

Sally T. Hillsman Appointed New ASA Executive Officer

Sally T. Hillsman, a sociologist with a specialty in crime and justice, joins the American Sociological Association (ASA) as Executive Officer on May 15, 2002. Hillsman is currently the Deputy Director at the National Institute of Justice (NIJ), U.S. Department of Justice, where she has served since 1996. She succeeds Felice J. Levine, who has led the Association as Executive Officer since 1991. Levine leaves ASA to become Executive Director of the American Educational Research Association.

In making the announcement on behalf of ASA Council, ASA President Barbara Reskin said, "Sally Hillsman is a talented sociologist with the breadth of leadership that will contribute importantly to the advancement of sociology for many years ahead. We very much look forward to her arrival and to what she will add to the Association."

ASA Secretary Kalleberg chaired the



Sally T. Hillsman

Committee on the Executive Office and Budget (EOB) that conducted the search. With equal enthusiasm, he indicated that "Hillsman was identified as an extraordinary candidate from a

rich talent-pool of applicants. We are fortunate indeed to have a top-level administrator with experience in research, government, and non-profit organizations take the helm at ASA and represent the discipline."

In accepting the appointment, Hillsman said, "It is a great privilege for me to be joining the ASA at a time in which the social and behavioral sciences are flourishing and making major contributions to both the development of scientific knowledge and public policy. I am looking forward to meeting the many challenges that lie ahead for the Association and the discipline."

Hillsman has been responsible for developing and managing the external behavioral and social science research program and the intramural research program at the National Institute of Justice. Before joining NIJ, she was Vice President for Research at the National Center for State Courts in

Williamsburg, Virginia, and, prior to that, Associate Director of the Vera Institute of Justice in New York City. She was also on the faculty in the Department of Sociology at Queens College of the City University of New York. Beyond Hillsman's sociological work on crime and justice, she brings research expertise on labor markets and education, with an emphasis on race and gender.

In addition to being a longstanding member of the ASA, Hillsman has been active in the Society for the Study of Social Problems (SSSP), the American Society of Criminology (ASC), and the Eastern Sociological Society (ESS). She is currently on the Executive Council of the ASC. She served on the Board of SSSP from 1977-80 and was Vice President in 1982-83.

A noted expert on research and science policy issues ranging from data access to confidentiality, Hillsman is currently a member of the ASA's Committee on Professional Ethics and a member of the Social and Behavioral Science Working Group of the National Human Research Protections Advisory Committee. She earned her doctoral degree in sociology from Columbia University and her AB degree in economics and sociology from Mount Holyoke College. A member of Phi Beta Kappa, Hillsman was the recipient of a Danforth Fellowship and a predoctoral Fellowship from the National Institute of Mental Health.

Noting "how impressive a sociologist, leader, administrator, and spokesperson Hillsman is," Executive Officer Levine indicated that "we are already hard at work on the transition together. Our members can anticipate a person of enormous range, talent, and depth." □

Two Courses Enrich 2002 Annual Meeting

The 2002 Annual Meeting brings learning opportunities and new formats to Chicago. Two special courses head the list. Watch your mailbox for an informative brochure about the courses, seminars, and workshops to be held this August. The Program Committee seeks to offer intensive educational training opportunities for attendees with top notch faculty.

On Thursday, August 15 from 8:30 a.m. to 5:00 p.m., the first course addresses Human Research Protections in Sociology and the Social Sciences. In this day-long workshop, participants will get hands-on training in human subjects protection in the conduct of research by examining the federal regulations, the principles undergirding the regulations, the ethical standards provided by ASA's professional code, and special issues related to human subjects protection in the social sciences. This course is a must for anyone seeking more in-depth training and knowledge than general courses or web-based seminars can provide. Participants will receive a certificate documenting training in human subjects research protections. The

course should meet or surpass most institutional and federal agency requirements. Faculty include: Felice J. Levine, American Sociological Association; Richard T. Campbell, University of Illinois, Chicago; Jeffrey Cohen, Health and Human Services; Karen Hegtvold, Emory University; Joyce Iutovich, Keystone University Research Corporation; Judith Levy, University of Illinois, Chicago; Paula Skedsvold, American Sociological Association.

Teaching About Profiling, Disparities, and Discrimination is the course topic on Sunday, August 18 from 8:30 a.m. to 6:10 p.m. This day-long course will prepare teachers to teach about racial profiling across institutions. The morning will be devoted to intensive study of the concepts, theories, and empirical evidence on the subject. At 12:30, participants will join the ASA Plenary Session on Profiling, followed by a choice of one of six thematic sessions. From 4:30 to 6:10 the group will reassemble for a final session on teaching resources and strategies. This course offers a wonderful opportunity to meld cutting-edge work on profiling with ideas for teaching this important

topic effectively at the undergraduate and even advanced high school level. Participants will receive some preparatory reading and many participants will receive a certificate documenting their participation and completion of this course. Course faculty include: Deborah K. King, Dartmouth College and Michael Omi, University of California-Berkeley.

To enroll in these courses, participants need to register for the ASA Annual Meeting and the courses using the registration form in the workshop brochure or on the ASA homepage in May. □

Special Plenary and Reception Opens the 2002 Annual Meeting

The 2002 Annual Meeting opens with a special plenary on the evening before the first full day of regular program sessions. All members are invited to attend the Opening Plenary Session on "The Social Dimensions of Terrorism" at 7:30 p.m. on Thursday, August 15, followed by a reception.

The topic for this opening session was carefully chosen. Terrorism is a public policy challenge and often a private tragedy. But it is also a social phenomenon. It depends on social organization, is shaped by patterns of social interaction and public space, is a tactic used by some social movements, and is informed by culture, social psychology, and other social processes. This panel, chaired by ASA President Barbara Reskin, Harvard University, will look at terrorism in general and the events of September 11,

2001, in particular, exploring the social context and significance of these actions.

Speakers at this timely plenary include Neil J. Smelser (University of California, Berkeley), Craig Calhoun (Social Science Research Council and New York University), Nilufer Gole (Ecole des Hautes Etudes en Sciences Sociales, Paris; and Bogazici University, Istanbul), and Timur Kuran (University of Southern California).

At the conclusion of the plenary session, all attendees are invited to the ASA Welcoming Party. This gala reception is open to all registrants of the 2002 Annual Meeting.

Please keep these special events in mind as you plan your travel schedule to Chicago. Come celebrate the start of this year's Annual Meeting on the evening of August 15! □

Nominations Open for New Films/Videos

Based on the interest shown in previous years, there will again be a new film/video screening series held during the upcoming Annual Meeting in Chicago in August. Members or exhibitors who wish to propose a new film for inclusion in the 2002 screening series may send a copy of the film/video and a brief description of the work and its relevance to sociological instruction and research to: Meghan Rich, Academic and Professional Affairs Program, American Sociological Association, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701; (202) 383-9005, x318; apap@asanet.org.

To be considered for this year's film series, nominations must be received by June 15, 2002.

In This Issue . . .



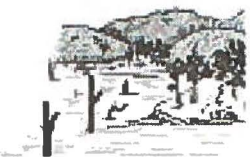
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Tribute to Peter Blau
Colleagues honor late ASA President Peter M. Blau as sociologist and friend.



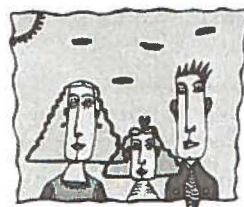
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ASA Small Grants
ASA awards small grants for teaching innovations and for community action projects.



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Buffalo . . . Creek and College
Sociologists revisit Buffalo Creek, in West Virginia, to remember the flood and the community's rejuvenation; an innovative program for single parents at Buffalo State College



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Families and Family Policy
AAUP sets forth guidelines for academic families and researchers take a look, too; Council on Contemporary Families provides social science information to the media and public.

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New on the ASA Home Page

- ☐ Online member renewal or application now open
- ☐ Inaugural issue of *Contexts* now available
- ☐ Full-text article feature: "Improving the Assessment of Student Learning: Advancing a Research Agenda in Sociology" by Gregory L. Weiss, Janet R. Cosby, Shelley K. Habel, Chad M. Hanson, and Carolee Larsen— from January 2002 *Teaching Sociology*.
- ☐ *PrimeTime Live* features Judith Stacey and ASR on March 14
- ☐ ASA Abstract Search from presentations at the 2001 Annual Meeting

. . . . at www.asanet.org

The Executive Officer's Column

Keeping the Window Open



As I approached my last column as Executive Officer, I reflected on how best to say an official farewell. For me, it remains the metaphor of the "Open Window." The test of an Executive Officer is how good he or she sees, hears, learns, listens, and leads. To that end, the "Open Window," I hope, has served us well.

This "Window" has permitted the entry of much knowledge, many creative voices, and important connections to the rich discipline of which we are all a part. Some of the sites and sounds are direct, some clear, some truly profound, and some even shrill. From whatever the source, I have learned to value the "fresh air" of *all* input. Crafting goals, shaping directions, and seizing upon the "windows of opportunity" are challenging tasks. I have no doubt that what we have done together in the Association and on behalf of the discipline has been the product of this interaction and this mix.

My impulse, then, in this, my last column is to "Open [the] Window" and shout, "Thanks, and thanks, and ever more thanks." Thanks for the opportunity to work with you *and* for you. Every member plays a vital role in the Association and in the discipline, and those who have added their talents through service have only doubly contributed to what ASA has been able to do. To staff, thanks seems hardly sufficient—even if I shout! The Executive Office has the benefit of able and committed professionals at all levels who make ASA go. As I have become a student of learned societies and what we aim to do, I am so proud to be a part of this Association and want to say that "loud and clear!"

I came to the Association in 1991 when Beth Hess was ASA Secretary and chaired the Committee on the Executive Office and Budget (EOB) that conducted the search. What a privilege it has been to work with Secretaries Beth Hess, Arlene Daniels, Terry Sullivan, Florence Bonner, and now Arne Kalleberg. If that in itself is not enough, as Executive Officer and as sociologist, I reaped the benefit of working hand-in-hand with ASA Presidents Stan Lieberman, Jim Coleman, Marty Lipset, Bill Gamson, Amitai Etzioni, Maureen Hallinan, Neil Smelser, Jill Quadagno, Alex Portes, Joe Feagin, Doug Massey, Barbara Reskin, and Bill Bielby. Having long subscribed to the policy that one should never let go of good advisors, you can only imagine why I might have looked better with every passing year! Thanks to all of our leadership for giving unlimited access to their "windows"—both virtual and real.

Over the years, we have sought to be clear about the "unique window" of a national learned society for the discipline and the members it serves. The ASA has defined its goals as serving *all* sociologists in their work, advancing sociology as a science and profession, and promoting the contributions and use of sociology to society. In reflecting on this sense of mission and purpose, I returned to my first "Open Window" column (October 1991) to see how I depicted what we are as well as our hopes and dreams:

- The Annual Meeting loomed large in that column as a forum for rich engagement with substantive issues, across sectors and approaches of our science. The aspiration of growing to have a meeting that is more inclusive became more of a reality each year. The explicit emphasis in 2002 on educational programming at the meeting (courses, seminars, workshops) is an important new phase in interpreting this mission.
- In that column too, having navigated a controversial ASA Annual Meeting exhibit, I wrote that "how we handle difficult and controversial issues provides perhaps the best measure of ASA's character." We are happily not just a discipline that asks challenging questions, we are also one willing to challenge itself to change and to grow. Over my 11 years, I have seen our members and leadership confront difficult issues with immeasurable character and integrity.
- I also addressed back in 1991 the Association's important commitment to developing a forum of substantive communication that would engage the full discipline—whether in teaching, research, or practice—and beyond. Over the decade, the goal was kept alive even when an early attempt did not succeed. It is a moment of special pleasure that *all* of our members have just received the inaugural issue of *Contexts*, in every respect an exemplar of this goal.
- My column also addressed the importance of advancing sound research, science, and education policy vital to both sociology and society. I wrote this at a time when politics had just led to the cancellation and deferment of federally-funded studies in violation of scientific review and merit. Over the years, whether on issues of data access and data sharing, human rights protections for scholars, or ethical considerations in the conduct of research, the Association has been staunch in its engagement and supportive of our advocacy.
- In that first "Open Window," I wrote about the future depending upon our capacity to attract and train the next generation and to engage in educating a public to be more sociologically literate. The Minority Fellowship Program was already a "jewel in ASA's crown" for how it contributes to excellence and inclusiveness in the discipline. It has been a privilege almost beyond expression to have served that Program over the years. As importantly, in that column, I spoke of the ambition of expanding the presence of sociology to secondary and even primary education. ASA backed this ambition over the years and now has an very talented Task Force in place developing an AP-type course to enrich the high school curriculum.

It was not just a "window," but the "Open Window" that helped make it happen. It is a metaphor quite in keeping with the openness, critical eye, and question asking that is so centrally a part of the sociological lens. It is what contributed and sustained my years in office. For that I am grateful to sociology and to ASA, with forever a special place in my heart.—Felice J. Levine ☐



What is Scientifically Based Research?

by Joyce Iutovich, Congressional Fellow

In this article, I continue my consideration of the nexus between science, policy, and practice (see March 2002 *Footnotes*). There has not been a briefing or hearing that I have attended where the question, "What does the science tell us?" was not asked. Congressional staffers are on the search for scientific research that they can use to inform their legislative agenda. But in some quarters, legislative requirements that programming be "scientifically based" have almost become a code word for doing nothing.

This, of course, raises two questions in my mind. First, how can this be? And, second, what do we mean by "scientifically based research"? Let me address the definitional question first.

