



Published by the American Sociological Association  
1722 N St. N.W., Washington, D. C. 20036 • (202) 833-3410

# Footnotes

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## Unexpected Rise In Enrollments

Total college enrollment in the U.S. increased an unexpected 2.4 percent in Fall 1979 raising the number of students on campus to 11.6 million, according to an estimate made by the National Center for Educational Statistics.

The estimate, based on actual enrollments at 1,033 campuses, substantially exceeds the one percent increase projected earlier by the federal agency. Enrollment in 1978 was down 0.2 percent; up 2.6 percent in 1977 and down 1.5 percent in 1976, the first decline since 1951.

The estimated increase, however, is not spread evenly across the various types of higher education institutions. The estimated increase at both universities and other four-year institutions is 1.4 percent over Fall 1978; for two-year institutions the increase is 4.3 percent.

N.C.E.S. also reported that women continue to enroll at a higher rate than men; estimated increase for women 3.8 percent, for men 1.1 percent. The federal agency further estimates that for the first time in history the majority of students, 50.7 percent, are women.

Higher education officials attribute the unexpected increase to a 1.5 percent increase in the number of 18 year olds; a tight labor market; and increased financial aid for students.

## 75th Anniversary

# Sociologists Form 'Separate, Independent' Society

by Lawrence J. Rhoades

At 3:30 p.m., Wednesday, December 27, 1905, some forty to fifty "specialists in sociology" from twenty-one educational institutions and a dozen organizations engaged in practical sociological work gathered in McCoy Hall at Johns Hopkins University in Baltimore.

They had responded to an initiative begun that summer by C.W.A. Veditz, George Washington University, to determine "the desirability and feasibility of forming some sort of an organization of sociologists."

Veditz began his exploration of that possibility by writing to "a number of the well-known

sociologists of the United States" including Albion W. Small, University of Chicago; E.A. Ross, University of Nebraska; Lester F. Ward, Washington, D.C.; Simon

N. Patten and Samuel M. Lindsay, University of Pennsylvania, and Thomas N. Carter, Harvard University.

Responses were favorable to the establishment of an organization, but divided on whether the organization should be "separate and independent" or part of an existing organization such as the American Economics Association or the American Association for the Advancement of Science.

in any plan which may seem feasible. The main thing is getting together for free threshing out of ideas of common interest."

He continued, "Whether we should throw logic to the winds and organize a section of the Economic Association, simply for the practical reason that most of us are members of that body, and in general would prefer concentration of interests rather than division; or whether we should organize a parallel society like the Historical or the Political Science Association; or whether we should disregard the older societies altogether—these questions of detail about which I

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### Editor's Note

This is the first of a series of articles on the history of the American Sociological Association that will appear in FOOTNOTES during this 75th Anniversary year.

The article in this issue is based on the "official report" of the organization of the American Sociological Society which was published in the *American Journal of Sociology*, Vol. 11.

### Initial Responses

Small wrote, "The formation of a sociological association has been suggested by a number of sociologically inclined people in this region, and I should certainly be glad to cooperate most heartily

# NSF Sociology Program Awards 72 Grants in FY '79

Seventy-two grants totaling \$3,575,762 were made by the Sociology Program of the National Science Foundation during fiscal year 1979.

Included in the total number of grants were 61 for basic research; 6 for dissertations; 3 for conferences; 1 for the General Social Survey; and 1 for scientific equipment. The duration of the grants runs from 8 to 27 months.

### Basic Research

Sociologists receiving research grants, their institutional affiliations, project titles and award amounts follow:

Robert L. Hamblin and Jerry Miller, University of Arizona, "An Analytical Model of Conflict", \$63,379.

Stanley Lieberman, University of Arizona, "An Asymmetrical Approach to Residential Segregation", \$44,111.

Morris J. Zelditch, Stanford University, "Determinants of Group Agenda Setting", \$79,479.

Michael T. Hannan and Nancy Tuma, Stanford University, "Selection and Competition in the Life Cycle of Organizations", \$96,835.

Gary Hamilton, University of California-Davis, "The

Emergence and Role of Personal Staffs in Modern Government", \$5,020.

Ivan Light, UCLA, and Edna Bonacich, University of California-Riverside, "Economic Adaptation of Recent Asian Immigrants in Los Angeles", \$48,931.

Phillip Bonacich and Oscar Grusky, UCLA, "The Role of Children in Family Coalition Formation", \$7,703.

James R. Kluegel and Eliot Smith, University of California-Riverside, "Americans' Beliefs about Inequality", \$11,544.

Barbara Laslett, University of

Southern California, "Demographic and Economic Determinants of Family Form and Function", \$56,511.

Judith Treas, University of Southern California, "Postwar Trends in Income Inequality and Family Structure", \$165,468.

Paul Burstein, Yale University, "Social and Institutional Changes Associated with Equal Employment Opportunity Legislation", \$76,133.

Vivian Z. Klaff, University of Delaware, "The Consequences of School Desegregation Programs

See Grants Page 12

# ASA Projects Invite Participation in Teaching Month Observance

An invitation has been extended by the ASA Projects on Teaching Undergraduate Sociology to members of the profession, their departments and their institutions to participate in April: Sociology Teaching Month."

Hans O. Mauksch, Projects Director, said, "The observance of April as Sociology Teaching Month gives sociology the opportunity to demonstrate to its own members, to colleagues in other disciplines, and to educational administrators that our discipline has made a commitment to teaching, has developed resources and programs to improve teaching, and is willing to demonstrate and to share its achievements."

To facilitate widespread participation in the observance, the ASA Projects have developed a range of proposed activities for the special event. The list (presented

below) is not considered exhaustive, so additional suggestions are invited.

Some of the activities will be carried out by the ASA Projects, some will be conducted by the ASA Section on Undergraduate Education, and some will become part of the programs of regional and state sociological association meetings this spring.

Mauksch said, "Many programs, however, will need to be initiated by the membership, particularly by departments and institutions."

Individuals or departments who wish to participate in the proposed activities or make additional suggestions should write to: Hans O. Mauksch, Department of Family & Community Medicine, TD3-West, Medical Center, University of Missouri, Columbia, MO 65212.

### Proposed Activities

**National Program of Teaching Workshops:** Sponsored by the ASA Teacher Development Project, this program of 10 regional teacher development workshops was initially described in the December issue of FOOTNOTES. A revised listing of those workshops appears elsewhere in this issue.

**Thematic Mini-Workshops:** Sponsored and organized by the ASA Section on Undergraduate Education, these programs will take place at various institutions throughout the country. The mini-workshops will last from three to five hours, focus on a single topic, and be conducted by sociologists who have expertise on the topic. Additional information on the mini-workshops will be announced in the February issue of FOOTNOTES.

**Departmental Programs:** Individual departments are encouraged to take the initiative and plan a teaching program for their own staff and—whenever applicable—for their own graduate students. Such programs could be a retreat devoted to either teaching, curriculum, or departmental and institutional conditions affecting teaching. The program could also be a departmental workshop built around a visiting speaker. Resources and assistance in planning for such events are available from the Projects.

**Inter-institutional Programs:** This activity includes cooperatively planned programs between several area departments or divisions. Joint activities could focus on such widely shared issues as the first sociology course, the

utilization of teaching resources, and the lower division curriculum. This activity could bring together sociology faculty from widely different institutions and develop bases for exchange and

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### Important Documents

ASA members are urged to carefully read and comment on the following two important documents that are published in this issue:

1. The proposed ASA Code of Professional Ethics (see pp. 6-7).
2. The statement on Sexist Biases in Sociological Research: Problems and Issues (see pp. 8-9).

Soc. Sci. & Govt.

# Strategy Proposed for Preserving Research Excellence thru Year 2000

by Lawrence J. Rhoades

A strategy for preserving the continuity and vitality of American science and engineering through the year 2000 under conditions of limited growth and "roller-coaster" demographics has been recommended to the National Science Foundation by a committee of the National Research Council.

The strategy addresses four areas of concern related to the maintenance of research excellence:

1. the flow of new young scholars into academic research;
2. the vitality and productivity of established faculty;
3. the contributions of universities and colleges other than major research producers, and
4. the need for improved data and monitoring of the PhD labor force.

The strategy is an outgrowth of a study conducted by the Committee on Continuity in Academic Research Performance to determine the impact "recent and anticipated declines" in university openings for new faculty may have on "the vigor and effectiveness of the academic research enterprise." New faculty are persons who are no more than seven years beyond their PhDs. The study was funded by NSF.

The key feature of the strategy is the establishment of a program of

Research Excellence Awards by NSF alone or in concert with other federal agencies in 1981 "to ensure an adequate flow of new faculty in research producing universities and to foster the research efforts of outstanding present faculty."

The REA program would offer five-year, non-renewable awards for tenured or non-tenured faculty members nominated by their departments. They would provide partial salary support including summer support for research time to award recipients. The employing university would be required to commit itself to devote funds freed by these awards to the hiring of additional faculty in the recipient's department.

The program would start immediately in physics and mathematics with other fields added as "serious hiring shortages" became evident. The program is not likely to impact the social sciences until the late 1980s because the social sciences are better off in the near term on the following criteria: (1) ratio of recent to total doctoral faculty; (2) ratio of full-time faculty aged greater than 60 to total full-time faculty; (3) annual rate of change in ratio of recent to total doctoral faculty; and (4) annual rate of change in total doctoral faculty.

The REA program cost is estimated to be \$381 million dollars in 1979 assuming a 20-year period of operation.

Although the "new faculty" problem is the central component of the strategy, the Committee expanded the problem to include the three other areas because "a continuing flow of new young scholars into academic research is one essential component, but not the only one, in a strategy to keep academic science and engineering vital" and because "it is a mistake...to assume that vitality can be equated in any simple way with youth."

Two sociologists served on the Committee: Donald J. Hernandez, SSRC Center for Coordination of Research on Social Indicators, Washington; and Barbara F. Reskin, Indiana University.

The rationale for this strategy is outlined in "Research Excellence Through the Year 2000: The Importance of Maintaining a Flow of New Faculty into Academic Research" which is available from the Office of Publications, National Academy of Science, 2100 Constitution Avenue, N.W., Washington, DC 20418 for \$9.00 prepaid.

### New Faculty

The Committee concluded that the nation's research effort is likely to be damaged by "the expected constriction in the flow of new faculty" unless it is countered for three reasons:

1. the rate of research innovation, the inflow of new ideas, and

the vitality of the research environment will be impaired;

2. continuity in the education and socialization of succeeding generations of researchers will be threatened; and

3. the perceived lack of opportunities for an academic career may discourage able and creative young people from pursuing careers in basic scientific research.

The Committee based these conclusions on "the experience and judgment of its members," responses from professional societies, and published analyses on the role of young people in research because it was unable to find "extensive quantitative evidence to support" its analysis.

### Established Faculty

Another component of the strategy is programs directed toward established scientists because "productivity should be maximized at all ages."

The Committee said, "It seems only sensible to provide additional avenues for learning and stimulation (for established scientists), especially at a time when the flow of new people into academia is diminishing."

The Committee urged NSF to continue to support research study leaves, special workshops and research conferences to "encourage the academic community to take full advantage of the special skills, knowledge, and perspec-

tives that result from experience that only comes from age."

The Committee further stated that "it is vital that senior faculty be encouraged to contribute to the functions of innovation and cross-fertilization that have often come from young faculty."

Toward this end the Committee recommended that NSF launch "a small scale experimental program of Career Transition Awards...to provide partial support for one year for senior faculty members who wish to make a major change in the direction of their research or in the nature of their professional activities."

### Non-major Producers

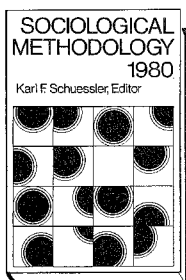
The Committee expressed concern about universities and colleges other than the major research producers because "many institutions which do not make major direct contributions to the research effort perform tasks which are important to American science and engineering."

Among the tasks performed by these institutions are (1) encouraging young people to enter scientific careers; (2) playing a significant role in the dissemination of scientific results; (3) identifying faculty who develop great research ability "late" in their careers; and (4) the training of minority and women PhD's.

See Better Page 5



## THE JOSSEY-BASS SOCIAL & BEHAVIORAL SCIENCE SERIES



### Karl F. Schuessler, Editor SOCIOLOGICAL METHODOLOGY 1980

*Sociological Methodology's* ongoing effort to keep pace with contemporary sociological trends continues in this 1980 yearbook, which reveals a number of current concerns among social researchers. This volume, the eleventh in a series sponsored by the American Sociological Association, makes apparent the increasing importance social investigators attach to research objectivity, theoretical validity, and methodological precision. New safeguards against po-

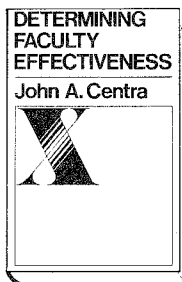
tential biases have in turn produced a wealth of improved methods of social analysis. Some of the developments covered are:

- *sociological applications of Bayesian inference methods* (until recently these methods, incorporating conditional probabilities, have been used principally in psychology and mathematics);
- *increased concern with objectivity in testing* (several chapters point out times when investigators' judgments can affect their data);
- *incorporation of demographic approaches* (the authors evaluate new methods of estimating future social probabilities);
- *heightened interest in measuring the effects of social interventions* (the volume presents new statistical methods for assessing effects of social actions);
- *improved safeguards against distortions in survey responses* (the authors propose ways to reduce error in responses to sensitive questions on such topics as sex, mental illness, or drugs).

This volume is the longest (600 pages) to date in the *Sociological Methodology* series and contains 130 tables, graphs, and charts. The eighteen chapters, written expressly for the 1980 yearbook, effectively reflect the range and sophistication of sociological methodology today.

January 1980, \$27.50\*

\*Available to individual ASA members at the special *prepaid* price of \$22.00 for orders postmarked no later than January 31, 1980 (payment must accompany order to receive discount).



### John A. Centra DETERMINING FACULTY EFFECTIVENESS

Assessing Teaching, Research, and Service for Personnel Decisions and Improvement

Faculty evaluation is essential in assuring fairness in personnel decisions and improving faculty performance. However, until now little has been known about the validity and reliability

of even the most widely used evaluation techniques. To remedy this deficiency, John Centra draws on fifteen years of research to provide the first authoritative, fact-based guide to evaluating faculty teaching, research, student advising, and public service.

On the basis of a synthesis of evidence from the major studies in each area, Centra (1) analyzes the uses and limitations of different approaches to the assessment of teaching — including student ratings, instructor self-appraisals, evaluations by colleagues, and objective tests of student learning; (2) points out the strengths and drawbacks of various measures of quality in research, advising, and public service; (3) explains who ought to do what in the evaluation process; and (4) shows how evaluation information from different sources can best be combined to facilitate decision making.

