difficult for our universities to maintain their support of science.

Committee Completes Slate for 1979 Election

Candidates for Council and three elected committees have been announced by the ASA Committee on Nominations, thereby completing its slate for the 1979 election which will be held in the spring.

Additional candidates may be selected by ASA voting members through the open nominations process which is outlined in the ASA By-Laws.

Open nomination petitions supporting candidates for Council, Publications Committee, Committee on Nominations, and the Committee on Committees will be arrive in the ASA Executive Office by January 31.

Candidates for President-Elect, Vice-President-Elect, and Secretary-Elect were originally announced in the November issue of FOOTNOTES. Open nomination petitions for these positions must arrive in the ASA Executive Office by December 31.

The complete set of candidates and the positions for which they have been selected by the Committee on Nominations is presented below:

PRESIDENT-ELECT
Rose Casor, SUNY, Stony Brook

William Form, University of Illinois, Urbana

VICE-PRESIDENT-ELECT
Renee Fox, University of Pennsylvania

Jacqueline Wiseman, University of California, San Diego

Blalock; A Personal Appeal For Suggestions

Although the ASA Council must spend much of its time dealing with housekeeping matters and responding to requests from official committees and directors and at the annual Business Meetings, it is nevertheless crucial that Council also address itself to intellectual issues that relate to the advancement of the discipline matters such as publication policies, how we can improve the quality of our research and teaching, and governmental policies regarding the funding and regulation of research.

This is my personal appeal to our membership to give us your ideas about specific things the ASA might do to improve the quality of our discipline. You may be assured that your suggestions will receive careful consideration by Council. Keep in mind, however, that the ASA has only very limited uncommitted funds, though of course we may apply for grants from appropriate agencies. Also please keep in mind that the Council does not have any input into the nature of the annual program, apart from setting rather general policy guidelines for the Program Committee to follow. It can, however, applaud or denounce Standing Committees of various kinds.

So let us have your thoughts as to what constructive steps may be taken to improve the scholarly enterprise.

Send your ideas and suggestions to: ASA Executive Office, 1722 N Street, NW, Washington, D.C., 20036.

Season's Greetings
THE JOSSEY-BASS SOCIAL AND BEHAVIORAL SCIENCE SERIES

Samuel Shye, Editor

THEORY CONSTRUCTION AND DATA ANALYSIS IN THE BEHAVIORAL SCIENCES

Current research strategies in the social and behavioral sciences seldom yield scientific laws because they do not adequately link the conceptual and technical aspects of theory construction and data analysis. This new book, published in honor of Louis Guttman, shows how psychologists, sociologists, and other social scientists can overcome this limitation. Samuel Shye and his coauthors provide the first exposition in one reference of Guttman's whole integrated system for theory construction and data analysis. They describe methods developed by Guttman for constructing highly explicit conceptual frameworks, for collecting and analyzing multivariate data in accordance with those frameworks, and for matching the resulting definitional and empirical structures of observations to produce substantive laws of human behavior. The authors describe facet analysis, scatogram analysis, and other Guttman techniques in detail, and they report their own investigations that further develop and refine those tools. Throughout the book, they use actual research problems in sociology, psychology, and other fields to illustrate the design and applications of the techniques. The book includes approximately 150 figures, tables, mapping formulas, and other kinds of quantitative information, as well as extensive references and indexes. With the exception of a few chapters, it assumes minimal mathematical background for its readers. The ideas and strategies advanced in this book will enrich social scientists' conceptualizing and theorizing, provide solutions to previously intractable methodological problems, and suggest fruitful new directions for study.

