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Footnotes

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NSF Sociology Program Announces Recipients of FY '80 Awards

Seventy-two grants totaling \$3.866 million were made by the Sociology Program of the National Science Foundation during the fiscal year 1980 for basic research, scientific equipment and doctoral dissertations.

James J. Zuiches, Program Director, said the total number of awards includes 48 new ones, 20 continuations, and four supplements. The new awards include 38 research projects, eight dissertation awards, and two equipment awards.

Zuiches said the total amount of support listed for the 72 grants is larger than the budget of the Sociology Program because 12 projects received multiple program funding.

Principal investigators, their institutional affiliations, project titles, award amounts, and programs providing joint funding follow:

NEW RESEARCH

William T. Bielby, University of California-Santa Barbara; *Jobs, Firms and Industries: "Dualism" and the Organization of Work*; \$153,145 jointly with Applied Social and Behavioral Sciences.

Donald J. Bogue, University of Chicago; *Internal Migration and Local Mobility within Metropolitan Areas*; \$42,470.

Phillip Bonachic and Oscar Grusky, UCLA; *The Role of Children in Family Coalition Formation*; \$35,982.

Scott A. Boorman, Yale University; *Mathematical Models of Social Networks: Matching, Efficiency, and Structure*; \$71,694.

Ronald S. Burt, University of California-Berkeley; *Medical Innovation and Social Network Position*; \$46,179.

Theodore Caplow, University of Virginia; *Preparation of Special U.S. Census Tabulations for Middletown (Muncie, Indiana): 1910-1970*; \$73,700.

Jere M. Cohen, University of Maryland-Baltimore; *Peer Influence on Aspirations*; \$12,115.

James A. Davis, National Opinion Research Center; *A Pilot Study of Intergenerational Transmittances in America*; \$124,998 with the National Endowment for the

Humanities.

Don Dillman and James F. Short, Jr., Washington State University; *The Social Impacts of Volcanic Ash Fallout on Eastern Washington*; \$10,894.

William H. Form, University of Illinois-Urbana; *Working Class Stratification in the United States*; \$30,461.

Joseph Galaskiewicz, University of Minnesota; *The Resource Markets of Nonprofit Service Organizations*; \$69,989.

Omer R. Galle, University of Texas-Austin; *Income Attainment and Inequality in Metropolitan America*; \$29,124.

William A. Gamson and Andre Modigliani, University of Michigan; *Political Culture and Political*

Cognition; \$146,202 with Political Science program.

Norval D. Glenn, University of Texas-Austin; *Aging and Attitudinal Stability*; \$50,601.

Fred H. Goldner, CUNY-Queens College; *Organizational Processes in the Political Economy of Health Care*; \$31,139.

Thomas M. Guterbock, University of Virginia; *Population Deconcentration in U.S. Metropolitan Areas*; \$86,740.

Robert M. Hauser and William H. Sewell, University of Wisconsin-Madison; *Social and Psychological Factors in Aspiration and Achievement*; \$85,469.

See NSF Page 4

Whyte Describes Common Culture Pattern of Annual Meetings

by William Foote Whyte

Social scientists spend most of their working time studying the behavior of other people. Let us seek to restore some balance by focusing attention on the behavior of social scientists themselves.

For this purpose, the annual meeting of the members of a given "discipline" is a good place to begin. Like the annual cattle roundup, the meeting provides the best means of observing large numbers of a given species in action together.

The annual meeting serves a variety of functions that can hardly be discussed at the same time. Let me focus on one function which, while often overlooked, does after all involve the ostensible purpose for the meeting: the communication of the results of research and theoretical analysis. I

shall deal with the behavior, attitudes, and beliefs of professors involved in the process of presenting papers to their academic colleagues.

I can now report my most significant general finding: there is a common culture pattern shared in by sociologists, anthropologists, social psychologists, political scientists, and economists, at least insofar as it is represented in such annual meetings. While disciplinary differences may be noted, they are insignificant compared to the broad uniformities to be presented here.

Methodological Note

This report represents the fruits of my own meeting attendance over forty years. The conclusions reported are based primarily upon observational data. I feel that it is a sounder process to infer attitudes

and beliefs from behavior than vice versa. Of course, I have voluminous quantitative data to support my conclusions, but such technical presentations are not in accordance with the style of articles for FOOTNOTES.*

On the Importance of Presenting a Paper

How important is it for the professor to present a paper at a national academic meeting? If we are to arrive at meaningful answers, we must divide that question into two questions, as follows:

1. How important is it for the professor to get his name on the program at the annual meeting?

2. How important is it for the professor to communicate something to the audience when he speaks at the meeting?

My study shows that professors consider it very important indeed

to get their names on the program at such meetings. This is especially true for our younger and less well established colleagues. They take the name on the program as involving a gain in professional prestige and recognition. Furthermore, inclusion in the official program may be a prerequisite for their attendance at the meeting, since a number of colleges and universities pay travel expenses for professors only if they are to present papers. This policy has two effects. On the one hand, it leads many professors to make strenuous efforts to get on the program, whether they have anything worth saying or not. On the other hand, it plays upon the sympathies of the meeting chairpersons and other program organizers. In considering a paper for inclusion in the program, they find themselves considering not

only the quality of the paper—or potential paper, if it is not yet written—but also the disservice they would be doing the professor if, by turning his paper down, they prevented him from attending the meeting. There is a firmly held belief in academia that every professor has the right to life, liberty, and the attendance at his annual meeting. Naturally, no professor wants to deprive any of his colleagues of any of his rights.

When we come to the second question, we must give an opposite answer. Once the professor gets himself on the program, whether he is able to communicate or not seems a matter of little consequence to him. I have gathered several bodies of evidence to support this proposition. My figures show that only 15.5 percent of the professors delivering papers at

See Behavior Page 2

NEH Offers Summer Seminars for Undergraduate Teachers

Sociologists are invited to apply for at least 29 of the 115 eight-week Summer Seminars for Teachers that will be held this summer under the sponsorship of the National Endowment for the Humanities.

Two of the seminars will be taught by sociologists. The remaining seminars will be taught by other social scientists and scholars in the humanities.

The seminars provide opportunities for teachers from two-year, four-year and five-year colleges and universities to work with distinguished scholars in their fields at institutions with library collections suitable for advanced study and research.