Throughout the book, Centra supplies examples of the best instruments and procedures currently in use. Included are checklists and guidelines for analyzing classroom instruction, evaluating faculty publications, collecting students' assessments of their teachers and advisers, and determining an overall performance rating for any faculty member. Centra also reviews court decisions and legal principles that should be considered in setting evaluation criteria and making personnel decisions.

December 1979, \$12.95

Free copies are not available.

# Sociologists Named to Peace Commission

President Jimmy Carter completed the formation of the nine-member Commission on Proposals for the National Academy of Peace and Conflict Resolutions in December by appointing its final three members, including two sociologists.

The Commission has responsibility for determining whether a National Academy of Peace and Conflict Resolution should be established in this country. Its report, due by October 12, 1980, will also cover the size, cost, and location of such an academy as well as alternative proposals that would assist the Federal government to promote domestic and international peace. The Commission will hold public hearings throughout the U.S. before preparing its report.

The Commission is composed of three persons appointed by the President, three appointed by Senator Warren Magnuson (D., Washington), President Pro Tempore of the Senate, and three appointed by Representative Thomas P. O'Neill (D., Massachusetts), Speaker of the House.

Presidential appointees are Elise Boulding, Dartmouth College; James H. Laue, Director of the Center for Metropolitan Studies, University of Missouri-St. Louis; and Arthur H. Barnes, President of the New York Urban Coalition and Vice President of the Institute for Mediation and Conflict Resolution.

Senate appointees are John Dellenback, President of the Christian College Consortium and former director of the Peace Corps; John P. Dunfee, President of the Dunfee Hotel Corporation of New Hampshire; and Senator Spark Matsunaga (D., Hawaii), who introduced the bill which established the Commission with Senators Mark O. Hatfield (R., Oregon) and Jennings Randolph (D., West Virginia).

House appointees are Represent-

tatives John Ashbrooke (R., Ohio), Dan Glickman (D., Kansas), and William Lincoln, former director of the New England office of the American Arbitration Association's Community Dispute Service.

The effort to establish the academy has been led by the National Peace Academy Campaign, 1625 Eye Street, N.W., Washington, DC 20006. Phone: (202) 466-7670.

## Proposals on School Organization Wanted; 9 Sociologists Funded

Some \$600,000 is available this fiscal year for basic research on organizational processes in elementary and secondary schools and school districts through the Program on Educational Policy and

Organization, National Institute of Education.

Nine sociologists are conducting studies under the program which was initiated by NIE in 1977. See below for more details.

Two categories of support are available from the program: small grants and larger, multi-year grants. Small grants are for projects requiring no more than \$10,000 of direct costs and no more than one year. Awards are made on the basis of a brief application and a one-stage external review.

Larger, multi-year grants are reviewed in two stages. First, a preliminary proposal must be submitted for external review. A full proposal may be prepared only after comments on the preliminary proposal have been returned to the investigator.

Proposals are received at NIE throughout the year, and are held for review cycles which begin every three or four months. Deadlines for review cycles remaining in this fiscal year are April 14 and August 18.

The program announcement and further information can be obtained from: Gail MacColl, Program on Educational Policy and Organization, NIE, Mail Stop 16, Washington, DC 20208. Phone: (202) 254-7930.

### Funded Projects

Four of the nine projects being conducted by sociologists were reported in the April 1979 issue of FOOTNOTES. Five new projects are presented below.

*Linda M. McNeil*, Wisconsin Center for Public Policy, Madison, "The Institutional Context Controlling Classroom Knowledge", \$64,000, 12/78-6/80.

*John P. Crecine*, Carnegie-Mellon University, "Response to Regulation: Basic Research on Organizational Processes in Local School Districts", \$276,500, 1/79-12/81. Co-principal investigator is *Lee S. Sproull*.

*Samuel B. Bacharach*, Cornell University, "Consensus and Power in School Organizations", \$266,500, 5/78-1/81.

*Stephen T. Kerr*, University of Puget Sound, "Specialization Among Educators: Efficiency, Power, and the Medical Analogy", \$7,000, 10/78-9/79.

*Dorothy Jessup*, SUNY-New Paltz, "Teacher Unionism and Its Impact: A Study of Change Over Time", \$9,062, 9/79-8/80.

• **Doctoral degrees earned by women** reached a record high in 1977-78. However, the number earned by American Indians and African Americans/Blacks declined from the previous year. For Asian and Hispanic Americans, the number of doctorates awarded increased. Additional data on doctorates awarded in 1978 may be obtained from the National Research Council. Information on women and minority sociology PhDs appears in the following issues of ASA FOOTNOTES: Dec. '77, Nov. '78, and March '79.

• **Sociologists who have done research in the family area** or who are interested in the activities of the White House Conference on Families may secure information on their state's projects from the office of the Governor in their state or the Office for the White House Conference on Families at 330 Independence Avenue, S.W., Washington, DC 20201.

• **The American Association for the Advancement of Science** has announced that up to 20 **Mass Media Science Fellowships** are available for the summer of 1980. Application materials are available from the MMSFP, AAAS, 8th floor, 1776 Massachusetts Avenue, N.W., Washington, DC 20036.

• Applications are invited for **post-doctoral fellowships in educational research** at the Johns Hopkins University Center for Social Organization of Schools. The program emphasizes opportunities to complete research in the sociology of education using advanced quantitative methods. Up to two new awards will be made for 1-2 years at a rate commensurate with the recipient's current salary. For further information write: Dr. Joyce L. Epstein, Johns Hopkins University Center for Social Organization of Schools, 3505 N. Charles Street, Baltimore, MD 21218. (301) 338-7570. Deadline: February 29, 1980.

• **The Alcohol, Drug Abuse, and Mental Health Administration** announces a **program for Minority Access to Research Careers**. The program is intended to assist institutions with substantial minority enrollment in the training of greater numbers of scientists and teachers in fields relating to alcoholism, drug abuse, and mental health. Individuals are encouraged to review the eligibility criteria in the announcement before requesting application kits. Undergraduate institutions as well as individual graduate students and faculty are eligible. For

additional information write: NIAAA, Division of Resource Development, 5600 Fishers Lane, Room 14C-17, Rockville, MD 20857; NIDA, Division of Resource Development, 5600 Fishers Lane, Room 10-A-46, Rockville, MD 20857; or Division of Manpower & Training Programs, NIMH, Room 8C-02, same address.

• **Recent PhDs and ABDs in the humanities and related social sciences** are invited to enter a national competition for an intensive summer program designed to orient them in substantive areas of business administration. For applications write: Dr. Ernest Kurnow, Careers in Business Program, Graduate School of Business Administration, New York University, New York 10006.

• **Papers are being requested on "Ethnoperspectives in Bilingual Education Research: Theory in Bilingual Education."** All papers must relate to theory in bilingual education, which includes bilingual and bicultural phenomena as well as pedagogy. For additional information write: Dr. Raymond V. Padilla, Director, Ethnoperspectives in Bilingual Education Research Project, 106 Ford Hall, Eastern Michigan University, Ypsilanti, MI 48197.

• **Career information for undergraduate** on where to look for employment and job titles for sociology trainees appears in *Employment Projections, Job Seeking Tips for Undergraduate, Graduate Sociology Trainees*. Copies of this reprint are available from the ASA for \$1.00 per copy, prepaid. Order from: The ASA, 1722 N Street, N.W., Washington, DC 20036.

## Presidential Commission Calls For Languages & Int'l. Studies

A Presidential commission has recommended that institutions of higher education reinstate foreign language requirements and institute required undergraduate courses in international studies.

The recommendations were made by the President's Commission on Foreign Languages and International Studies because it had found a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international, military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity.

The Commission urged that foreign language be reinstated as a requirement for college admission or for college graduation. It also recommended that colleges and universities require at least two or three courses in international studies of all bachelor's degree candidates.

The Commission said institutions of higher education failed to make the vocational and personal advantages of international studies apparent to students. Faculty members in traditional disciplines, it said, rarely include international or comparative perspectives in their teaching.

Special efforts to improve and increase international studies in two-year colleges were also recommended by the Commission.

To carry out its recommendations, the Commission recommended the following specific programs:

1. \$36.5 million in grants for undergraduate and graduate centers of international studies for allocation in the following manner: \$8 million for about 200 undergraduate programs, \$18.75 million for 65-85 national centers of advanced training and research, and \$9.75 million for 60-70 regional centers of international studies.

2. \$20 million for the operation of a National Committee on International Research that would finance programs in policy-relevant international affairs research.

3. An immediate increase in appropriations—from \$42 million to \$60 million—for the International Communication Agency's scholarly and other exchanges. The Commission recommended that the appropriation total \$100 million by 1985.

The 25 member commission was headed by James A. Perkins, Chair of the International Council for Educational Development. Allen H. Kassof, Executive Director, International Research and Exchanges Board, was a member.

Copies of the report, *Strength Through Wisdom: A Critique of U.S. Capability*, are available for \$4.75 each from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

## Nominations For DJF Award

This biennial award was created to honor the intellectual traditions and contributions of W. E. Dubois, Charles S. Johnson, and E. Franklin Frazier. It will be made either to sociologists for outstanding contributions in the tradition of these men, or to an academic institution for its work in assisting the development of scholarly efforts in the same tradition. It is not intended to be an award for a single book. Send nominations to: James E. Blackwell, 416 Massapoag Avenue, Sharon, MA 02067. **Materials supporting the nomination must be included.** Deadline: May 1, 1980.

# NEH Announces Summer Seminars for College Teachers

One hundred and twenty seminars, including two by sociologists, will be sponsored by the National Endowment for the Humanities this summer for undergraduate and two-year college teachers.

The Summer Seminars for College Teachers program is sponsored by NEH to provide opportunities for faculty at undergraduate and two-year colleges to work with distinguished scholars at institutions with library collections suitable for advanced research.

Twelve teachers will be selected to attend each seminar, and participants will receive a stipend of \$2,500 to cover travel expenses to and from the seminar location, books and other research expenses, and living expenses.

Teachers interested in applying to a seminar should write to the director of that seminar for detailed information and for application materials. Deadline is April 1. To be eligible applicants must have completed their professional training by the deadline date.

## Seminars in Sociology

Two seminars in sociology are offered in the 1980 program:

"Continuity and Change in Southern Culture" by John Shelton Reed, Department of Sociology, 165 Hamilton Hall, University of North Carolina, Chapel Hill, NC 27514, June 23 to August 15.

Besides examining the changes and continuity in Southern culture since the 1930s, this seminar will also look at the popular and literary images and stereotypes of the South and Southerners which contribute to persisting regional self-consciousness.

"Post-Parsonian Sociology" by Edward A. Tiryakian, Department of Sociology, Duke University, Durham, NC 27706, June 16 to August 8.

This seminar will address the following question: Will an alternative paradigm take the place of Parsonian sociology as the core sociological explanation of social reality? The seminar will begin

with the last theoretical positions taken by Parsons and then examine three other contemporary schools: sociobiology, ethnomethodology, and world-system analysis. The seminar will consider the intellectual antecedents and normative implications of each school.

## Other Seminars

A number of seminars offered in related fields may also be of interest to sociologists. A sampling of those seminar titles and names of directors follow. Dates are not available.

"Immigrant and Ethnic Literature" by Jules Chametzky, Department of English, University of Massachusetts, Amherst, MA 01003.

"Minorities in the Southwest" by Leonard Dinnerstein, Department of History, University of Arizona, Tucson, AZ 85721.

"Social Organization and Social

Change in China, 1644-1949" by Myron L. Cohen, Department of Anthropology, c/o Summer Session Office, 102 Low Memorial Library, Columbia University, New York, NY 10027.

"Themes in the Cross-Cultural Analysis of Women and Society" by Eleanor Leacock, Department of Anthropology, CUNY-Graduate Center, 33 West 42nd Street, New York, NY 10036.

"Sociolinguistics and Literature" by John F. Szwed, Department of Folklore and Folklife, University of Pennsylvania, Philadelphia, PA 19104.

"Value Systems and Social Development in Pre-Industrial America" by Timothy H. Breen, Department of History/American Culture, Northwestern University, Evanston, IL 60201.

"Violence in American History" by Richard M. Brown, Department of History, University of Oregon, Eugene, OR 97403.

"The Radical Tradition in America" by Eric Foner, Department of History, CUNY-Graduate Center, New York, NY 10036.

"Philosophical Foundations of Marxism" by Milton T. Fisk, De-

partment of Philosophy, Indiana University, Bloomington, IN 47405.

"Philosophy of Crime and Punishment" by Jeffrey G. Murphy, Department of Philosophy, University of Arizona, Tucson, AZ 85721.

"Political Communication" by Murray J. Edelman, Department of Political Science, University of Wisconsin, Madison, WI 53706.

"Karl Marx as a Social Theorist: An Interdisciplinary Study" by John E. Elliott, Department of Economics, University of Southern California, Los Angeles, CA 90007.

"Inequality and Contemporary Revolutions" by Manus I. Midlarsky, Department of Political Science, University of Michigan, Ann Arbor, MI 48109.

"The Interpretation of Scientific Change" by Dudley Shapere, Department of Philosophy, University of Maryland, College Park, MD 20742.

For a complete listing of the 1980 Summer Seminars write to: Division of Fellowships, NEH, Mail Stop 101, 806 15th Street, N.W., Washington, DC 20506.

## Chair Workshop Initiates Effort to Start Newsletter

An effort to establish a newsletter for chairs of sociology departments is underway as a result of the second workshop for chairs held by the ASA Projects on Teaching Undergraduate Sociology last November in Dallas.

Hans O. Mauksch, Project Director, said the responses to the workshop indicated that further activities with and by chairs is in order. Chairs interested in the development of the newsletter or in Project plans for additional activities related to chairs should contact: Hans O. Mauksch, Department of Family & Community Medicine, TD3-West, Medical Center, University of Missouri, Columbia, MO 65212.

Since it is the norm of the academic community to consider being a chair as something that ought to be done reluctantly, Mauksch said, we are not only concerned with assisting the chair in doing his or her utmost for teaching but also to find more gratification and significance in the role of the chair.

## Second Workshop

Thirty-four chairs from community colleges, four-year colleges, and universities in eighteen states and Canada attended the workshop. The chairs represented departments ranging in size from two to thirty-five faculty members.

Topics ranged from institutional resources and constraints to such issues as faculty evaluation, faculty motivation, curriculum evaluation and planning, and the chair's role in relating to faculty, to students, to administrators, and to the profession.