$25.00

Ian I. Mitroff and Ralph H. Kilmann

METHODOLOGICAL APPROACHES TO SOCIAL SCIENCE
Integrating Divergent Concepts and Theories

This new book identifies and analyzes several emerging methodological approaches to social science, as well as the traditional approach borrowed from the natural sciences. Ian Mitroff and Ralph Kilmann examine the traditional analytical scientific approach to knowledge and then contrast it to three emerging approaches: conceptual theoretical, conceptual humanistic, and particular humanistic. They demonstrate that each methodological approach is governed by a different preferred logic, a different set of methodological rules, a different ideology of the aims of science, and a different view of the needed psychological traits of scientists. They show that each approach has particular applications to which it is best suited and that no single approach is appropriate for all kinds of inquiries or for all personality types among scientists. By specifying the rules, tenets, and applications of each methodological approach, the authors place all approaches on an equal footing so that social scientists can choose among them according to the nature of their investigatory problems. In addition, the authors' analysis illustrates the need for greater acceptance of nontraditional approaches to social science and suggests ways to achieve increased coordination of all approaches. Psychologists, sociologists, and other social scientists can use this book to gain a more accurate understanding of the nature of scientific inquiry, to assess the interdependencies as well as the strengths and limitations of different methodological styles, and to better apply various styles to the specific kinds of investigatory problems they face.

$11.95

Jerry Goston, Editor

SOCIOLOGY OF SCIENCE
Problems, Approaches, and Research

Since the early 1960s, the sociology of science has become a recognized research specialty of increasing interest to sociologists, historians, economists, political scientists, and philosophers, as well as to physical and biological scientists. This new book provides up-to-date, practical information about important theoretical issues, current research that exemplifies empirical studies in the field, and different approaches in the sociology of science. In addition, by presenting a wide range of topics, the book offers scholars in areas other than the sociology of science an overview of the kinds of themes and problems that specialists are currently investigating.

The authors explore universality in science, including such topics as how the organization of scientific work affects the presence, form, and extent of sex differentiation; how role performance differs among black and white scientists; and whether federal support for scientific endeavors is fairly distributed. They discuss how and why scientists choose research problems, what considerations should determine scientists' theoretical perspectives, and the ways in which social conditions influence scientific change. The authors show how the sociology of science has benefited from new developments in method and theory; investigate potential benefits of interaction between historians and sociologists of science; examine the differences among American and British sociological preferences; and summarize accomplishments in the field. The book is a special double issue of Sociological Inquiry (volume 48, numbers 3–4, 1978). Subscribers to Sociological Inquiry will receive copies directly from Alpha Kappa Delta, the National Sociology Honor Society. $12.95

Lawrence W. Sherman and the National Advisory Commission on Higher Education for Police Officers

THE QUALITY OF POLICE EDUCATION
A Critical Review with Recommendations for Improving Programs in Higher Education

Today more than a thousand colleges and universities offer police career degree programs, and almost half of all police officers in the United States have completed at least one year of college. The quality of higher education programs for police, however, has not kept pace with their quantity; much police education today is intellectually shallow and conceptually narrow, and it has fallen far short of its potential for upgrading American policing. This book reports the findings of a two-year inquiry into the quality of police education by a commission, chaired by Warren Bevis, of educators, police administrators, and public officials. Based on a national survey of police education programs and a study of police personnel needs and resources mandated by Congress, it represents the first comprehensive review of police education nationwide.

Lawrence Sherman, executive director of the commission, and his associates examine the key issues of police education: what subjects should be taught for police careers, who should teach those subjects, who should study them, how colleges should use police education programs, and how police personnel policies should take such programs into account. They demonstrate the need to emphasize recruiting the educated— not educating the recruited — and to regard education as a resource for change and improvement in policing rather than for increased proficiency in performing routine tasks. And they make concrete recommendations for action by students, faculty, college administrators, police executives, state and federal education officials, and Congress that will help improve the quality of police education.

$12.95
Council, Committee Candidates Named

continued from page 1

Arlene Daniels, Northwestern University
Edward Gross, University of Washington
Ceta Marrett, University of Wisconsin-Madison
Thomas Pettigrew, Harvard University
Julian Samar, University of Notre Dame
Charles V. Willie, Harvard Graduate School of Education
H.H. Whiting, University of Wisconsin, Madison

PUBLICATIONS COMMITTEE
Mortel C. Cantor, American University
Lois DeFleur, Washington State University
Alejandro Portes, Duke University
Herman Turk, University of Southern California

COMMITEE ON NOMINATIONS
District 1
Leo Estrada, University of California, Los Angeles
Pepper Schwartz, University of Washington

Sociologists to Have Input in 15 Sessions

continued from page 1

and Post-Weather Trends and Policies.

