Science & Technology Report Shows Need for Social Sciences

By Lawrence J. Rhodes

The first annual report to Congress on science and technology in this country amply demonstrates that the social sciences and social technology are included in the implicit definition of science and technology used in the report except in terms of "managerial knowledge—knowledge of business organization and of management techniques constructed in the broadest sense." Science and Technology: Annual Report to the Congress (1978) is one of two reports mandated by the National Science and Technology Policy Act of 1976 (Public Law 94-283). A biennial "Five-Year Outlook" look on U.S. national goals in science and technology is also required by the Policy Act.

Preparation of the two reports was originally assigned by the Act to the Office of Science and Technology Policy in the White House. An Executive Order transferred responsibility for the reports to the National Science Foundation in February 1978. OSTP, however, contributed to the "strategic overview" on which most of this article is based.

The implications of the Report for the social sciences and social technology appear in discussions of (1) policy issues and associated publicscrutiny; (2) recent advances in science and technology; and (3) the limitations experienced in efforts to apply science and technology to national problems.

ISSUES & PROBLEMS

The "overriding issue" confronting R&D policy, according to the Report, is the need for "a better definition of, and greater consensus on, our long-term goals of R&D." This need is also recognized in the Policy Act which speaks of the Federal funding of science and technology as "an investment in the future."

Sewell Heads Nati. Commission

On Research; Seeks Input

A National Commission on Research has been established to examine the process by which the Federal government supports academic research and to propose changes designed to improve the process. The Commission was created by six prestigious organizations because of concerns being expressed about university-government relationships related to the research endeavor.

William H. Sewell, UW-Madison, chairs the 12-member Commission that will focus its attention on the project grant system under which basic research in universities currently is funded. Sewell said the Commission would like to receive input from scholars, professional associations, colleges and universities. Send your input to: W. William Sewell, Department of Sociology, Social Science Building, University of Wisconsin, Madison, WI 53706.

Congress Adds

To R&D Funding

For Fiscal 1979

Congress authorized more funds for research and development including basic research than President Carter requested for fiscal 1979 and raised some of the funding he did request.

In its budget decisions Congress did not display a disposition to "look askance at either pure science or research or particular fields like social science, that have generated controversy in the past" according to an analysis conducted by several professional associations in cooperation with AAAS.

Congress authorized an R&D budget of $29.563 billion which is $315.5 million or 1.1% more than the President requested. This figure represents a 7.5% increase over fiscal 1978.

The basic research budget approved by Congress totals $3.756 billion which is $189.5 million or 3.3% more than requested. This figure represents a 15% increase over fiscal 1978.

Congress increased the budgets of several agencies by $740.6 million while reducing the budgets of other agencies by $425.1 million. However, only 3.5% of the total R&D funding requested for fiscal 1979 was not approved as recommended.

Teaching/Learning Strategy Acentts Citizenship Role

A teaching-learning strategy that addresses a central problem of undergraduate education—the challenge of reorienting a professor's specialized training with the student's general education needs—will undergo accelerated development this year through support provided by a $25,000 federal grant.

The "social awareness" strategy which "deliberately contrasts and compares the perspectives of sociology with those of common sense and journalism" has been pioneered by Paul J. Baker, Illinois State University, project director, for three years.

The 15-month grant from the Fund for the Improvement of Post-secondary Education will enable Baker and his colleagues to field test, evaluate and disseminate the strategy this calendar year.

"My long-term goals concern developing new capabilities of teaching sociology as preparation for well-informed citizenship," Baker said. "This global objective requires the creation of curricular materials which will allow sociology faculty new opportunity to make courses more analytically rigorous and simultaneously more relevant and interesting."

The curricular material will be disseminated at various workshops sponsored by the ASA Projects on Teaching Undergraduate Sociology. One will be held during the ASA Annual Meeting in Boston. The curricular material will also be distributed through the ASA Teaching Resource Center in Washington beginning next fall.

Baker, however, wants to communicate with teachers interested in examining his materials as soon as possible. He can be reached during the 1978-79 academic year at the Center of Interdisciplinary Research and Curriculum Evaluation, University of Illinois-Urbana, Urbana, Ill. 61801, where he is a visiting scholar or at the US Department of Sociology.

CURRICULAR MATERIAL

At the heart of the new teaching-learning strategy is the "social awareness module" which is designed to give teachers new resources to explore a variety of activities.

"While the materials are specific," Baker said, "they are intended to be used in an open and pragmatic style. They attempt to do two things: (1) provide a rigorous examination of.

Whyte Becomes Candidate

William F. Whyte, Cornell University, has been added to the presidential candidates in the 1979 ASA election through the open nominations process.