One chair observed, Many things we discussed were not necessarily new but by bringing

them out in the open and by considering them in context we are able to go back and deal with the same issues more deliberately and systematically."

The workshop staff included Peter Bishop, University of Houston-Clear Lake City; Lee Bowker, University of Wisconsin-Milwaukee; Phyllis Brown, Boston College; Fred Campbell, University of Washington; Kathleen Crittenden, University of Illinois-Chicago Circle; Hans Mauksch, University of Missouri-Columbia; and the two workshop coordinators, Betty Maynard, Southern Methodist University and Nancy Saunders, San Antonio College. Lawrence J. Rhoades, ASA Executive Associate, also participated in the program.

**Undergraduate Education** elected the following officers: Nancy Stein, Normandale Community College, Chair-Elect; David Weiss, C.W. Post College of Long Island University, Secretary-Treasurer; Allan Bramson, Wayne County Community College; Howard Sacks, Kenyon College; Jeanne Ballantine, Wright State University; and Michael Delaney, Des Moines Area Community College, Council. The Section gave its first annual award for contributions to teaching to Richard Gelles, University of Rhode Island, and Murray Straus, University of New Hampshire, for their service as co-editors of the journal, *Teaching Sociology*. Nominations for the 1980 award should be sent to: Vanderlyn Pine, Department of Sociology, FT 516, SUNY-New Paltz, New Paltz, NY 12561, by February 15.

## Teaching Month Activities Suggested

(continued from page 1)

sharing between them. The ASA Projects have assisted such inter-institutional programs in the past.

**Interdisciplinary Programs:** Teaching month provides an opportunity for sharing the accomplishments of sociology with other disciplines. With the help of the ASA Projects, several sociology departments have already conducted college-wide teaching workshops, thus taking the lead in teacher development. Assistance in planning such events is available, particularly with respect to effective interdisciplinary approaches.

**Departmental Student Conferences:** Departments may initiate programs involving their students which would include opportunities to assess students' needs, concerns, and recommendations. Organized like a workshop, students and faculty could work in groups to prepare plans, to articulate concerns and to share in the development of recommendations.

**Departmental Teaching Library:** Teaching month would be an appropriate time for departments to establish a departmental teaching library. The library could be started by purchasing materials from the ASA Teaching Resources Center and elsewhere.

**Symbolic Activities:** Teaching month also provides departments with an opportunity to tell other departments, institutional administrators such as deans, as well as student newspapers about the efforts being exerted by the discipline on behalf of teaching. Such reports could include the *ASA Council Declaration on Teaching* published in August 1979 *FOOTNOTES*, articles on activities of the ASA Projects that have appeared in *FOOTNOTES* or the *ASA Teach-*

*ing Newsletter*, and the *ASA Teaching Resources Center* brochure.

Mauksch concluded, Any combination of the above listed activities together with examples of local ingenuity will hopefully re-

sult in a significant demonstration by sociologists and sociology departments that scholarship and competence in the teaching process is taken seriously and is deemed worthy of recognition."

## Projects Revise Schedule For Teaching Workshops

A revised listing of the ten teacher development workshops which will be held as part of April: Teaching Sociology Month" has been announced by the ASA Projects on Teaching Undergraduate Sociology.

### April 18-19

**Location:** Gainesville, Florida  
**Coordinator:** John Schnabel, Department of Sociology, West Virginia University, Morgantown, WV 26506.

### April 25-26

**Location:** New York, New York  
**Coordinator:** Audrey Meyer, Department of Sociology, Fashion Institute of Technology, 227 West 27th Street, New York, NY 10001.

**Location:** Cleveland, Ohio  
**Coordinator:** John Schnabel, Department of Sociology, West Virginia University, Morgantown, WV 26506.

**Location:** Lexington, Kentucky  
**Coordinator:** Michael Brooks, Department of Sociology, University of Kentucky, Lexington, KY 40506.

**Location:** Milwaukee, Wisconsin  
**Coordinator:** William Mayr, Department of Sociology, University of Wisconsin, Milwaukee, WI 53201.

**Location:** Kansas City, Missouri  
**Coordinator:** Tim Diamond, Department of Family Medicine, TD3-West Medical Center, Uni-

versity of Missouri, Columbia, MO 65212.

**Location:** Champaign-Urbana, Illinois  
**Coordinator:** Sharon McPherron, Human Sciences Division, St. Louis Community College, 3400 Pershall Road, St. Louis, MO 63135.

**Location:** Waco, Texas  
**Coordinator:** Vaughn L. Grisham, Department of Sociology, University of Mississippi, University, MS 38677.

**Location:** Portland, Oregon  
**Coordinator:** Kelly Hancock, Department of Sociology, Portland State University, Box 751, Portland, OR 97207.

**Location:** Los Angeles, California  
**Coordinator:** Dean S. Dom, Department of Sociology, California State University-Sacramento, 6000 Jay Street, Sacramento, CA 95819.

For additional information about the workshop series see the December issue of *FOOTNOTES* or write to the coordinator of the workshop you are interested in. Application deadline is February 15.

Additional information is also available from the national coordinator of the workshop series: Gail Woodstock, Department of Family & Community Medicine, TD3-West Medical Center, University of Missouri, Columbia, MO 65212.

seen from these examples, my idea of what qualifies as "sociological" methodology is very broad, and I am quite willing to consider manuscripts which a more traditional view might rule out.

Second, I intend to make clear that this broad view of acceptable topics is not limited to quantitative approaches. Unfortunately, it is a historical fact that manuscripts focusing on qualitative methods have only rarely been submitted to *Sociological Methodology*. This has led some to believe that an editorial bias in favor of quantitative methods exists. This is not true and in hopes of rectifying this situation I openly solicit submissions focusing on non-quantitative methods. Further, I suggest, if potential authors fear a less than equitable review process, that the letter of transmittal include names of potential reviewers. While I can't guarantee that I will use all such nominations, I will honestly endeavor to involve as many as is reasonable.

Third, I want to enlarge on the pedagogic and didactic role that *Sociological Methodology* plays. When *Sociological Methodology* first appeared in 1969 many authors of manuscripts on methodological and related issues had difficulty publishing their material in the major journals. Journal editors argued that the audience for these papers was very small and space was at a premium. The situation is now markedly different. There has been a dramatic improvement in the methodological sophistication of sociologists and as a consequence a sizable audience for technical pieces has developed. In addition, numerous new journals have appeared freeing up space and creating new opportunities for authors of technical manuscripts. This means that *Sociological Methodology* is no longer the only periodical in which manuscripts on new sociological methods, models and applications appear. Consequently, *Sociological Methodology* can afford to provide space for material of a different nature, material which remains outside the missions of most journals. Such material includes but isn't limited to essays on methodological themes and critical or descriptive reviews of selected approaches. Here, again, I am openly soliciting submissions. I would welcome the opportunity to review manuscripts that address broad methodological issues as well as manuscripts consisting of reviews of available methods for handling particular data structures.

Fourth, I hope to develop a thematic focus in future volumes. This does not mean that an entire volume will address only one theme. Rather, I hope to focus each volume around three or so distinct topics with an additional section of material of high quality which is not thematic. Themes for the 1981 volume, for example, include survey methods and discrete data analysis, networks, and robustness. Manuscripts on these topics are solicited although, of course, I remain anxious to see manuscripts on other topics as well, especially descriptions of innovative methods and methodological theory. Themes for the 1982 and 1983 volumes will be described in a future letter.

Finally, let me address the issue of timing of submissions. *Sociological Methodology* is a yearly publication. Because of the nature of the periodical, the size and production features of each volume, a relatively long time transpires between acceptance of a manuscript and its appearance in published form. What an author trades off for this delay, however, is the high esteem and long shelf life that *Sociological Methodology* enjoys. Copies of volumes typically remain available longer, are used more extensively and by a more diverse audience than are the more frequent issues of other periodicals. In the future I will aim to have new volumes appear around

January of the year in the volume's title. (This should avoid the confusion that stems from differences in copyright date and title date.) Since the production process takes 10 to 12 months per volume, submissions should be received at the editorial office no later than the end of February of the preceding year. Thus, material received in January of 1980, if accepted for publication, would appear in January, 1981.

I hope this letter answers the questions your readers have about *Sociological Methodology*. I would be delighted to answer additional questions or respond to requests for more elaborate discussion of the topics covered here.

Samuel Leinhardt, Editor  
*Sociological Methodology*  
School of Urban and Public Affairs  
Carnegie-Mellon University  
Pittsburgh, PA 15213  
(412) 578-3523

## Is This Your Typical Day?

The August issue of *FOOTNOTES*, with the testimonial to Dr. Rossi and the tributes to Professor Parsons, has contributed to some uneasiness we have about our profession. It is increasingly difficult to reconcile the reality of our daily activities as sociologists with the models provided by our professional association. Are there other sociologists whose "typical day" is somewhat different than that presented in the portrait of the President of the ASA?

How about the day which begins calmly with the alarm going off at 6:00, or perhaps the baby wakes you at 5:30. That dull ache reminds you that you're a board member for a community organization, and last night's meeting went to 11:30. Let's see; today is a three-class day; if only there was something prepared for the evening class. Worry about that later. There is always the hour set aside each week to talk about research with a colleague. He'llly today's the day for that, and he'll understand if you use it for class preparation instead of research. Going to school, you quickly run through the five committees you're on, and try to come up with something for the reports due in those back-to-back meetings today. You recall the paper you were working on last summer; is it really going to be Christmas vacation before you can get to it again? Forget it for now. How can you cool out this class when you tell them you haven't finished grading those quizzes? Thank goodness teaching evaluations aren't being filled out today. You feel dissatisfied with your notes as you review them on the way to class. Too bad all those notes from the theory courses in graduate school aren't much help.

O.K., that class is over, and so are the questions by students about the paper assignment. What's for lunch today? How about a peanut butter sandwich you can eat at your desk while trying to understand what went wrong in that last class? This afternoon the re-evaluation of the curriculum will begin. How can the social org. course be packaged to attract more enrollment? Whoops...here are some students, outside of office hours, asking "Are you doing anything?"

And so it goes. Being a sociologist in a small undergraduate program doesn't seem to relate to the views we get of our "heavyweights."

Warren R. Paap  
Bill Hanson  
California State College, Bakersfield

## Graduate Student Comments on Faculty

I am encouraged to write this letter about my socialization experiences as a graduate student by Prof. Stryker's sensitive observations about some problems in the discipline.

My decision to become a sociologist was based on a belief that it possessed an intellectual rigor that was buttressed by a valid methodology. Such an approach was vastly in contrast to other social sciences at the time I entered graduate school. Despite the onerous demands of methodological coursework, the professional advantages resulting from the acquisition of these skills has provided me with a foundation from which to pursue issues of substantive interest. I have no complaints about this training, other than the fact that such programs are underfunded. Starving and scrounging graduate students cannot be expected to do quality work.

I do have complaints about the socialization process itself, since it has engendered such a deep distrust between myself and faculty as well as peers that I fear it is irremediable at this point. This distrust, and the subsequent demoralization, stem from two factors.

First, my experience has convinced me that faculty do not possess a code of ethics in dealing with students. I have, on more than one occasion, submitted ideas to them which they then dismiss at the time, but incorporate them into works of their own. Indeed, I designed one course, presented it before a subcommittee within my department; the class was not accepted until a faculty presented it. It has been he who has taught that course every year since. This is not the only occasion on which I have found my contributions dismissed until they proved useful in enhancing the faculty member's personal and professional goals.

Contact and communication between faculty and student are, under these conditions, impossible. Yet, without such interaction, the creative impulses of those new to the field are stifled. This, of course, constitutes exploitation of the worst order, since ideas are ephemeral, and it then becomes difficult to discern where the contributions of one person have been stifled but utilized, and appropriated by someone with more power. The extreme ambiguity and amorphousness of the intellectual process and the lack of a stringent code of ethics between faculty and student have terrible personal consequences.

There is an additional problem I have encountered that is endemic within the academic community. With the rapid accumulation of information and the development of methodological procedures in the past decade, many faculty members, especially those trained twenty-five or thirty years ago, do not possess the knowledge possessed by younger students. However, since faculty are in positions of power, they do get to determine who shall pass through the system. Some who do not are actually more knowledgeable than the faculty member. This is not just a matter of concern to sociology, but is a problem in many disciplines. Yet it must be addressed.

Were sociology a discipline in the full sense of the word, working relationships between faculty and students would be an integral part of the socialization process. A recognition of the joint responsibility of the intellectual development of both faculty and student would be openly acknowledged rather than doubtfully assumed. Students and faculty would admit they were together carrying forward the intellectual inquiries of both in a common pursuit of knowledge. Collusion, rather than competition, would be recognized as a source

of creativity in a mutually satisfying exchange and development of ideas. Such an endeavor would engender trust and fulfillment rather than hostility and exploitation.

My days as a graduate student are, hopefully, nearing an end. They have not been happy days, nor productive ones. Hopefully, should I see the time when I become a full-fledged member of my chosen profession, I can partake in the remedy of those factors that have hampered me. If this is not possible, perhaps others will attend to this issue, which in large part is one of professional ethics.

Name Withheld

## Better Data Needed On PhD Labor Force

(continued from page 2)

The Committee recommended that NSF and the U.S. Office of Education develop "a policy to maintain the delivery of these significant contributions during the next 20 years."

### Labor Force Data

The Committee concluded that "better data and closer monitoring of the academic hiring situation are needed in order to maximize the effectiveness of the policies" it was recommending and "to further advance our understanding of developments in the market for young faculty at research universities."

Consequently, it recommended that NSF's human resources survey of academic departments "be expanded to include questions on numbers of persons entering and leaving departments"; that the Commission on Human Resources (NRC) expand its Survey of Doctorate Recipients to include "additional questions on the job mobility of PhD's, both between fields and departments within academia, and in and out of academia"; that the Commission on Human Resources seek funding for a longitudinal study of persons from several recent cohorts of PhD's to determine "their employment history and opportunities"; that efforts be made to improve the reliability and sophistication of forecasting models for the PhD labor market, especially the development of more effective disaggregated modeling; and that "data monitoring procedures be established in order to provide information for evaluation of the REA program."

**Marxist Sociology** announced current officers: Carol Brown, Lowell University, Chair; James Geschwender, SUNY-Binghamton, and William Chambliss, University of Delaware, Co-chairs Elect; Chris Chase-Dunn, Johns Hopkins University, Secretary; Norma Chinchilla, University of California-Irvine; Paul Goldman, University of Oregon; Lynda Ann Ewen, West Virginia Institute of Technology; Jean Dowdall, SUNY-Buffalo; Fred Block, University of Pennsylvania; and Hi Schwendinger, SUNY-New Paltz, Council. The Section also formed two new committees: Support Graduate Students and Academic Freedom.