January 5, 9 a.m.—Kurt W. Back, Duke University, organized a session on "Demographic, Biographical and Structural Perspectives on Human Life Course".

January 7, 9 a.m.—James K. Burch, University of Western Ontario, organized a session on "Interdisciplinary Perspectives on Demographic Behavior". Participants are Barbara F. Moeller, University of Maryland, "Racial Models of Interpersonal Behavior"; and N. Krishan Nambudiri, UNC Chapel Hill, "Further Observations on the Economic Theory of Fertility".

Nancy Howell, University of Toronto, will present "Demographic Behavior of Hunter-Gatherers: Evidence for Density-Dependent Population Control" in the 8:30 a.m. session.

MORE PARTICIPANTS

January 3, 3 p.m.—Drutte F. Alwin, Indiana University-Bloomington, "The Role of Sample Surveys in Social Science", in the session on "The Uses and Misuses of Survey Data".

January 4, 9 a.m.—Joseph B. Tanney, Bell State University, "Fasting in an Affluent Society", in the session on "Health Enhancement, Prevention and Promotion".

January 5, 9 a.m.—Monica B. Morris, University of Pennsylvania, "Scientific Sociology: Its Multiple Realities", in a session on "What Kind of Social Science Is Scientific?", and Pepper Schwartz, University of Washington, "Research on Gay Couples", in a session on "Paradigms and Prejudices in Research on Homosexuality".

January 5, 3 p.m.—Peggy Dobbs, University of Alabama-Auburn, "The Transition from Kin to Classes and Its Effect on Equality of Women", in a session on "Biological and Culture and Human Evolution", and Nathan Keytts, Harvard University, "Frontiers of Sociology", in a session on "The Frontiers of Social Sciences".

January 6, 9 a.m.—Murray A. Strauss, University of New Hampshire, "Sociological Perspectives on Causes of Family Violence", in a session on "Violence in the Family: Psychiatric, Sociological and Historical Perspectives", and Allan Marzuk, Syracuse University, a discussant for a session on "Politics, Science and Cancer: The Laetrite Phenomenon".

January 6, 3 p.m.—Paul Wehr, University Colorado-Boulder, "The Anatomy of Controversy: Scientific Freedom and Responsibility for Teaching".

January 6, 9 a.m.—Keith M. Wolff, Concordia College, organizer of a session on "The Public Understanding of Science".

January 7, 3 p.m.—Fred Cotrell, Miami University, Ohio, "Changing Energy, Changing Values", in a session on "Energy and Society".

NSF Seeks Replacement for Costner

The National Science Foundation is seeking candidates for the position of Director of the Division of Social Sciences to serve a two-year term beginning next fall. Herbert L. Costner, the current director, has announced that he will leave the position in fall 1979. Costner has directed the Division since fall 1976 while on leave from the University of Washington.

The Division of Social Sciences includes programs in sociology, economics, political science, geography and regional science, law and social science, measurement methods and data resources, and history and philosophy of science.

The Division Director is responsible for administering programs of basic research grant support, planning and budgeting, representing the social sciences in the Foundation, and providing leadership for the NSF social science effort.

Candidates should have a broad knowledge of the social sciences, experience in basic research, and administrative skills. The position is exempted from competitive civil service and equivalent to GS-16 to -17, with a salary ranging from $32,423 to $47,500.

Nominations and applications may be sent to: Assistant Director, Biological, Behavioral and Social Sciences, National Science Foundation, 1800 G Street, NW, Washington, D.C. 20550.

Studies Wanted on Drug Abuse

Several specific research areas amenable to sociological inquiry are being emphasized by the Division of Research, National Institute on Drug Abuse grant program.

These areas are crime and drugs, cigarette smoking behavior, longitudinal studies of marijuana use during late childhood and early and middle adolescence, and the use of phenycyclidine.