In the recent passage of the Elementary and Secondary Education Act (ESEA), there was explicit language indicating that scientifically based research serve as the foundation for education programs and classroom instruction. This term appeared 111 times in the new law, an indication as to the level of importance that this concept has taken on. ESEA defined scientifically based research as "research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs..." Further, the definition (in brief) specified that the research:

- (1) employ systematic, empirical methods that draw on observation or experiment;
- (2) involve rigorous data analyses to test hypotheses or justify conclusions;
- (3) rely on measurements or observational methods that are reliable and valid;
- (4) use experimental or quasi-experimental designs to evaluate effects of the condition of interest;
- (5) ensure that experimental studies are presented in enough detail for replication;
- (6) be peer reviewed and approved.

This definition seems reasonable; however, it establishes a fairly traditional model of science, whose purpose it is to test cause-effect relationships. We might question whether this is the only type of research that can be used to inform social policy. As a case in point, in a recent hearing on early learning, representatives from the scientific community reported on research related to the impact of quality early care and education programs on children's outcomes. To the credit of scientists, there a few credible longitudinal studies that have addressed this question and reported such positive outcomes as increased graduation rates and reduced involvement in juvenile justice system. However, most research is cross-sectional, addresses very narrow questions, and cannot definitively answer the questions of causality. While the advocacy world will still draw on the whole host of peer-reviewed research to stake their claims, detractors voice their concerns about committing government dollars in an area where the science cannot provide definitive answers to these questions: What is quality early care and learning? How does early care and education differentially impact various populations? Is the cost for

providing early care and learning worth the long-term benefits? Without answers to these questions policy makers claim they cannot invest the federal dollars in more "unproven" practices.

My response to this approach is that yes, we do need to continuously gather reliable and valid data about what works and does not work so that our public dollars can be better put to use. However, if we wait for definitive answers on how best to design intervention strategies, we will be stopped dead in our tracks. Therefore, as voiced by the social policy representative from the National Association for the Education of Young Children, the term "evidence-based" strategies with a peer-reviewed component might better be used rather than scientifically based, with all of its potentially restrictive connotations that surround this term.

As I said in my column last month, science does not have all the answers and policy formulation is a mixture of science, values, and interests. Regardless, reliable and valid data that provides some "evidence" to inform decision making is certainly better than policy informed by an absence of it. My only hope is that we as sociologists will come to recognize the value of adding our research to the policy debates. Sociologists and other social scientists should further engage in the debates and translate our knowledge into a useable form for the audience that needs it. □



Joyce Iutovich

PUBLIC AFFAIRS UPDATE

✓ **Kincannon Confirmed for Census . . .** On March 13, 2002, the U.S. Senate unanimously confirmed C. Louis Kincannon as Director of the Census Bureau. Kincannon is conversant with the agency and its challenges for preparing for the 2010 Decennial Census—having spent a considerable part of his career at the Bureau, where he began work in 1963 as a statistician.

✓ **Feller Addresses NSF Funding Before House . . .** Irwin Feller, Professor of Economics at Pennsylvania State University and Chair of the Advisory Committee for the Social, Behavioral, and Economic Science Directorate (SBE) at the National Science Foundation (NSF) testified on March 13, 2002 before the House Basic Research Subcommittee. His persuasive advocacy for increased support for NSF included examples of exciting, meritorious research. The House Budget Committee was listening to such arguments; their version of the 2003 budget increases NSF by \$425 million as guidance to the appropriators.

✓ **Holmgren Takes on New Leadership in Higher Education . . .** Janet L. Holmgren, President of Mills College, completed a one-year term as Chair of the Board of the American College of Education and took the mantle as Chair of the Board of Trustees of the Carnegie Foundation for the Advancement of Teaching. She is also Chair of the Executive Committee of the Women's College Coalition.

✓ **MIT Issues Further Report on the Status of Women . . .** An important sequel to the influential 1999 report of the Massachusetts Institute of Technology (MIT) was issued in March. This report is a rigorous study on the status of women in the Humanities, Arts, and Social Sciences; Engineering; the Schools of Architecture and Planning; and the Sloan School of Management. It revealed that marginalization occurs even when more women are hired or appointed to administrative posts. The report is available online at <http://web.mit.edu/faculty/reports/provost.html>.

✓ **Sociologist Takes Lead on New Wildlife Report . . .** Gary E. Machlis, Chief Social Scientist for the National Park Service and Professor of Forest Resources and Sociology at the University of Idaho, is the lead author of *Burning Questions: A Social Science Research Plan for Federal Wildland Fire Management*. Commissioned by the interagency National Wildfire Coordinating Group, the report focuses on the fire season of 2002 to identify the significance of human dimensions and set forth a research agenda. The report is available from Shelia Williams, National Interagency Fire Center, Sheila_Williams@nps.gov.

✓ **Data Show Career Earnings of Postsecondary Degrees . . .** The Employment Policy Foundation (EPF) has issued a new report on earnings to be expected at different educational degree levels based on 2001 data from the Current Population Survey of the Bureau of Labor Statistics (BLS). Education continues to matter for earnings: Annual earnings without a high school degree are \$21,314; with a high school degree, \$30,560; with a two-year college degree, \$38,118; with a BA degree, \$49,344; with an MA degree, \$57,676; and with a professional or PhD degree, \$71,573. Additional information on the EPF study can be found at <http://www.epf.org/>.

IOM Report Highlights Racial Divide in Health Care

There is strong evidence that racial and ethnic disparities exist in health outcomes, but much less is known about the source of these inequalities. To address this issue, Congress requested and the Department of Health and Human Services' Office of Minority Health commissioned a review by the Institute of Medicine (IOM). On March 20, 2002, after one and one-half years of study, the IOM released its report entitled "Unequal Treatment: Confronting Racial and Ethnic Disparities in Health Care." University of Michigan sociologist David Williams, a member of the IOM committee, remarked at the public briefing, "We have a health care system that is the pride of the world, but this report documents that the playing field is not even."

The report of the Committee on Understanding and Eliminating Racial and Ethnic Disparities in Health Care is a "wake-up" call to providers who are unaware of the disparities. In fact, committee chairman Alan Nelson, retired physician and former president of the American Medical Association, commented that many members of the committee were surprised at the extent of the disparities. African-Americans, for example, have strokes 35 percent more often than whites; yet, they are less likely to obtain needed diagnostic and therapeutic interventions. In addition, minorities with HIV are less likely to receive treatments that could

delay the onset of AIDS. These same patterns are evident across a wide array of diseases including cancer, diabetes, cardiovascular disease, and mental health services. The disparities remain even after accounting for the contribution of income, age, insurance status, and co-morbid conditions.

The committee was careful to distinguish this report from others documenting health care disparities. While previous reports have shown racial differences in access to health care, this report focuses on racial differences in treatment among people who are already in the health care system. The "take home message," noted David Williams, was that while racial or ethnic minorities do not, on average, have as good an insurance plan as non-minorities, when they do, racial and ethnic minorities still fare worse, suggesting that disparities can be attributed to other causes.

In conducting the review, the IOM committee examined literature from multiple disciplines with an eye toward assessing disparities that are not attributed to known factors such as access to care. Instead, the review involved an examination of potential sources of racial and ethnic disparities, including the contribution of bias, stereotyping, and discrimination at the interpersonal (patient-provider), institutional, and health system levels. The committee noted that racial and ethnic disparities occur within the broader context

of past and present social and economic inequalities, including continued discrimination in housing and employment. Tracking the source of these disparities is complex and may be attributed to health systems, providers, and patients.

To address these concerns, the IOM study panel developed recommendations in six broad areas: legal, regulatory, and policy interventions; health system interventions; patient education and empowerment; cross-cultural education in the health professions; data collection and monitoring; and research needs. The study committee also recommended, generally, that the general public and key stakeholders, including healthcare providers, be made aware of the disparities.

As Committee Chair Alan Nelson noted in the report, "...the real challenge lies not in debating whether disparities exist, but in developing and implementing strategies to reduce and eliminate them." The Committee's recommendations are an important step in highlighting possible sources of healthcare disparities, but much more needs to be done to disentangle the multiple factors operating at several levels. For more information on the IOM report, go to the National Academy of Sciences web site at: <http://national-academies.org/webextra/minorityhealth>. □

Colleagues Remember Peter Blau

Peter Michael Blau
(1918-2002)

Peter Michael Blau died March 12 of adult respiratory distress syndrome. He was 84. He was professor emeritus at Columbia, a fellow of the National Academy of Sciences, Pitt Professor at Cambridge University, Senior Fellow at King's College, Fellow of the American Philosophical Society, Fellow of the American Academy of Arts and Sciences, and an honorary professor at the Tianjin Academy of Social Sciences.

He completed his doctorate with Robert K. Merton at Columbia in 1952 and went on to develop theories that continue to be influential in the study of modern society. His endeavor was to develop systematic theoretical schemes to explain macrostructures and their impact on daily life. He wrote his dissertation on bureaucracy, which led to a book on exchange theory. For the next 50 years, Peter Blau studied macrostructural characteristics of society. His theories seek to explain how social phenomena such as upward mobility, occupational opportunity, heterogeneity, and population structures influence human behavior. He developed the methods used in sociology to draw out and map the diverse constellations of social forces. Miller McPherson has called this type of constellation mapping "Blau space." Sociologists today use "Blau-space" to illustrate the effects of aspects of human society—cultural, evolutionary and institutional—which did not specifically enter Blau's work. It is the unique feature of Blau's scholarship that his theories were flexible enough to extend beyond the parameters of the field of his time.

He is the author of hundreds of articles and 11 books, many of which are still widely read by students of sociology. He is considered one of the founders of contemporary American sociology and one of the most prominent scholars of his time. He taught many of today's prominent sociologists. To his students and colleagues, he was known for his fairness, integrity, modesty, and humor. Former graduate students Craig Calhoun, Marshall Meyer, and Richard C. Scott wrote, "Peter Blau is not only one of today's most influential sociologists, he is one of sociology's finest people . . . We never knew any [teacher] of greater intellectual honesty, dedication to sociology, and personal integrity. As time goes on, we grow more impressed with how remarkable these qualities are . . . It is all the more pleasure, therefore, to know Peter Blau because he reassures us that fame and academic distinction can go hand in hand with a sense of humor and care for other people." (*Structures of Power and Constraint: Papers in Honor of Peter Blau*, Calhoun, Meyer, Scott, eds. Cambridge: 1990)

He was a professor at the University of Chicago from 1953 to 1970 and at Columbia University from 1970 to 1988. He was the President of the American Sociological Association in 1973. From 1979 through 1983, he taught at SUNY-Albany as Distinguished Professor. He taught in Tianjin in China at the Academy of Social Sciences as a Distinguished Honorary Professor in 1981 and 1987. He retired as a faculty member from Columbia University in 1988. He taught at UNC at Chapel Hill as the Robert Broughton Distinguished Research Professor from 1988 through 2001. He has received numerous distinguished scholar and career awards.

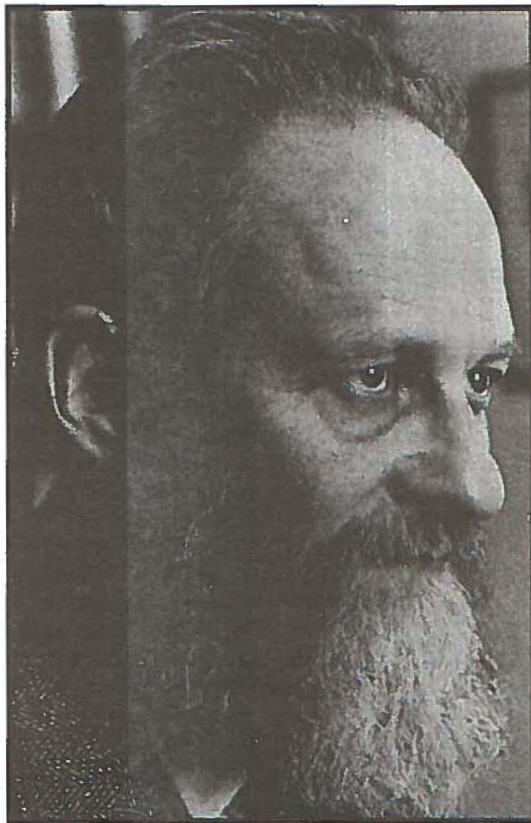
The son of secular Jews, Peter Blau was born in Vienna, on February 7, 1918, the year the Austro-Hungarian Empire fell. His mother said that he would usher in a more enlightened age, but of course, the opposite was true. Unlike Germany, where Hitler manipulated a

democratic system, the party which Hitler took over in Austria was fascist. The National Party was in power from 1918-1938 and it prohibited free speech, religion, and activities not sanctioned by the government. At age 17, angered by the antidemocratic government, as well as the conditions of the working class in Europe generally, he wrote for the underground newspaper of the Socialist Worker's Party, similar to the democratic socialist party. He wrote articles which spoke out against his government's repressive regime and distributed the journal among leftists. The journal was discovered by the police. My father, still 17, was convicted of high treason and given a 10 year sentence in the federal prison in the center of Vienna. Ironically, the Austrian government led by Sushnig liberated my father when National Socialism gained momentum in Austria. A pact between Sushnig and Hitler lifted the ban on political activity. Political prisoners on both ends of the spectrum—national and democratic socialists alike—were freed from prisons.

Hitler marched into the Heldenplatz in March of 1938 cheered by hundreds of thousands of Austrians. Soon after that my father stood on line at various embassies to get a visa. His parents chose to stay in Vienna, but sent their daughter to England on the kindertransport. My father tried to escape over the Czech border but Nazis caught him at the border. He was kept in a border patrol for two months. During these months, the Nazi officers tortured and starved him, forcing him to eat only lard and completing exercises until he fainted. He was released on an officer's whim, and went to Prague where he lived for a year. He fled Prague when Hitler invaded Czechoslovakia. He took a very dangerous risk by returning over the Czech border to visit his parents, who had moved to the Ghetto because of the Jewish laws. Meanwhile, a high school teacher, Fritz Redl, had arranged for the Spiegel family to sponsor my father's affidavit in his immigration to America. The next day he caught the train to France, which turned out to be the last train before all the borders were closed completely. In France, he turned himself into the Allied forces because he knew that, with a German passport, he would be captured. The French Army sent him to a labor camp in Bordeaux where he was forced to work crushing grapes. Never a physically agile person, my father put a pitchfork through his foot. In our family, we make the joke never to buy Bordeaux from 1939.