## Commends Comment On Nomads

I am a member of ASA and received the November issue of *FOOTNOTES* today. I wish to commend J. Allen Whitt and Charles Derber for their excellent, perceptive, insightful (enough adjectives?) Open Forum letter. I am one of those professional nomads they write about and felt the discrimination keenly and painfully. I was "older" (42) when I received my PhD and am in a dual career marriage—two strikes against me. Because I wanted to "keep my family together"—we have two young sons, ages 9 and 11, I resigned a teaching position and relocated with my husband. I have been unable to find any kind of related position here; I have been "over-qualified", they tell me, for every position I have applied for and there are NO teaching positions in the small college here nor in either S.D. State U. or S.D.U., one 60 miles north and the other 60 miles south of here.

Helen J. Raschke  
Sioux Falls, S.D.

## Soc. Methodology Policies Outlined

*Sociological Methodology*, the ASA's yearly volume on methods, has a broad mandate to publish new work, comprehensive reviews and expository essays ranging over topics as diverse as the philosophy and metatheory of methods of sociological inquiry to the details of data collection devices, analytic procedures and algorithmic schemes. Its nature as a book gives it more flexibility and a better format quality than is normally available in a journal. For example, unlike other ASA periodicals, *Sociological Methodology* has no page allocation constraint. Thus, we can contemplate publishing a long manuscript when the topics addressed require extended treatment. Additionally, the kind of type setting used by Jossey-Bass, *Sociological Methodology's* publisher, permits use of specialized symbolic representation when such is required for clarity and precision in presentation.

These, of course, are some of the features that readers have come to expect from this periodical. I would like to take a moment, however, to describe the policies that I intend to follow as editor of *Sociological Methodology*. Some of these represent continued development of policies introduced by earlier editors. Others are entirely new and, therefore, need to be explained to the Association's membership.

I plan to alter *Sociological Methodology* in several ways. First, my own research experience has convinced me that there are methods being developed and applied in other disciplines that, while potentially useful to sociologists, are not commonly known in the discipline. Consequently, I am actively searching for manuscripts which can provide sociologists with introductions to these methods and present them with illustrative applications. Three examples of methods developed outside of sociology which will be discussed in a future issue of *Sociological Methodology* are robust statistical methods, data smoothing and quantal choice theory. As can be

# Proposed ASA Code of Professional Ethics: Reactions Solicited

During its September meeting, ASA Council authorized the Committee on Professional Ethics to solicit reactions from the membership to a working draft of new ASA Code of Ethics before preparing a final version for submission to Council.

The working draft, in preparation for two years, is presented below for that purpose. Additional reactions will be solicited during a public hearing scheduled for the ASA Annual Meeting in August.

Theda Skocpol, 1979 Ethics Chair, commented on the development of the new code in the following manner: "The existing Code of Ethics seemed overly focused on issues pertaining to research. The Committee has tried to broaden the coverage in the new code. Members drew on their own experiences with areas of research, teaching, and collegial relations where ethical questions arise. The Committee also reviewed codes of ethics from other professional associations, and drew many important insights from individual cases of possible misconduct brought to our attention in letters from ASA members."

Besides Skocpol, the 1979 Committee included M. Elaine Burgess, Herbert Gans, Joyce Lazar, Patricia Y. Miller, Donald R. South, and Helena Lopata as Council liaison.

The 1978 Committee was composed of Rose Laub Coser, Chair; Marie Haug, M. Elaine Burgess, Herbert Gans, Theda Skocpol, Donald R. South, and Richard J. Hill as Council liaison.

Reactions to the working draft should be sent to the 1980 Chair: Patricia Y. Miller, Department of Sociology & Anthropology, Smith College, Northampton, MA 01063.

## ASA Code of Professional Ethics

### PREAMBLE

Sociological research, teaching, and practice, like other social processes, have positive and negative consequences for individuals and institutions; consequently, the work of sociologists must be enhanced and restrained by ethical considerations. Sociological knowledge can be a form of economic and political power, and sociologists therefore need to protect themselves, the discipline, the people they study and teach, their colleagues, and "society as a whole" from abuses of power that may stem from their work.

Agreement on what constitutes abuses of power is not easily reached. In addition, researchers and teachers face inherent ethical dilemmas. On the one hand, they must be responsive and responsible to the truths they uncover in research and promulgate in teaching; they must not distort or manipulate truth to serve untruthful, personal or institutional ends, and they must make sociological knowledge freely available to everyone. On the other hand, however, a first principle of ethics holds that people are always to be considered ends and not means, so that whether they are being studied or taught, their integrity, dignity, and autonomy must be maintained. The possible conflicts between the responsibilities of sociologists to truth and knowledge and to the rights of their subjects, students, and associates is therefore one justification for a code of ethics. Another is that, as professionals, sociologists are expected to regulate themselves through individual, peer, and associational action.

This Code has several purposes. It establishes feasible requirements for ethical behavior, that is standards that are neither unachievably utopian nor crassly "realistic." These requirements cover many—but not all—of the potential sources of ethical conflict that may arise in research, teaching, and practice. Some provisions are "should" statements that represent ideals to strive for; others are "must" statements that represent necessary rules. The Code states an associational consensus about ethical behavior upon which the Committee on Professional Ethics will base its judgments when it must decide whether individual members of the Association have acted unethically in specific instances. More than this, however, the Code is meant to sensitize all sociologists to the ethical issues that may arise in their work, and to encourage sociologists to educate themselves and their colleagues to behave ethically.

To fulfill these purposes, we, the members of the American Sociological Association, affirm and support the following Code of Ethics:

### I. RESEARCH

#### A. Objectivity and Integrity

Sociologists should strive to maintain objectivity and integrity in the conduct of their research.

1. Sociologists must not misrepresent their own abilities, or the competence of their staff, to conduct a particular research project.
2. Sociologists must present their findings honestly and without distortion. There must be no omission of data from a research report which might significantly modify the interpretation of findings. And sociologists should indicate where and how their own theoretical and methodological perspectives may bear upon or influence the interpretation of research findings.
3. Sociologists must report fully all sources of financial support in their research publications and must note any special relations to the sponsor that might affect the interpretation of findings.
4. Sociologists must honor any commitments made to persons or groups in order to gain research access.
5. Sociologists must not accept such grants, contracts or research assignments as appear likely to require violation of the principles above, and should disassociate themselves from the research if they discover a violation and are unable to achieve its correction.
6. The A.S.A. may ask an investigator for clarification of any distortion by a sponsor or consumer of the findings of a research project in which he or she has participated.
7. When financial support for a research project has been accepted, sociologists must make every reasonable effort to carry out the research proposed and to fulfill the reporting requirements of the funding source.

8. Sociologists should lend their expertise on a pro bono basis for organizations and groups that cannot afford to fund them.
9. When sociologists, including students, are involved in joint research, there should be explicit agreements at the outset with respect to division of work, compensation, access to data, rights of authorship, and other rights and responsibilities. Such agreements must be observed and not thereafter unilaterally changed by any of the participants.

#### B. Misrepresentation of Research Role

Sociologists must not knowingly use their role as a cover to obtain information for other than sociological research purposes.

#### C. Respect for the Rights of Research Subjects

1. Research subjects are entitled to rights of privacy and dignity of treatment.
2. Research must not, without informed consent, expose subjects to risk or personal harm in the research process.
3. Confidential information provided by research subjects must be treated as such by sociologists, even when research information is not privileged communication under the law. Any promises about confidentiality or disguising identity made to subjects and informants must be honored. However, provided the assurances given to subjects are honored, sociologists have no obligation to withhold information about the misconduct of individuals or organizations.  
If an informant or other subject should wish, however, he or she can formally release the researcher of the promise of confidentiality.

The provisions of this section also apply to all members of research organizations (i.e., interviewers, coders, clerical staff, etc.), and it is the responsibility of the chief investigator to see that they are instructed in the necessity and importance of maintaining the confidentiality of the data. The obligation of the sociologist includes the use and storage of the original data to which subjects' names are attached.

### II. PUBLICATIONS AND REVIEW PROCESSES

#### A. Questions of Authorship and Acknowledgement

1. Sociologists must acknowledge the contribution of all persons who collaborated in the research and publication processes (including colleagues, student assistants, typists, editors, etc.).
2. Claims and ordering of authorship must accurately reflect the contributions of all major participants in the research and writing process, including students. (Where the order of names in a joint-authored piece is ambiguous, a note may be used to explain the ordering.)
3. Material taken verbatim from another person's published or unpublished work must be enclosed in quotation marks and explicitly referenced to its author. Borrowed ideas or data, even if not quoted, must be explicitly acknowledged.

#### B. Submission for Publication

1. Submission of a manuscript to a professional journal clearly implies commitment to publish in that journal. Once a paper has been submitted for review to one journal, it must not be submitted to another journal until after an official decision has been received from the previous journal.
2. It may occasionally happen that a sociologist is solicited to review the same book by the editors of two or more journals. Ideally, books should be reviewed by various sociologists in order to encourage evaluations from a diversity of perspectives. In no case should the same text of a book review be submitted to more than one journal. Furthermore, no sociologist should review the same book more than once without notifying the editors of the journal that solicits the additional review(s). If the prospective reviewer feels that an additional review by him or her is appropriate, the justification can be presented to the journal editors for their informed consideration.

#### C. Participation in Review Processes

Sociologists are frequently asked to provide evaluations of manuscripts or research proposals prepared by colleagues. Few professional obligations are as important, or subject to abuse, as this, and sociologists should hold themselves to high standards of performance, in several specific ways:

1. Unless requests of evaluations of colleagues' work can be met on time, they should be declined soon after they are received.
2. Sociologists should decline requests for reviews of the work of others where strong conflicts of interest are involved, such as may occur when a person is asked to review work by teachers, personal friends, or colleagues for whom he or she feels an overriding sense of obligation, competition, or enmity.
3. Materials sent for review should be read in their entirety and considered carefully. Evaluations should be explicated and justified with explicit reasons, and the reviewer should clearly identify those aspects of his or her own theoretical and methodological perspective that influence the frame of reference from which an evaluation is made (especially when the work being evaluated is based on different theoretical or methodological preferences).

### III. TEACHING AND THE RIGHTS OF STUDENTS

#### A. Sociologists are obliged to protect the rights of students to fair treatment and competent teaching.

1. Sociologists must provide students with explicit policies and criteria about recruitment and admission, financial support, and conditions of possible dismissal. Sociologists should also help to locate employment for students who complete programs.
  2. Sociologists must provide clear expectations for students' performances and make objective evaluations of their work.
- #### B. Sociologists must refrain from disclosure of personal information concerning students where such information is not directly relevant to issues of competence or professional ethics.

- C. Sociologists must refrain from exploiting students.
1. Sociologists must not use faculty powers to gain sexual or other personal favors from students.
  2. Sociologists must not use faculty status to gain undue economic or professional advantages at the expense of students.
  3. Sociologists must not represent the work of students as their own.

#### IV. RELATIONSHIPS AMONG SOCIOLOGISTS

- A. Sociologists must evaluate the work of colleagues in an objective and nonprejudiced manner, according to explicit criteria and standards.

- B. When evaluations of professional competence occur, sociologists must not disclose personal information about colleagues where such information is not directly relevant to performance or ethics.
- C. Sociologists must at all times honestly represent their own professional records and credentials.
- D. Sociologists must actively defend rights of free inquiry and communication for themselves and all colleagues.
- E. Sociologists must make the data to support published research results available to colleagues upon request.

## ...Time Was Ripe for American Sociologists to Come Together...

(continued from page 1)

should be ready to acquiesce in the view of the majority."

Ross responded, "For three or four years I have thought the time was ripe for American sociologists to come together and thresh out their differences... I should thereafter heartily welcome the project for some sort of national association and believe that such an association could do a great deal to clarify our minds, acquaint us with one another's opinions, and exalt the dignity of sociology in the public eye.

"Sociology has grown up through one-idea thinkers, each of whom has worked his idea for all that it is worth clear across the field. Now, however, there is a get-together spirit abroad, and a continuance of the isolation of the past cannot but prove a damage to the development of our science."

At Small's suggestion, Veditz contacted the program committee of the Economic Association to see if time could be allotted for a conference of sociologists during the upcoming meeting. The request was granted.

Consequently, on December 2 a letter was sent to "about three hundred persons throughout the country supposed to be interested in sociology" inviting them to attend the conference.

In part the letter said, "Sociologists have been so largely accustomed to working along divergent lines, and so frequently hold radically different views, that there seems to be peculiar justification for some sort of an organization which shall bring together at regular intervals those interested in the same group of problems, and permit of that interchange of ideas and comparisons of projects which in other fields of knowledge has so frequently contributed to the advancement of science."

The letter continued, "Several European nations already possess sociological associations for this purpose, although nowhere, perhaps, is there a greater, more widespread, or more truly scientific interest in the science of sociology than in the United States."

Those persons unable to attend the meeting were requested to "send an expression of opinion" on the following questions:

1. Is there need for an organization of sociologists?
2. Should it be formed now?
3. If needed and formed now, what should be its scope?
4. Ought it to be a separate, independent organization, or should it, at least for the present, form a part or division of some existing association?

Some sixty sociologists replied to the letter, which in addition to the sociologists already men-

tioned, bore the names of Franklin H. Giddings, Columbia University; William G. Sumner, Yale University; and Veditz.

The stage was then set for the first meeting in McCoy Hall at Johns Hopkins University.

#### First Meeting

William Davenport, Hamilton College, chaired the meeting. Veditz reported that written replies to the letter of invitation unanimously favored the immediate creation of an organization while a considerable majority favored a separate and independent organization with a scope sufficiently wide to include among its members not only those interested in sociology from a purely theoretical and academic point of view, but also those who are engaged in practical sociological work.

Small wrote, "I should urge that the sociologists keep the machinery of their society as simple and inexpensive as possible, so that dues will not be a serious additional burden to anybody; and that we attempt to recognize in our fellowship and in our program all the different divisions of sociological interest. That is, the few general sociologists should not say to the social technologist of any type, 'We have no need of thee,' or vice versa."

A practical sociologist, Anna Garlin Spencer, New York School of Philanthropy, expressed "keen interest in any effort to consolidate and make more effective the labors of those who are trying to solve social problems and initiate social movements by the light of science. I am very desirous that there shall be a 'clearing-house' in the field of sociology, especially that which has focused into practical effort."

