on Native Americans in Science constitutes a major effort by a national organization to change the pattern of Indian underrepresentation in the sciences, and that Project is continually increasing its capacity to serve as a clearinghouse for information on Indians in science and science education. Other programs, based in national, state, and tribal institutions and agencies, also operate to address needs and an article in a future AAAS News section will discuss some of these projects.

RAYNA GREEN
SHIRLEY MAHALEY MALCOM
Project on Native Americans in Science

AAAS Section News

This announcement marks the beginning of an effort to disseminate Section information through the AAAS News section of *Science*.

Section W (Atmospheric and Hydrospheric Sciences) has arranged seven symposia for the AAAS annual meeting in Denver. These symposia will address droughts (21 February), weather modification and legal issues (22 February), Viking results (22 February), urban weather modification (23 February), Denver air pollution (24 February), and large-area air pollution (25 February). There will also be an open business meeting of Section W at 1 p.m. on 22 February. All Section W members are encouraged to attend.

Section W members are invited to submit news items to the Section W secretary, Stanley A. Changnon, head of Atmospheric Sciences, Illinois State Water Survey, Box 232, Urbana, Illinois 61801.

Manpower Data Supplement Released

The Scientific Manpower Commission has issued the second supplement to its book, *Professional Women and Minorities—Manpower Data Resource Service*, which was published in May 1975. The new 132-page supplement, prepared for insertion in the appropriate sections of the basic book, includes updated statistics on doctoral degrees granted in all fields through 1975, and introduces new data on both undergraduate and graduate degrees granted in architecture, law, business and management, social work, and education. New data on minority men and minority women in the professional work force also are included.

Published in loose-leaf format with appropriate subject divider tabs, the complete four-part reference book includes basic information on affirmative action; manpower data in all fields from more than 130 sources; recruitment resources; a bibliography; and a comprehensive cross-index. In the original volume, approximately 400 tables and charts include totals and breakouts for women and/or minorities in the areas of enrollments, degrees, and the general, academic, and federal work force.

The original 320-page volume is available for $40. The continuing subscription service which presently includes two supplements issued in February and October of 1976 may be ordered for the additional price of $25 per year.

The publication and its supplements are available from the Scientific Manpower Commission, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036.

Educators Review Chautauqua Courses

How might the National Science Foundation Chautauqua-Type Short Courses Program better serve the needs of small colleges and their science faculty? This question was addressed at a series of four regional drive-in meetings recently held in Texas, Louisiana, Georgia, and North Carolina.

Participating were academic deans or their representatives from sixty small colleges and universities, AAAS staff members from the Office of Science Education and Office of Opportunities in Science, Chautauqua Field Center coordinators, course directors, and a representative from the NSF Faculty-Oriented Programs Group.

The AAAS Office of Science Education convened the meetings with the cooperation and help of the four host colleges—Austin College (Texas), Xavier University (New Orleans), Clark College (Atlanta), Bennett College (North Carolina)—and the North Carolina Center for Independent Higher Education.

The half-day meetings were crisp and well-spiced with ideas for improving the program. A variety of perspectives emerged amidst some fundamental shared concerns.

It was clear that some small colleges are struggling to keep their programs for physics or chemistry majors alive. Funding is difficult, especially if programs are kept up to date. And a science program with few majors is even more difficult to justify. Consortia are only one solution; other possible solutions are less clear at the moment. However, one department chairman reported that his school had recently terminated its program for chemistry majors. Another expressed the need for sound guidelines for physics programs at small colleges that no longer offer a major in physics.

Smallness of science departments also puts a constraint on faculty who might attend short courses. If an entire science department consists of only two or three faculty members, covering classes for faculty attending a short course is a major obstacle.

College policies for faculty development can also inhibit attending a short course. A budget may earmark money only for credit programs or only for tuition and not for travel. Or the program must be broadly applicable to the college and not narrowly tuned to the individual faculty member.

Participants frequently reported that inadequate travel budgets inhibit participation in the short course. In contrast, others reported that time, and not money, was the most important factor. Faculty could not afford to take the time to attend a short course. The AAAS might reach more teachers who are now very far from the current field centers with a "floating" field center that changes locations from year to year.

Alternatively, the AAAS might augment its present system of field centers with TV extension centers. Groups would receive a "live" short course via television with two-way audio. AAAS might also distribute the content of current courses more widely via videotapes. However, this procedure would result in diminished personal interaction—an often-praised feature of the short courses.

The content of the courses in the Chautauqua-type program stimulated a valuable interchange of ideas and differences of opinion. Some felt the course offerings were too narrow; others thought that more specific courses were needed. Some suggested less emphasis on human implications, whereas others felt the AAAS should continue the broad, cross-disciplinary courses. Some perceived the courses as "too much social science and not enough natural science." Some felt that the current courses were in the fringe areas of science; another suggested more emphasis on "what's hot" at the big universities.

Some argued for separate courses for 2-year faculty, who have different interests and needs. Their students are much

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