During his imprisonment, his visa number came up. An acquaintance who had some influence with the French government argued that the French Army should release Jews with visas and affidavits to other countries and went to Bordeaux to find my father. He immediately went to Le Havre to get a boat to America.

In Le Havre, on line for boat tickets, he met



Peter M. Blau

graduates from the theological college Elmhurst. As fate would have it, they were in Europe to offer a scholarship to a Jewish refugee. Recognizing his potential and the danger he was still in, they offered it to him and gave him the address of Paul Lehmann, the son of Elmhurst's President. An atheist his entire life, my father always spoke of how miraculous a gift that chance meeting turned out to be.

He caught the last civilian boat leaving France. He arrived in New York City with a few clothes and less than 50 marks sewn into his belt. In New York, he contacted Paul

Lehmann, a theologian, scholar, and philanthropist who would play the role of surrogate father and mentor throughout his life.

After a few weeks practicing English, he took a train to Elmhurst College, spending the little money he had. It was at this time that the censored letters that my father had received periodically from his parents stopped coming. He learned 50 years later from the Austrian government the details of their deaths in Auschwitz in May 1942.

He received his BA the same month that his parents were killed. In the Midwest, he gave speeches arguing for American intervention in Europe. When America did enter the war, my father enlisted in the Army and served for four years. Based on his fluency in German, he was made an interrogation officer.

After the war, he entered graduate school at Columbia University, where he studied with Paul Lazarsfeld, Robert Lynd, and Robert Merton, three of the leading sociologists of their era.

He is survived by his wife, Judith Blau, Professor at the University of North Carolina-Chapel Hill; two daughters, Pamela Blau of Cambridge, MA, and Reva Blau of Wellfleet, MA; his sister Ruth Layland of Leicester, England; a cousin Eva Selka of Queens, NY; and one grandson, Ezra Fellman-Blau.

Reva Blau (revablau@hotmail.com)

Editor's note: For an autobiographical essay see Blau, Peter M. (1995). "A Circuitous Path to Macrostructural Theory," *Annual Review of Sociology*. Palo Alto, CA: Annual Reviews, Inc. Vol 21: 1-19.

In a department that included many luminaries—James Coleman, Otis Dudley Duncan, Everett Hughes, Peter Rossi, among others—Peter Blau, for me, belonged in a special category. I took my first course with him at the University of Chicago in 1956, a "seminar" on sociological theory (in a class of more than 50 graduate students). I found his lectures involving and inspiring. I will never forget the passion he brought to his teaching or the energy and intellectual discipline that

marked his lectures

A later course introduced me to his work on the "dynamics" of bureaucracy: how formal roles are enacted and rules interpreted in ways that reflect structural verities but introduce innovative elements. I became a convert and decided that the study of organizations would be my principal focus.

Imagine my reaction when, in the process of working with him on my dissertation, he suggested that we pool our data in order to do a comparative study of bureaucracy, contrasting an agency he was studying with my own case. The title of our joint work, *Formal Organizations: A Comparative Approach*, 1962, was a bit audacious since the comparison involved only two rather similar organizations—both social welfare agencies—but it set the stage for the productive research programs subsequently launched by Blau (e.g., *Blau and Schoenherr*, 1971, *The Structure of Organizations*) and the Aston group (e.g., Pugh, Hickson, and Hinings, 1969 "An empirical taxonomy of structures of work organizations," *Administrative Science Quarterly* 14:115-26) in which the unit of analysis was the organization rather than the individual participant or work group. Our book also launched my own career and confirmed my commitment to the study of organizations as significant collective actors.

Peter Blau represents for me the consummate professional. He was a productive scholar throughout his long career. His work exhibits continuous development and intellectual growth. He collaborated with many, diverse individuals, both peers and juniors. His work was grounded in deep knowledge of and respect for the grand theorists of the 19th century, but he remained open to new theoretical ideas and methodologies. He exhibited high professional integrity and, although devoted to his scholarship was equally committed to teaching and to mentoring juniors. He assaulted his projects with enormous enthusiasm, energy, and endurance, inspiring and exhausting his research assistants. All of these daunting intellectual qualities were tempered by his sense of humor, personal warmth, old-world charm, and fundamental human decency.

He will be much missed . . . and long remembered.

W. Richard Scott
Stanford University

I prepared for lunches with Peter more or less the same way I prepared for my classes. At times, I almost felt I should be taking notes during the meal. He seemed to have read everything and was particularly interested in the work of junior scholars. Lunches were mostly harmonious affairs, especially because of the glimpse into the past five decades of sociology he offered. The only disagreement we could never settle was over which was his best book. I told him that I thought it was *Exchange and Power in Social Life*, because of its social-psychological realism and focus on interpersonal dynamics. After a number of fruitless attempts to persuade him, I finally realized that he really didn't concern himself very much with his past work. He always seemed incredibly involved in his current projects. I guess that's what kept him forever young.

Howard Aldrich
University of North Carolina

See Blau, page 5

Blau, from page 4

Peter Blau, a refugee from the Anschluss, used to tell a joke from his youth that involved God assigning attributes to the various nations. The Lord proposed to make all Germans smart, honest, and National Socialists. The Archangel Michael, however, convinced God that this was too generous. And so it was decreed that each German should have only two of the three qualities.

Peter told this story to illustrate the idea that social identities and their complex interrelationships might be organized according to an underlying logic. He also developed this theme into a powerful sociological theory, showing as well as any sociologist ever how a significant model could be built on the basis of parsimonious assumptions, proceeding by arithmetical logic, and generating testable propositions. That same formal theorist, though, was also one of the most important empirical researchers of the 20th century, using ethnographic fieldwork, in-depth interviews, survey data, and comparative analysis, all to impressive effect. His work remains among the most influential in the sociology of organizations, stratification, and exchange relations.

Peter was also a teacher able to challenge and encourage at the same time. And so he proved that though a broad empirical generalization might suggest otherwise, God did not dictate that sociologists could not be simultaneously great theorists, researchers, and teachers.

Peter always thought the chance to be a sociologist was a wonderful gift. He embraced the opportunity fully and gratefully. While some were always anxious for their reputations, Peter truly worried more about knowledge itself. He treasured the hope that his sociology would help to improve society, but, above all, he worked tirelessly to improve sociology. And with his enormous contributions to theory, research, and dozens of students, he succeeded.

Craig Calhoun
Social Science Research Council

Despite the Austrian accent, which never quite disappeared, Peter Blau was the quintessential American sociologist. His five-decade career spawned three major revolutions in sociological theory since the middle of the century. The first heralded the introduction of fundamental notions of exchange in social interaction, opening the door to the influx of microeconomic ideas into sociological theory. The second period of his extraordinary intellectual journey introduced (with his collaborator Otis Dudley Duncan) the theory of status attainment, still the core sociological view of societal stratification. His third and culminating contribution was to develop a general macrostructural theory of society, now ironically the major intellectual force opposing homo economicus in sociological work. Any one of these achievements would have elevated Blau into the very highest reaches of the profession, but the combination of all three is without parallel in the field.

Peter was not only at the forefront of theory in sociology, but was an extraordinary human being. I will never forget the kindness Peter showed to me in his immediate response to a request from an unknown junior colleague. The chance to correspond, and ultimately to become friends with him has marked one of the most important turning points in the careers of many of us who follow him. During a reception for me at the Blau household only a few days after Peter had undergone bypass surgery, I remarked to Judith, his wife, and a remarkable intellectual figure in her own right, that it seemed

dangerous for him to be entertaining so soon after a major operation. Her unforgettable response was classic Blau: "Oh, it's perfectly all right. Peter regards the body as simply a mind delivery system." While we will have to carry on now without his corporeal essence, the many products of his mind will continue to guide us into the new century.

Miller McPherson
University of Arizona

My first acquaintance with Peter Blau was through *The American Occupational Structure* when I was a graduate student. At the University of Wisconsin in the early 1970s, this book was the stimulus for a flood of work expanding and modifying social mobility and status attainment models. When I went on to teach graduate social stratification courses, I came to appreciate Blau and Duncan's effort even more, arguing with students that it was not functionalist and did not ignore structure. I met Peter Blau on several occasions and read his work developing a formal structural theory, but I still thought of him largely in terms of his contributions to social stratification in the 1970s. Then, at UNC, we were very lucky to attract Judith Blau to our faculty. Peter came as a trailing spouse, but was almost immediately an active member of the department. I found that he was anything but stuck in past decades. He had a lively interest in the latest happenings in the world, the theatre, and dance, in the field in general and in other sociology departments specifically. At the same time, his long and rich life enlightened his perspective on the present. He actively sought out his colleagues, going down the faculty list systematically arranging lunches with us. I could count on him to be an interesting, charming companion at a meal or over drinks. Although he was in the department less and less often in recent years, he was still a wonderful observer of current events and a presence at department social gatherings. My last lunch with him was in late January. I will miss not having another.

Rachel A. Rosenfeld
University of North Carolina-Chapel Hill

As I think about Peter, I think about a bond we shared that went beyond our commitment to sociology and beyond his well-deserved fame for path breaking and wide-ranging works that inspired more than one generation. I will let others praise his impressive contributions to our field and would like instead to touch on more personal concerns.

Peter, like myself, was an exile from the land of his birth. He actually absorbed considerably more of the culture of Vienna than did I but we were both compelled to pull up roots and make our way through strange new worlds. That gave us the singular stamp—of exile, of loss, of broken promises—that marks the uprooted. And it created an instant empathy between us. I also think that having two cultures housed in one's self engenders that double vision so fruitful for the study of human behavior. Hence great trauma can—and certainly did in Peter's case—spawn great creativity.

I recall one of our last conversations some years back when I mentioned to him that I had just come back from a visit to Vienna and that it was wonderful to reconnect with the streets, the sounds, and the food of my lost childhood. Do you have that sort of experience when you go back? I asked. I have not gone back, he answered in that soft voice of

his, and I never will. That stayed in my mind and returned today as I sought to honor his life and his memory.

Suzanne Keller
Princeton University

The first time I met Peter Blau, very early in my career, was at a conference in Albany. I knew who he was but he, I am sure, had no idea who I was. At the end of my talk on exchange networks there were a number of tough questions from the audience. I stood frozen for a few minutes as the man I knew was Peter Blau stood up to speak. My fear melted when, instead of addressing yet another tough question my way, he responded to the former question defending my results. I developed a fondness for him from that moment on. I have read *Exchange and Power in Social Life* from cover to cover at least 20 times, and I still teach from it. My copy is covered with ink, and the pages are yellow. It is, in my view, one of the most important books in sociology. It had a sweeping goal and a breathtaking approach. It was audacious. And, it covered new ground. It was one of the first comprehensive efforts to build bridges between micro-level theories of action and macro-level social structures. "The aim of this book is to contribute to an understanding of social structure on the basis of an analysis of the social processes that govern the relations between individuals and groups. The basic question that is being raised is how social life becomes organized into increasingly complex structures of association among men" (Blau, 1964: 2). Peter and I have crossed paths many times since that first contact. In Chapel Hill, I often saw him at his favorite restaurant. Every time he had an engaging smile and an accent that grew thicker with each encounter. Colleagues, students, friends, and family will miss him. His work will continue to challenge us and *Exchange and Power*, among his many other contributions to sociology, will leave an enduring legacy. And, I will never forget that conference.

Karen S. Cook
Stanford University

No doubt Peter Blau advised hundreds of graduate students during his long and distinguished career, but I had the privilege of being his last doctoral student.

For several years, initially I was Peter's research assistant on empirical studies designed to test the macrolevel theory, "Heterogeneity and Inequality," published in 1977. He remained enthusiastic about the potential for his "primitive" theory to form the basis of a more rigorous, analytical approach to the study of social structure. Although the various tests we undertook were guided by his axioms and associated theorems, he continued to meld analytical insights with empirical observations in a creative manner when rigorous empirical tests indicated the need to revise his theory. I believe, Peter's approach to "positivistic" research was much more sophisticated and nuanced than many of his critics seemed to realize, or were willing to admit.

Peter's approach to my dissertation reflects his devotion to empirically testing theoretical models. Although my use of multidimensional statistical decomposition techniques modestly challenged some of his theoretical assumptions and deductions, he willingly accepted and supported my research posed to his theory after he was satisfied that the methods used were an improvement upon previous tests. It was a distinct pleasure to

work closely with Peter because his first-rate mind retained his inquisitive approach to solving puzzles and paradoxes. Although he firmly believed in his approach to social theory and could be single minded and demanding, I do not think he was ever dogmatic when he encountered the alternative perspectives that some of us presented to him.

In closing, a few words about the man, rather than the scholar, because his published works are available to read and interpret. I shall remember Peter for his wit, his love of the theater, and his keen interest in discussing current events. Moreover, I will remember Peter as a humanist who ended his books with relatively optimistic portrayals of how his theoretical insights might help make the world a better place for everyone to live. I suppose that was a bit old fashioned. Most of us would be better scholars if we shared that old-fashioned trait of creating our theoretical and empirical edifices in the service of the ambitious and somewhat quixotic goals that undergirded Peter Blau's research agenda.

It was an honor and privilege to have been Peter Blau's last student. I am proud that my approach to sociology was honed by hundreds of conversations with Peter. But it is the man for whom I came to adore, and who I shall surely miss more and more as time passes.