C.R. Henderson, University of Chicago, advised "that a very modest beginning be made"; Charles A. Ellwood, University of Missouri, favored "making membership in this association open to all who have any interest in sociological problems"; and Frank W. Blackmar, University of Kansas, supported "a separate and independent organization" because "to make it a part of one of the associations named would give it a subordinate position, and, what is worse, would seem to indicate that sociology is a branch of either history, political science, economics, or anthropology."

Upon completion of Veditz's report, conference participants spoke out on the questions raised. Giddings pointed out that no other country in the world exhibits as much interest in problems of sociology as does the United States; that many colleges and universities offer courses in

sociology; that Professor Sumner, of Yale, was giving courses in sociology, using Herbert Spencer's *Sociology* as a textbook before many persons attending the meeting had entered college; that American sociology was receiving recognition abroad, and yet, no distinctively scientific national organization of sociologists existed in this country.

Clinton R. Woodruff, of Philadelphia, raised the question whether those interested in practical reform work would be allowed to become members. This question was not specifically answered. However, the ensuing discussion indicated that practical sociologists should be allowed to join the organization because "one of the best results of the new organization would be achieved by bringing into close and regular contact the 'theoretical' and the 'practical' sociologists; each has much to learn from the other."

The question of whether the new organization should be separate and independent was addressed by Ward; Giddings; Carver; Veditz; Lindsay; David C. Wells, Dartmouth College; W.F. Willcox, Cornell University; David Kinley, University of Illinois; and Edward C. Hayes, Miami University.

The discussion concluded that if the organization was to join an existing organization there was no easy way to determine which organization it should join. In addition, if the organization became part of another organization, one could become a member only by joining the parent organization. Finally, such a move would imply that sociology is either subservient to or part of that field. The participants also believed that the parent organization would not provide sociologists with a sufficient portion of the annual meeting.

Carver thought the multiplication of organizations was undesirable. He also believed that there would be too few persons interested in sociology to warrant the creation of an independent society for some time. Willcox suggested that the new organization might unite with the American Social Science Association, an organization that had an honorable history, but was in a state of decline. Some hope was expressed by others that a federation of societies engaged in the study of the social sciences would ultimately be formed.

A motion by Ward to immediately form a separate and independent organization was passed with only two dissenting votes. A motion by Woodruff authorized the appointment of a five-person Committee on Organization. Davenport appointed

the following persons to that committee: Charles H. Cooley, University of Chicago; Veditz; Willcox; Wells; and Lindsay.

#### Second Meeting

At 3:30 p.m., Thursday, December 28, 1905, Veditz presented the conference with the Constitution drawn up by the Committee on Organization. The society was to be known as the American Sociological Society. Its purpose was "the encouragement of sociological research and discussion, and the promotion of intercourse between persons engaged in the scientific study of society."

Membership was open to any person upon payment of \$3 per year. Officers designated were President, two Vice Presidents, a Secretary, a Treasurer—the last two positions could be held by a single person—and an Executive Committee consisting of the officers ex officio, together with six elected members serving three-year terms. Officers were to be nominated by a committee appointed by the Executive Committee and elected by a majority vote at the annual meeting. Resolutions were to be submitted to the Executive Committee for its approval before submission to the vote of the society. Amendments were to be proposed by the Executive Committee and adopted by a majority of the members present at any regular or special meeting of the society.

Each Article of the Constitution was put to a vote. Only two generated discussion. Carl Kelsey, University of Pennsylvania, wondered whether the "purpose" of the society could be interpreted to exclude those interested mainly in practical sociological work. Lucille Eaves of New York and Henry M. Leipziger, New York Bureau of Education, asked that it be made clear that practical sociologists could be included in the membership of the society. Giddings and Wells believed the original wording was ample enough to include everybody interested in "sociological discussion and research."

Discussion on the "resolution" article sought a specific provision that would prevent the society from passing "any resolution approving or disapproving specific sociological doctrines or specific schemes for social betterment." It was decided that the article was "sufficient to prevent the submission and consideration of undesirable motions." Each article and the Constitution as a whole was passed unanimously.

Davenport, then, appointed a Nominating Committee composed of Wells, Kelsey, and J. Elbert Cutler of Wellesley. While the

committee was considering a slate, a motion was made and carried to appoint a Committee on Membership as soon as possible "for the purpose of making known the existence and objects of the society and enrolling members."

In reply to the question whether the new organization would issue publications, the Committee on Organization decided to leave the creation of a Publication Committee to the Executive Committee because publications required funding which depended on membership.

The following slate of candidates produced by the Nominating Committee was approved unanimously by the conference: Ward, President; Sumner, First Vice President; Giddings, Second Vice President; Veditz, Secretary-Treasurer; and the following members of the Executive Committee—for three years: Ross and Willcox; for two years: Small and Lindsay; for one year: Wells and Davenport.

When the first Annual Meeting of the American Sociological Society was held December 27-29, 1906 in Providence, R.I., membership stood at 115. Fourteen of these charter members were eventually to serve as Presidents of the American Sociological Society.

### 1980 Annual Meeting

New York Hilton  
August 27-31  
WEDNESDAY-SUNDAY  
(not Monday-Friday!)

### Minority Fellow Wins Award

Obie Clayton, an ASA Minority Fellow at Emory University, received the Best Graduate Student Paper Award during the Presidential Banquet at the Mid-South Sociological Association annual meeting last fall in Memphis.

Clayton received the award for his paper, "A Theory of Attitudinal Differences Concerning Violence Controlling for Class," that examines the influence of race and class on perceptions of violence.

Clayton has completed his work at Emory and is beginning his dissertation research on the different factors involved in economic crimes and crimes of violence. He is a graduate of Millsaps College.

# Sexist Biases in Sociological Research: Problems and Issues

Prepared by the Committee on the Status of Women in Sociology<sup>1</sup>

Sexist bias in sociological research is a topic of current concern. This document identifies five aspects of the research process where bias frequently occurs: research problem selection and formulation, review of previous research, selection of population and sample, validity issues, and interpretation of research results. The various problems are closely linked and reinforcing; and studies frequently have major shortcomings in several areas at the same time. Many of the issues discussed here could also be generalized to race and class bias.

The A.S.A. Committee on the Status of Women in Sociology prepared this document to encourage all members of the profession, whether teacher, researcher, grant officer, research consumer, or publication editor, to recognize and solve the problems described. Several of the most serious types of problems in each area are identified, and, where appropriate, examples of the general problems are provided. The issues are clearly not exhaustive, and readers are invited to identify and share additional problems and to recommend solutions. Any comments and suggestions should be sent to the Committee on the Status of Women in Sociology c/o the Executive Office.

## I. Research Problem Selection and Formulation

### General problem

#### 1. Gender-blind social theory

Gender may be a significant variable in a social setting, institution, or society, but the gender variable is not explored or incorporated into a theory, interpretation, or analysis of the system.

#### 2. Significant topics ignored

Topics of particular significance for women are ignored.

#### 3. Selective treatment of topics

Aspects of a topic of special salience for men are defined as covering the entire topic while aspects of special salience for women are under-researched.

#### 4. Inadequate specification of research problem

a. A research problem is formulated for men or women only, but this limitation is not explicitly noted.

b. A research model is improperly assumed to apply to men or to women only.

c. Inadequate exploration of topics which transcend sex-stereotyped divisions.

#### 5. Pejorative labeling or conceptualization

Situations in which men or women act outside of prescribed sex roles are defined as areas for the study of deviant behavior or "problems"; situations in which they conform to prescribed roles are assumed to be non-problematic.

### Example

Analysis of social inequality in a society without reference to gender inequality.

Insufficient research on the organization of housework and sex discrimination in the U.S.

Primarily male-victim crimes receiving far greater attention than primarily female-victim crimes (e.g., sexual assault, sexual harassment, family violence).

Research questions posed about the work-place implicitly referring to men only; questions posed about the home-place referring to women only.

Assumption that the adjustment of women to work depends on the household situation while the adjustment of men is largely unaffected by the family.

Insufficient attention to the relationship between employment experience and child-rearing.

Emphasis on the problems of female-headed households and single-parent families; absence of studies of the problems associated with two-parent families. Unpaid housework and child-rearing are not considered "work" and women involved in such activity are considered to be outside the labor force.<sup>2</sup>

## II. Review of Previous Research

### General problem

#### 1. Failure to mention that samples are single-sex or have highly imbalanced sex ratios.

The results of a study are cited but no reference is made to the gender composition of the sample upon which the results are based.

#### 2. Failure to note that samples are single-sex or have highly imbalanced sex ratios when reviewing a body of literature.

#### 3. Methodological weaknesses of previous research ignored

Previous studies are cited which purport to reach conclusions casting women in an inferior light; the studies suffer from serious methodological weaknesses, but the reviewer fails to warn the reader about these problems and how they may invalidate the results.

### Example

Citation of a study demonstrating a positive association between position in the job hierarchy and work satisfaction; failure to mention that the study sampled men only.

Summary of results of previous research on occupational mobility, without indication that nearly all studies cited are of men only.

Uncritical citation of studies purporting to find sex differences in fear of success, field dependence, and industrial productivity.

## III. Selection of Population and Sample

### General problem

#### 1. Women or men are arbitrarily excluded from sample

A research problem applies to a population with both men and women but only a single-sex is sampled for study.

#### 2. Inadequate justification for exclusion of men or women from sample

Men or women are arbitrarily excluded from a study because of financial constraints, convenience, lack of familiarity, or personal preference of the investigator; it is presumed that the topic is only relevant for men or women.

### Example

Studies of language acquisition which focus on the interaction of mother and child, neglecting the role of the father.

Studies of occupational mobility or work roles which include men only on the untested assumption that the male experience is the most important aspect.

## IV. Validity Issues

### General problem

#### 1. Biased question wording in surveys

Numerous problems associated with question wording yield conclusions which are invalid.

#### 2. Scales validated on a single sex

A scale is validated on a sample of men or women only but is then applied to samples of both men and women.

#### 3. Cross-sex interviewing

On highly sensitive gender-related questions, efforts are not made to ensure that interviewers are of the sex that will yield the least bias in eliciting responses.

### Example

A respondent is asked to designate a single person as "head of household".

An instrument for the measurement of the need for achievement is developed on male samples but is then used for measurement with both men and women.



## V. Interpretation of Research Results

### General problem

#### 1. Over-generalization of single-sex studies

Discussion of the results of a study based on a single-sex sample fail to qualify conclusions; implicit or explicit assertions are made of the generalizability of the findings to both sexes.

#### 2. Improper entitlement of single-sex study reports

Publication titles of single-sex studies make no reference to this limitation.

#### 3. Inferences unwarranted by the data

a. Conclusions with adverse implications for women are improperly drawn from the data.

### Example

Results of a study of the correlates of job satisfaction among men generalized to both men and women.

Female-based study entitled "The American Family System"; male-based study entitled "The American Stratification System."

Rape victims held partially responsible for the assault; women in bureaucratically organized professions held partially responsible for the limits on their professional autonomy.

b. Observed differences between men and women are attributed to individual-level biological and psychological gender differences; no effort is made to investigate whether social factors correlated with gender in the U.S. may account for the observed sex differences.

Lower aspirations for bureaucratic promotion and advancement among women attributed to general sex differences, ignoring differences in opportunity structures.

### Reference Notes

<sup>1</sup>This document was developed by Michael Useem with the assistance of: Joan Huber, Council Liaison ('78); Essie Rutledge; Pepper Schwartz; Joan Stelling, Chair ('77-'78); Barrie Thorne, Chair ('78-'80); and Gaye Tuchman. Input was also received from Lewis Coser; Helen Hughes, Council Liaison ('79); Joyce Ladner; and Doris Wilkinson, Staff Liaison to the Committee. The document was approved by the ASA Council at its June 1979 meeting.

<sup>2</sup>The U.S. Department of Labor, Bureau of Labor Statistics, defines the *civilian labor force* as the sum of the unemployed and the civilian employed. The *total labor force* includes those in the armed forces.

### JEROME DAVIS 1892-1979

On October 24th, the *New York Times* announced the death of Jerome Davis at the age of 87. He was one of the oldest continuing members of the American Sociological Association. His name appears in the 1979 Directory of Members; I don't think he had missed a year since the early 1920s. He taught at Dartmouth for a few years and then for sometime at the Yale University Divinity School. For the last 30 years or more he had a non-academic career of enough interest to get him four inches of write-up in *WHO'S WHO* (1969). He became a freelance writer and an unofficial agent of peace organizations. He organized travel between this country, the Soviet Union and China. He wrote many books on labor and social problems. He was probably too controversial to have had a long quiet academic career. He is an excellent example of an interesting non-academic sociological career.

Everett C. Hughes  
Boston College

### GINO GERMANI 1911-1979

Gino Germani died in Rome, on October 2, 1979. Until his death, he held the Monroe Gutman Professor of Latin American Affairs at Harvard University. From 1975 on, he shared his time between Harvard and the University of Naples: after more than three decades, Gino had finally returned with some permanence to Italy, which he had been forced to leave for political reasons in 1934. As a student of economics, he had been active in the anti-fascist movement; arrested and incarcerated on the island of Ponza, he later managed to leave for Argentina through the intercession of his relatives. It is in Argentina and, more appropriately, in Latin America that his intellectual career as an interpreter of the politics of economic development and as a major organizer of Latin American social science was to unfold. Although Germani was known and respected in this country by all those interested in the Latin American area and in the study of economic development and social change, his international reputation and influence far exceeded the recognition accorded to him in the United States.

The difficult personal circumstances of a political refugee never halted Gino's social and political activity, nor his intellectual production. Involved in the movement of opposition to Juan Peron in the 1950's, he was even more

involved in the effort of analyzing and understanding the social reality that had produced Peronismo. *The Social Structure of Argentina*, written by Germani practically without assistance, financial or otherwise, and published in 1955, was the first major social science work produced in the country. The author of the first interpretative essays on the initial phase of Peronismo (*Politica y Sociedad en una Epoca de Transicion*, Buenos Aires, 1962), Gino was also ready (as so few other major interpreters have been) to revise and, in fact, reject his original explanation in his later, deeper and more ambitious works: *Sociologia de la Modernizacion*, Buenos Aires, 1969; *Authoritarianism, Fascism and National Populism* (English Trans., Transaction Books, 1978) and *Social Mobilization and Mass Movements* (Transaction Books, forthcoming).