Eligible applicants must be full- or part-time teachers at private or

state undergraduate institutions, or at junior or community colleges.

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

Teachers interested in applying to a seminar should write to the seminar director for detailed information and for application materials. The deadline for submitting applications to directors is April 1.

A copy of the 1981 NEH Summer Seminar brochure listing all seminar topics, dates, locations, and directors should be available from your department or division

chairperson this month. If not, write to: Division of Fellowships, National Endowment for the Humanities, 806 15th Street, N.W., Washington, DC 20506. Also request information on other NEH programs for college teachers.

SEMINARS

Seminar titles and dates, plus the names and addresses of their directors follow:

"Art and Society: Primary and Secondary Images of Sacred Order," June 8 to July 31; Philip Rieff, Department of Sociology, University of Pennsylvania, Philadelphia, PA 19104.

"The Comparative Study of Slavery," June 22 to August 14; Or-

lando H. Patterson, Department of Sociology, William James Hall #520, Harvard University, Cambridge, MA 02138.

"Modern American Cultural Criticism," June 8 to July 31; Giles B. Gunn, American Studies Curriculum, 228 Greenlaw Hall 066A, University of North Carolina, Chapel Hill, NC 27514.

"The Indian in American History," June 15 to August 7; Roger L. Nichols, Department of History, University of Arizona, Tucson, AZ 85721.

"Humor in Cross-Culture Perspective," June 15 to August 7; Stanley H. Brandes, Department of Anthropology, University of California, Berkeley, CA 94720.

"Unity and Diversity in Brazilian National Culture," June 22 to

August 14; Charles W. Wagley, Center for Latin American Studies, 301 Grinter Hall, University of Florida, Gainesville, FL 32611.

"Muslim Ethnic Minorities in the Middle East and the USSR," June 22 to August 14; Richard N. Frye and Eden Naby, Research Association, Center for Middle Eastern Studies, Harvard University, 1737 Cambridge Street, Cambridge, MA 02138.

"Literature as a Social Institution: 1750 to the Present," June 15 to August 7; Alvin B. Kernan, Department of English, Princeton University, Princeton, NJ 08540.

"Business in the History of American Society," June 22 to Au-

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Behavior of Presenters, Discussants, & Chairpersons Analyzed

(Continued from Page 1)

such annual meetings have actually rehearsed their presentation. Only 50.1 percent—a slight majority—have even read their papers silently to themselves. The average professor seems to proceed on the assumption that, if he wrote something, he surely will be able to read it. My observations suggest that this is not necessarily the case. I have often observed a professor reacting with surprise, confusion, and embarrassment at what he finds in the manuscript before him. Such apparently painful experiences seem to have no later behavioral consequences either on the professor who delivered the paper or on the professors who observed him in action. The belief that you can read aloud anything that you have written, without prior viewing, seems too entrenched in academia to yield to experience.

Of Time and the Professor

Professors believe they can read aloud one typewritten page (double spaced) in one minute. The evidence for this proposition is taken from measurements of academic papers. The average professor, given twenty minutes on a program, will submit a twenty-page paper (mean of 20.1, standard deviation of 2.3).

My measurements indicate that it takes the average professor much closer to two minutes than to one per page. (Mean of one minute, 49.5 seconds, standard deviation of 13.7 seconds.)

These observations provide indirect confirmation of the infrequency of rehearsals of academic papers. The average professor is a very responsible person who prides himself on meeting his obligations. Suppose he has agreed to a twenty minute time limit for his paper. He writes the predictable twenty page paper. If he actually rehearsed this paper by reading it aloud, he would discover that it takes him close to forty minutes. This confrontation with reality would make him feel exceedingly guilty. When time runs out on his unrehearsed speech, with X pages still to go, the professor can act as if he has been overtaken by an unforeseen and apparently unforeseeable fate.

Adaptations to Time Pressures

What does the professor do when he finds himself approaching the end of his allotted time and the end of his paper is still not in sight? My studies suggest that there are two types of professors in this regard: the accelerator and the reluctant cutter.

The accelerator gains speed as he goes along. In order to make an all out effort and save his breath so as to get more words per breath, he swallows the end of each sentence. As he switches his attention back and forth between his watch and his paper, his audience loses all interest in the content of the paper and focuses attention on the race against time. We see members of the audience checking their own watches and trying to make an estimate of the number of

pages left to go in the time remaining. Will he make it? Of course not. I have never known an accelerator who got through on time. Still, members of the audience can relieve their boredom by speculating as to whether he will come in 10, 15, or 20 minutes beyond the time limit.

The reluctant cutter pursues a strategy which might enable him to meet his time limit—if he made his cuts in advance. Until it becomes painfully obvious that all his material will not fit in, he does not face up to the necessity of cutting. As he approaches the time limit, he resolves to leave out paragraphs and sections here and there. My observations indicate that these actions of the reluctant cutter actually save little time. The cutting operation takes an average of 77.6 percent of the time it would have taken the professor to read the passages that he cuts.

Why does the reluctant cutter save so little time? In the first place, as he is about to make each cut, the particular merits of the passage in question impress themselves on his mind, and he succumbs to an urge to tell the audience what it is missing. This operation shifts him from reading to talking, and, in this sudden confrontation with a live audience, many speakers are carried away. They find the experience so stimulating that they are likely to let fly with a new idea that wasn't in the paper at all. Finally, they lose their places on the written paper and spend further time trying to find out where they are.

On Oral Versus Written Communication

Professors make their living communicating (or trying to communicate) with students and colleagues. On this basis, the naive observer would assume that the professor is an expert on communication. At least, such an observer would expect the professor to recognize that there are important differences between written and oral communication. If the professor is asked the question point blank, he will acknowledge that there are differences, but this intellectual recognition does not seem to affect his behavior in presenting papers at annual meetings.

In a half hour speech, a speaker will do well to get across one or two interesting ideas to his audience. It is a rare professor who will be content with such an apparently modest objective. Most professors do not hesitate to present orally an highly complex argument, with many points and sub-points. Subjected to this treatment, members of the audience leave the meeting with the impression that the professor had a lot of ideas, but find that they have extraordinary difficulty in remembering and restating any of these ideas.