Ritchie L. Milby
University of California, Berkeley

Most sociologists feel somewhat uneasy about the worth of sociology and of their own intellectual achievements, and are likely to offer an evasive, self-deprecatory answer to the demand, "Tell me what you've been working on lately." They feel open to attack. By contrast, Peter was so dedicated to continual sociological inquiry that he would always welcome another companion in this search. He cared greatly, and was passionately for or against a wide range of sociological claims. You had to be ready to defend the theories you proposed. Not for him the understated assertion, the cool restrained analysis.

About intimate matters, or his personal history in Hitler's epoch, on the other hand, he was close-mouthed. Those near to him say that he began to "open up" in later years, but I think that in all those decades I never heard him utter a full paragraph about his personal *hegira*. Later, I shall comment on his experience.

We were peers and friends for more than a half-century, and were colleagues in two departments. Both of us served during our one good war, he in the Army, and I in the Navy. He went to Columbia University a few months afterwards, but a few years later became an instructor in our department at Wayne University, where I had been teaching since taking my degree.

Both of us were lucky to be part of Wayne at that time. It was the center of exciting intellectual networks. A new generation of brilliant people in several fields began to head for stardom in that postwar period: Arthur Danto the philosopher of art; the two Litwaks, Eugene and Leo; a core of sophisticated methodologists including Paul K Hatt, the Russian sociologist of literature, Vera Sandemirsky (later, Dunham); Peter's first wife Zena Smith and her sister who married Eugene Litwak; Fritz Redl (not just Peter's "high school teacher" and visa helper, but a pioneer in developing treatments for young schizophrenics, and many others. Wayne offered a stimulating brew.

Although he had already given three years of wartime service to his new country, the

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ASA Awards Community Action Research Initiative Grants

The American Sociological Association's Spivack Program in Applied Social Research and Social Policy announced the 2002 winners of the Community Action Research Initiative (CARI). These small grants are designed to encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community issues and concerns. Each applicant proposed a project of *pro bono* work with a local community organization that tapped sociological expertise (e.g., needs assessment, evaluation research, training, and so forth). The five 2002 CARI projects selected and funded for 2002-03 are:

- *Mary Danico*, California State Polytechnic University-Pomona, will work on a project titled *Orange County Low-Income Asian American Youth Needs Assessment*. She will work with the Orange County Asian and Pacific Islander Community

Alliance to survey low-income Asian-American youth in Orange County on their health, safety, education, and family well-being in order to develop a needs assessment. The goal of the project is to develop a strategic plan and recommendations to improve the social, health, and economic opportunities for the youth of the community.

- *Pamela Fendt*, University of Wisconsin-Milwaukee, will highlight the common concerns related to the balance of work and family issues among women of different socio-economic backgrounds with the *New Hope Project*. Her goal is to educate community leaders about issues facing low-income women in the Milwaukee area through a participatory research approach. In order to affect public policy, she plans to teach researchers in community development and low-income women about participatory research and then use the information to

develop an action plan of long-term goals.

- *Jeffrey Leiter*, North Carolina State University-Raleigh, will work with the *North Carolina State AFL-CIO* to design a collaborative internet website that will act as a labor center. The site will offer information on unions, workplace issues, and organizing strategies in order to offer the services of a labor project through the internet. The goal of Leiter's proposal is to expand North Carolina union capacity, connect workers with work-related problems to solutions, and use applied research to improve labor union effectiveness.
- *Kelly E. Smith*, University of Arizona, will use her CARI grant to work with the *Primavera Foundation* to study the state of day laborers in Tucson and effects of recent policy changes in the area. She will specifically address advocacy needs of day laborers by surveying changes in their conditions and whether they are aware of recent legislation. This will be done with University of Arizona's Department of Sociology and Center for Applied Sociology

through 200 interviews with day laborers. The project connects the school and its students with the community in order to provide mutual benefits.

- *Caleb Southworth*, University of Oregon, applied to study the *Municipal Government of Komsomolsk, Ukraine*. The city was a center for iron ore extraction during the Soviet period as part of a military industrial complex. In the post-Soviet society, Komsomolsk is trying to solve major social, environmental, and health problems. Southworth will work with city managers to assess the social and economic problems in the city through survey methods and in-depth interviews about citizens' current employment, health problems, and city needs. The CARI funds will be used to produce the survey, train local students and community leaders in survey methods, and conduct interviews.

The deadline for the next application process to receive the CARI grant is February 1, 2003. Additional information is on the homepage at <http://www.asanet.org/student/commact.html>. □

Blau, from page 5

transition was not all smooth. And in spite of the postwar revelations about the Holocaust, the American academy did not open its collective hearts to our refugees. Our older mid-Western colleagues were no exception. They did not absorb this young instructor easily. He often seemed stiff and formal, in dress and manner, and never unbent to gossip about himself or his wartime experiences. Worse, both his students and our somewhat older colleagues could not always decipher his English, even though he had been in the country for about a decade. I thought any ambitious young man could do something about that, because Wayne enjoyed an excellent speech clinic. He said he would consider my solicitous but unsought advice. Years later, after he had achieved considerable academic success, he once chortled in triumph to me, pointing out that I had simply been wrong. My advice had been simply misplaced—he had not really needed to improve his English at all!

Peter was enriched, as I was, within those groups, and in turn contributed his own sparkle. But the talented do elicit and stimulate help from others. It is especially the other talented who help—for good sociological reasons—and all of us take note of the very bright. In recounting how he had this or that success, Peter sometimes said that he had been lucky. People with talent often have that kind of "luck." Some of the Wayne links also had important links with Cornell, and so he did not have to acclimate himself to the Midwest for long, linguistically or otherwise. And only a couple of years after he began teaching at Cornell he was on his way to the Chicago department.

Like many who suffered humiliation and sorrow at the hands of the Nazis, Peter Blau did not at first tell others about any of his personal tale. His own account of how he personally came to macrostructural theory is remarkable for its claim to being an autobiographical essay, while remaining nearly mum about most details.

Many Holocaust survivors felt they could not tell this or that detail, for it would lead to more and more hurtful remembrances, and especially in the first decade after reaching safety. They also continued to feel guilty for having left, and survived. They feel their own wounds pale, compared with those of their parents and others who suffered and were

murdered. Peter lived his first twenty years under an essentially fascist government, the National Party, which also imprisoned him. His mother did not wish to leave the country when Hitler took over a cheering Austria, and his father did. They stayed, and in 1942 both were murdered in Auschwitz. He was given ugly treatment by the Nazi border patrol when he tried to escape to Czechoslovakia, though they finally let him go on to Prague. When he was in the U.S. Army he was used for his German language skills.

Once a friend of ours, the sociologist Suzanne Keller, told him of her visit to Vienna, where she was emotionally moved as she connected her childhood memories with the postwar city. She asked him about his own responses. It is therefore not surprising that he could say to her (though it was untrue), that he had never gone back to Vienna, and he never would do so. In fact, he was in Vienna in 1953 (on his way to the International Sociological Society meetings at Liege), and with wife and in-laws, but the wounds were still so painful that he would not speak German at all, not even to the Viennese officials who gave him the records of his parents' death at Auschwitz.

But joking was part of his life too. We often joshed one another. When both of us were senior professors at Columbia University, he was delighted when I complained to him about his working harder than I. His apartment on Claremont was just above mine, and his study was just above my bedroom. When I had given up work long past midnight, I would continue to hear him pacing back and forth, as he worked on his analyses. His relentless drive, I claimed, made me nervous, for he was getting ahead of me. He was even more gleeful when I said he reminded me of the great Kingsley Davis, who made some of his colleagues uneasy, for even after arriving at one of his parties they might hear his typewriter through the walls, as he pushed ahead on another contribution to sociology. In fact, Peter knew that I really did respect him greatly for his continued dedication, and rejoiced that he continued to make serious contributions even in his final decade of life. We are diminished by losing him, but his gifts to the field will long continue to enrich all of us.

William J. Goode
George Mason University □

Teaching Enhancement Fund Supports New Projects

The American Sociological Association made three awards to advance teaching from the Teaching Enhancement Fund. The Fund supports innovative projects on teaching sociology, which can be transportable to other settings. The three projects center on active learning strategies. The funded projects are as follows:

- *Ellen M. Granberg* (Clemson University) plans to enhance teaching by developing an international data repository for department members to utilize in undergraduate and graduate courses. The database will be created from a series of existing cross-national data sets, so that the work of incorporating cross-national material into sociology courses will be greatly simplified. By creating an international database, Granberg and her colleagues hope to make students more aware of cross-cultural issues, understand sociological data, and gain experience with on-line databases. The larger benefit of the project is to make this database available to other sociologists, and to share the idea with other departments so that they may create their own data repository.
- *Meredith M. Redlin* (South Dakota State University) will continue to build and refine instructional materials for a classroom exercise on regional comparisons. The comparisons will be taken from a cross-country and cross-campus web-based survey, which will be used in introductory sociology courses. The project will provide beginning undergraduate students in different states the opportunity to conduct

their own regional comparisons and will introduce students to basic methods training in survey research, expand computer literacy skills, and expose them to regional diversity. Redlin plans to expand the number and types of colleges involved in the project (some of which are Canadian and tribal colleges).

- *Karen Van Gundy* (University of New Hampshire) will conduct a quasi-experiment to see the influence of web-based instruction on student learning of statistics. Based on two undergraduate statistics classes taught in Fall of 2002, Van Gundy plans to evaluate class performance and perceptions of "virtual" learning techniques where differential access to web-based instructional services (such as online assignments, discussion boards, and listservs) is provided in conjunction with the traditional classroom model. She hopes to lessen the "math anxiety" that students often have in statistics courses by making learning more user-friendly through web-based instructions, and to disseminate her project results to other sociology instructors through ASA presentations and publications.

The next deadline for applications is February 1, 2003. For guidelines on submitting a proposal, contact the ASA's Academic and Professional Affairs Program (apap@asanet.org) or the homepage.

The Teaching Enhancement Fund is supported by contributions. Watch for details about a fundraising event at the 2002 Annual Meeting. □

Recovering Community on the Anniversary of Buffalo Creek Disaster

by T.P. Schwartz-Barcott
Social Research Services

On February 23, 2002 a poignant and sociologically rich public ceremony was held at the little white frame Saunders Free Will Baptist Church along Buffalo Creek, in Lorado, West Virginia. It commemorated the passing of thirty years since an especially destructive and controversial "natural" disaster made the creek famous in U.S. history and led to the writing of a book that is widely regarded as a classic in American sociology, *Everything In Its Path: Destruction of Community in the Buffalo Creek Flood*, by Kai T. Erikson. Now an Emeritus Professor at Yale University and an eminent expert on the sociology of disasters, Erikson was a featured speaker at the ceremony. The organizing committee invited me because of my fieldwork research on social bonding in famous small towns in American sociology, including Buffalo Creek.

Until 9-11 was blasted into our nation's memory, February 26, 1972 was one of the most famous dates in the recent history of homeland disasters.



The community gathers to remember the Buffalo Creek flood.

After several days of heavy rain, several swollen sludge ponds burst loose more than 130 million gallons of mine waste water and debris that surged down seventeen miles of Buffalo Creek through sixteen coal camps that were home to more than 5,000 people. 125 residents died, 523 were injured, and at least 4,000 people were left homeless as more than 1,000 homes were destroyed

or evacuated. Massive relief efforts by dozens of government agencies and private organizations quickly brought food, clothing, and essential services to the needy. Thousands of displaced survivors were relocated to temporary trailer camps at government expense.

The flood's concentrated wrath was not the only reason it captured nationwide attention, including congressional investigations. Liability became a key issue. Was the disaster natural or man-made? Pittston Coal Company, the owners, claimed that days of heavy rain rendered the flood "an act of God." Many survivors, unions, and public interest groups countered that the collapse of the impoundments—not the rain—caused the flood. Pittston had built the impoundments, had failed to maintain them properly, had failed to call for a timely evacuation of the coal camps, and had a long history of negligence regarding mine safety. One of the many lawsuits that followed eventually led to a \$13.5 million out-of-court settlement from Pittston to the 650 survivors.

In preparing the lawsuit, the Wash-

ington, DC law firm of Arnold and Porter had hired Kai Erikson and other experts to document the extent of the trauma suffered by the plaintiffs. After spending hundreds of hours meeting the people of Buffalo Creek, Erikson came to conclusions that have become required reading for so many students of sociology. The flood had inflicted widespread "collective trauma" on the entire social fabric of Buffalo Creek in addition to the "individual trauma" that it inflicted on many of the survivors. Social bonds were broken. People could no longer care for themselves or for those whom they had loved. Erikson saw little likelihood for more than a very gradual, incomplete recovery of communality—and possibly even a long slide into widespread dependency and disorder.

At the ceremony in February, Erikson thanked Buffalo Creek's people for persevering and for kindly sharing their experiences with him and with so many others. He said, "I always felt like I was a neighbor here." Erikson attributed that almost everything he now knows about disasters, community, and neighborliness he learned first at Buffalo Creek, pointing out that with this case as guidance, our nation is more effective in responding to disasters, including the terrorist attacks of 9-11. Judges, juries, relief agencies, and neighbors are more able to understand how to respond to the needs of disaster survivors. The lessons of Buffalo Creek have been disseminated throughout the World and to many of the other disaster sites that he has studied. He closed by saying, "So I just want to thank you on behalf of the other people far away who you've helped tremendously live through times of disaster. They have you as their silent teachers."