From the mid 1950's to the mid 1960's, Argentine social science revolved around Germani and the Institute de Sociologia of the University of Buenos Aires, which he and his associates had brought to life, out of a formal institutional semi-existence. The Instituto became the basis for the institutionalization of social science teaching and research in Argentina, and a generating center of the comparative and cooperative research which, in those years, began to develop over Latin America as a whole. Gino's work thus became the significant beginning and the constant reference point for all subsequent efforts to develop theory relevant to Latin American political and social movements.

Gino Germani was not merely an academic sociologist but, much more broadly, an intellectual involved with the crises of his time. The tension between professionalization and a deeper existential need to know was always present in his work and in his conversations. Gino continued writing on developing countries and on the social matrix of mass movements; he was also working intensely on the historical development of individual identity and on the social determinants of aesthetic and religious experience.

Gino was a pessimist, and a cynic with a kind heart; many people found his dark sense of humor hard to understand, not comprehending that it was only the other side of his pervasive sense of tragedy. Those who knew him found great joy in his caustic wit, in his amazing culture, in his artistic sensitivity and in his vital, restless intelligence. He could not stand blandness, sentimentality, mental laziness or the abdication of the self in front of habits; as a good Roman, he could not countenance bureaucratic regulations; he always elaborated complicated schemes

to beat them with great glee.

Yet, wherever he went, his political sense made him seek to create appropriate institutional frameworks for long-term research. His last colleagues as well as former associates have joined together to continue that effort: an international center for the study of modernization is being planned in his honor, to be located in Rome. Those interested in collaborating should write Luis Germani, 11 via delle Terme Deciane, Rome, Italy.

Gino's puckish humor would undoubtedly have led him to jest about the sanctimonious nature of obituaries; for us, it was important to record that social science has lost an acute and profound interpreter of our time. Deprived of his thought and his occasional presence, our intellectual lives will be flatter and duller.

Magali Sarfatti-Larson,  
Kyriakos Kontopoulos,

Temple University  
Joel M. Jutkowitz,  
Institute for the Study of Human Issues,  
Philadelphia

### JOHN A. O'DONNELL (1916-1979)

On October 17, 1979, John A. O'Donnell, an international acclaimed expert on drug abuse and a Professor of Sociology at the University of Kentucky, died in his sleep. He had spent the day working in his office and was resting in order to enjoy the final game of the world series. Born on October 29, 1916 in Jersey City, New Jersey, he received his AB from St. Peter's College in New Jersey in 1938, his MA from Fordham in 1940, and his PhD from the University of Kentucky in 1960. After earning his Master's degree, Jack was a caseworker for the Catholic Home Bureau in New York City for two years.

With the outbreak of World War II, Jack entered the Army as a private and rose to the rank of captain. He served overseas for 18 months in India, Burma and China in Signal Intelligence. One of Jack's war stories dealt with the end of the war when he was the highest ranking U.S. officer in Indo-China (Vietnam). Throwing their weapons into a creek, the Japanese troops in the area surrendered to him. This ritual was repeated for several days until the bayonets showed rust.

In the four years after his discharge from the Army, Jack was a caseworker and chief social worker at the VA hospital in Sheridan, Wyoming and a research social worker at the NIMH Health Center in Phoenix. As Chief of the Social Work Service at the U.S. Public Health Service Hospital in Lexington, Kentucky, he was an excellent administrator and developed effective relationships with many pa-

tients. He was the first Chief of the Social Science Section at the Addiction Research Center. Serving in that role from 1961 to 1968, he recruited an excellent staff and developed a well-recognized unit. From 1968 to 1969, Dr. O'Donnell was Chief of Research Sections at the NIMH Clinical Research Center in Lexington, and from 1970 until his death, he was Professor of Sociology at the University of Kentucky.

In high school and college, Jack received a number of awards and honors; for example, he won a Greek poetry reading and translating contest. In 1962, he was awarded the Public Health commendation medal. In 1979, he received the Distinguished Alumni Award, which is offered annually by the Sociology faculty of the University of Kentucky for meritorious achievement. During his distinguished career, Jack received several major research grants from the National Institute on Mental Health, the Special Action Office for Drug Abuse Prevention, and the National Institute on Drug Abuse.

Throughout his many years of government and university service, Jack was a highly trusted and valued consultant to the National Institute on Mental Health, the National Institute on Drug Abuse; the Alcohol, Drug Abuse, and Mental Health Administration; the White House Office on Drug Abuse Policy; and many other research organizations. He was invited to present papers at World Health Organization conferences held in London and Geneva and at the Dahlem Konferenzen in Berlin. In addition, he was a member of the Board of Directors of the Committee on Problems of Drug Dependence and served on the editorial boards of *Drug and Alcoholism Review* and *Evaluation and the Health Professions*.

John O'Donnell co-edited two major books: *Narcotic Addiction*, with John Ball in 1966 and the *Handbook on Drug Abuse*, with Robert DuPont and Avram Goldstein in 1979. He was the author of a monograph entitled *Narcotic Addicts in Kentucky*, published in 1969, and the senior author of *Young Men and Drugs: A Nationwide Survey*, which appeared in 1976. These monographs are considered classics in the field of drug abuse.

Jack was devoted to his family. He and his wife, Estelle, shared many happy years together. Seldom did Jack ever mention an award or an achievement, but he was willing to relate, with justifiable fatherly pride, the accomplishments of his son and daughter, John and Kitty. Jack had a brilliant mind, but the characteristic that perhaps most distinguished him was his integrity; he never wavered in his

quest for excellence. A man with firm convictions, he nevertheless could recognize the views of others and differ with them without allowing such differences to mar mutual respect. He spent a great deal of time reviewing research proposals and early drafts of manuscripts, and his critical insight and honest advice helped many researchers in the field of drug abuse. Yet, he was never too busy for students. Though widely acclaimed as a researcher, he devoted many, many hours to preparation for his classes—for him to enter a classroom less than fully prepared was unthinkable. Integrity, honesty, intelligence, commitment to sound scholarship, devotion to his family, and humility characterized this man of many talents. He was also a private man. Until his death, his colleagues were unaware that Jack's father had died when he was 14 and that Jack helped to support his mother and four younger siblings by taking a job as a delivery boy. As one of his sisters observed, Jack had to be serious at an early age; he worked hard all of his life, and if anyone deserved an early rest, it was Jack. He will be sorely missed by his university colleagues and students, and by many professional co-workers.

Harwin L. Voss,  
Richard R. Clayton,  
University of Kentucky  
John C. Ball,  
Temple University

### ASA FOOTNOTES

Published monthly except June, July, and September. Distributed to all persons with membership in the ASA. Annual subscriptions to non-members: \$10. Single copy: \$1.50.

Contributions to "Open Forum" should be limited to 800 words; "Obituaries", 600 words; and "Letters to the Editor", 400 words.

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**February 10-14. Seventh National Conference on Juvenile Justice.** The Biltmore, Los Angeles. Sponsored by the National Council of Juvenile and Family Court Judges and the National District Attorneys Association. Theme: "Juvenile Justice in the 1980's: The Decade Ahead." The Conference will also be held March 16-20 in the Sheraton Twin Towers, Orlando, FL. Contact: Institute Director, National District Attorneys Association, 666 N. Lake Shore Drive, Suite 1432, Chicago, IL 60611.

**February 28-29. Fourth Annual NDEA Seminar on Foreign Area Studies.** Columbia University. Will emphasize topics in the humanities and social sciences. Contact: Western European Studies Center, Room 1306, International Affairs Building, Columbia University, New York, NY 10027.

**March 19. Symposium on Sport, Work, and Alienation.** University of New Haven. The Symposium will explore the trend toward rationalization and commercialization of professional and collegiate sports that has almost eliminated the "play" element from contemporary sports and raised some crucial issues related to the occupational role of the athlete. Contact: Allen Sack, Department of Sociology and Social Welfare, University of New Haven, West Haven, CT 06516.

**March 21-23. Eastern Sociological Society.** Park Plaza, Boston. Contact: David Karp, Boston College, Chestnut Hill, MA 02167.

**March 22-23. Third Regional Conference of the Mid-Atlantic Association of the National Women's Studies Association.** Lehigh University. Contact: Adele Laslie, Department of Philosophy, Building 15, Lehigh University, Bethlehem, PA 18015.

**March 26-29. Southern Sociological Society.** Hyatt Regency, Knoxville. Contact: Ida Harper Simpson, Department of Sociology, Duke University, Durham, NC 27706.

**March 27-29. American Association for the Advancement of the Humanities.** Capital Hilton Hotel, Washington. Theme: "The State of the Humanities, 1980." Contact: AAAH, 918 16th Street, N.W., Suite 601, Washington, DC 20006.

**April 2-5. Southwestern Sociological Association.** Hyatt Regency, Houston. Contact: Janet S. Chafetz, Department of Sociology, University of Houston, Houston, TX 77004.

**April 3-5. Midwest Sociological Society.** Marc Plaza, Milwaukee. Contact: Ethel Shanas, Department of Sociology, University of Illinois-Chicago Circle, Chicago, IL 60680.

**April 9-12. Pacific Sociological Association.** Sheraton-Palace, San Francisco. Contact: Lyn Lofland, Department of Sociology, University of California-Davis, Davis, CA 95616.

**April 17-19. Second Annual Working Conference on Conversation Analysis, Human Interaction and Ethnomethodology.** University of South Carolina. Contact: Charles or Marjorie Goodwin, Department of Anthropology, University of South Carolina, Columbia, SC 29208.

**April 18-19. Iowa Sociological Association.** Des Moines Area Community College. Contact: Michael E. Delaney, Department of Social and Behavioral Sciences, Des Moines Area Community College, Ankeny, IA 50021.

**May 1-3. North Central Sociological Association.** Stouffer's Dayton Plaza, Dayton. Contact: Joseph W. Scott, Department of Sociology, University of Notre Dame, Notre Dame, IN 46556.

#### POSTDOCTORAL

**Washington State University, Department of Sociology** invites applications from new and recent PhDs in sociology and related social sciences for its Training Program in Social Problem Solving. Funded by an NIMH Training Grant, this applied sociology program provides training in the use of sociological perspectives and skills in the development and evaluation of social policy at the local, state, and national levels. Fellows will spend two years developing applied skills appropriate to evaluation research, needs assessment, social impact assessment, and policy analysis and will test these skills in a 10-month field placement. Fellows will be expected to complete a major piece of applied research within (though not limited to) the areas of crime and delinquency, family and/or community development. Opportunities for collaboration with faculty presently engaged in applied work are available. To apply, send a current vita, copies of published or submitted papers, and a brief description of research interests to: Irving Tallman, Director, Training Program in Social Problem Solving, Department of Sociology, Washington State University, Pullman, WA 99164. Minorities and others interested in assisting minority communities in their problem solving efforts are encouraged to apply.

**American Association for the Advancement of Science**, in cooperation with the U.S. State Department, invites postdoctoral to mid-career scientists or engineers to apply for two recently-established Science, Engineering, and Diplomacy Fellowships. Fellows will spend one year, beginning September 1, working as staff officers in the State Department's Bureau of Oceans and International and Environmental and Scientific Affairs. Potential assignments may include working on various international aspects of energy, assisting in monitoring and examining bilateral scientific and technical agreements between the U.S. and the People's Republic of China, or helping to carry out new State Department responsibilities for coordinating the international science and technology activities of more than 29 federal agencies. Prospective Fellows must demonstrate exceptional competence in some area of science or engineering; be flexible; and have a strong interest or some experience in applying knowledge toward the solution of problems in the area of foreign affairs. Salary is \$23,000 annually. A secret security clearance must be obtained after selection. Deadline is February 15. For application materials write: Science, Engineering and Diplomacy Fellows Program, AAAS, 1776 Massachusetts Avenue, N.W., Washington, DC 20036.

**University of Michigan, Population Studies Center** seeks applications for three fellowships for academic year 1980-81, beginning in summer or fall of 1980. Two of these fellowships are intended for persons interested in research or additional training in demography. The third is designed for someone interested in the interface between demography and economics. These fellowships, available under a training grant from NICHD, are limited to U.S. citizens or persons holding permanent resident status. Applicants should submit a vita, statement of interests, proposed research-training program, letters of reference and a graduate transcript to: Paul Siegel, Associate Director for Training, Population Studies Center, University of Michigan, 1225 South University, Ann Arbor, MI 48109. Deadline: February 1.

#### PREDOCTORAL

**Washington State University, Department of Sociology** invites applications to its doctoral program in Social Problem Solving. Funded by an NIMH Training Grant, this applied sociology program is designed to demonstrate the usefulness of sociological perspectives and skills in developing and evaluating policies related to social problem solving at local, state, and national levels. Academic work will emphasize evaluation research, social impact assessments and policy analysis. A 10-month field placement prior to the dissertation is included in the program. These skills will be integrated with specific subject matter specialization in crime and delinquency, family and/or community development. Minorities and others interested in assisting minority communities in their problem solving efforts are encouraged to apply. For information regarding applications and financial assistance, contact: Irving Tallman, Chair, Department of Sociology, Washington State University, Pullman, WA 99164. Deadline: March 1.

#### OTHERS

**National Science Foundation, Law and Social Sciences Program**, supports basic social scientific studies of law and legal institutions. These can include but are not limited to research designed to enhance the scientific understanding of the impact of law; human behavior and interaction as these relate to the law; and the nature, sources, and consequences of variations in legal institutions. Next deadline is February 1. Contact: Program Director, Law and Social Sciences Program, National Science Foundation, Washington, DC 20550. Phone: (202) 632-5816.

**American Association for the Advancement of Science, Mass Media Science Fellows Program** invites outstanding natural and social science students, preferably those at the graduate level, to apply for its 1980 fellowships. Fellows will work for 10 weeks during the summer at radio stations, television stations, newspapers, and magazines throughout the U.S. They will have the opportunity to participate in the news-making process, to increase their understanding of editorial decision-making and information dissemination, and to develop skill in conveying to the public a better understanding and appreciation of science and technology. AAAS pays a \$200 weekly stipend and travel expenditures. Deadline: February 15. Women, minorities and handicapped persons are encouraged to apply. Obtain applications from: Mass Media Science Fellows Program, AAAS, 8th Floor, 1776 Massachusetts Avenue, N.W., Washington, DC 20036.

**National Science Foundation, Division of Information Science and Technology**, invites proposals for its Special Research Initiation Awards for New Investigators in Information Science. Principal investigators must have a doctoral degree in a field related to information science such as information, computer, cognitive, and mathematical sciences, linguistics and communication engineering, and have held the degree for no more than five years as of January 1980. Deadline: February 6. Contact the Division of Information Science and Technology, NSF, Washington, DC 20550, or call Dr. Edward C. Weiss, (202) 632-5818 for more information.