What is the function of data in such a presentation: to support the conclusions or to overwhelm the audience? The typical professor inundates his audience with data. To be sure, he does make one concession to the conditions of oral

communication. He does not attempt to read his tables to the audience. If he has thought this far ahead, he has prepared a "hand-out", which a confederate has put in the hands of his audience. Such a hand-out generally consists of five to ten pages chock full of figures. The speaker then invites his audience to examine the figures as he talks about them. My observations show that the speaker, having the advantage of familiarity with his data, can generally locate the figure he wants to talk about some seconds before members of the audience can track it down. Typically, the audience will catch up with figure number one by the time the speaker is beginning his discussion of figure number two, and a reasonably skilled member of the audience will do well to remain one figure behind throughout the presentation. My measurements indicate that when the eyes and the ears are bringing two different messages to the brains of members of the audience, the result is a 67.3 percent loss in comprehension.

On the Role of Discussants

What is the function of discussants? According to the formal theory, the discussant has the function of picking out interesting or controversial ideas in the presentation of the speakers and focussing upon them in such a way as to stimulate further discussions from the audience.

My observations suggest an operational definition of the functions of the discussant: the discussant serves to fill in any empty air time remaining after the speakers have finished and thus assure that the audience does not have a chance to participate in the discussion.

The average discussant thinks he should have presented the paper himself. Therefore, he feels impelled to tell people what he would have said if he had presented such a paper, in addition to commenting on the papers of others. Invariably this takes longer than the chairperson or program planner has counted on.

Why have discussants? This seems to be based on a common professorial dread of empty air. What could happen if there were no discussants scheduled in advance and the speakers finished before the time of the meeting had run out? Suppose the chairperson then called for questions or comments from the audience and nobody had anything to say? To make certain that there will be a full utilization of air time, the program planner throws in one to three discussants.

My observations suggest that the terrible eventuality of empty air is an illusion. In thirty years of academic life, I have never seen it happen. In fact, I am tempted (after Parkinson) to propose Whyte's law: discussion tends to expand to fill the time allotted to it. According to this law, the only way to get a discussion involving the audience is to keep discussants off the platform.

The Role of the Chairperson

If we interpret the role of the chairperson in terms of what we see in other situations, we would consider him a powerful person. The naive observer might expect the chairperson to organize and direct the activity in question.

It is the rare chairperson who assumes such a role. My observations suggest the following operational definition that will fit most chairpersons: he opens the meeting. He introduces the speakers and discussants. He closes the meeting—after apologizing to the audience that time has run out before they had a chance to say anything.

Contrary to popular impression, I have found that most chairpersons do carry watches. The problem seems to be that chairpersons are not future oriented. They do not refer to these watches until it is too late. If the first speaker takes forty minutes instead of his allotted twenty, the chairperson seems to be unable to anticipate the problems that will arise at the end of the meeting. Only if the last speaker seems bent on taking forty minutes when there is only time left in the session for thirty does the chairperson galvanize himself into action.

The average chairperson is very considerate of the feelings of his speakers. If he does cut anyone off, even after the speaker has gone far beyond the limit, the chairperson will apologize profusely. I have never heard a chairperson apologize to an audience for letting the speakers go on so long. Members of the audience may fidget, check their watches, look for the exits, and even leave the meeting, but the chairperson appears to be oblivious to all such audience reactions. On the basis of my observations of chairpersons, I find that they spend approximately five percent of the time of the meeting looking at the audience compared to forty-five percent of the time looking at the speaker. I have been unable to account definitively for the other fifty percent, as the methods available to me have not enabled me to determine whether, during these periods, the chairperson is watching the speaker or is asleep.

There are Exceptions

In presenting this picture of the average or typical speaker, discussant, and chairperson, I have not intended to indicate that all professors act as described. Now and then I have observed strong chairpersons who really have their meetings organized and keep their speakers to the time limits. I have observed speakers who really spoke and spoke well instead of simply reading aloud, and I have listened to speakers who finished when they were supposed to. I have even attended occasional meetings when there has been real discussion with the audience.

When these phenomena occur together, the result is invariably an enthusiastic reaction on the part of the audience. Such a reac-

tion does not seem to have any effects upon future meetings. Professors do not seem to be impressed by the occasional experiences of real communication they witness. At least they make few real efforts to change the culture pattern.

Can We Change the Culture Pattern?

Sociologists are coming to be experts on planned change. Can we apply some of this expertise to a reshaping of the annual academic meeting? Here I will offer some preliminary suggestions along this line. First I shall present some suggestions for speakers, for chairpersons, and for planners of meetings. Since I am dubious about the utility of offering advice, I shall conclude by presenting a technological innovation which should provide an automatic solution to some of the problems discussed here.

For speakers, I offer the following suggestions:

1. Rehearse your speech once or twice before you deliver it. Get someone to listen to you and comment later on what he thinks he has heard.

2. Time your speech. This can be done as follows: Procure a time piece. Write down your starting time. Write down your finishing time. By subtracting the starting from the finishing time, you will get the elapsed time or the length of the speech (unadjusted). It will also be useful to mark down the time at intermediate points so as to determine in more detail where the time is going.

3. Add Whyte's coefficient of expansion. It is a common assumption of professors that, in presenting their papers at the meeting, they can go faster than they have in rehearsal. My measures suggest an opposite conclusion. When he is before an audience, the professor tends to speak both louder and slower. My measures indicate that an allowance of at least five percent should be made for this deceleration. For example, let us assume that the professor has been allotted twenty minutes. In his first rehearsal, he manages to finish his talk in sixty minutes flat. To this should be added five percent or three minutes, giving him a total of sixty-three minutes, and indicating that he can make the time limit if he just cuts off forty-three minutes.

4. Don't burden the audience with data. In an oral presentation, the professor will do well to get across one or two interesting ideas. Besides, no professor in the audience will be (or should be) willing to accept orally presented data as evidence in support of any propositions. Data need to be examined and reflected upon. This can only be done with a written report. The speaker should, therefore, use data sparingly and for illustrative purposes only and not with the objective of proving anything. If he has data that he wants to get across to this audience, the professor should provide a paper that is designed to be read

Suggested Behavioral Changes Supported By Technological Innovation Called FAST

(Continued from Page 2)

and which will therefore be distinctively different from the oral presentation. Such a paper can be distributed at the end of the meeting, so that colleagues will be able to give it as much serious attention as they feel it deserves.