David, Given Posthumously to Reid

The DuBois-Johnson-Frazier Award was posthumously awarded for the first time in 1979 to Ira de Augustine Reid who collaborated with the three sociologists after whom the award is named in the study of Blacks in America.

Born in New Orleans, Reid's major works as well as his relationships with DuBois, Johnson, and Frazier are making the rounds.

"His Negro Immigrant continues to be the classical study of Caribbean Blacks in the United States, and a main authoritative source in a field which has just begun to be pursued seriously in American social scientific and policy circles."

"Together with Charles S. Johnson, E. Franklin Frazier and Allison Davis, the honorees forcefully impressed Homer Rainey and Robert Sutherland, directors of the Negro Youth Study Project of the American Council on Education, to utilize their Black social scientist colleagues as regional directors of the project."

Whitney: An African/Ceylon Study and Fact, Reid summarized available knowledge and statistics then known about Black youth in the United States, and together with the summary of findngs prepared by Sutherland completed a six-book series comprised in the study of Blacks in America.

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FOOTNOTES

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ANNUAL REVIEW OF
SOCIOLOGY

The publication of this Annual Review provides the sociological community with a special opportunity for taking stock of progress in its various subfields at intervals.

It is our hope that the articles in the Annual Review will identify critical issues, spur out the research effort bearing on them, and facilitate the systematic assessment of what we know. And by identifying new areas to review, as well as exploiting and evaluating our individual and collective initial efforts, succeeding decades of Annual Review articles should contribute to raising the standards of sociological research both in specific fields and in the discipline at large.

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Annual Reviews: Assistance in Keeping-Up with Developments

A major problem confronting the development of science is the need for scientists to keep abreast of the depth and breadth of scientific knowledge.

Depth of knowledge provides the basis for the finely detailed research required to advance the frontiers of knowledge. Breadth of knowledge provides the basis for integrating new knowledge with existing knowledge and promotes the cross-fertilization of ideas among specialists. Together, depth and breadth, produce the highly sought-after prize—general abstract statements and theories.

Unfortunately, many scientists find the requirements of depth and breadth to be somewhat in-versely related given the time and energy it takes to acquire one or the other.

Although manageable, with ef-fort, within a narrow specialty, "keeping-up" is almost impossi-ble within a discipline and impossi-ble across disciplines.

Herbst Coonstein, National Science Foundation, is chairing a joint Council-Committee on Sociology and Social Policy. Other members are Charles Son-jean, Ernest Campbell, William Cameron, and Seymour Slepian.

Elise Bonding is chairing an ad-hoc Committee on Sectional. Other members are Irwin Deutscher, Morris Rosenberg, George Bohmstedt, and Roland Clifton. Bonding is also chairing a Council Committee on Insurance with Jan Moore and Russell Dynes, ex officio.

Charles Glueck is chairing an ad hoc Committee on Election Procedures. Other members are William F. Whyte, William Anderson, Leo Ettner, Philip Converse, and Milton White.

Advisory Board composed of Joanne A. Goldenrod, Eerich McPherson, Albert Chabot, and Reese McGee has been appointed to assist Larry Rhoades to further develop the ASA Teaching Resources Center.

Kathy Bond, research associate in the Executive Office for the past three years, has accepted a position at the Social Security Admi-nistration.

Ed Cline has joined the Execu-tive Office staff as Administrative Assistant to the Direc-tor, ASA Minority Fellowship Program.

Representing the ASA at profes-sional meetings were Alice Myers and Russell Dynes, Conference of Secretaries, American Council of Learned Societies; Davis Wilkin-son, American Public Health As-soociation and American Associa-tion for the Advancement of Sci-ence; Larry Rhoades, Society for the Social Studies of Science; and Russell Dynes, Mid-South Sociological Association.

Representing the ASA at the Annual University Presidents’ Conference were Raymond Mack at the University of Chicago and Ross Eshelman at Wayne State University.

For those who plan ahead, the meeting dates for 1985 will be August 27-31 in the New York Hilton.

For those who wish to know where they are or where others are, order the new ASA directory. For those who do not care or want to be alone and read, order the various volumes of the Review Monograph Series.

Stuart Queen, ASA President in 1981, attended the 1978 Annual Meeting in San Francisco. He currently resides in San Diego.

FCC: Children’s Television

The Children’s Television Task Force of the Federal Communications Commis-sion would like to receive re-search on studies related to children’s television programming and advertising practices.

The Task Force is particu-larly interested in studies that attempted to measure the impact of the Children’s Televis-ion Report and Policy State-ment issued by the FCC in November 1974.


Society for Social Studies of Science Elects Sociologists

Two sociologists were among the officers elected for 1978-79 by the Society for the Social Studies of Science.

Lowell Hargrove, University of Wisconsin, was elected Secretary-Treasurer, and Jerry Gaston, Southern Illinois University-Carbondale, was elected to Council.