#### Publications

**Replications in Social Psychology** requests submission of replications (design or conceptual) of "classic" studies for a special issue. Researchers are encouraged to submit replications they consider to be classics, and that were originally published before 1958. Deadline: June 1, 1980. Contact: Keith E. Campbell, University Box 301, Fort Hays State University, Hays, KS 67601.

**Sociological Practice** is especially interested in receiving articles on (1) sociological practice in the year 2000; (2) preserving one's integrity in the corporate environment; (3) preserving one's integrity in the contract research environment; (4) explaining sociology to clients; (5) maintaining sociological identity in practice settings; (6) limits of sociological practice; and (7) the bottom line—can sociological practice make a difference. Three copies of the paper plus 100 word abstract should be sent to: Donald Gelfand, The National Council on the Aging, Inc., 1828 L Street, N.W., Washington, DC 20036.

**California Sociologist: A Journal of Sociology and Social Work** welcomes manuscripts for its 1980 (summer and winter) issues. The journal publishes original research (quantitative and qualitative) and theoretical articles. Short research notes are also accepted. Send papers to: Delos Kelly, Department of Sociology, California State University, Los Angeles, CA 90032.

#### Conferences

**Illinois Sociological Association** invites proposals for session topics for its 1980 Annual Convention which will be held in October in Chicago. Individuals wishing to serve as session organizers should submit a statement of interest and qualifications to: Charles E. Marske, Department of Sociology, St. Louis University, 221 N. Grand Boulevard, St. Louis, MO 63103.

**Arkansas Undergraduate Sociology Symposium**, Hendrix College, April 11-12, invites undergraduate students to submit papers on review of literature, observational studies, and other types of research. The symposium is sponsored by the Sociology Club and the Department of Sociology. Abstracts of no more than 200 words are due by March 7. Send to: Dr. James R. Bruce, Department of Sociology, Hendrix College, Conway, AK 72032. Proceedings may be published.

**Carolina Undergraduate Sociology Symposium**, Francis Marion College, April 17-18, invites papers from current undergraduate students and 1979 graduates. Abstracts of about 250 words are due by March 15. Send to: Carolina Undergraduate Sociology Symposium, Department of Sociology, Founders Hall, Francis Marion College, Florence, SC 29501. Proceedings will be published.

**Annual Research Institute of the District of Columbia Sociological Society**, Boys Town Center, Catholic University of America, Washington, April 12. Submit papers before February 15 to: Mary Ann Maguire, Program Chair, Department of Sociology, Catholic University of America, Washington, DC 20064. Phone: (202) 635-5445.

**Twentieth Annual National Workshop on Welfare Research and Statistics**, July 27-30, Madison, WI, invites papers concerning the collection and utilization of data at the State and/or Federal level in the area of social welfare. A 500 word abstract should be submitted by March 1 to: Dr. Timothy Baker, Coordinator of Social Service Research, Room 422, Health and Welfare Building, Harrisburg, PA 17120. Proceedings will be published.

**Fifth Annual European Studies Conference**, Omaha, NE, October 9-11, seeks papers on current research, research techniques, teaching methodologies, as well as traditional topics. Abstracts of papers and/or suggestions should be sent by May 1 to: Patricia Kolasa, Department of Educational Foundations, or Bernard Kolasa, Department of Political Science, University of Nebraska, Omaha, NE 68182.

**American Association of Housing Educators**, 15th Annual Conference, Pennsylvania State University, October 7-10, seeks papers on such topics as housing and the consumer; characteristics, programs, and legislation; housing alternatives for the 1980's; housing for special groups; and political, economic and societal factors and the housing market. Abstracts due April 15; authors of accepted abstracts will be asked to submit completed papers by July 15 for final selection. Abstracts should be limited to a single-spaced page and include title, name, institution, and mailing address of the presenter and co-authors. Empirical research and reviews of literature are invited. Send four copies of abstract to: F. Duncan Case, Department of Human Environment and Design, Michigan State University, East Lansing, MI 48824.

**College and University Faculty Assembly Division**, National Council for the Social Studies, New Orleans, November 19-22, invites program proposals based on its theme: "Education for Participation: Whose Responsibility?" Deadline: March 1. Guidelines and applications available from: Robert W. Johns/Emily A. Melvin, Department of Secondary Education, Auburn University, Auburn, AL 36830.

**Eastern Community College Social Science Association**, Lord Baltimore Hotel, Baltimore, April 10-12, invites abstracts and proposals for its Sixth Annual Conference. Theme: "Exploration in the Social Sciences: Adjustment To and For the 80s." Some specific topics of interest are the value of the social sciences in the 80s, new studies for the 80s, the 70s-its legacy for the 80s, and the dilemmas facing the 80s. Proposals are also invited on teaching techniques, discipline concerns, research, professional issues, etc., that are related to improving the teaching of social sciences at the community college level. Send to: Dr. Frank Paoni, Program Chairperson, Brookdale Community College, Newman Springs Road, Lincroft, NJ 07738.

**Annual Spring Conference on the Political Economy of the World-System**, Johns Hopkins University, Baltimore, May 23-25, invites papers on the theoretical and empirical study of the development of the capitalist world-economy. Send papers or abstracts by February 15 to: Richard Rubinson, Department of Social Relations, Johns Hopkins University, Baltimore, MD 21218.

**International Association for Social Science Information Service and Technology**, Dupont Plaza Hotel, Washington, May 2-4, seeks papers relevant to its theme: "International Perspectives on Statistical Data for the Social Sciences: Management, Technology, and Policy." Special interest in papers on the management and operation of local, regional, national or international data collections; the impact of emerging technologies on the collection, distribution, use and archiving of statistical and textual data, and major policy issues facing the collectors, distributors, users and archivists of statistical and textual data. Deadline: February 1. Send to: IASSIST 1980, Suite 700, 1990 M Street, N.W., Washington, DC 20036.

**Health Care**

A project to develop teaching materials for educating physicians to recognize and minimize sociocultural barriers to health care is underway at the University of Texas Medical School at Houston, supported by the National Fund for Medical Education. The objective is to develop instructional materials (discursive text, case presentations, bibliographies) which will provide practitioners with guidelines to assist them in diagnosing and treating health problems of patients whose sociocultural background may differ from their own. Interested parties are encouraged to contribute materials (manuscripts, course syllabi, case examples, bibliographies) relating to provision of health care to ethnic minorities, particularly those dealing with Black and Hispanic Americans. Contact: Dr. Robert Roberts or Dr. Sidney Zisook, Department of Psychiatry and Behavioral Sciences, University of Texas Medical School, P.O. Box 20708, Houston, TX 77025.

**Peace & World Order**

The Transnational Academic Program of the Institute for World Order invites contributions to a new edition of its curriculum guide, *Peace and World Order Studies*. Contributions may include annotated outlines and syllabi for courses and seminars which present a broad overview of world order concerns; courses on the following topical themes—peace, economic well-being, social and political justice, ecological balance; courses on the following analytical themes—values clarification and inquiry, futurism, social/system change; descriptions and information about teaching resources, including books, course modules, learning packages, films, simulation games, and descriptions of peace and world order studies programs. Send to Sherle R. Schwenninger, Transnational Academic Program, Institute for World Order, 7777 U.N. Plaza, New York, NY 10017.

**Environment/Natural Resources**

Kenneth R. Tremblay, Jr., is collecting course outlines on environmental sociology/sociology of natural resources. He intends to publish these outlines through the Educational Media Center at the University of South Dakota. People interested in obtaining a copy of the booklet after its completion will be charged only for the cost of printing. If you have taught or are teaching a course in this area, and would like your outline to appear in the booklet, please send a copy of it to Tremblay at the Department of Social Behavior, University of South Dakota, Vermillion, SD 57069.

**Verbal Aggression**

*Maledicta: The International Journal of Verbal Aggression* seeks information on research accomplished or in progress on verbal aggression for its news section. News of research on all aspects of offending and offensive language should be sent to the Editor, *Maledicta*, 331 S. Greenfield Avenue, Waukesha, WI 53186.

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**Review of Religious Research: 20th Anniversary Index.** The 110-page Index includes subject and author indexes for every article, research note, abstract, commentary, book review, editorial, and H. Paul Douglass lecture published from 1959-1978. Cost: \$3 for students; \$4 for members of the Religious Research Association and subscribers to the *Review*; and \$5 for all others. Order from Jacqueline Haines, RRA, P.O. Box 303, Manhattanville Station, New York, NY 10027.

**Language Problems and Language Planning** examines social and other problems arising when more than one language is used in a given social or political context. Theory and public policy receive special attention. Contact: Journals Dept., University of Texas Press, Box 7819, Austin, TX 78712.

**The 1980 Census: The Counting of America** by Peter K. Francese is a special issue of the *Population Bulletin* which covers planning for the Census, processing the Census results, uses of the Census, the 1980 questionnaire, Census products and services, Census geography, planning for the first U.S. mid-decade Census in 1985, and summarizes the issues involved in the 1980 Census. Single copies are \$2.00; quantity discounts available. Contact: Circulation Dept., Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20036.

**Journal of Social Reconstruction** is a new quarterly journal that crosses the imaginary boundaries between science, social science, and aesthetics to develop the knowledge of reconstruction that will help civilization survive and build towards the lived experience of liberation, justice, freedom, dignity, and social equity. Contact: Earl M. Coleman, Publisher, P.O. Box 143, Pine Plains, NY 12567.

**Red Feather Institute** is offering four papers on critical marxism and marxist methodology available to members of the discipline: "Toward a Critical Marxism" by George Katsiaficas; "Markovic on Marxian Methodology" by David Crocker; and "Marxist Scholarship in America: A Study in the Sociology of Knowledge" and "Marxian Methodology and the Constitution of Human Knowledge" both by T.R. Young. Any two of the above papers are available free from Red Feather Institute, Route 1, Livermore, CO 80536.

**Dialectics and Humanism: The Polish Philosophical Quarterly** publishes in English works on science, philosophy and the crisis of civilization, the philosophy of the left, contemporary trends and conceptions in Western philosophy, and methodology, logic, and theory of language. It is the central philosophical journal of the Polish Academy of Sciences. Contact: *Dialectics and Humanism*, Nowy Swiat 49, 00-042, Warszawa, Poland.

**Core Knowledge in the Drug Field** is a basic manual for trainers in the drug/alcohol field that was developed and produced by the National Planning Committee on Training which includes representatives from 11 drug agencies in Canada. Payment is requested in Canadian funds (\$23 in Canada; \$29 elsewhere). Order from Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.

**Funding in Aging: Private and Voluntary** is available for \$18 plus 80 cents postage and handling from the Adelphi University Press, Levermore Hall, Room 3, Garden City, NY 11530.

**Guide to the Use of the Graduate Record Examinations, 1979-80 edition**, is available from the Graduate Record Examinations Board, Box 955, Princeton, NJ 08541. Also available is the *GRE Technical Manual* which supplements the *Guide* by providing all details needed for careful evaluation of the tests. Manual price: \$6.00. The Manual was published in September, 1978.

**The Nonpartisan Review** is a new magazine published by the National Endowment for the Humanities that covers significant issues in the humanities and highlights the Federal grant-making agency's projects and programs. To obtain a complimentary copy of the first issue, write: Editor, *The Nonpartisan Review*, M.S. 204, NEH, Washington, DC 20506.

**The diaries of Theodore Abel**, Professor Emeritus of Columbia University, are open for research at the Hoover Institution on War, Revolution and Peace at Stanford University. The diaries cover the years 1931-76 and relate generally to sociological theory, the author's research and teaching and world politics.

**The Research Committee on Ethnic, Race and Minority Relations of the International Sociological Association** attempts to develop personal contacts between sociologists in the field of ethnic and race relations; to encourage the international dissemination and exchange of information on significant developments in the field; and to facilitate and promote international and comparative research. For more information, contact: Katherine O'Sullivan, James Madison College, Michigan State University, East Lansing, MI 48824.

**Survey Research Center, Institute for Social Research, University of Michigan** will hold a Summer Institute in Survey Research Techniques from June 30 to August 22. For more information contact: Helene J. Hitchcock, Administrative Manager, Office of the Director, Survey Research Center, Institute for Social Research, P.O. Box 1248, Ann Arbor, MI 48106.

**Within the American Educational Research Association** a special interest group (SIG) on social indicators has been organized to promote research into the development and use of indicators for monitoring social trends and for assessing the effects on these trends of specific societal interventions. It issues a bi-monthly newsletter. Contact: Robert J. Rossi, Social Indicators Research Program, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302. Phone: (415) 493-3550.

**The Institute for American Research** can make available to qualified individuals lacking other institutional support and affiliations limited secretarial and other office resources to aid in the preparation of research or educational grant proposals. The proposed work must deal with some aspect of American history, archaeology, or contemporary social life. Interested individuals are requested to submit a brief project outline, tentative budget and time table, a list of possible funding sources and a current resume. Send to: Dr. Gary B. Coombs, Executive Director, Institute for American Research, P.O. Box 2125, Goleta, CA 93018.

**Robert J. Havighurst**, professor emeritus, University of Chicago, has received the first Brookdale Award for social and behavioral research related to aging. The award, made by the Gerontological Society, carries a \$20,000 honorarium.

**Edward A. Tiryakian** has become Director of Quebec Studies at Duke University. A major objective of the studies program is to develop faculty interchanges and collaborative research between Duke University and leading universities in Quebec.

**Pauline B. Bart**, University of Illinois-Chicago Circle, will serve as Visiting Distinguished Professor of Women's Studies at San Diego State College during Spring 1980.

**Stanley Lieberman**, University of Arizona, is spending the present academic year as the Claude Bissell Distinguished Visiting Professor, University of Toronto. He is the first sociologist to hold the chair.

**Margaret T. Gordon** has been named to the newly created post of Deputy Director of the Center for Urban Affairs, Northwestern University.

**James F. Marrin**, Fordham University-Lincoln Center, has become an associate in the New York office of Communispond, Inc., a management consulting firm specializing in personal communication programs and skills.

**Harrison C. White**, Harvard University, has been appointed to the Assembly of Behavioral and Social Sciences, National Research Council. The new chairperson of the Assembly is **Julian Wolpert**, professor of geography, public affairs, and urban planning, Princeton University.

**John E. Hansan**, former Director of Government Affairs and Social Policy for the American Public Welfare Association, became the Executive Director of the National Conference on Social Welfare, July 1.

**Amitai Etzioni**, Columbia University, will join the George Washington University faculty in July as the first person to hold the recently authorized rank of University Professor. Etzioni spent 1978-79 as a guest scholar at the Brookings Institution and will move to GWU from his post as a senior advisor in the Executive Office of the President which he assumed last fall.