5. Don't tell the audience that you have a lot more data than you are presenting. They will assume this is the case. Don't tell your audience that your time on the platform is limited. They will already be hoping that this is the case. Unless the topic of the paper itself has to do with methodology, limit yourself to a very brief description of how the study was done. Don't elaborate on the various "caveats" and limitations of the study. The audience will recognize these anyway, and furthermore my observations indicate that, when the speaker is challenged in discussion on his methodology, he tends to defend himself as if the "caveats" and limitations mentioned do not really count at all. Following of these various suggestions should save approximately five minutes.

6. If you happen to have a chairperson with nerve enough to tell you your time is up, sit down. To do this may pain you momentarily, but the audience will love you for it.

Giving advice to the chairperson or program planner is a more difficult matter. The previous discussion should indicate what ought to be done, but how are we to get the chairperson to do it? In more concrete terms, how can the chairperson get the speaker to recognize that twenty minutes means twenty minutes and not thirty-five or forty?

A first step would be to have the chairperson or program planner specify the length of speeches in terms of pages rather than minutes. To get around the comforting but misleading assumption of speakers that one page can be read aloud in one minute, the program planner can call for a ten page paper, if he wants the talk to run no longer than twenty minutes. (To guard against chiselers, the planner should further specify that the pages are to be double spaced and written in Pica type.)

While this suggestion should provide a sound basis of speech planning, it provides no fool proof protection against a long winded speaker or a timid or sleepy chairperson. In reading a ten page paper, any professor has the ability to add a wide range of extemporaneous comments, and many will not be able to resist the temptation to do that.

Technological Answer

It is here that we particularly need technological innovation. If we cannot assume that the average chairperson will perform in accordance with our advice, and I certainly make no such assumption, then we should provide him with the technological facilities that will assure such performance. For this purpose, let me describe an invention that I have recently perfected. Like so many other important inventions, this one is basically simple in its main outlines. I call it the FAST (Fanny Activated Speech Terminator).

The FAST is built on a base of upholstered chairs for the chairperson and the speakers on the platform. At the side of the chairperson's chair is a control panel with dials that can be set for the time allotted to each speaker. To illustrate how the FAST operates, let us assume that the speaker in question has been allotted the traditional twenty minutes. Before introducing the speaker, the chairperson sets the dial for twenty minutes. After introducing the speaker, the chairperson returns to his seat. When he sits down, the pressure of his body on the seat triggers the mechanism, and the timing operation gets underway. After the timing mechanism is released, the speaker's dial is locked in position. As it becomes evident that the speaker is not going to finish in time, the chairperson may lose his nerve and try to add a few minutes to the allotted time. The locking feature guards against this human weakness. Once the timing mechanism is released, it ticks away to its inexorable conclusion. At two minutes before the end of the allotted time, the ticking becomes audible to the speaker on the podium. When time runs out, an alarm begins sounding. Like an

electric alarm clock, this alarm will not run down nor diminish in intensity as long as it runs, and FAST provides for only one way in which it can be shut off. When the speaker returns to his seat, the pressure of his body upon sitting down triggers a mechanism that shuts off the alarm. Should the chairperson show weakness and seek to circumvent the machine by jumping up and sitting himself down in the speaker's chair, this contingency can be provided for in the mechanism. FAST can be so wired that the timing will continue and the alarm will continue sounding as long as any chair on the platform is vacant.

While I am offering this invention as a public service and without royalties to the ASA, I only ask that I, as inventor, should be informed when FAST is first to be tried out. This would give me an opportunity to enrich my research data upon the social effects of technological change.

**Readers who wish to see the tables, graphs, computer printouts, etc., are asked to send \$10 to the author to cover costs of mailing and handling.*

Henderson Assumes Responsibilities For Careers, Minorities & Women

Grace Edith Gist Henderson began serving January 1 as ASA Executive Associate for Careers, Minorities and Women on an eight-month interim appointment.

The professional staff of the Executive Office will be reorganized in September in accordance with a plan approved by Council during its September 1980 meeting.

Henderson came to the Executive Office from HCS, Inc., Rockville, MD, where she was Senior Field Liaison for its Management Internship Program. She previously served as Program Associate for the Institutional Planning and Management Program sponsored by the Institute for Services to Education, Washington.

While a faculty member at the University of Florida, Henderson served as President of the Caucus of Black Faculty and Staff, as a member of the Minority Concerns Committee and the Affirmative Action Council University Committee.

In addition, she was a member of the Committees on the Status of Women and Nominations of the Southern Sociological Society. She is a member of Alpha Kappa Delta.

Henderson received her PhD from Michigan State University. She received her Master's and Bachelor's degrees from Wayne State University.



Grace Henderson

ADAMHA Funds Research Through 3 National Institutes

The major source of funding for basic and applied research in the social and behavioral sciences is the Alcohol, Drug Abuse and Mental Health Administration. ADAMHA is composed of the (1) National Institute on Alcohol Abuse and Alcoholism; (2) National Institute on Drug Abuse, and (3) National Institute of Mental Health.

These three institutes administer numerous programs which provide sociologists and other social and behavioral scientists with opportunities to engage in basic and applied research. The listing below contains the names of the programs, their due dates, and a contact number that may be called for program announcements and additional details.