Other officers elected were Dorothy Nelkin, Cornell University, President, and Ian Mitroff and Arnold Thackray, Council.

During her term, President Nelkin wants to expand participation in the Society to scholars in all discip-lines who are concerned with the study of science as one of the major institutions of contem-porary society and to increase the use-fulness of its newsletter by includ-ing sections on new courses and curricula and developing its bibliographic sections with more reviews and abstracts.

The Society currently has about 500 members from sociology, his-tory, philosophy, political sci-ence, psychology, anthropology.

The 1979 meeting will be held November 2-4, 1978, at the Western Psychological Association, in San Francisco, California. The program includes a plenary session, general sessions, special sessions, and social events.

For more information contact: Professor Hargrove, Department of Sociology, Indiana University, Bloomington, IN 47405.
Reid: Scholar, Editor, Researcher, Activist

Overlooked Centennial Leads To Founding of Journal

In 1979 the United States observed the bicentennial of its independence, but sociologists let the centennial of the teaching of sociology in America pass without public notice. The first course in sociology was taught in this country in 1820 by William Graham Sumner at Yale University in 1873-76, using Herbert Spencer's The Study of Sociology. The failure of sociologists to recognize the historical event that was unlike primary sources (early writings, letters, documents, archives), bibliographies and dictionaries, or archival sources that contain memoirs, lecture notes, photographs, tapes, questionnaires, and other memorabilia.

Glen Jacobs, University of Massachusetts-Harbor Campus, is editor-in-chief of the journal. Ellsworth R. Fufferman, Virginia Polytechnic Institute, is book review editor. Manuscripts should be sent to Editors, JHS, Department of Sociology, University of Massachusetts-Harbor Campus, Boston, MA 02215. Use 6 x 9 size, send three copies, a stamped self-addressed envelope, and a stamped self-addressed postcard. Subscriptions should be sent to the Editors, Journal of the History of Sociology, 28 Stonaton Street, Brookline, MA 02146. Individual: $8.00 per year; libraries and institutions: $13.50; foreign: $7.00; foreign subscriptions: $17.50; individual issues: $4.00 ($5.00 overseas). ASA Represented at APHA Meeting

The American Sociological Association was represented at the annual meeting of the American Public Health Association in Los Angeles, October 15-19. Elinor S. Boulding, Council Member-at-Large and Doris Wilkinson, Executive Associate, were participants in two key programs. Other sociologists also participated. Elinor S. Boulding was the keynote speaker for the general session on "Creating the Future of Public Health." Her presentation was on "Social Change and Public Health: Futures and Interactions." More than 9000 professionals involved in public health and related areas attended the annual meeting which was at its theme "Creating the Future of Public Health.

Minority PhDs; 11 Sandefur at Okla.

The number of ASA Minority Fellows known to have received their PhDs has now increased to eleven. Sandie Walker received her PhD from Washington University, St. Louis, and is now Director of Planning and Management Systems for Kansas City MO. The dissertation of Gary Sandefur was erroneously recorded in the November issue of City. He is now an assistant professor in the Department of Sociology, University of Oklahoma. Other ASA Fellows who have completed their degrees are the following: Paul Williams, Assistant Director, Minority Fellowship Program, 72 N Street, NW, Washington, D.C. 20036.
Editors Named for Methodology, TAS

New editors will take over two A.S.A. publications next January for three-year terms. Samuel Leinhardt, Carnegie-Mellon University, will assume the helm of Sociological Methodology. James L. McCartney, University of Missouri-Columbia, will take charge of *The American Sociologist.*

LEINHARDT

Leinhardt is a professor of sociology in the School of Urban and Public Affairs at Carnegie-Mellon and an adjunct professor of psychiatry in the department of medicine at the University of Pittsburgh.

A former advisory editor of Sociological Methodology, he has also served as an associate editor of *The Journal of Mathematical Sociology* and as a member of the editorial board of *Social Networks.* Leinhardt has contributed numerous articles and chapters to sociological, educational, economic, medical, statistical, and interdisciplinary publications, served as editor of one and co-editor of a second volume on social network analysis, and directed a number of advanced research symposia for the Mathematical Social Science Board.

He received his PhD from the University of Chicago in 1968. He spent 1968-69 as a Social Science Research Council postdoctoral fellow in mathematical sociology at Harvard University and has been at Carnegie-Mellon ever since.

His current research activities center on the use of stochastic digraph theory in modeling and analyzing social network data. He is also engaged in research on the 

British Association Takes Control of Journal, Moves

The British Sociological Association has assumed complete control over the production and distribution of its own journal, *Sociology,* which has been published by the Cambridge University Press for the past 12 years.