Other speakers read letters of condolence and commendation from political leaders to survivors and related their own memories of the disaster, the grief, and the helping behaviors that followed. The standing-room-only audience of 165 people, mostly women in their middle-to-late years, was appreciative, somber, and often sobbing. Songs and prayers mixed themes of personal hardship with allegiances to Jesus, family, Buffalo Creek, coal country, and America. Many attendees gathered in small groups of subdued conversation an hour before and after the ceremony. They seemed to be a little hesitant but glad to renew acquaintances and make new ones.

Although my work at Buffalo Creek is not yet complete, it seems to me that recovery of bonds to the community is substantial and growing for many survivors. While their own recovery as individuals is moderate at best and vulnerable to disruption, after thirty years it is probably as complete as it will ever be, despite their realization that they are appreciated and loved. Even now, painful memories of the disaster cannot be completely avoided in their daily lives, especially when they are fatigued or stressed. But, fortunately for most survivors, the Buffalo Creek flood did not permanently wash away their ability and willingness to care for others and to receive care from others. Nor did it stop them from recovering appreciably more communality and community than almost anyone expected.

Contact: T.P. Schwartz-Barcott, (401) 397-6700; e-mail: dsb@uri.edu. □

Recognizing the Nontraditional Student: The Buffalo State Family College Program

by Meghan Rich, Academic and
Professional Affairs Program

With college education almost mandatory for today's information-driven society, the student body at many colleges is becoming more diverse. Recognizing the need to assist students who are parents, Buffalo State College has created apartment-style dormitories for low-income parents with children. The parents are full-time students, who live on campus with their children. The children can either go to the campus childcare center, or, if school age, attend the on-campus public elementary school. In order to be eligible for the on-campus dormitories, the parents must be full-time students and meet income guidelines. While many universities offer family housing because of the number of graduate students with families, this program is unique because it primarily assists undergraduates. The impetus for the program was to support students who without affordable housing and community support, could not otherwise find the time or money for full-time study. With 24 families (including one single father) in the Buffalo State Family College Program, an academic community has been created that values academic pursuit, and their children will benefit from growing up in an university setting.

This program represents a collaboration between the College's Student Affairs and Academic Affairs Programs. In 1999, Cheryl Albers, Assistant Professor of Sociology, got involved with the program as an evaluator of its first year of operation. With Tim Ecklund, Associate Vice President of Resident Life, she interviewed residents to assess how the program was working for them, what could be improved, and how each interviewee was transitioning from their previous experience to a new one. She was especially interested in how the two roles—parent and student—hindered or promoted each resident's ability to

persist at school and if the program assisted in lessening the conflict between the roles. She found that being a parent and a student is really a double-edged sword: on one hand, many parents were more likely to put parenting before their studies. For example, classes can be easily skipped if a child needs time with the parent. On the other hand, parenthood makes the student more likely to have high levels of educational persistence. Most of the parents Albers interviewed stated that they feel that they must graduate—not just for themselves, but also for their children. While it may take a bit longer for students with children to graduate than students without children, Albers research shows that the majority does not drop out of school and do eventually graduate.

The Buffalo Family College parents stated that having the children on campus with them has cut down on commuting time (where many used public transportation) and thus they have more time for studying and quality time with their children. They also have more time for campus involvement, and have access to a community of other families in similar situations. Albers found that many of the parents she spoke with appreciated their new community, but also had recommendations for developing a more supportive environment. The program evaluation showed substantive changes, including providing computers in every apartment, the hiring of one mother as an outreach coordinator, the creation of a community newsletter, and development of a recreation space for parents and children.

The experience of transitioning from urban neighborhood to academic community tends to be a positive one, as parents see the academic atmosphere as a constructive place to raise children. The transition is made easier with institutional policies and programs that are targeted at assisting student parents. To further assist student parents, the

college plans on hiring a staff member to help them understand and apply for the funding they are entitled to as low-income parents in the State of New York, rather than sending them to an outside social worker. The staff member would be familiar with the dual role the parents play, and would recognize the need for living and tuition assistance.

Albers has presented her research on the Buffalo State College Family Program at the recent American Association for Higher Education meeting in Chicago, to encourage other four-year colleges to see the benefits in recognizing non-traditional students. She feels that the program not only has impact on the college, in terms of diversifying the student body, but it additionally has significant impact on the surrounding community. Once single parents realize that there is support for furthering their education at the local college, they will be more likely to finish college and become less reliant on state assistance. A waiting list of nearly twice as many eligible families as the program can accommodate indicates both the success of the program and the need to devote additional resources to expanding the family residence.

Albers describes her involvement in this innovative program as an ideal opportunity to apply sociological skills and perspectives to a social issue of concern to families, the college, and society. "My work with this project provides an opportunity to meld my expertise in sociology of family, sociology of childhood, and educational reform. It is very rewarding to be engaged in a study that has the potential to improve the quality of life for these families by promoting organizational change. Program evaluation of the family residence is a great example of the contributions of applied sociology."

For more information, contact: Dr. Cheryl Albers, Department of Sociology, Buffalo State College, Buffalo, NY 14222; (716) 878-3292; alberscm@buffalostate.edu. □

Council on Contemporary Families Committed to Public Discourse

by Kerry J. Strand, ASA Visiting Sociologist

Public discourse about American families often seems to be contentious, misinformed, and centered on issuing moral imperatives. What do scholars and researchers who study families have to contribute to this discourse? A great deal, according to the Council on Contemporary Families (CCF) (see January 1998 *Footnotes*), an independent, public education group that has assumed a major role in bringing current research about families and family life to media, policymakers, and the public.

The CCF was founded in 1996 by a small group of scholars, practitioners, and researchers—many of them sociologists—who shared a concern that national discussions about families had become unnecessarily politicized and oversimplified. According to Kathleen Gerson, New York University and a new member of the CCF board, their aim continues to be to “raise the level of discussion and debate” surrounding family life by grounding it firmly in research findings, not heated rhetoric. As part of this effort, CCF members have been quoted in media stories about a range of topics including Judith Wallerstein’s controversial study of the impact of divorce on children, the “real” meaning of census data showing various kinds of changes in family patterns, lesbian parenting, and alimony for men.

In addition to translating and clarifying research findings, the CCF also aims to promote a more sophisticated understanding about the limits of research itself. “There is no one ‘reading’ of any research,” cautions Judith Stacey, University of Southern California and a founding member of the CCF. “To say that research can provide evidence in support of a position or point is different from saying that research ‘proves’ a values-driven perspective.” Indeed, members are quick to emphasize that the scholars and practitioners that belong to the CCF represent diverse viewpoints as well as disciplines. “The Council has no single voice on any issue,” says Stacey. But she points out that there is broad agreement that the quality of resources and relationships is important to understanding things like the impact of divorce on children, that diversity in family structure—whether we like it or not—is here to stay, and that our goal as a society should be to support all family forms toward the goal of improving the quality and strength of all families.

A related goal of the CCF is to inform debate around specific policy issues. The Council aims to bring an informed eye to an emotionally-charged subject. *Marriage, Poverty and Public Policy*, for example, is a “discussion paper” written by CCF members Stephanie Coontz (an historian from Evergreen State University) and Nancy Folbre (an economist at the

University of Massachusetts, Amherst) in which the authors summarize research findings that have bearing on President Bush’s plan to promote marriage as part of welfare reform. They cite data about the relationship between marriage and poverty that shows, for example, that lack of marriage is more a symptom than a cause of poverty, that having two married parents does not protect children from poverty (nor does having one parent guarantee it), and that coercing women to create or sustain marriages for economic benefit can subject them and their children to neglect and abuse.

CCF members agree that perhaps the most significant success of the organization is the inroads they have made with the media, as indicated by how frequently they are consulted and cited these days about current family issues and research. “We are on the Rolodex of a lot of media people,” Stacey notes. Barbara Risman, North Carolina State University, who recently assumed the position of co-chair of CCF, points to the increasingly widespread use of the CCF website by college instructors and students as yet another CCF “success”—one that is particularly gratifying, as it underscores the organization’s value as a resource for current scholarship on families.

Yet, another important accomplishment is CCF’s annual symposium, a week-end event where a small group of

scholars takes on key issues related to families and family life. Their unusual format contributes to the vitality of these meetings. Rather than giving papers, each panelist at each session speaks for ten minutes to the specific question or issue, at which time the debate is opened up and panelists and audience engage in lively cross-dialogue. Last year’s symposium, organized around the theme of marriage, featured a debate about the value of the “pro-marriage” movement along with panels on stepparenting, cohabitation, the consequences of divorce, and gay and lesbian unions. Speakers included a number of sociologists whose views of marriage and divorce span a broad ideological spectrum, including Frank Furstenburg (University of Pennsylvania), Paul Amato (Pennsylvania State University), Steven Nock (University of Virginia), Judith Stacey (University of Southern California), Arlene Skolnick (University of California), Andrew Cherlin (Johns Hopkins University), Sarah McLanahan (Princeton University), and Connie Ahrons (University of Southern California).

This year’s symposium was held April 26-28 at Fordham University with the theme *Uncharted Territory: Raising Children in a New World*. For more information on the Council on Contemporary Families, see <<http://www.contemporaryfamilies.org>>. □

AAUP Issues Statement on Family Responsibilities and Academic Work

by Stacey Merola and Roberta Spalter-Roth

The American Association of University Professors (AAUP) recently issued its “Statement of Principles on Family Responsibilities and Academic Work” in which it called for colleges and universities to enact policies designed to allow faculty members to combine family and academic career responsibilities and to help alleviate the conflicts junior faculty face as they try to get tenure and begin families. The reasons for issuing these guidelines stem from the growth of women in the academy and the lag between demographic changes and institutional policies. The AAUP statement was issued to give encouragement and guidance to colleges and universities concerned about narrowing the gap. This lag and solutions to it are being discussed at a variety of venues, including a recent conference sponsored by the Alfred E. Sloan Foundation and the Business and Professional Women’s (BPW) Foundation.

Between 1970 and 1999, the share of women obtaining their PhDs more than doubled in all academic disciplines and quadrupled in some cases. Even in the physical sciences, the share of doctorates earned by women increased from 6 to 24 percent. In sociology, the share of doctorates earned by women increased from 22 to 58 percent. This increase in the labor supply of women did not translate into academic employment at higher ranks and at higher salary levels. Women are disproportionately in non-tenure track positions and in lower faculty ranks, when their age and years of service are taken into account.

The rationale for the AAUP Guidelines is based on a growing literature in the work and family field that has linked some of these inequities to the problems women academics with children encounter trying to balance obligations from two “greedy institutions” (work and family) without institutional supports or resources. Academic work is expected to be all encompassing, a “calling” not a job. Women faculty with children are still primarily responsible for housework and child care,

although these responsibilities are no longer expected to be all consuming. The conflict is particular strong for women working towards tenure. This probationary period is expected to be a time of high academic productivity. This period, however, often coincides with women’s childbearing years. Many women face the dilemma of having babies early in their careers or to postpone having children until after receiving tenure.

The AAUP recommended a comprehensive series of policies including paid disability for pregnancy, paid family and medical leave, right to “stop the tenure clock” as an entitlement, a new status of “active service with modified duties,” additional institutional support for childcare, and institutional support to faculty members in providing “elder care.” (See the AAUP web site for the full statement and guidelines at <http://www.aaup.org/re01fam.htm>).

The effect of “early babies” on women’s academic careers and the need for institutional policies and resources was the theme of a session titled “Knowl-

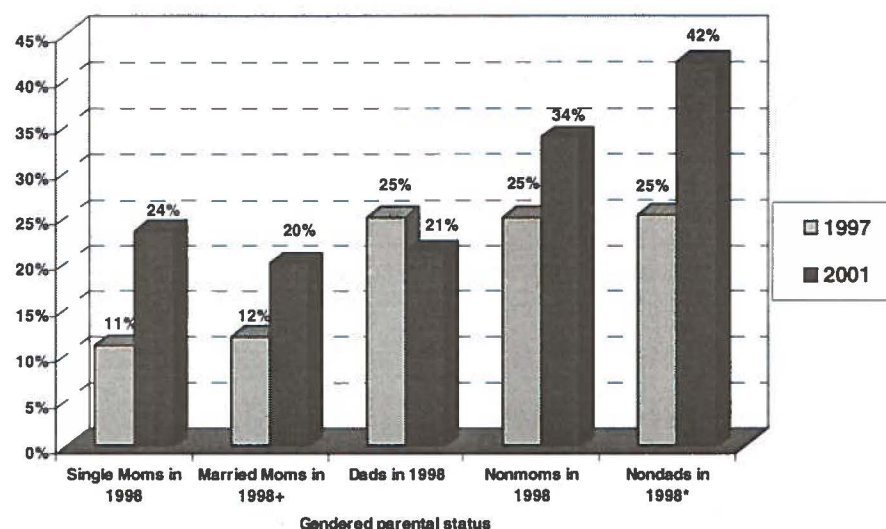
edge Work and Life with Children” at the Sloan/BPW sponsored conference held in San Francisco in February. Mary Ann Mason, Dean of the Graduate Division at UC Berkeley, and Marc Goulden, a research analyst in the Graduate Division found a “large, uniform, and consistent gap between men and women when it comes to achieving tenure in academia if they have become parents early in their post-graduate careers.” The data consisted of nearly 34,000 doctorate recipients in the United States from 1973 to 1999. They found that women who have at least one child early in their careers are 24 percent less likely in the sciences and 20 percent less likely in the social sciences and humanities to achieve tenure than men that have children early in their careers. Women with children early in their careers are more likely than other groups to join the non-tenured ranks of lecturers. The majority of women who obtain tenure have no children in their household at any point after the PhD. Mason and Goulden also find that, though the number of women receiving PhDs has increased since the

1970s, the proportion of women who received a PhD and ultimately became tenured has remained at about 45 percent since 1975.