A general description of each program is published in the 1980 *Catalog of Federal Domestic Assistance*, which is probably available in the government document section of your campus library. If not, it can be purchased for \$20.00 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

PROGRAM	DUE DATES	PHONE NUMBER
National Institute on Alcohol Abuse and Alcoholism Alcohol Abuse Prevention Research Demonstration Programs	3/1, 7/1, 11/1	(301) 443-4733
Alcohol Clinical or Service-Related Training Grants	2/1, 6/1, 10/1	(301) 443-3885
Alcoholism Demonstration/Evaluation Program	3/1, 7/1, 11/1	(301) 443-1703
Alcohol Research Center Grants Program	3/1, 7/1, 11/1	(301) 443-4375
Alcohol Research Programs	3/1, 7/1, 11/1	(301) 443-4375
Alcoholism Research Scientist & Research Development Awards	2/1, 6/1, 10/1	(301) 443-4375
Alcoholism Treatment, Organizational/Rehabilitation Services Program	3/1, 7/1, 11/1	(301) 443-6317
National Institute on Drug Abuse Drug Abuse Clinical or Service-Related Training Programs	2/1, 6/1, 10/1	(301) 443-6697
Drug Abuse National Research Service Training Awards Program	2/1, 6/1, 10/1	(301) 443-6697
Drug Abuse Prevention/Education Programs	2/1, 6/1, 10/1	(301) 443-6697
Drug Abuse Research Programs	3/1, 7/1, 11/1	(301) 443-1887
National Institute of Mental Health Mental Health Clinical/Service Training Program	2/1, 6/1, 10/1	(301) 443-4257
Community Mental Health Centers Support Program	Varies	(301) 443-3606
Disaster Assistance and Emergency Mental Health Program	Varies	(301) 443-4283
Mental Health Research Program Clinical Research Program	3/1, 7/1, 11/1	(301) 443-4524
Behavioral Sciences Research Program	3/1, 7/1, 11/1	(301) 443-3942
Small Grants Program	Anytime	(301) 443-4337
Epidemiologic Studies Program	3/1, 7/1, 11/1	(301) 443-3774
Psychopharmacology Research Program	3/1, 7/1, 11/1	(301) 443-3524
Applied Research Program	3/1, 7/1, 11/1	(301) 443-3566
Crime and Delinquency Studies Program	3/1, 7/1, 11/1	(301) 443-3728
Work and Mental Health Studies Program (Formerly Metropolitan Problems Studies Program)	3/1, 7/1, 11/1	(301) 443-3373
Mental Health of the Aging Studies Program	3/1, 7/1, 11/1	(301) 443-1185
Minority Group Mental Health Programs	3/1, 7/1, 11/1	(301) 443-3724
Rape Prevention and Control Program	3/1, 7/1, 11/1	(301) 443-1910
Mental Health Services Development Program	3/1, 7/1, 11/1	(301) 443-6165

ASA FOOTNOTES

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MFP Application Deadline: Feb. 1

ASA Minority Graduate Fellowships for Research and Applied Sociology Training are available to citizens and permanent visa residents who are studying or planning to study for the PhD in Sociology. Application deadline is February 1, 1981. For applications and information, write: Minority Fellowship Program, American Sociological Association, 1722 N Street, N.W., Washington, DC 20036.

NSF Awards Include Grants for Dissertations & Equipment

(Continued from Page 1)

Theodore Hershberg and **Gretchen Condran**, *Effects of Industrialization on Mortality Rates*; \$92,814.

Robert Huckfeldt, Louisiana State University; *Political Assimilation and Conflict in Urban Contexts*; \$31,746 with the Political Science program.

John R. Logan and **Mark Schneider**, SUNY-Stony Brook; *The Political Economy of Suburban Growth*; \$98,378.

Robert K. Merton, Columbia University; *Theoretical Sociology: Unintended Consequences and the Self-Fulfilling Prophecy*; \$51,826.

Marshall W. Meyer, University of California-Riverside; *Comparative Study of Organizations*; \$93,686.

Baron L. Moots, University of Michigan; *Rural Development and Population Change*; \$57,048.

Elinor Ostrom, Indiana University; *Urban Resources, Institutions, and Outcomes*; \$90,632 with the Political Science program.

Charles B. Perrow, Center for Policy Research; *Accidents in High Risk Systems*; \$82,024.

Andreas Plakans, Iowa State University of Science & Technology; *The Kinship Content of Socioeconomic Transactions in Pre-modern Europe*; \$90,687 with the Anthropology program.

John C. Pock, Reed College; *Media Images of Science During a Natural Disaster*; \$16,739.

Robert G. Potter, Brown University; *Birth Spacing and Family Size*; \$48,054.

Thomas A. Reiner, University of Pennsylvania; *The Nonprofit Sector in the Metropolitan Economy*; \$73,000 with Geography and Regional Sciences program.

Robert Schoen, University of Illinois-Urbana; *Changes in Family Structure in Western Nations*; \$91,198.

Ralph R. Sell and **Anne M. McMahon**, University of Rochester; *Models of Migration in the U.S. 1973-77*; \$54,668 with Geography and Regional Science program and the Integrated Basic Research program.

Lawrence W. Sherman, The Police Foundation; *Organizational Misconduct: Concepts, Scope, and Theory*; \$54,198.

Daniel Sullivan, Carleton College; *Quantitative Social and Historical Studies of Particle Physics*; \$23,608 with History and Philosophy of Science program.

Edward J. Walsh, Pennsylvania State University; *The Organizational Development of Social Movements*; \$27,071.

Stanley S. Wasserman, University of Minnesota; *Structural Models for Multiple Sociometric Relations*; \$39,071.

Harrison C. White and **Ronald L. Breiger**, Harvard University; *Markets and Organizations: Applying Mathematical Models to Social*

Structures and Processes; \$92,022.

Morris Zelditch, Stanford University; *Determinants of Group Agenda-Setting*; \$67,605.

Harriet Zuckerman and **Jonathan R. Cole**, Columbia University; *Career Patterns in Scientific Research Performance*; \$118,190.

CONTINUATIONS

M. Craig Brown, SUNY-Albany; *Collaborative Research on the Bureaucratization of Employment Relations*; \$43,008.

Christopher Chase-Dunn, Johns Hopkins University; *World Division of Labor and the Development of City Systems: A Longitudinal Cross-National Study*; \$36,888.

Clifford C. Clogg, Pennsylvania State University; *Demographic Indicators of Underemployment, 1969-1980*; \$33,166.

James A. Davis, National Opinion Research Center; *NORC General Social Survey for 1978, 1980, and 1982*; \$379,559 with Measurement Methods and Data Resources program.

Richard M. Emerson and **Karen S. Cook**, University of Washington; *Experimental Studies of Exchange Networks and Corporate Groups*; \$112,547.

Charles N. Halaby, University of Wisconsin-Madison; *Collaborative Research on the Bureaucratization of Employment Relations*; \$47,454.

Archibald O. Haller, University of Wisconsin-Madison; *Processes of Social Stratification: Influences of Economic Development*; \$38,093.