In addition, the BSA has moved its offices from premises above the new library of the London School of Economics at 10 Portugal Street, London WC2A 2HE, England.

"While no dramatic changes in editorial policy are envisaged," a BSA spokesman said, "no dynamic approach to promotional and business affairs can be expected."

Since the journal has been "receiving many articles of superior academic quality," it can publish, consideration is being given to "expanding the journal's coverage over each 24-volume subscription possibly through single-topic "special" issues such as the recent one on "Language and Practical Reasoning."

The BSA announced that only 500 institutions in the U.S. subscribe to *Sociology* and asked ASA members to ensure that their institutions subscribe to the journal.

For more information on the BSA, its newsletter, and book club, write to the above address.

Annual membership is $32.00. In addition, the BSA Medical Sociology Group announced two new publications: *Sociology of Health and Illness: A Journal of Medical Sociology,* and *Medical Sociology in Britain: A Register of Research and Teaching,* 3rd Edition.

The journal will be published three times a year beginning in the Spring. Editors are Alan Davin, Department of European Languages and Institutions, Cardiff Institute of Technology, Cramfield, Bedford MK43 0AL, England, and Ray Jenkins, St. John's College, Cambridge.

The journal is available in the U.S. from Routledge Journals, 9 Park Street, Basingstoke, RG21 2B8.

Effect of Inflation, Taxation On Consumers

The Council for a Congress on the effects of inflation and economic change would like to contact sociologists who have investigated the effects of inflation and/or taxation on consumer behavior in this country. Of special interest are the effect of high inflation rates on saving patterns and the effect of erosion into higher income tax brackets on patterns of saving and consumption.

The inquiry stems from a long-range study of the American Economic Association which the Joint Economic Committee began last year and will continue through 1980. The study will address some of the major debates occurring in economics.

Responses should be sent to George D. Knuehnbratz, Jr., Committee on Special Study on Economic Change, Joint Economic Committee, 1551 Longworth House Office Building, Washington, D.C. 20515. Please send a resume with your response.

ASA FOOTNOTES

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Contributions to "Open Forum" should be limited to 500 words. "Obituaries," 500 words. "Letters to the Editor," 400 words.

Editor: Russell R. Dyers

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Council of Editors to Promote Cooperation & Communication

A Council of Social Science Editors has been formed to promote and encourage cooperation and cooperation among social science editors.

The Council was organized in October during a meeting in Washington attended by representatives of journals in sociology, psychology, anthropology, political science, economics, geography, history and statistics.

Two mechanisms will be used to promote the sharing of information about the activities and the problems of social science editors: (1) a biennial meeting of the Council, and (2) editors' meetings during the annual meetings of professional associations.

The program of the biennial meeting of Council will address major concerns of editors. In addition, workshops will be planned during the biennial meeting for presentation to editors' groups at the annual meetings of professional associations.

Since all fields do not have meetings for editors, the Council will seek professional associations to organize such meetings.

The first biennial meeting of the Council was held in Washington or Chicago. James L. McCartney, University of Missouri-Columbia, will organize the program.

The Council may produce a newsletter to keep editors informed of the exchange of ideas among editors and to disseminate information about innovation in editing and producing journals.

The Council would like to hear from social science editors who are interested in the activities of the Council and its proposed newsletter.

For further information, contact James L. McCartney, Department of Sociology & Rural Sociology, University of Missouri, Columbia, MO 65201.

3 New Publishing Ventures Announced for Social Sciences

Three new publishing ventures have been announced in the social and behavioral sciences.

The Inter-university Consortium for Political and Social Research is initiating a monograph series on social science methodology. J.F. Bergin & Company, Inc., has been specialized to promote noteworthy research monographs in the social and behavioral sciences.

Marinus Nijhoff Publishing has been established to focus its efforts on books for scholars within the social sciences.

The ICPSR monograph series will be interdisciplinary in scope and will emphasize qualitative research methodology including areas such as conceptualization and design, analysis, formalization, and computer utilization.


Bergin & Company will produce a wide range of books focusing on original research monographs relevant to social policy and branching out to professional books as well as upper level texts. The books will be distributed through Halsted Press (Wiley) and Praeger Special Studies.

Contact: J.F. Bergin Publishers, Inc., 150 East 24th St., New York, NY 10010. Phone: (201) 674-7972.

Nijhoff Publishing was established by Marinus Nijhoff B.V., The Hague, Holland, because "research in the social sciences was largely an American and Canadian effort."