The American Sociological Association’s Survey of Recent PhD Graduates shows that women having children while in graduate school or shortly thereafter have lower scholarly productivity and lower likelihood of obtaining a tenure-track job at a doctoral university (see Table 1). Men who were childless during graduate school were the most likely to have tenure track positions at Research and Doctoral Universities in 2001, and mothers are the least likely.

In a recent paper, presented at the Sloan/BPW conference, we reported that access to resources intervened between motherhood and academic appointments. Using data from the ASA’s doctoral survey, we find that resources, especially the availability of networks, attendance at prestigious departments, and faculty help in journal publishing are significantly related to both publications and tenure track positions at doctoral universities four years out of graduate school. The findings suggest that women who are mothers in graduate school are less likely to obtain these positions, in part due to the lack of resources available to them in graduate school. When resources are held constant, there are no significant differences between mothers and others. These findings suggest that, if parents and non-parents receive equal resources, they are equally likely to have tenure track jobs at research and doctoral universities in 2001.

The intent of the AAUP is to help faculty, especially women with children, balance productive scholarship and teaching with the demands of parenting. The AAUP also suggests that, as universities and colleges put family/work policies into practice, they conduct research to monitor actual use. Then researchers, such as those participating in the Sloan/BPW Conference, can evaluate whether these policies, if used, aid women in climbing the academic ladder. □



Percent in Tenure Track Positions at Research and Doctoral Universities by gendered parental status

*Nondads is significant in 2001

+Married moms is significant in 98 and 01

Source: ASA, 1998 Survey of Recent PhD Graduates, 2001 updates, N=170

Call for Papers

CONFERENCES

Association for Humanist Sociology (AHS) will hold its 2002 meeting October 10-13 in Madison, WI. Theme: "Decaying Empire/Exuberant Alternatives." The deadline is April 15, 2002. For more information about AHS or the annual meeting see <<http://www.humanistsoc.org>> or contact Steve McGuire at (740) 826-8288.

European Society of Criminology Conference, Toledo, Spain, September 5-7, 2002. Theme: "European Criminology: Sharing Borders, Sharing a Discipline." Submit an abstract either by post, fax, or e-mail by May 2, 2002 for either a panel session presentation, an entire panel session or a poster presentation. Send a 100 word abstract for each presentation to the appropriate theme chair listed at the conference website: <<http://www.esc-eurocrim.org/index.html>>. For poster sessions, send your abstract and details directly to Rosemary Barberet, Programme Chair, Scarman Centre, University of Leicester 154 Upper New Walk LE1 7QA Leicester, UK; 44 116 252 5767; e-mail rb78@le.ac.uk.

International Sociological Association. Call for papers. Environment, Culture and Community. The University of Queensland, Queensland, Australia July 2-5, 2002. Register your presentation or your interest in attending by April 15, 2002 to: Ruth Blair, e-mail r.blair@mailbox.uq.edu.au; School of English, Media Studies and Art History, The University of Queensland, Queensland 4072, Australia; 61-7 33652590; <<http://emsah.uq.edu.au/conferences/ecc/>>.

International Sociological Association Research Committee on Disasters (IRCD) has scheduled a session under the category of the Activities of Other Groups at the American Sociological Association Annual Meeting in Chicago, August 16-20, 2002. Theme: "Individual and Group Responses to the World Trade Center Attack." Persons interested in presenting a paper at the session should send a one-page abstract to both the organizer of the session, EL Quarantelli (elqdr@udel.edu) and the chair of the session, Gary Webb (webbgr@okstate.edu), by April 30, 2002.

PUBLICATIONS

Humboldt Journal of Social Relations solicits manuscripts for a special issue on "Terrorism." Submissions can be theoretical, conceptual, qualitative/quantitative studies on this subject. Send four copies by June 30, 2002 to *Humboldt Journal of Social Relations*, Department of Sociology, Humboldt State University, Arcata, CA 95521.

Journal of Mundane Behavior requests submissions for a special section on "Atrocity, Outrage and the Everyday." October 2002. Contributions should be submitted for review no later than July 1, 2002 and must be submitted as Microsoft Word attachments via e-mail. Send contributions to the section editor, Naomi Mandel, at mandel@uri.edu. For more information, visit the *Journal of Mundane Behavior* at <<http://mundanebehavior.org>>.

Journal of Political and Military Sociology, an international and biannual publication, welcomes papers focusing on politics and society, civil-military relations. Inquiries for submission see: <www.jpms.niu.edu> or contact the *Journal of Political and Military Sociology*, c/o Department of Sociology, Northern Illinois University, DeKalb, IL 60115.

Law and Society Review will publish a special issue on Constitutional Ethnography. The purpose of the issue is to embed the study of constitutional government in a larger social, economic, historical, and

cultural context. Submissions are due on August 15, 2002 to: *Law and Society Review*, University of Houston Law Center, 100 Law Center, Houston, TX 77204.

Social and Preventive Medicine (SPM), International Journal of Public Health, seeks papers for three themed issues. Papers should be submitted by May 1, 2002. For more information contact the journal's editorial office: Nicole Graf, Editorial Office SPM, Institut für Sozial- und Präventivmedizin, Niesenweg 6, CH-3012 Bern, Germany; e-mail graf@ispm.unibe.ch.

Sport and the Human Animal, a peer-reviewed journal devoted to the examination of the many dimensions of sport (societal, political, economic, historical, educational, physiological, etc.), is accepting submissions for Volume 1. For submission information contact: Earl Smith, Editor, *Sport and the Human Animal*, Department of Sociology, Box 7808, Wake Forest University, Winston-Salem, NC 27109; (336) 758-1892; fax (336) 758-4127; e-mail aessport@wfu.edu; <<http://sport.icaa.org/>>.

Meetings

May 2, 2002. 2nd Annual Conference at the Center for Global Studies, St. John's University, New York. Theme: "Globalization and Prosperity." Inquiries regarding this conference should be sent (preferably by e-mail) to: Azzedine Layachi, Center for Global Studies, 388 Bent Hall, St. John's University, Jamaica, NY 11439. (718) 990-1951; fax (718) 990-2321; e-mail layachia@stjohns.edu.

May 10-12, 2002. Conference on Globalization and Social Justice, Loyola University. For more information see <http://www.net4dem.org/mayglobal/mayglobal_001.htm>.

June 10-12, 2002. Management of Hepatitis C: 2002, Natcher Conference Center, National Institutes of Health, Bethesda, MD. For further information see: <http://consensus.nih.gov>.

June 16-19, 2002. Teaching for a Change: Transform the Now; Create the New, Steamboat Springs, CO. For more information about registration, lodging, and what Teaching for a Change has to offer visit <<http://www.teachingforachange.com>> or call (720) 859-3980.

July 7-11, 2002. 36th World Congress of the International Institute of Sociology, Beijing, China. Theme: "Social Change in the Age of Globalization." For additional information, e-mail Jing Tiankui, IIS Congress Organizing Committee at ioscass@public.bta.net.cn or see <http://www.arts.ualberta.ca/cjscopy/events/iis03.html>

July 8-9, 2002. Conference on Empowering Humanity, University for Humanist Studies, Utrecht, The Netherlands. For further information, see <<http://www.uvh.nl/conference/>>.

July 15-16, 2002. International Sociological Association Workshop, Auckland, New Zealand. Theme: "Reviewing New Zealand's Experiences as a Social Laboratory Auckland, New Zealand, July 15-16, 2002. Register by June 15, 2002 with: Charles Crothers, Institute of Public Policy, Private Bag 92006, Auckland University of Technology, Auckland 1020, Auckland, New Zealand; 64-(0)9-917-9999 x 8468; fax 64-(0)9-917-9698; e-mail Charles.Crothers@aut.ac.nz.

Funding

American Institute of Indian Studies announces its 2002 fellowship competition and invites applications from scholars who wish to conduct their research in India. Junior fellowships are given to PhD

candidates to conduct research for their dissertations in India for up to 11 months. Senior fellowships are available to scholars who hold the PhD degree for up to nine months of research in India. The application deadline is July 1, 2002. For more information and applications, contact the American Institute of Indian Studies, 1130 East 59th Street, Chicago, IL 60637; (773) 702-8638; e-mail aiis@uchicago.edu.

International Research & Exchange Board (IREX). Applications are available for the 2002 John J. and Nancy Lee Roberts Fellowship Program. This program supports cutting-edge research in the social sciences on: Eastern Europe, the New Independent States, the Near East, and Asia. The deadline for applications is April 15, 2002. Applications can be downloaded from the IREX website at: <<http://www.irex.org/programs/roberts/application.htm>>. For more information or for mailed copies of applications, please contact IREX at <roberts@irex.org>; (202) 628-8188.

Louisville Institute, a Lilly Endowment program for the study of American Religion based at Louisville Seminary, announces the First Book Grant Program for Minority Scholars. It will assist junior, non-tenured religion scholars of color to complete a major research and book project. Deadline: February 1, 2003. For further information contact: Louisville Institute, 1044 Alta Vista Road, Louisville, KY 40205; e-mail info@louisville-institute.org; <www.louisville-institute.org>.

Competitions

American Sociological Association Medical Sociology Section announces the Roberta G. Simmons award for the Best Doctoral Dissertation in Medical Sociology. Deadline May 1, 2002. For more information contact Maxine S. Thompson, Department of Sociology and Anthropology, Box 8107, North Carolina State University, Raleigh, NC 27695-8107; (919) 515-9020; e-mail maxinet@server.sasw.ncsu.edu.

Sociologists for Women in Society Feminist Activism Award honors a colleague who has used sociological expertise to advance the quality of life of women in society. Send nominations to: Carla B. Howery, 8008 Maple Avenue, Takoma Park, MD 20912. Deadline June 15, 2002.

In the News

Peter Dreier, Occidental College, was quoted and pictured in *Los Angeles* magazine March 2002 for his work with Jan Breidenbach on "Housing L.A."

Jeffrey A. Halley, University of Texas-San Antonio, and **Clarence Lo**, University of Missouri-Columbia, were interviewed and quoted in a February 7, 2002 *Los Angeles Times* article on the LA Ca-cophony Society and its relationship to avant-garde art movements.

Carole Joffe, University of California-Davis, was quoted in a recent *Washington Post* column about the various pressures on pro-choice physicians to not perform abortions, and in a recent *Sacramento Bee* article about the status of RU-486, one year after its approval in the United States.

Shaul Kelner, Brandeis University and CUNY Graduate Center, had a letter to the editor published in the January 29 *New York Times* in response to a Science section article on cheating and punishment. He summarized Durkheim's approach to the topic.

Nicole P. Marwell, Columbia University, published an op-ed piece about New York City's racial climate in the February 8, 2002 edition of *New York Newsday*.

Eric Plaut and **Kevin Anderson**, Northern Illinois University, had their book *Karl Marx: Vom Selbstmord* reviewed in the *Süddeutsche Zeitung*, Munich, February 16-17, 2002.

Nicole C. Raeburn, University of San Francisco, was quoted in the *San Francisco Chronicle*, March 4, 2002, in an article on the opening of the city's Lesbian, Gay, Bisexual, and Transgender Community Center.

Barbara Katz Rothman, City University of New York, was quoted in a February 27, 2002 *New York Times* article on an Alzheimer's gene being screened for in newborns.

Awards

Howard Aldrich, University of North Carolina-Chapel Hill, was tapped for the J. Carlyle Sitterson Freshman Teaching Award, one of the University's 2002 Teaching Awards, the highest campus-wide recognition for teaching excellence.

Beth Hoffman, University of Wisconsin-Madison, received first place in the American Bar Foundation/Law & Social Inquiry Graduate Student Paper Competition. She also won first place in the Midwest Sociologists for Women in Society Student Paper Competition for another paper.

Billy Hu, Central Missouri State University, received the Blyer Distinguished Faculty Award spring 2001.

David L. Iaquinta, Nebraska Wesleyan University, won 2001 Nebraska Professor of the Year from the Carnegie Foundation for the Advancement of Teaching.

Barbara J. Johnston, North Hennepin Community College, is the recipient of the Minnesota YMCA Youth in Government 2001 Zwach-Eddy Crystal Dome Award for youth leadership development and public service.

Elaine Lindgren, North Dakota State University, received the Editor's Award for the most outstanding contribution to

North Dakota History for her article about Anne C. Lind.

Jason Patch, New York University, has been awarded a National Science Foundation Dissertation Research Award for his project: "Fashioning Gentrification: The New Role of Women as Entrepreneurs and Public Characters."

Camilla Saulsbury, Indiana University, was one of the five K. Patricia Cross Scholars selected by the American Association for Higher Education (AAHE). She was funded to attend the AAHE meeting in Chicago in March.

People

Tony Cortese has been promoted to full professor of sociology at Southern Methodist University.

Daniel J. Curran will become the first lay president of the University of Dayton.

Kelly Dagan has been appointed assistant professor of sociology at Illinois College, Jacksonville, IL.

Susan Ferguson, Grinnell College, is now chair of the sociology department.

Jeffrey A. Halley has been appointed department of sociology chair at the University of Texas-San Antonio.

Chris Hunter, Grinnell College, returned from his fall semester in Washington, DC where he directed an internship program for Grinnell students.

Miliann Kang, will join the faculty at Grinnell College August 2002.

Mary M. Kritz, Cornell University, has been elected Secretary-General and Treasurer of the International Union for the Scientific Study of Population (IUSSP) which is based in Paris, France.

Kent McClelland, Grinnell College, is in London to direct an internship program there for Grinnell students.

Thomas F. Pettigrew, University of California-Santa Cruz, was recently ap-

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People, continued

pointed Visiting Senior Hewlett Fellow at Stanford University's Research Institute for Comparative Studies in Race and Ethnicity.

Chris Prendergast, Illinois Wesleyan University, is the President-elect of the Midwest Sociological Society.