Michael T. Hannan and **Nancy B. Tuma**, Stanford University; *Selection and Competition in the Life Cycle of Organizations*; \$117,038.

Paul M. Hirsch and **Thomas L. Whisler**, University of Chicago; *Strategies of Corporate Board Behavior*; \$97,229.

James R. Kluegel, University of Illinois-Urbana; *Americans' Beliefs About Inequality*; \$71,038 with the National Institute of Mental Health

Barbara Laslett, University of Southern California; *Demographic and Economic Determinants of Family Form and Function*; \$43,272.

Robert Mare, University of Wisconsin-Madison; *Social and Demographic Sources of Change in the Youth Labor Market*; \$71,087.

Robert McGinnis, Cornell University; *Networks of Basic and Applied Research Communities in Agricultural Science*; \$84,747.

Frederick Mosteller, Harvard University; *Studies of Quantitative Methods in the Social Sciences*; \$103,347.

Alberto Palloni, University of Wisconsin-Madison; *Socioeconomic Determinants of Changes in Mortality Rates*; \$41,000.

Lee Rainwater and **Christopher Jencks**, Huron Institute, Inc.; *Worker Assessments of Job's Non-Monetary Characteristics*; \$45,740 with Measurement Methods and Data Resources program.

Shalom H. Schwartz, University of Wisconsin-Madison; *Moral Decision-Making and Behavior*; \$54,859 with Social and Developmental Psychology program.

Charles Tilly, University of Michigan; *Collective Action in Large-Scale Social Change*; \$131,938.

David L. Wallace, Leo A. Goodman and **Shelby J. Haberman**, University of Chicago; *Statistical Methodology in the Social Sciences*; \$177,523.

Erik O. Wright, University of Wisconsin-Madison; *Dimensions of Social Inequality in Modern Western Societies*; \$94,007.

SUPPLEMENTS

Theodore Caplow, University of Virginia; *Urban Social Structure and Change*; \$19,280.

Nicholas C. Mullins and **Lowell Hargens**, *The Social Structure of Scientific Specialties*; \$20,153.

William L. Parish, University of Chicago; *Collaborative Research on Urban Life in the People's Republic of China*; \$2,625.

Richard E. Ratcliff, Washington University; *Networks of Economic and Social Prominence: A Community Study*; \$7,539.

DISSERTATIONS

Dissertation grants are made to the major professor of the doctoral candidate. The major professors, doctoral candidates, their institutions, and award amounts follow:

Lewis A. Coser and **Steven M. Buechler**, SUNY-Stony Brook; \$4,399.

Richard M. Emerson and **Toshio Yamagishi**, University of Washington; \$4,789.

Edward O. Laumann and **James S. Burke**, University of Chicago; \$2,826.

Phillip J. Tichenor and **Cecilie Gaziano**, University of Minnesota; \$2,045.

Charles Tilly and **Richard Hogan**, University of Michigan; \$9,955.

Michael Useem and **David Swartz**, Boston University; \$3,855.

Immanuel Wallerstein and **Kenneth Barr**, SUNY-Binghamton; \$3,700.

Murray J. Webster and **James E. Driskell, Jr.**, University of South Carolina-Columbia; \$3,700.

EQUIPMENT

George W. Bohrmstedt, Indiana University; *Minicomputer System for the Analysis of Textual Data*; \$81,499.

Charles Tilly, University of Michigan; *Specialized Graphics and Computing Equipment for Sociology*; \$24,901.

1981 Annual Meeting
August 24-28, 1981
Sheraton Centre, Toronto

1981 ASA Award For A Distinguished Contribution to Scholarship

Nominations are invited for the 1981 ASA Award for a Distinguished Contribution to Scholarship. The Award is given for a single work, such as a book, monograph, or article, published in the preceding three calendar years (1978-80).

The winner of this award will be offered a lectureship known as the Sorokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA expense after the award recipient is announced at the 1981 ASA Annual Meeting in Toronto.

Members of the Association or other interested or knowledgeable parties may submit nominations for the Award. Nominations should include name of author, title of work, date of work, and publisher, and should be sent by March 15, 1981, to: Rose Laub Coser, 52 Erland Road, Stony Brook, NY 11790.

Jessie Bernard Award

This award is given biennially, in odd-numbered years, in recognition of work that has enlarged the horizons of the discipline of sociology to encompass fully the role of women in society. The award will be given for scholarly contributions that further this goal whether the substantive area of the contribution be in empirical research, in theory, or in methodology. The award may be given for an exceptional single work (article or book), for several pieces of work, or for significant cumulative work done throughout a professional lifetime. The award is not designed solely for women sociologists nor is it limited to the substantive area of sex roles. The recipient will be announced at the ASA Annual Meeting and will receive a plaque or certificate of recognition.

Nominees for the Jessie Bernard Award may be either members of the discipline of sociology or peripheral to it. Only members of the Association may submit nominations. Nominations should include a relatively detailed statement explaining the importance of the work and should be sent to: Janet Hunt, Chair, Bernard Award Selection Committee, Department of Sociology, University of Maryland, College Park, MD 20742. Deadline for submission of nominations for the 1981 award is April 1.

System Development Corporation and the Department of Education
Announce the availability of

The Comprehensive Data Base From the Sustaining Effects Study

The Sustaining Effects Study is a three-year longitudinal study of educational growth in over 115,000 children from elementary schools based on a nationally representative sample. The study is an evaluation of the effects of compensatory-education programs. The data include achievement and affective scores from the fall and spring of each year; home interviews on economic status and home support for education for a subsample; the amounts of educational experiences each student was provided, collected four times a year; and the characteristics of the teachers, principals, schools, and districts associated with each student. The data have all been uniformly linked with consistent identifying numbers that protect the identities of specific students, schools, and districts.

The data base includes data at all stages of processing, so that secondary investigators may re-scale, re-code, or re-score data; calculate new composite indexes; form new groups for comparisons; or apply new analysis techniques to any or all of the data items.

The data base is composed of nine high-density data tapes and four volumes of documentation that describe the organization of the tapes, provide an analysis history of each data item, and provide copies of all the data-collection instruments.

This data base will be available as a single unified package on May 1, 1981 to secondary researchers at the cost of its reproduction. This cost is \$1,200.00. Orders should be on institutional purchase-order forms and must be received on or before April 30, 1981. Orders received after that date will have to be filled by the Federal Government.