Philip D. Jones, former director of the University of Texas Press, directs the new company. The American Marinus Nijhoff company will be purchased. The company is located at 150 Old Orchard Street, Hingham, MA 02043.
National Archives Contain Data for Research & Teaching

BY PROVENANCE

One central fact that must be kept in mind when exploring the data-based archives of the National Archives is that the records are not arranged by subject matter, but by provenance. That is, they are kept in the order in which they were arranged by the Federal agency, bureau, or department that created them. Access to records is limited by (1) national security, (2) transfer of records by the originating organization, and (3) processing of the records by the Archives. Although very recent records of some organizations are available, the most complete record groups are 30 years or older. For more information, write to "A Researcher’s Guide to the National Archives", National Archives and Records Service, General Services Administration, Washington, D.C. 20408.

EDUCATIONAL PROGRAMS

The documentary resources of the National Archives are also available to undergraduate and graduate classes in a series of programs offered throughout the year. The programs are designed to inform students about the mission of the National Archives, and to aid students involved in research of any duration in understanding how to find, use, and interpret documentary sources.

College programs which range from a half-day to a week or more are scheduled by appointment only. In the "Projects in Learning" program, the College Programs staff works with instructors to develop in-depth class projects in a variety of formats designed to engage students in intensive research. Many of these projects use the resources of the Archives. Joint planning with the staff must begin at least 3 months before the proposed extended projects. All classes must be accompanied by an instructor. The programs are currently only offered to classes at institutions that have written programs to: Dr. J. Samuel Walker, College Programs, Education Division, National Archives & Records Service, Washington, D.C. 20408.

The National Archives and SIRS, Inc., P.O. Box 2507, Boca Raton, FL 33422, have recently developed a series of educational kits called Historical Methods For Non-Historians.

A member of the Education Division of the National Archives, the kit is designed for non-specialists in the level of interest among sociologists and other social scientists. There is a two-part seminar on "Historical Re-Search Methods of Non-Historians". The seminar cannot be scheduled to fit a calendar. It would be held in the National Archives in Washington. The length and cost of the seminar has not been determined.

Expositions of interest should be sent to: Dr. J. Samuel Walker, College Programs, Education Division, NARA, National Archives & Records Service, Washington, D.C. 20408.

Social Science Total about Same, Some

Social Science Total about Same, Some

continued from page 1

NISO received the largest increases. The total, $331 million including $163 million for basic research. The National Science Foundation increased its budget 19% over the request and 33.6% over fiscal 1978. The other agencies engaged in basic research, together, sustained a 1.6% reduction, but their total funding level is still $21 million above fiscal 1978. Other R&D increases went to NIE (77.2%) Agriculture (71.1%), Interior (72.7%), Veterans Affairs (13.1%), TVA (6.0%), and EPA (5.9%). Defense sustained the largest reduction ($128.5 million). Other reductions were NSF (35.4%); NASA (21.4); HED (other than NIH) (13.1%); Commerce (10.7%); AID (7.8); and other large agencies (7.9). In the other category is NIE with a reduction of $7.2 million.

SOCIAL SCIENCES

The outcome of Congressional action on the estimated $1.3 billion for social science funding included that President's budget cannot be exactly determined until funds are allocated to specific programs since Congress for the most part does not act on the budget in terms of disciplines. See the May 11th FOOTNOTES for specific details.

However, actions by Congress should not significantly affect the total amount. Part of the increase in the NIH budget is likely to support research on health and behavior, and an increase of $37 million is provided for the construction of the National Institute of Child Health and Human Development. In addition, the new program for HIV health research activities included an increase of $29.4 million from the $5 million cut in funding for the three basic science directorates. However, the request for the new program in applied science directorate on applied social and behavioral sciences was left intact.

Congressional rationale for cutting the NSF research budget centered on its history of growth at a rate above inflation and the Administration's decision to expand basic research support primarily through the mission agencies. The $74.9 million budget is 1.7% below the request and 7.8% above 1978. The $7.7 million reduction in the NIH budget may affect some of the new initiatives in basic science research being planned for this fiscal year. The cut was attributed to the National Institute on Alcohol Abuse and Alcoholism. The 1979 budget also included a reduction in funding of the new Social Security Administration program for measuring the effects of the Social Security program on the behavior of the elderly population.

Redistribution

the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research.

Decreases in social science support will result from action on the NSF and NIE budgets. In NSF, the Biological, Behavioral, and Social Sciences Division, the Office of Health and Environmental Research, and the Office of Education and Human Resources have been reduced by $5 million, with a $3 million cut in funding for the three basic science directorates. However, the request for the new program in applied science directorate on applied social and behavioral sciences was left intact. Congressional rationale for cutting the NSF research budget centered on its history of growth at a rate above inflation and the Administration’s decision to expand basic research support primarily through the mission agencies. The $74.9 million budget is 1.7% below the request and 7.8% above 1978. The $7.7 million reduction in the NIH budget may affect some of the new initiatives in basic science research being planned for this fiscal year. The cut was attributed to the National Institute on Alcohol Abuse and Alcoholism. The 1979 budget also included a reduction in funding of the new Social Security Administration program for measuring the effects of the Social Security program on the behavior of the elderly population.