In addition, NIDA supports research in such broad areas as epidemiology, etiology and prevention studies related to drug abuse.

Epidemiological studies of interest to the Institute include research on drug use among users and abusers drawn from varied cultural and ethnic backgrounds and from high risk populations such as women, students, members of the industrial workforce and residents of institutions.

Enological studies that focus on societal factors such as poverty, social deprivation or unemploy-
The Association of Black Sociologists is concerned that the book by Wilson entitled *The Declining Significance of Race* was considered sufficiently factual to merit the Spingarn Award from the American Sociological Association.

The book clearly emits significant disturbing implications regarding discrimination against blacks at all class levels. It misinterprets even facts presented in the volume, and draws conclusions that are contrary to the conclusions that other black and white scholars have reached with respect to the significance of race as a critical variable in American society.

It is the consensus of this organization that this book denies the overwhelming evidence regarding the significance of race and that the literature that speaks to the contrary.

We certainly do not deny the freedom of any scholar to publish his or her book, however, we are very concerned that the position of this organization that the sudden national attention given to Malcolm Wilson’s book obscures the problem of the persistent oppression of blacks. There is an abundance of evidence that documents the significance of race as a critical variable in the denial of opportunities for blacks. For example, the United States Department of Housing and Urban Development has recently published a study which systematically analyzed data from over 130 cities that blacks of all social classes experience pervasive discrimination. Even within the discipline of sociology discrimination has been rampant. In the seventy-three-year history of the American Sociological Association only one black person has been elected president.

### Suggest New Course of Action for State Sociological Associations

(Editors’ Note: The following statement is a condensed version of the Presidential Address given by Professor Black to the Annual Meeting of the Georgia Sociological Association during the past academic year.)

Charlene Ruchton Black
Georgia Southern College

Individually and collectively we as sociologists face new horizons: Regents’ and exit exams, steady-state staffing, zero-based budgeting, new academic programs, and greater roles for students in college and university life.

Given these new horizons, achievement of academic excellence involves commitment on the part of each of us to the following:

1. **Commitment to improve capabilities**: Develop and implement programs of continuing education and opportunities for faculty development.
2. **Commitment to improve service delivery**: Enhance the quality of instruction and support services.
3. **Commitment to improve effectiveness**: Enhance the effectiveness of teaching and learning.

Thus far, most of our attempts to achieve these goals have focused upon personal strategies. Too long we have assumed that excellent teaching is an art rather than a science—that is, a set of characteristics unique to particular individuals rather than a set of skills which can be mastered by anyone who works to do so. The scheduling of the ASA teaching workshops and the GSA annual meeting may serve to present a new view of teaching—a view that states that teaching can be improved and that each of us can move down the path to academic excellence.

As professionals we function within an organizational context and we as sociologists should be the first to admit that the setting affects our work. We have not analyzed many bureaucratic structures but rarely have we critically examined the academic situation, a highly complex bureaucratic.

As professionals we face serious dilemmas between the demands of our commitment to operate bureaucratically which encourage employee-type relationships and dilemmas between the professional focus upon the uniqueness of the clients while the bureaucracy seeks standardization in class size, examinations, and curricula. Bureaucracies reinforce the continuity and stability of the organization, but the professional, a decision-making authority focus upon change. Large-scale industries and government profitably spend 3-6% of their budgets on research. Yet it is difficult to imagine how this investment could allocate even 1% of its budget to fund research on teaching.

Evaluation of teaching frequency appraises superficial efficiency rather than success. Teachers are judged on the number of students who pass, the number of class contact hours per week, and pupil-teacher ratios.

We all remember the Faculty Effect Reports in which we stated the number of units of time spent in the various components of our jobs without listing the number of hours spent. They were ludicrous because they assumed an equivalent time-base for all and yet the educational tasks are variable and not contrary to the technology used in the instructional setting is the educational or institutional setting and the sociological and professional status of sociologists and academic excellence depends upon the
Criteria for Institute Cited:
Applications Due by February 28

Participants
The Institute is designed to handle 30 participants. The grant provides funds for travel, housing, and meals on campus, and supplies. Application deadline is February 28.