For answers to specific inquiries on the data base, please address:

Dr. Ralph Hoepfner, Mail Drop 41-06
System Development Corporation
2500 Colorado Ave.
Santa Monica, CA 90406

(213) 820-4111, extension 6332

Purchase orders should be made out to System Development Corporation and should be addressed as above.

SDC
System Development Corporation

January 30-31. 11th Annual International Interdisciplinary Conference on Piagetian Theory and the Helping Professions. University of Southern California, Los Angeles. Contact: Ms. Anne Smith, Conference Coordinator, University Affiliated Program, Childrens Hospital of Los Angeles, P.O. Box 54700, Los Angeles, CA 90054.

February 20-22. Sun Belt Social Network Conference. Bay Harbor Inn, Tampa, FL. Contact: Alvin W. Wolfe or H. Russell Bernard, Department of Anthropology, University of South Florida, Tampa, FL 33620. Phone: (813) 974-2150.

February 26-27. Fifth Annual NDEA Conference on Regional Studies. New York City. Emphasis: Teaching of Area Studies and Other Cultures in the Humanities and Social Sciences. Will include special section on language. Contact: NDEA Conference, Institute on Western Europe, 1306 International Affairs Building, 420 W. 118th Street, Columbia University, New York, NY 10027.

March 4-6. Annual Meetings of Western Association of Sociology and Anthropology. Fort Garry Hotel, Winnipeg, Canada. Contact: G.N. Ramu, Department of Sociology, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.

March 4-7. Association for Gerontology in Higher Education National Meeting. Netherland Hilton, Cincinnati, OH. Theme: "Gerontology Tomorrow: Consolidation/Expansion?" Contact: Elizabeth Douglass, Executive Director, AGHE Central Office, 1835 K Street, N.W., Suite 305, Washington, DC 20006; or, Ilene Wittels, National Meeting Program Chair, AGHE, School of Business Administration, University of Missouri-St. Louis, St. Louis, MO 63121.

March 4-7. "A Fabric of Our Own Making": Southern Scholars on Women. Regional Conference and Art Exhibition. Georgia State University, Atlanta. Contact: Diane L. Fowlkes, Political Science, and Charlotte S. McClure, Comparative Literature, Box 673, Georgia State University, University Plaza, Atlanta, GA 30303.

March 20-22. Sixth National Conference on Blacks in Higher Education. Washington, DC. Theme: "Mainstreaming Blacks: Precedents, Problems, and Procedures." Contact: Samuel L. Myers, Executive Director, National Association for Equal Opportunity in Higher Education, 2243 Wisconsin Avenue, N.W., Washington, DC 20007. Phone: (202) 333-3855.

WOMEN IN THE PROFESSIONS

A national conference on "Women in the Professions: Science, Social Science, and Engineering" will be held at Purdue University on March 20-21. Women nationally recognized for their outstanding achievements will survey the current status of professional women and identify methods for increasing career opportunities. For further information and application forms, contact: Ms. Cary Bowdich, Division of Conferences, Stewart Center, Purdue University, West Lafayette, IN 47907. Phone: (317) 749-2533.

PUBLICATIONS

Social Forces seeks papers on any aspect of the ratio variable (or definitional dependency) controversy in sociology including, but not limited to: (1) critiques of recent articles on the topic, (2) the defense of the use of ratio variables, (3) comparisons of ratio variable analyses with alternative techniques, (4) the effects of measurement error in the components of ratios, (5) the use of ratios for control purposes, (6) the use of ratios to correct for heteroscedasticity, or (7) an historical perspective on the use of ratios in social research. Send four copies of the paper by March 1, 1981 to: Kenneth A. Bollen, Societal Analysis Department, General Motors Research Laboratories, Warren, MI 48090. Phone: (313) 575-3249.

Sociological Spectrum, formerly *Sociological Symposium*, invites contributions for a special issue on Social Stratification to be published in the Summer of 1981. Theory, method, and substantive manuscripts will be given equal consideration. The due date for submission is March 1, 1981. Send three copies to: James K. Skipper, Jr., Co-Editor, *Sociological Spectrum*, Department of Sociology, Virginia Polytechnic Institute and State University, Blacksburg, VA 24061.

The Insurgent Sociologist. Special issue on The Labor Process. Seeking manuscripts on the following topics: the division of labor and labor markets; labor control and resistance; rationalization and technological change; the impact of state policy; workplace cultures; political struggles and strategies; industrial democracy; occupational health and safety; the international division of labor; empirical case studies, historical research, and book reviews. Tentative deadline for manuscripts and abstracts: February 28, 1981. Manuscripts and correspondence concerning special issues should be sent to: *The Insurgent Sociologist*, Department of Sociology, University of Oregon, Eugene, OR 97403.

Civil Rights Research Review (formerly the Clearinghouse for Civil Rights Research) invites papers on the topic "Measuring Race and Sex Discrimination." Of particular interest are pieces on such questions as how one determines that affirmative action programs are "working", what are appropriate measures or evidence of discrimination, whether they are the same for women and minorities, and whether segregation (e.g., in schools or housing or occupations) is a measure of discrimination. Manuscripts may review or present research, but should not exceed 20 pages double-spaced. Send two copies by February 20th to: Diana Pearce, Editor, Center for National Policy Review, Catholic University Law School, Washington, DC 20064.

CONFERENCES

International Conference for the Sociology of Sport, symposium, May 28-June 2, 1981, University of British Columbia, Vancouver, B.C., Canada. Papers solicited on "Career Patterns and Career Contingencies in Sport." Contact: Alan G. Ingham, Hutchinson Hall DX-10, University of Washington, Seattle, WA 98195.

Society for the Scientific Study of Religion, 1981 Annual Meeting, October 30-November 1, 1981, Lord Baltimore Hotel, Baltimore, MD. Deadline is March 1, 1981 for papers on the theme: "Changing Religion in a Changing World." Contact: Mary Jo Meadow, Department of Psychology, Mankato State University, Mankato, MN 56001. Phone: (507) 389-2724.

District of Columbia Sociological Society, Annual Research Institute. May 9, 1981, Center of Adult Education, University of Maryland, College Park. Papers should be submitted before March 15, 1981 to: Jennie J. McIntyre, Department of Sociology, University of Maryland, College Park, MD 20742. Phone: (301) 454-5051.