State Associations Report Results of Elections

Two state sociological associations have announced their current officers and other officials. Officers elected by the New York State Sociological Association this year are: SUNY-Albany, President; Howard Abramzon, Skidmore College, Vice-President; and Harold C. Killburn, Jr., SUNY-Albany, Secretary-Treasurer. Officers elected by the 1978-79 Executive Committee of the South Carolina Sociological Association are: Christopher M. Siefers, Clemson University, President; David Geyer, Winthrop College, President-Elect; Christine A. Hope, Clemson University, Vice-President; Francis K. Brown, Sociology Research Associates, Secretary-Treasurer; William Davis, Coastal Carolina College and Kathleen Pette, Member-at-Large; and David Hachet, Benedict College, Past President.

A meeting theme was "Toward More Effective Teaching of Undergraduate Sociology."宇治谷科明, University of Mississippi, and Ron Paufler, Florida State University, were among the persons from the ASA Projects on Teaching Undergraduate Sociol-
Course Material Contrasts Common Sense, Journalism, Sociology

contrasted from page 2

ou and systematic means of linking academic sociology to the wider student experience, and (2) provide a system for evaluating learning outcomes which is consistent with the goals of enlightened citizenship.” Baker added, “Students entering introductory social problems courses with numerous common sense ideas which frequently are at odds with the perspectives of academic sociology.”

Each module is composed of eight parts:

1. Self-assessment devices designed to help students recognize key issues in the subject area.
2. An index of articles on the subject in several popular and highbrow magazines and newspapers.
3. Specific materials for faculty use in classroom activities and individual student activities plus an annotated bibliography of popular books will also be provided.
4. A basic statement of sociological scholarship on the subject that reflects a variety of scholarly styles in sociology. An annotated sociology bibliography which is cross-indexed with the popular sources will also be prepared.
5. A variety of questionnaire items and interview guides which explore the range of opinion and beliefs on the subject.
6. Instruments that demonstrate the range of techniques and faculty ability to use in exploring common sense ideas held by specified populations on the subject.
7. A guide to help students understand the general teaching model which compares common sense, sociology, and sociology.
8. A critical assessment of evaluative instruments and specific examples of instruments which have been used.

Baker and his colleagues are developing “social awareness” modules on seven specific social issues: (1) crime and delinquency, (2) social inequality, (3) race relations, (4) changing sex roles, (5) urban affairs, (6) population and policy, and (7) social change. Baker said, “The instructional effectiveness of the modules are evaluated by instruments which are intended to assess the student’s capacity for critical thought without relying upon the specialized terminology of academic sociology.”

Below is being assisted in the project by a number of individuals. Everett K. Wilson, UNC-Chapel Hill, will evaluate the results of the field testing phase. Sociologists who have agreed to experiment with various models and evaluation instruments are Mary Lou Hickle, Illinois State University; Norwood Wiley, University of Illinois; Robert Perrucci, Purdue University; William Cross, Illinois College; and Louis Anderson, Kankakee Community College; R. Gene Hamke, Illinois Central College; Nancy Stein, Normandy Central College; James Corbitt, Emily Dunn Dale, Illinois Wesleyan University; and John Scarbrook, Richland College.

Teach General Skills of Analysis

I have read Clarke’s “Graduate Training Needs Professional Perspec-
tives” with great interest. The question he has raised impinges as well on undergraduate programs in sociology, indeed, in liberal arts colleges in all subjects.

I have given considerable thought to this subject. The aim of an understanding of the problem and the potential answer to it comes from the literature of career counseling. Clarke’s contribution and feedback from persons involved in the field. The whole thrust of their work is to ask what skills the client has developed in whatever work and courses he has had. The public skills which the client has learned is second placed to the more general thinking. Clarke is directed at the particular arena of substantive studies. He is asked to demonstrate his ability to analyze, in response, to demonstrate clusters of variables, to hypothesize, etc. These clusters are developed from almost all substantive areas.

In fact I willingly accept that use of substantive area sociology, is a particular fruitful one in which to learn these techniques because of the nature of the field, the complexity of the matters we deal with. Furthermore, sociology is a field which deals with the major problem areas with which any organization in modern American society is faced, that is, in the mode of thought of Berger, et al. The Houston Model the sociologist has a better grasp of the effects of technology and bureaucracy as the major concerns of modern life than any other discipline and thus is better prepared substantively.

I do not think there is much loss in dealing with the problem as outlined in the previous paragraph. What I wish to suggest is that with slighting our substantive area so near and dear to our team, we do focus more sharply on the use of these techniques, not only in the very important career counseling, but also in many sociological methodology courses, but also when working from theory and from descriptive material, this presence of many methodologies, many theoretical orientations, and the limited breadth of descriptive material means we must learn the techniques.