Criteria for selecting Institute participants include: (1) initial methodological skills and level of research knowledge; (2) potential of applicant to undertake and pursue (continued research; (3) the holding of institutional support; (4) evidence of degree; (5) professional activity oriented toward educational and learning programs; (5) commitment in educational institutions as teachers or in research institutes where there is a need for specialization; (6) development; and (7) promise of continuing application of skills acquired from the Institute experience.

For application forms and additional information contact: Doris Wilkerson, Project Director, Research Skills Development Institute, American Sociological Association, 1722 N Street, NW, Washington, D.C. 20036.

Organization of Section on Visual Sociology

An effort is underway to formulate a section on Visual Sociology "to foster the study of visual imagery as it relates to teaching and research." An organizational meeting was held for the newly initiated Section during the ASA Annual Meeting in Chicago. At that meeting, acting officers were elected and by-laws were adopted.

ASA Council Expresses Opposition to Proposition 6

The ASA Council went on record opposing Proposition 6, better known as the Briggs initiative, which was aimed at eliminating homosexuals from public schools. The Council took the action in partial response to a resolution presented by the Sociologists’ Gay Caucus during the Business Meeting at the Annual Meeting. Copies of the following resolution were sent by the ASA Executive Office to all major newspapers, radio and television stations, as well as those interest groups which could be identified in mid-September:

The American Sociological Association expresses the initiative measure known as the Briggs Initiative, recognizing it as a violation of minority rights, an infringement on the constitutionally protected right of privacy, and as a threat to the right to speak freely on an issue of public concern. The Briggs Initiative, if enacted into law by California voters, would imperil the professional integrity of the Sociologists’ Gay Caucus and all other professional groups working for the protection of human rights. This is a dangerous threat to freedoms that must be defended collectively in order to be exercised individually.

Use of Papers

State Action

1979 Membership Renewal Due Now

Sociologists Place In PSSI Dissertation Award Competition

MFP Invites Applications

The ASA Minority Fellowship Program invites applications in the doctoral fellowship programs—sociology and applied sociology—for the fall 1979-80 academic year subject to availability of funds. The sociology program is aimed at training students on mental health problems of minorities. The applied sociology program emphasizes the application of sociological knowledge to the identification, analysis, and solution of group mental health problems. These programs are open to students from continuing or discontinued sociology departments. Preference, however, will be given to applications from students who have completed at least two years of graduate training.

Applications Deadline is March 1. For further information and application forms, write: Minority Fellowship Program, American Sociological Association, 1722 N Street, NW, Washington, D.C. 20005.

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In addition, Thomas F. Pettigrew, Harvard University, served as consultant and made a presentation that won an honorable mention: Joanne Martin, Stanford University, “When Prosperity Fails: Distributional Determinants of the Perception of Justice.” The $1,250 first prize went to Joss Lewin, University of Virginia, “A Multivariable, Multilevel Analysis of a Midwestern Metropolis’ Race Relations: The Desegregation,” Edward Seidman, University of Illinois.

February 4 - National Symposium on Higher Education for Police Officers, Shriners Hospital, M.C. D. Contact: Hattie M. Carrington, Conference Coordinator, Police Foundation of California, Box 63, Washington, D.C. 20006. Phone: (202) 333-1412.

February 16-18, Sixth National Institute on Identity, San Diego, Contact: Nancy E. Goldmann, Conference Coordinator, Or E. Periclan, Director, University Center on Aging, San Diego State University, San Diego, CA 92110. Phone: (714) 826-6705.


March 9-10, The Trinity-State Conflict and Research, Hotel Intercontinental, Hobart University, Adelphi University, and the Long Island Seminar on the Rudin Center for Cultural and International Studies, Hofstra University, Hempstead, NY, Phone: (516) 465-5075.

March 16-19, Eastern Sociological Society, 49th annual meeting, Statler Hilton in Atlantic City, New Jersey. Contact: James Wright, Department of Sociology, Temple University, Philadelphia, PA 19122.