Sandra Smith, New York University, has been selected as a Russell Sage Foundation Visiting Scholar for 2002-2003.

Diane Taub, Southern Illinois University-Carbondale, was promoted to full professor.

Murray L. Wax, Washington University-St. Louis, emeritus, is a consultant to a project studying end of life issues in surgical intensive care units.

Members' New Books

David L. Altheide, Arizona State University, *Creating Fear: News and the Construction of Crisis* (Aldine de Gruyter, 2002).

Ronald Berger, University of Wisconsin-Whitewater, *Fathoming the Holocaust: A Social Problems Approach* (Aldine de Gruyter, 2002).

Esther Ngan-ling Chow, American University, *Transforming Gender and Development in East Asia* (Routledge, 2002).

John B. Christiansen, Gallaudet University, and **Irene W. Leigh**, *Cochlear Implants in Children: Ethics and Choices* (Gallaudet University Press, 2002).

Patrick G. Coy, Kent State University, ed. *Political Opportunities, Social Movements and Democratization* (Elsevier, 2002).

Riley E. Dunlap, Washington State University, **Frederick H. Buttel**, **Peter Dickens** and **August Gijswijt** (eds.), *Sociological Theory and The Environment* (Rowman and Littlefield, 2002).

Al Gedicks, University of Wisconsin-LaCrosse, *Resource Rebels: Native Chal-*

lenges to Mining and Oil Corporations (South End Press, 2002).

Andrew Hoffman, Boston University, and **Marc Ventresca**, Northwestern University (eds.), *Organizations, Policy and the Natural Environment: Institutional and Strategic Perspectives* (Stanford University Press, 2002).

Riva Kastoryano, Institute for Political Science (France), *Negotiating Identities: States and Immigrants in France and Germany* (Princeton University Press, 2002).

Mary Ann Lamanna, University of Nebraska-Omaha, *Emile Durkheim on the Family* (Sage 2002).

Jack Niemonen, University of South Dakota, *Race, Class, and the State in Contemporary Sociology: The William Julius Wilson Debates* (Lynne Rienner, 2002).

Eric Plaut and **Kevin Anderson**, Northern Illinois University (eds.), *Karl Marx: Vom Selbstmord*, with a preface by **Michael Löwy** (Karlsruhe: Neuer ISP Verlag, 2001).

Rick A. Settersten, Jr., Case Western Reserve University (ed.), *Invitation to the Life Course: Toward New Understandings of Later Life* (Baywood Publishing Company, 2002, Society and Aging Series).

William B. Thomas, University of Pittsburgh, and **Edward F. Standowski, Jr.**, *No Wind for their Sails: The Betrayal of America's Urban Youth* (Wyndham Hall Press, 2002).

Kathleen Tiemann, University of North Dakota, *Crossroads: Readings in Social Problems* (Pearson Publishing, 2001).

Caught in the Web

US Census 2000 data is now available from GeoLytics. For more information about GeoLytics or their products call 800 577-6717 or visit online at <<http://www.uscensus.info/census2000.htm>>.

Obituaries**Marion Arline Harris (1927-2002)**

Marion Arline Harris, former MOST student and Minority Fellowship Program fellow, died at home in Albany, NY on February 20, 2002 at the age of 75. A native New Yorker, Marion retired at age 62 and returned to complete her undergraduate degree in Sociology at CUNY's Lehman College, where she was mentored by Professors Nicholas Alex and Terry Williams. Graduating Summa Cum Laude, she was voted Outstanding Senior, class of '94, and was a National Honor Society member. While at Lehman, Marion started and ran a support group for single mothers called WAGES (Woman About Grooming Excellent Students). She was a MOST scholar in the Summer 1992 program at the University of California at Berkeley, where she worked with Professor Robert Blauner.

Marion Harris entered the PhD program in Sociology at SUNY-Albany in fall 1994, and was an ASA Minority Fellow from 1994 to 1997. ASA Executive Officer Felice Levine recalls, "She was a great presence in the program, and I got to know her, of course readily liked her, and admired her commitment and what she was doing." Later in her graduate career, she also pursued a Certificate in Women in Public Policy and a master's degree in Women's Studies. At the time of her death she was working on her thesis, "Benefits of Friendship among Senior Citizen Women," supported by a SUNY Initiatives for Women award. At her senior citizens residence she formed "Outrageous Older Women," a group that brought in scholars to talk about challenges facing seniors, especially women.

Marion enjoyed fine dining, culture, music, and the arts. Her home was a gathering place for graduate students, faculty, and other friends in the Albany area. Juan Esteva, a fellow student at Albany, remembers: "She provided me with shelter and friendship during the cold winter of my second year; with her charm and kindness, she not only sheltered my physical body but also my mind and spirit.... I remember we used to have long conversations about her life experiences, the civil rights era, her growing up, and, especially, about her dreams of finishing her degree. Marion's stories, or I should say Marion's life, is itself a sociological topic."

Another fellow graduate student, **Linda Rodriguez**, remembered Marion at the memorial service held in Albany. "She had the sharpest wit I've ever seen and could bring me to tears in laughter in no time flat... She was a champion for people of color... She stayed young by engaging herself in life. Her friends came from all places and cultures, and age ranges, and backgrounds and faiths. She was always learning and always teaching. She never retired."

She was a member of Delta Sigma Theta Sorority and SGI-USA, a global lay Buddhist organization. Surviving are her daughters, **Marsha McGill**, Buffalo, NY; **Shirley McGill**, Jersey City, NJ; and son, **Lance McGill**, Portland, OR; two grandchildren, a great-granddaughter, and a host of friends. Marion added special life to the Sociology Department at Albany, and she will be sorely missed.

A memorial service will be held in NYC (or the address) in late April. For details contact Marion's daughter **Shirley** at experiential1@aol.com.

Nancy Denton and Glenna Spitze, University of Albany.

Kenneth G. Lutterman (1929-2001)

Sociology and the mental health disciplines lost one of their greatest champions when Ken Lutterman died of a

heart attack in Ann Arbor, MI, on December 2, 2001. Since 1999 he had been teaching and serving as Assistant Dean for Research in the School of Social Work at the University of Michigan, following a brilliant career of 31 years at the National Institute of Mental Health (NIMH).

Ken was born in Black Hawk, a small rural German community in Wisconsin, the son of a blacksmith. He received his BS and MS degrees in Sociology at the University of Wisconsin and his PhD in Social Psychology at the University of Wisconsin in 1962. He later did postdoctoral study of psychometrics and econometrics at the University of Wisconsin and psychiatric epidemiology at Johns Hopkins University. He taught sociology and social welfare policy at St. Olaf College for nine years and social psychology and research methods at the University of Wisconsin for five years before moving to NIMH as Associate Director of the Division of Services and Intervention Research. He remained there until his retirement from NIMH in 1999, except for a year as a visiting professor at Stanford University. Ken produced many articles, papers, and reports, but his primary contributions came as a top health science administrator in government service.

At NIMH Ken was the principal official responsible for NIMH research training programs in the social sciences—sociology, anthropology, economics, psychology, and political science, as well as public policy, social work, nursing, and psychiatry. This involved working with professional organizations, universities, graduate schools, and graduate departments to develop research, research infrastructure, research training programs, and research career development programs.

When the Reagan White House wanted to end all funding for the social science training programs of NIMH, Ken worked tirelessly and very adroitly to preserve the programs. Medical sociologist **David Mechanic** says, "I think it is fair to say that Ken, more than anyone, saved the social science training programs at NIMH with his dogged persistence. He was at various times a thorn in the side of the bureaucrats, but he persisted and was quite effective." This view is strongly seconded by **Ron Manderscheid** of the Center for Mental Health Services who worked closely with Ken for a dozen years at NIMH. Ken knew his way around Washington and Capitol Hill, having served as a Congressional Fellow for nine months in Senator Daniel Inouye's office and for six months on the staff of the House Ways and Means Committee. He was always bold and resourceful in navigating through the bureaucracy and political establishment.

Manderscheid also maintains that Ken was the official at NIMH who was most concerned about racial and ethnic disparities in mental health services. He was particularly concerned that African Americans, Hispanic Americans, Hawaiians and Pacific Islanders, and American Indians were underrepresented in research and in research training and career development. Starting in 1973 he initiated and developed special predoctoral programs to recruit, place, and support underrepresented minorities in research careers in sociology, social work, psychology, nursing, neuroscience, and psychiatry. These programs have been very successful and have assisted more than 1,000 minority persons to complete doctorates. The ASA recognized Ken's contributions by giving him an Award for Contributions to the Development of Research and Research Training, especially Minority Research Training, in 1999. Throughout his career he continued at every opportunity to push for social justice and an end to discrimination. He helped to organize a conference,

an ASA paper session, and two research training programs on institutional racism and co-edited a book on discrimination in organizations.

In 1985 the Robert Wood Johnson Foundation, in cooperation with the U.S. Department of Housing and Urban Development, began a \$100 million program to provide care for persons with severe and persistent mental illnesses by enabling cities to develop more effective systems of care. Ken was the primary NIMH official who worked with the Robert Wood Johnson Foundation staff to develop and evaluate the program. This private/public program represented the largest effort ever made to improve care for severely mentally ill persons who receive inadequate care and are often homeless.

During the last 12 years, Ken was particularly focused on improving research and infrastructure in social work, since social workers provide more mental health services than any other professional group. He worked with the Task Force on Social Work Research, chaired by **David Austin**, to assess the state of social work research and make recommendations. These recommendations were adopted by the National Advisory Mental Health Council in 1991 and have been the basis for a wide range of initiatives, including the funding of eight Social Work Research Development Centers and a five-fold increase in the funding of social work research and research training. His work in this area was recognized by the President's Award for Contributions to the Development of Research in Social Work by the Council on Social Work Education in 1999 and by the President's Award for the Development of Research in Social Work by the Society for Social Work and Research in 2000.

After leaving NIMH in 1999, he continued his work on behalf of social work at the University of Michigan School of Social Work. Dean **Paula Allen-Meares** paid tribute to him at a memorial service in Ann Arbor: "Ken was one of the most wonderful, collegial, inspirational, and positive people I have ever met in my life. He was not only able to identify problems, but was a person who could determine the most effective solutions. He was a catalyst for improvement and change, and a visionary who could figure out how to turn wish lists into reality."

Ken's many contributions were recognized with a Lifetime Achievement Award, Mental Health Section of the American Public Health Association in 1999. **Steven Hyman**, the former Director of NIMH, praises the role that he played at NIMH: "Ken was one of the most deeply committed people I have ever met. He was committed to social work research, he was committed to underprivileged people and nations in general, and to South Africa in particular; above all he was committed to high standards. This mixture of advocacy and integrity was as wonderful as it was unusual... Ken was always educating me, giving me things to read, letting me know when he thought I was wrong. Ken made me a better director and NIMH a better place."

Ken consulted with the South African Department of Health in response to their request for assistance in developing effective community care for the mentally ill and the integration of mental health and primary care. He continued to make periodic trips to South Africa to help with various projects, and he helped to arrange for NIMH to fund a five-year study by **David Williams**, **Ronald Kessler**, **Allan Herman**, and **Sollie Rataemane** of the consequences of torture and apartheid in South Africa. Privately, he also was closely associated with the programs of the **Amy Biehl Foundation** in South Africa.

Continued on next page

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Obituaries, continued

Ken was a warm, generous, and selfless man. He and his wife Jean opened their home to host refugee and/or immigrant families from Iran, Russia, Ghana, and South Africa for periods ranging from one month to over a year, helping them to find housing and employment. He proposed and helped enact a Victim's Compensation bill for Montgomery County, Maryland. He also proposed and helped establish a Volunteer Corps for the Westmoreland Church that brought more than 80 college graduates to the DC area to do social service work in nongovernment agencies.

Ken is survived by his wife Jean of Potomac, MD; daughter Ann Lutterman-Aguilar of Cuernavaca, Mexico; and sons, John of El Cerrito, CA, Ted of Potomac, MD, and Mark of Minneapolis, MN.

Dorothy Day once said, "No one has a right to sit down and feel hopeless. There's too much work to do." Ken certainly agreed, and his life was filled with action. The impact of his work on sociology and on all the mental health disciplines has been incalculable. He was the epitome of the scientist-statesman. We shall not soon see his like again.

Russell Middleton, University of Wisconsin-Madison

Frances Cooke MacGregor (1906-2001)

Frances Cooke MacGregor, pioneer medical social scientist, died at her retirement home in Carmel, CA, December 24, 2001. She was 95. The cause was congestive heart failure. MacGregor is best known for her work on facial disfigurement. She took the concepts of George Herbert Mead, e.g., his differentiation between non-symbolic interaction and symbolic interaction (which includes interpretation) and Charles H. Cooley's concept of the "looking glass self" (which includes the imagination of one's appearance to another as well as judgments and feelings engendered by that self) and applied them empirically to her photographs of cancer patients at the Ellis Fischel Cancer State Hospital in Columbia, MO where she was the professional medical photographer as well as a graduate student in sociology. Her work on "Sociological Aspects of Facial Disfigurement" (Journal of Sociology, 1948) was one of the earliest studies of symbolic interaction.

Her early work stimulated her to investigate further the many problems associated with facial deformities. She spent 1947-1948 as a research fellow at the Manhattan Eye, Ear, and Throat Hospital to obtain data on a quantitative scale. In 1949 she became Coordinator of Interdisciplinary Research Project: The Psychological and Sociological Aspects of Facial Deformities and Plastic Surgery, conducted under the Departments of Psychiatry and Surgery, New York University College of Medicine. The United States Government funded this study through 1953, by which time MacGregor wrote her first book on this subject: *Facial Deformity and Plastic Surgery, A Psychosocial Study*. She had provided data to show that persons whose faces had been hurt by war, fire, disease or birth defects, even with the best possible plastic surgery, were among the least accepted and most neglected in our society. In her words "There is not the suffering of functional impairment, as of the blind or amputees; there is a form of stigmatization and rejection that can and does lead to social and psychological death."