Stated more specifically, if we devolved deeply the response of the question asked by the student, I propose this with questions about why he chose a particular major, what are the advantages and disadvantages, we should have students who were prepared to enter a successful career.

Notice I have said nothing about economics and the like because we cannot prepare undergraduates or graduates for the many, many specialized professions. In such cases, for preparation, we need the technical knowledge of a specific occupation, they can get that in each, take short institutes on special skills, or, if lucky, draw upon the specific.

Paul M. Gurian
Hiram College

Berkeley Begins T.A. Training Program

A training program is being conducted by the department of sociology at UC-Berkeley this year as part of a campus-wide effort to improve the preparation of teaching assistants.

John A. Clausen, program director, said: “Our effort is to better prepare our teaching assistants for handling discussion sections and achieving a positive learning atmosphere, but we do not think that this little training program is going to have a massive effect.”

The program began with an all-day workshop during the first week of classes last fall that was attended by some 25 T.A.’s and about a half dozen junior faculty and lecturers who are using T.A.’s this year.

The workshop covered general techniques for facilitating discussion and learning and the handling of specific materials within sociology.

Beyond the initial workshop, the program includes a demonstration session directed by a “master teacher” each quarter and the availability of the master teacher for individual consultation sessions each week.

Facilities for videotaping discussion sections and lectures are available to instructors and teaching assistants who want them.

The program also includes the development of a library of relevant materials on teaching general and on teaching sociology in particular.

Clausen said, “We hope the outcome will be that TA’s feel more competent to handle discussion sections and that faculty–TA communications will be markedly enhanced. If this is so, one assumes that the students will benefit from the program.”

FUTURE PROSPECTS

Clausen responded to an invitation to submit a proposal to the university to fund the program because he “was aware of greatly varying practices among our faculty in orienting and communicating closely with their teaching assistants in the course of any given quarterly.”

“Additionally,” he said, “as one who never had any formal instructional experience in teaching, I was aware of how helpful much of this sort would have been to me thirty years ago.”

The program, however, is funded for only this year and there is little likelihood of renewal. “Therefore,” Clausen said, “the program as such will not continue beyond this year, but my hope is that we shall have established certain expectations for both students and faculty that will encourage subsequent investment of effort in an annual workshop, in symposia and the discussion between faculty and TA’s on mutual expectations and in the provision of special aids for the TA’s (both library materials and consultations).”

Clausen further hopes that continuing support for the program will come from “those who find that teaching is both easier and more rewarding when one has learned to create a favorable learning atmosphere.”

Some optimistically, Clausen concluded, “I think that enough of our junior faculty are convinced of the value of this undertaking so that there is a chance of sustaining a rudimentary program in the future. Without any question, the workshop itself was a great success, and a high proportion of the teaching assistants selected for this year, experienced and inexperienced, not only attended but told me that they regarded the workshop as extremely helpful.”

Brown Gets Grant

An interdisciplinary teaching and research program on socio-economic development at Brown University that involves sociology and other departments received a boost this summer from a $250,000 gift from the Harry Luce Foundation of New York City.

Dietrich Rueschemeyer, sociology department chair, said the Luce professorship will help to integrate ongoing projects on population change and the social aspects of economic development in his department with work being done in economics.

The 1978 recipients of these awards were lecturers David Clay and Ira Cohen, and teaching assistants Vern Baxter, John Fleishman, and David James.

 UW-Madison Gives Teaching Awards At Two Levels

The teaching of sociology is being recognized and rewarded at the university and department levels at UW-Madison.

Charles Halaby, assistant professor of sociology, was one of seven recipients of the UW-Madison Distinguished Teaching Award in 1979.

In a letter supporting Halaby’s nomination, a colleague wrote, “He assumes that one should teach as well as one can. An honorable code, and certainly one the university would do well to reinforce.”

Mike Aiken, department chair, established “Citations for Excellence in Teaching” to recognize the contributions made by lecturers and teaching assistants to the departmental teaching effort.

The 1978 recipients of these awards were lecturers David Clay and Ira Cohen, and teaching assistants Vern Baxter, John Fleishman, and David James.

Center Provides Register, Info For Exchanges

The Faculty Exchange Center serves as a clearinghouse for professors seeking to exchange positions with colleagues in their field from institutions both on this continent and overseas where the language of instruction is English.

The Center publishes a catalog listing information about professors who desire to negotiate an exchange. Details of the exchange are worked out by the involved parties.

Registration is underway for the Fall 1999 catalog. Registration fee is $15.00. After registering, members receive a list of the members in their disciplines that appeared in the 1997 catalog, are listed in the 1997 catalog, and receive a copy of the exchange catalog.