March 18-22, 11th Biennial International Conference on Behavior Modification, Beverly, Alberta, Canada. Theme: “Control of Violence at Home, in the Community, and in Institutions.” Contact: Park Cities Conference, Department of Psychology, University of British Columbia, Vancouver, B.C., Canada V6T 1Z6.

April 4-7, The Pacific Sociological Association: Annual meeting, Sheraton-Akhot Hotel, Anchorage, Alaska. Contact: S. P. I. in all aspects of health administration, Administration, UC-Irvine, Irvine, California.

April 5-7, Latin American Studies Association: 8th national meeting, William Penn Hotel, Pittsburgh. Contact: Joseph M. Wetmore, Department of International Affairs, Harvard University, 179 Caufield Bldg., Cambridge, MA 02138.

April 26-28, North Central Sociological Association, Annual meeting, Akron, OH. Theme: Sociology in the 1990s: Problems and Solutions. Contact: Par- Sites, Program Chair, Department of Sociology, Kent State University, Kent, OH 44242.

April 28, 29th New England Undergraduate Research Conference in Sociology, Providence College. See “Call for Papers.”


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Career Bibliography: More Resources for Sociology Trainees by Doris Wilkerson

The American Sociological Association receives innumerable requests for job assistance and career information from under-graduates and graduate students in sociology, trainees, departments, placement officers, counselors, program planners, and others who are helping the doctorate in Sociology who are seeking positions. While the Association does not guarantee a position, presently it answers as many requests as it can, according to its policy of assisting students who are preparing for the profession of sociology.

This bibliography represents a beginning toward providing assistance to students and faculty concerned with career choices for sociology trainees. Most college and university libraries carry leaflets, bibliographies, and pamphlets recommended by their librarians. In the United States, the American Psychological Association publishes a bimonthly "Career Information Bulletin." Also of help is the "Careers in Social Science: A Career Guide for College Students and Recent Graduates." The bibliography lists both books and pamphlets that deal with career planning, in addition to more specialized literature.
Address Resource Allocation, Support Mechanisms, Accountability, Equipment

continued from page 1

sities to continue as viable educa-
tional and research institutions." The
charge to the task group continued, "The long-term health of the American scientific en-
deavor depends, in part, on the presence of vigorous and creative scientific activity in a university setting and on univer-
sities' ability to continue to train and to attract to their faculties the best and most talented young sci-
entists. To accomplish this prom-
pose, there must be found to maintain quality faculties, for an institution over 15 years or so, that exceed the number equally to fill educational and teaching needs."

The NSF charge allowed that "present support mechanisms may be inadequate to assure con-
tinued viability and productivity during this period" and noted that "present mechanisms, which pro-
vide support largely for individual proposals and individually proposed support, have been criticized for being unfairly burdensome and demand-
ing a high level of frequent proposal and report preparation and re-
view."

Consequently, the task group on support mechanisms is "to consider whether new and simpler types of support mechanisms can be dev-
ized which will maintain the vi-
bility and productivity in universities without sacrificing quality." Among the possible mechanisms the task group is to consider are:

1. Grants to institutions or to departments or their subunits.
2. Career development awards to create new assistant professorships.
3. Mid-career development fel-
lowships to assist in changing in specialized fields of effort.
4. Mid-career research scientist positions, with or without disabilities, for junior faculty.
5. Senior research scientist posit-
ions, also with or without disabilities, for senior faculty.

Most of the individual awards and fellowships listed above have already been recommended by a previous task group of the Advis-
ory Council. A report on these recom-
mandations will be published in the January issue of FOOT-
OTES.

ACCOUNTABILITY

In creating the task group on ac-
countability in research, NSF noted that researchers are not only accountable for the quality and veracity of their research but also for "adequately handling funds provided by research sponsors, for their own safety and that of their human research subjects, for the proper use of dangerous mate-
rials, and for a host of other func-
tions."

The NSF statement continued, "These types of accountability have become the focal point of a burgeoning mass of policies and regulations promulgated by govern-
ment, sponsors, and research in-
situtions. There is a growing con-
cern that pressures for increased accountability are eroding the freedom and autonomy essential in research and diverting in un-
productive ends resources which could better be spent supporting research."