Two more of her books about faces and social identity, *Transformation and Identity; the Face and Plastic Surgery* (New York Times Press, 1974) and *After Plastic Surgery, a 25 Year Follow Up Report*, (Prager, 1979), led to changes in the way

of thinking of both professional health care providers and victims of facial faults. "MacGregor's Trilogy" is called the Gold Standard of understanding the meaning of facial deviance. Her work led to the formation of self-help groups and gatherings of former recluses, which began to ease the devastating effects of the problem. By 1995, one of the many groups, "About Face" in Canada included in its anniversary program accolades from Prime Minister Jean Chretien of Canada and President William Jefferson Clinton of the United States. With unflinching diligence MacGregor had also convinced the World Health Organization to include facial disfigurement on its list of published disabilities.

The innovative streak in MacGregor drew the attention of the Russell Sage Foundation, which funded her three-year study at the New York Hospital, Cornell University School of Nursing in order to introduce social science into the education of nurses. She published a textbook, *Social Science in Nursing, Applications for the Improvement of Patient Care* (Russell Sage Foundation, 1960). She became a full professor teaching at Cornell University Medical and Nursing School from 1954 to 1968, then rejoined the Institute of Reconstructive Plastic Surgery at the New York University Medical Center, at that time headed by John Marquis Converse and later by Joseph G. McCarthy.

MacGregor was largely responsible for defining two sub-disciplines: medical sociology and medical anthropology. Her tapes and notes of the early meetings on these subjects with Leo Simmons and William Caudill are among the papers that she has given to the Smithsonian Institution. Also in their Archives are her photographs and text on *Twentieth Century Indians* (G.P. Putnam, 1941) and *This is America*, in collaboration with Eleanor Roosevelt (Putnam, 1942).

In 1991 MacGregor moved from New York City to Carmel, California. She continued her consultancies adding legal clients as well as colleagues and patients. Her last research efforts focused on iatrogenic illness in medicine. Again, as an outsider, that is as a sociologist rather than a physician or nurse, she was ahead of her time in studying medical errors. As she had no children she left her estate to The Commonwealth Fund to administer grants and Frances Cooke MacGregor Awards to study iatrogenic illness and to enlist the aid of social sciences to improve patient care. Thus her work as a medical social scientist will be continued many years beyond her lifetime.

Lois Howard

Nicos N. Mouratides (1922-2002)

After matriculating in physio-chemistry at the University of Athens, Greece, in the early 1940s, Nicos N. Mouratides received his bachelor's degree in sociology from Cornell College, Iowa, and earned his master's and doctoral degrees in sociology from the University of Minnesota in 1951 and 1963, respectively. He served as a lecturer at Minnesota, Lake Forest College, and the University of Wyoming before coming to San Diego State University in 1960.

Having written his dissertation on the role of psychiatrists in mental hospitals, Professor Mouratides maintained a lifelong interest in medical sociology, social deviance, and the sociology of psychiatric disorders. This included service as a research sociologist at the neuropsychiatric veteran's hospital in Downey, Illinois; a member of the teaching staff for the residency program at California's Patton State Psychiatric Hospital; appointment to the California Committee to Review Psychiatric Technician Training, a co-investigator of the California Mental Health Association's Community Organization for Mental Health Action; and

service, for a number of years, as San Diego State University's Faculty Director for the WICHE (Western Interstate Commission for Higher Education) Project in Mental Health and Retardation, a program sponsored by the California Department of Mental Health.

Professor Mouratides also played a major role as consultant-instructor-director of workshops and institutes within the San Diego Police Department, particularly in the Comprehensive Innovation-Reorganization of Patrol Division, under the title "Community-Oriented-Policing" (COP). This program is now a nationally-recognized model of how community policing should be organized and carried out. Mouratides also served as a consultant and instructor for the U.S. Marine Corp officers at Camp Pendleton and the Human Relations Institute at the San Diego Marine Corp Recruit Depot.

However, at San Diego State University, where he taught from 1960 until his retirement in 1992, Professor Mouratides was valued by his colleagues and his students as one of the most outstanding teachers in the Department of Sociology. He received numerous distinguished teaching awards for his stimulating undergraduate courses in introductory sociology and the sociology of mental illness and, in particular, for his inspiring undergraduate courses and graduate seminars in classical sociological theory. Professor Mouratides' teaching contributions were summarized well by a former Department chairman.

"Your record of teaching excellence is without parallel in this department. Your ability to inspire, excite, and stimulate on emotional and intellectual levels is indeed remarkable. [For] years you have been a role model for many of us, and are deeply and warmly appreciated by both your colleagues and your students."

Professor Mouratides was an active participant in a number of San Diego State University remedial teaching-learning programs, such as the EOP/ACCESS program and the campus-wide Intensive Learning Experience program.

Mouratides' dedication to teaching was further evidenced by his request for certification of eligibility for "Continuance of Academic Employment Beyond Mandatory Retirement Age" (i.e., 70) a request that was supported by his Departmental colleagues, the Dean of the College of Arts and Letters, and the President of the University. At that time, Professor Mouratides characterized his own thoughts about the importance of the teaching profession by stating that he was "...willing to do whatever is necessary to remain worthy of what I value as one of the noblest and socially most productive of human callings."

Finally, Professor Mouratides was most noteworthy for his significant influence on his students, one of whom volunteered the following comments in a letter sent to the Department.

"...He is without equal. In every aspect of his teaching he maintains the highest degree of intellectual integrity...at all times exposing us to other viewpoints. He encouraged discussion and was open to all suggestions and to any difference of opinion. He made me think, evaluate, and examine, which to me is the ultimate compliment to be paid a teacher. I was truly sorry when the class came to an end."

Clearly, Professor Mouratides' strong commitment to the importance of teaching others about the value and excitement of the sociological perspective will stand as a major contribution to the discipline, and as a model for the rest of us to emulate.

Robert E. Emerick, San Diego State University

Leonard David Savitz (1926-2002)

Leonard David Savitz, Professor Emeritus of Sociology at Temple University

(1960-1995), died peacefully at home January 8, 2002, after a long convalescence following complications resulting from bypass heart surgery.

Leonard was born in Philadelphia June 7, 1926, to Harry and Minnie Savitz, both immigrants from Russia. He entered the U.S. Army in 1944 after graduation from the Philadelphia school system; he served in Germany prior to his discharge. After his discharge he was working for Social Security when he started attending school under the GI Bill.

Leonard's military and work experiences were a foundation for his lifetime interest in society, deviance, and social problems. He secured BS (1949) and MS (1950) degrees from Temple and earned his doctoral degree at the University of Pennsylvania (1960) with a dissertation on delinquency and migration under the supervision of Thorsten Sellin. Len took many courses in psychology and law as well as in sociology. Faculty regarded him as an exemplary graduate student; his fellow students saw him as both a leader and a vastly entertaining comic. He had eight publications before he finished his graduate work, two of which were later anthologized.

During his years at Temple, Savitz published extensively on a range of topics in criminology, deviance, and policing, including capital punishment (a topic to which he had been introduced by Thorsten Sellin), delinquency and migration, fear of crime, and race and crime. He is perhaps best known for two anthologies (co-edited with Marvin Wolfgang and Norman Johnston), *The Sociology of Crime and Delinquency* and *The Sociology of Punishment and Correction* (both originally published in 1962 with revised editions published in 1970). His other books include *Dilemmas in Criminology* (1967), *Delinquency and Migration* (1975), *Crime in Society* (with co-editor Norman Johnston, 1978), *Justice and Corrections* (1978, also with Johnston), and *Legal Process and Corrections* (co-compiler with Johnston, 1982). Much of his work over the years was contract research on applied topics undertaken for municipal and federal agencies. He enjoyed doing bibliographic work and published several extensive bibliographies. In addition, he published extensively in specialty journals, wrote encyclopedia articles, and responded to requests for topical articles which were translated for publication in other languages.

Leonard focused, throughout his teaching and research careers, primarily on criminology and related matters. At times, however, his consuming intellectual curiosity led him far afield. To note only one example, he was a pioneer in sociological interest in language and in what came to be called sociolinguistics. He gave a paper on the sociology of language in 1963; the following year he was a participant in the SSRC-sponsored seminar held in conjunction with the Summer Linguistic Institute of the Linguistic Society of America which eventuated in the Council's long-lived and influential Committee on Sociolinguistics. He had a great sense of the sociologically relevant.

Savitz was a fine teacher and taught a wide range of courses in criminology, deviance, and the sociology of law. He enjoyed "sharing knowledge" through classroom and tutorial teaching and by encouraging participation in collaborative research. He strongly believed in and emphasized two features of teaching: (1) any classroom teaching is like "dance and drama—a performance" to capture the interest of the audience; and (2) a tinge of humor will "entice the audience." He practiced these principles not only with undergraduate and graduate students, but also with colleagues and fellow professionals.

Many of Leonard's students and colleagues/friends will remember his con-

tagious engaging smile and ever-sparkling eyes. He will also be remembered for his passionate support of his graduate students and of junior faculty. Such support notwithstanding he could be ruthlessly critical intellectually and unforgiving of what he saw as pandering. Savitz instilled in many young sociologists beginning their careers the importance of commitment to the discipline and the necessity of hard work and service to the profession.

Leonard's own life was not all work. He was an avid reader and book collector and had a library of thousands of volumes, some of which he collected on excursions to New York, which began when he was a graduate student. He was for a time an inveterate movie-goer (and taught a course on "crime in film"). He deeply enjoyed classical (particularly modern) music and board games (chess and scrabble at various junctures). He delighted in travel and made several trips to Europe. He enjoyed food. Most of all, he loved the give and take of at least modestly competitive talk.

Len was preceded in death by Faye Weiss Savitz, who he married in 1961 and who died in 1978. He is survived by his wife Marilyn (Friedman), to whom he was married in 1984. He is also survived by his and Faye's three children; sons Steven and Jonathan (married to Donna Cochran) Savitz who have been living in Hawaii for the past twenty years and his daughter Ruth Savitz Miller of Philadelphia. Recently Savitz much enjoyed visits from his grandson Samuel (Sammy, child of Jonathan and Donna).

Leonard D. Savitz will be sadly missed by family, friends, students, and many others whose lives he may have touched more briefly.

Korni Swaroop Kumar, Norman Johnston, and Allen D. Grimshaw

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Annual Meeting Update, or Frequently Asked Questions This Spring

Why did it take so long to hear whether my submission was accepted?

Session organizers were delayed in their reviewing processes this year, due to viewing problems encountered after files uploaded by submitters were converted to pdf files. This conversion process was necessary as a protection for organizers against the many computer viruses that are now prevalent. Deadlines for organizing work were revised backwards by 2-3 weeks in order to give time for viewing problems to be solved and for organizers to then read the submissions.

How do I order audio-visual equipment for my presentation?

Look for the "Presenter's Toolbox" on the ASA website later this spring. Via that feature, program participants will be able to place orders for AV equipment and authors will have the opportunity to file the latest versions of their abstracts/papers in the Online Abstract & Paper Center.

When can I make my room reservation?

Unless unusual circumstances intervene, housing blocks for the 2002 Annual Meeting will open before the end of April. Watch the ASA website for an announcement about how to make reservations.

How do I find out when my session is being held?

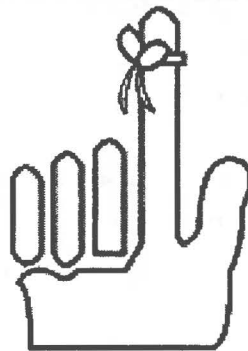
Check the ASA website in May. The scheduling of program sessions and committee meetings does not begin until all session listings are received in the Executive Office. Even though decisions by organizers were delayed (see above), it is hoped that some of the new online processes will produce gains in production of the formal program. Appearance of the online program schedule is targeted for mid-May.

Association of Black Sociologists American Sociological Association Reader/Writer Partner Seminar

The Association of Black Sociologists and the American Sociological Association are pleased to announce a Reader/Writer-Partner Seminar to be held in Chicago at the 2002 ASA Annual Meeting. This seminar is intended to assist junior scholars with manuscripts-in-progress, offering criticism, feedback, and suggestions from editors of several leading social science journals, including the *American Sociological Review*, *City and Community*, *Race & Society*, and *Gender & Society*. Seminar-related activity will begin before the Annual Meeting, which will allow reader/writer partners to correspond and work on manuscripts prior to meeting formally in Chicago.

To ensure that participants and reviewers interact on a one-on-one basis as much as possible, enrollment will be limited to no more than 25 participants. Authors interested in participating in this writing seminar should submit the following application materials: (1) a cover letter that includes the author's contact information, including current institutional affiliation, and specifies which journal the author would like to work with; (2) a draft manuscript in the journal's format; and (3) a \$25 check made payable to ASA for the seminar fee. The application deadline is May 24, 2002. Send application materials to: ASA Meeting Services, Attn: ABS/ASA Writing Seminar, 1307 New York Avenue NW, Suite 700, Washington, DC 20005-4701.

The selection of reader/writer partners to participate in the seminar will be made by the journal editors. Applicants should be aware that acceptance into the seminar is not a promise of manuscript publication. Because of limited space and pairing needs, persons interested in signing up for this special seminar should submit their applications as soon as possible. Applicants will be notified by June 15, 2002, regarding the status of their applications.



Remember to Nominate Your Colleagues!

It is time to nominate your colleagues for outstanding contributions to teaching, research, applied work, public understanding of sociology, publications, and dissertations. A full call for ASA Award nominations appeared in the March 2002 *Footnotes*. See the "call" on the ASA homepage and send in your nominations now!

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