For more information contact:
John Joseph, Faculty Exchange Center, Franklin and Marshall College, Lancaster, PA 17604.
The International Journal of Rebirth. V. 58, No. 3, 1979. (April). Exploring the effects of the birth trauma, the role of parents in the newborn's attachment, and related topics, will publish its first issue in January. For subscription information see this issue.

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LEO G. REEDER MEMORIAL FUND

A national social science—public health scholarship and leadership fund, established at the UCLA School of Public Health in memory of Leo G. Reeder.

Memorial bequests should be sent to: The Leo G. Reeder Memorial Fund, UCLA School of Public Health, Los Angeles, CA 90024.
MINUTES OF THE 1979 MEETING COUNCIL


A. Appraisal of Agenda. With the report of the Committee on Committee matters forwarded to the Executive Committee, the report on the Committee on Membership policies presented by the Committee, Council accepted the report and organized the agenda for the Committee on Agenda. The agenda was approved.

2. Report of the Committee on Committee Matters. The Committee on Committee Matters recommended that, in order to assure that Council has a full complement of representatives of all Committees, a senior member of the Committee on Committee Matters be elected and that while Conference is the full authority for committee personnel, those individuals who applied for appointment to councils and committees be provided with a list of their interests and the status of their applications.

3. Consideration of the Publications Committee Report. The Committee on Publications Committee requested that the Committee on Publications Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

4. Consideration of the Ethics Committee Report. The Committee on Ethics Committee requested that the Committee on Ethics Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

5. Consideration of the Nominating Committee Report. The Committee on Nominating Committee recommended that the Committee on Nominating Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

6. Consideration of the Budget Committee Report. The Committee on Budget Committee recommended that the Committee on Budget Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

7. Consideration of the Membership Committee Report. The Committee on Membership Committee recommended that the Committee on Membership Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

8. Consideration of the Executive Committee Report. The Committee on Executive Committee recommended that the Committee on Executive Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

9. Consideration of the Committee on Admissions Report. The Committee on Admissions Committee recommended that the Committee on Admissions Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

10. Consideration of the Committee on Elections Report. The Committee on Elections Committee recommended that the Committee on Elections Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

11. Consideration of the Committee on Professional Affairs Report. The Committee on Professional Affairs Committee recommended that the Committee on Professional Affairs Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

12. Consideration of the Committee on the Program Committee Report. The Committee on the Program Committee recommended that the Committee on the Program Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

13. Consideration of the Committee on the Budget Committee Report. The Committee on the Budget Committee recommended that the Committee on the Budget Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

14. Consideration of the Committee on the Nominating Committee Report. The Committee on the Nominating Committee recommended that the Committee on the Nominating Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

15. Consideration of the Committee on the Ethics Committee Report. The Committee on the Ethics Committee recommended that the Committee on the Ethics Committee report its findings and recommendations to the Executive Committee. The motion was defeated.

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32. Consideration of the Committee on the Membership Committee Report. The Committee on the Membership Committee recommended that the Committee on the Membership Committee report its findings and recommendations to the Executive Committee. The motion was defeated.
Report Citations Institutional, Organizational, Cultural, Political Problems

continued from page 1

The Report continues, "Viewing the past in terms of the burdens and responsibilities for R&D funding should be shared." The Report continues, "The need for further planning and support for long-term research is necessary for ensuring that our scientists and engineers have adequate facilities and adequate support for their work." The Report concludes, "It is important to recognize that the burden of support for long-term research is shared between the government and industry." The Report emphasizes the importance of support for long-term research for the development of new technologies and the advancement of science. The Report concludes, "It is important to recognize that the burden of support for long-term research is shared between the government and industry." The Report emphasizes the importance of support for long-term research for the development of new technologies and the advancement of science.

NSF Sets Proposal Limit

A normal limit of 15 single-spaced typed pages has been established by the NSF for the project description portion of research proposals. This limit is intended to encourage brevity and conciseness as well as to reduce the workload of reviewers, investigators, reviewers, and NSF staff.

The project description is the main body of a proposal containing a detailed statement of the work to be done, including its relation to the past and on-going research, and the methodology to be used.

The limit may not be applied to proposals with modified formats or to proposals of unusual complexity.


IRB Comments Invited

A request for comments, data, and reports concerning the re-design of Institutional Review Boards made by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research was published in the Federal Register on November 30, 1978.

Input should be sent by January 29, 1979, to the Office for Human Subjects Research, National Institutes of Health, 9301 Rockville Pike, Bethesda, MD 20892.

Survey of Longitudinal Studies

A survey of longitudinal research projects, past and present, is being planned to determine kinds of longitudinal data exist on what types of problems.

It is hoped the survey results will provide input for the design of new studies and as a guide to the design of new studies and as a guide to future research.