**Christopher Jencks**, Harvard University, is serving a one-year appointment as a Visiting Professor at Northwestern University where he is also working with the Center for Urban Affairs.

**Shirley A. Nuss**, Wayne State University, is on-leave working at the United Nations as a consultant for the Secretary of the World Conference of the United Nations Decade for Women. She is assisting in the preparation of the Review and Appraisal documents and the Statistical Annex which will provide the basis for discussions by the representatives of the member nations of the U.N.

**John D. Gregory**, formerly of Blue Cross and Blue Shield Associations and Northern Illinois University, has been appointed Associate Director of the American Dental Association's Bureau of Economic and Behavioral Research. In that position, he is involved in managing research exploring socioeconomic issues in health care delivery and manpower.

**John W. Foley**, University of South Carolina, has been appointed Director of the Center for the Study of Middle-Size Cities and Associate Professor at Sangamon State University.

**Joan Huber** has become Head of the Department of Sociology at the University of Illinois at Urbana-Champaign.

**Ethel Shanas**, University of Illinois-Chicago Circle, was elected to the Institute of Medicine, National Academy of Sciences, last fall.

**Charles E. Bidwell**, University of Chicago, and **Burton R. Clark**, Yale University, have been elected to the National Academy of Education.

**Presidents-Elect**

**Regional Sociological Associations**

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**Kai T. Erikson**, Yale University, Eastern Sociological Society.

**Samuel E. Wallace**, University of Tennessee, Mid-South Sociological Association.

**Ethel Shanas**, University of Illinois-Chicago Circle, Midwest Sociological Society.

**Irwin Deutscher**, University of Akron, North Central Sociological Association.

**Irving Webber**, University of Alabama, Southern Sociological Society.

**Janet S. Chafetz**, University of Houston, Southwestern Sociological Association.

**Presidents**

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**Laure M. Sharp**, Bureau of Social Science Research, D.C. Sociological Society.

**Helen MacGill Hughes**, Cambridge, Eastern Sociological Society.

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**Joan Huber**, University of Illinois-Urbana, Midwest Sociological Society.

**Ruth Hill Useem**, Michigan State University, North Central Sociological Association.

**Leonard Gordon**, Arizona State University, Pacific Sociological Association.

**M. Elaine Burgess**, UNC-Greensboro, Southern Sociological Society.

**Marie Marshall Fuller**, Texas Woman's University, Southwestern Sociological Association.

Massachusetts Institute of Technology, Department of Architecture is accepting students for its new Master of Science in Architecture Studies program. This two year program is designed to allow students with and without prior training in architecture to work with one another and with an interdisciplinary faculty on research and practice-oriented activity concerned with the nature of the built environment, the forces shaping the built environment, the built environment's impact on people and with improved techniques of environmental design and environmental assessment. M.I.T. is particularly anxious to attract students interested in the sociology and psychology of the built environment. Contact: Prof. Julian Beinart, Department of Architecture, Rm. 10-485, M.I.T., Cambridge, MA 02139. Phone: (617) 253-5115.

# Grants Given for Basic Research, Dissertations, Conferences

(continued from page 1)

for Residential Segregation", \$34,497.

David F. Sly, Florida State University, "The Formation and Transformation of Migration Expectations", \$52,880.

Dennis P. Hogan, University of Chicago, "Career Strategies and Socioeconomic Attainments Among Migrant and Northern-Born Blacks", \$24,272.

David L. Wallace, Leo Goodman, and Shelby Haberman, University of Chicago, "Statistical Methodology in the Social Sciences", \$138,693.

Paul M. Hirsch and Thomas L. Whisler, University of Chicago, "Strategies of Corporate Board Behavior", \$56,903.

William L. Parish, University of Chicago, "Collaborative Research on Urban Life in the People's Republic of China", \$37,420.

Nicholas C. Mullins and Lowell Hargens, Indiana University, "The Social Structure of Scientific Specialties", \$66,592.

Toby L. Parcel, University of Iowa, "Ascription and Labor Markets", \$63,958.

Christopher Chase-Dunn, Johns Hopkins University, "World Division of Labor and the Development of City Systems: A Longitudinal Cross-National Study", \$29,213.

Michael Useem and S.M. Miller, Boston University, "Comparative Study of the Social Organization and Social Mobility of Business Leaders", \$11,188.

Lee Rainwater, Center for Study of Public Policy, Harvard University, and Christopher Jencks, Northwestern University, "Worker Assessments of Jobs' Non-Monetary Characteristics", \$143,590.

Frederick Mosteller, Harvard University, "Studies of Quantitative Methods in the Social Sciences", \$95,816.

Nathan Keyfitz, Harvard University, "Improved Population Forecasts and Estimates of Their Error", \$81,544.

Joseph H. Pleck, Wellesley College, "Wives' Employment, Role Demands and Adjustment", \$47,766.

Mary R. Jackman, University of Michigan, "Intergroup Relations and Attitudes", \$73,305.

Charles Tilly, University of Michigan, "Collective Action in Large-Scale Social Change", \$112,750.

Martin K. Whyte, University of Michigan, "Collaborative Research on Urban Life in the People's Republic of China", \$21,851.

Stephen E. Fienberg and Stanley Wasserman, University of Minnesota, "Statistical Methods for the Analysis of Social Network Data", \$17,977.

Ansley J. Coale, Princeton University, "Estimation of Demographic Indices from Imperfect Data", \$91,781.

John L. Hammond, Center for Policy Research, Columbia University, "The Role of Popular Participation in the Transition from an Authoritarian Government to a Democratic Government", \$71,102.

Peter M. Blau, Columbia University, "Effects of Metropolitan Social Structure on Intergroup Interaction", \$72,467.

Seymour Spilerman, Columbia University, "Collaborative Research on Mathematical Models of Social Change", \$89,310.

Robert McGinnis, Cornell University, "Networks of Basic and Applied Research Communities in Agricultural Science", \$102,663.

Samuel B. Bacharach, Cornell University, "Dependence and Bargaining", \$78,280.

Richard Sennett, New York University, "Studies of Individual Experience with Institutional Authority During the Life Cycle", \$35,479.

M. Brown, SUNY-Albany, "Collaborative Research on the Bureaucratization of Employment Relations", \$36,572.

Immanuel Wallerstein and Terence Hopkins, SUNY-Binghamton, "Cycles and Trends of the Modern World-System", \$72,769.

Mark S. Granovetter, SUNY-Stony Brook, "Threshold Models of Collective Behavior: Empirical Applications", \$51,112.

Alan C. Kerckhoff and Richard Campbell, Duke University, "Explicating the Education-Occupation Relationship", \$62,800.

Ronald R. Rindfuss, University of North Carolina-Chapel Hill, "Social Determinants of Fertility Postponement in Asia", \$156,073.

Samuel Leinhardt, Carnegie Mellon University, "Exploratory Research on a Statistical Approach to Social Network Analysis", \$93,738.

Clifford C. Clogg, Pennsylvania State University, "Demographic Indicators of Underemployment, 1969-1980", \$29,982.

James D. Laing, University of Pennsylvania, "Decision-Making Under Majority Rule: Game-Theoretic and Laboratory Studies of Committees", \$95,117.

Robert G. Potter, Brown University, "Biostatistical Studies of Family Planning and Its Effects on Fertility", \$36,600.

Bruce H. Mayhew and John Skvoretz, University of South Carolina-Columbia, "Stratification and Vertical Mobility in Organizations", \$17,445.

*Stress and Mental Health: A Bibliography.* Citations on psychological outcomes of stress. Topics include models, life events, suicide, environments, severe illness, work, psychoses, etc. Spans 1968-78 with a 2 page preface. *Stress and Physical Health* covers health variables such as heart disease, ulcers, asthma, stroke, and metabolic disease for 1965-77. Also available is *Stress and Substance Abuse*, having references on treatment modalities, anxiety arousal, life stress and change, methadone, etc. for 1968-78. Each booklet has about 500 entries and 30 pages. Order the set for \$19.95 + \$2.00 postage & handling (\$3.25 Canadian/1st class); or \$6.95 each + \$1.25 first book & \$.75 each additional (\$2.25 & \$1.00/1st class). Human Behavior Research Group, Dept. ASA-3, Box 17122, Irvine, CA 92713.

## Wrong Number

In the December 1979 issue of FOOTNOTES, the phone number for Roland Liebert and James J. Zuiches, managers of the NSF Sociology Program, was incorrectly stated. The correct number is (202) 632-4204.

Murray J. Webster, University of South Carolina-Columbia, "Integrating Social Processes", \$29,980.

Dudley L. Poston, University of Texas-Austin, "The Impact of Military Service on the Socioeconomic Patterns of Minority and Majority Veterans", \$11,796.

Alberto Palloni, University of Texas-Austin, "Socioeconomic Determinant of Changes in Mortality Rates", \$80,128.

Theodore Caplow, University of Virginia, "Urban Social Structure and Change", \$111,229.

Karen S. Cook and Richard Emerson, University of Washington, "Experimental Studies of Exchange Networks and Corporate Groups", \$107,173.

Philip W. Blumstein and Pepper Schwartz, University of Washington, "Familial Role Differentiation", \$72,598.

Denis P. Mazur, Western Washington University, "Demography of Ethnic Groups in the Soviet Union", \$44,215.

Cecilia L. Ridgeway, University of Wisconsin-Milwaukee, "Conformity, Motivation and Status in Small Groups", \$29,772.

Shalom H. Schwartz, University of Wisconsin-Madison, "Moral

Decision Making and Behavior", \$48,446.

Erik Olin Wright, University of Wisconsin-Madison, "Dimensions of Social Inequality in Modern Western Societies", \$135,710.

Franklin D. Wilson, University of Wisconsin-Madison, "Migration, Socioeconomic Attainment, and Differential Opportunity Structures", \$118,133.

Charles N. Halaby, University of Wisconsin-Madison, "Collaborative Research on the Bureaucratization of Employment Relations", \$46,469.

Archibald O. Haller, University of Wisconsin-Madison, "Processes of Social Stratification: Influences of Economic Development", \$60,915.

Robert Mare, University of Wisconsin-Madison, "Social and Demographic Sources of Change in the Youth Labor Market", \$59,891.

## Dissertation

Dissertation grants are made to the major professor of the doctoral candidate. The major professors, doctoral candidates, their institutions, and award amounts follow: Richard J. Ofshe, Margaret T. Lee, University of California-Berkeley, \$4,789.

John C. Henretta, Ellen Van Velsor, University of Florida, \$2,250.

Arnold S. Feldman, Robert Thomas, Northwestern University, \$4,678.

Martin K. Whyte, Andrew G. Walder, University of Michigan, \$7,900.

David J. Rothman, Allen R. Steinberg, Columbia University, \$4,000.

John F. Szwed, Adrian D. Stackhouse and Leslie Ira Baker, Uni-

versity of Pennsylvania, \$9,715.

## Conferences

Sociologists receiving conference grants, their institutions, conference titles, dates and locations plus amounts awarded follow:

Elwood M. Beck and Patrick M. Horan, University of Georgia, "Conference on Labor Market Structure and Socioeconomic Stratification", March 3-5, 1980, Athens, Georgia, \$19,964.

Terry N. Clark, University of Chicago, "Conference on Comparative Urban Research", May 1979, Chicago, \$13,221.

Ansley J. Coale, Princeton University, "Summary Conference on European Fertility", July 1979, Princeton, \$24,484.

## Others

James A. Davis, National Opinion Research Center, "The NORC General Social Survey for 1978, 1980 and 1982", \$94,186.

William M. Mason, University of Michigan, "Computer Terminals and Related Research Equipment for Sociology", \$9,275.

## Suggestions for Annual Review

The Editorial Committee of the *Annual Review of Sociology* invites suggestions from ASA members on topics they would like to see reviewed in Volume 8 and future volumes. Please send your suggestions by February 10, 1980, to: Alex Inkeles, Editor, *Annual Review of Sociology*, 4139 El Camino Way, Palo Alto, CA 94306.

## Privacy Research Proposals Wanted

Research proposals designed to investigate invasion of privacy problems associated with social research are being solicited by the ASA for the Privacy Research Award competition.

The competition was made possible by a gift from Clark Abt of Abt Associates, Inc., Boston. The award(s) provides funds to carry out the proposed research.

Proposals are invited in four broad areas:

1. Privacy of subjects of social research.
2. Privacy protecting techniques for research.
3. Social conditions affecting privacy.
4. Problems of doing social research under privacy restrictions.

Proposals should not exceed 2,000 words and budgets should not exceed \$1,000. No funds for the support of the investigator are available.

The competition is open to all members of the ASA including student members. Entry deadline is April 1. Results of the competition will be announced by June 15.

Entries should be sent to the ASA Executive Office, 1722 N Street, N.W., Washington, DC 20036.

I spent my vacation working with the President's Commission on the Accident at Three Mile Island, heading the Task Force on Emergency Preparedness and Response. It was neither a usual vacation activity nor a restful one. I can look back on it with some perspective on the ways sociologists contributed to the Commission.

Cora Bagley Marrett, University of Wisconsin, was one of the Presidentially appointed Commissioners. Her presence, and sociological sense, was felt in a number of ways. She was instrumental during the organizing phases of the Commission, in broadening its tasks beyond an accident investigation. Among other things, she encouraged the Commission to examine emergency preparedness and response which lead to my involvement. I was able to call on other sociologists, Dennis Wenger, University of Delaware, and Robert Stallings, University of Southern California, to help. Marrett was also able to solicit input for the Commission from a task group from the Social Science Research Council, chaired by David Sills and C.P. Wolf. This consisted of idea papers by a number of social scientists. As a Commissioner, Marrett was continuously involved in the process to the recommendations and final report. She can tell you it was hard work.

Because of the time demands, none of us had the luxury of contemplative thought or for those exercises in developing a research agenda of things we did not know. Instead, we had to apply our existing knowledge and skills to a series of problems, not traditionally defined as ones of "social science". It was a setting in which sociologists often find themselves, between "hard" technological facts and "soft" political opinions.

The report is out now, well covered by the press. The news periodically records some change or action prompted by the report. Those of us who were involved now look back on our participation, recalling the fascination and frustration, the exhaustion and elation as well as the creativity and crap. This we will retain. On the other hand, I went over to the Commission office the other day. There were empty desks where people were several months ago and there were waste baskets full of paper with good ideas on them. The social structure that was the Commission is gone and now the "survivors" can only reassure ourselves that perhaps ideas do have consequences.—RRD