Consequently, the task group on accountability in research is "to study the effects of basic research of existing mechanisms for asser-
ting technical, financial, and social accountability, and to recommend ways in which the balance between ac-
tibility and efficiency in research can be op-
mized."

Among the questions the task group is to consider are:

1. Is Federal regulation ad-

versely and unnecessarily affect-
ning basic researchers and their in-
nstitutions? If so, in what ways and to what degree?

2. Can the value of research re-

suits be assessed and compared with the cost of the research? How? What could such assessment be substituted for detailed expendi-
ture accounting in whole or in part?

3. Are there simpler ways than presently used to assure continu-
ing accountability in the peer re-
view system and in the conduct of research projects?

4. What are the most desirable and acceptable approaches to ac-
countability for faculty time, av-

eidence of excessive consulting, an-

d evacuation of work in the public interest?

5. In general, are there ways in which accountability needs can be met without imposing excessive burdens on the profession, the present burdens, on re-

searchers and their institutions?

EQUIPMENT NEEDS

In creating the task group on equip-
ment needs and utilization, NSF also noted that "the increasing burden of equipment in many of the nation's research centers is becoming a serious problem, exacerbated by the increasing rate of change in sophisticated equipment and in its costs."

Consequently, the task group on equipment needs and utiliza-
tion is charged with providing addi-
tional information on the analysis of equipment needs and utilization.

Among the questions the task group will consider are:

1. What data are available on current inventories of scientific equipment? How might additional data be collected?

2. What data are available on utilization of existing equipment, including utilization and costs of equipment? What are optimal utilization rates and modes of use in differing ser-
tings of interest? How can such judgments be made?

3. What factors determine ob-

solescence and equipment, and what has been the recent influ-

ence of these factors? What equipment resources do scientists in some representative disciplines need to do (a) an adequate job of routine analysis, and (b) a first-

rate effort on "frontier" research today compared to 10 years ago?

4. What cost recovery policies are used in the operation of equipment service facilities? What are suitable roles for academia and industry in provision of equipment and equipment services? Do needs exist for additional relay equipment, and how are such additional demands be made? How does the rate of infla-
tion for new equipment, equipment, or research equipment compare with other infla-

ation rates?

Where to Send Input

The names and addresses of the chairpersons and NSF liaisons for the above-mentioned Advi-
sory Council task groups is provided below for those individuals who wish to send suggestions, comments, data or analyses that can be used in preparing reports on the science-policy is-

ues being considered:

NSF Resource Allocation Process Among Fields of Sci-
ence: Chairpersons: Dr. Her-
bert I. Fuschler, Director of the Center for Science and Technology, Graduate School, New York University, New York, NY 10003. NSF Liaison: Ms. Magaret L. Wains.

Support Mechanisms for Academic Research: Chairpersons: Dr.

Marta S. Horner, President, Radcliffe College, 10 Garden Street, Cambridge, MA 02138. NSF Liaison: Dr. Carlos Knystautis.

Accountability in Research: Chairpersons: Dr. Riley O. Schaeffer, Depart-

ment of Chemistry, University of Wisconsin, Room 3538—University Station, Laramie, WY 82071. NSF Liaison: Bruce D. Brading.

Equipment Needs and Utilization: Chairpersons: Dr. Gilbert Sanchez, Chair, Dep-
artment of Geology, University of New Mexico Institute of Mining and Technology, Socorro, NM 87052. NSF Liaison: Dr. Thomas C. Farra.

Correspondence with the NSF liaisons should be sent to the respective Advi-

Visiting Fulbrights Open to Invitations

Eleven foreign sociologists who are in this country as Fulbright Scholars this academic year may be available to participate in pro-

fessional meetings of social sci-
encies. To encourage their attendance at such meetings, NSF will pay all travel costs. Scholars may be available to present papers or to conduct research in the social sciences.

The Fulbrights may be available for the months of December, January, and February.

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