Arkansas Undergraduate Sociology Symposium, April 3-4, 1981, at Hendrix College, Conway, AR. Anyone interested in participating should send an abstract of no more than 200 words indicating the topic and a summary of the intended remarks. Abstracts of the papers will not be returned and may be printed in the *Symposium Proceedings*. Abstracts may be received no later than March 7, 1981. Registration materials and further information can be obtained from: Dr. James R. Bruce, Department of Sociology, Hendrix College, Conway, AR 72032; (501) 329-6811, ext. 307.

Dissertations in Progress, an evening session sponsored by the student representatives of the ASA Medical Sociology Section Council, invites medical sociology and medical anthropology graduate students to give a 15-minute talk on substantive and process issues related to their dissertations at the 1981 ASA Annual Meeting in Toronto. Eligible students should have received their degree no earlier than December 1980. Submissions should include contributor's name, year of study, departmental affiliation, and address. Deadline for submissions is February 15, 1981. Send one copy each to: Bernice Pescosolido, Department of Sociology, Yale University, P.O. Box 1965 Yale Station, New Haven, CT 06520; and Roberta Rosen, Department of Sociology, University of California, San Francisco, CA 94143. More details appear in the *ASA Medical Sociology Section Newsletter*.

Association for the Sociology of Religion, Annual Meeting, August 22-24, 1981, St. Michael's College, Toronto, Canada. Theme: "Church and Nation in the 1980s"; submissions deadline is March 1, 1981. Program Chair: Ken Westhues, Department of Sociology, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1.

Council of Nurse Researchers, American Nurses' Association, 1981 Annual Business and Program Meeting, September 17-19, 1981, International Inn, Washington, DC. Abstracts for paper and poster presentations are invited on the theme: "Nursing Research: Optimizing for Health." Deadline is February 1, 1981. For abstract forms and *Guide for Abstract Preparation*, contact: Dorothy Young, Technical Assistant, Research and Policy Analysis Department, American Nurses' Association, Inc., 2420 Pershing Road, Kansas City, MO 64108. Phone: (816) 474-5720, ext. 307.

Seventh International Conference on Improving University Teaching, July 15-18, 1981, Tsukuba, Japan. Papers and proposals for seminars, workshops, and exhibits on topics in the following areas are invited: (1) Re-examining the goals and functions of higher education; (2) developing and evaluating curriculums and their technology; (3) understanding, facilitating, and evaluating learning; (4) enhancing and evaluating teaching performance. Papers and proposals must be received by February 1, 1981, at: IMPROVING UNIVERSITY TEACHING, University of Maryland University College, University State Boulevard at Adelphi Road, College Park, MD 20742.

POSTDOCTORAL

Division of Sociomedical Sciences, Columbia University, announces its Postdoctoral and Predoctoral Sociomedical Sciences Training Program in Social Stress and Mental Health. The program offers interdisciplinary training for researchers and teachers focused on relations among life stress, mental health, deinstitutionalization, and chronic mental illness. Courses in basic social science and medical social science specialties, combined with research experience, lead to Master's or doctoral degrees. Postdoctoral trainees will receive \$13,380 to \$18,780 and predoctoral trainees \$5,040. 1981-82 traineeships include tuition and stipend and are contingent upon funding. Contact: Division of Sociomedical Sciences, Columbia University, School of Public Health, 600 West 168th Street, New York, NY 10021. Phone: (212) 694-3912.

Department of Psychiatry at Michael Reese Medical Center, the Committee on Human Development at the University of Chicago, and the Adolescent Program at Illinois State Psychiatric Institute are jointly sponsoring an interdisciplinary training program in clinical research in adolescent development. Postdoctoral fellowships provide an NIMH stipend for 1-2 years. Application deadline is March 1, 1981. Send vita and statement to: Dr. Reed Larson, University of Chicago, 5730 South Woodlawn, Chicago, IL 60637. Phone: (312) 753-3467; 753-3860.

Duke University Center for the Study of Aging and Human Development is offering postdoctoral fellowships in adult development and/or aging for the 1981-82 academic year. Fellowships provide research training in most biomedical, behavioral, and social science fields. Application deadline is May 1, 1981. Send vita and brief description of area of proposed research to: Dr. Ilene C. Siegler, Box 3003, Duke Medical Center, Durham, NC 27710.

The Population Reference Bureau seeks applicants for its new Visiting Scholar Program which will award one fellowship per year to a qualified mid-career demographer/population specialist. The person selected will work in the Washington office of the Bureau for one academic year or, in certain circumstances one semester, to develop and complete a specific demographic research project resulting in one or more PRB publications dealing at least in part with policy implications—domestic or international. For further information contact: Robert P. Worrall, Population Reference Bureau, 1337 Connecticut Avenue, N.W., Washington, DC 20036. Phone: (202) 785-4664.

PREDOCTORAL

Boston College, Department of Sociology, Program in Social Economy and Social Policy, invites applications for predoctoral traineeships in research and consulting relating to decentralized, community-based economics, worker participation in management, industrial democracy and corporate social responsibility. The Fellowship Program is supported by NIMH. For more information and application forms, write: Admissions Committee, Department of Sociology, Boston College, Chestnut Hill, MA 02167. Deadline for completed applications is March 1, 1981.

Columbia University announces its Postdoctoral and Predoctoral Sociomedical Sciences Training Program in Social Stress and Mental Health. See announcement in postdoctoral section for more information.

University of California, Berkeley, announces a multidisciplinary program in Jurisprudence and Social Policy leading to MA and PhD degrees. The program is designed to encourage the study of law as a social institution and to meet the needs of (a) students who wish to pursue graduate studies of law and legal institutions from the standpoint of one or more disciplines; (b) students who plan careers in policy analysis and applied research on law-related issues; (c) students interested in teaching law as a phase of undergraduate liberal education; and (d) students preparing for law-teaching and other legal careers who feel they will benefit from a multidisciplinary program. Prior legal training is not a prerequisite for admission to the program. All students must be admitted to the Graduate Division of the University. Application forms, financial aid information, and a detailed program statement may be obtained by writing to: The Graduate Secretary, Program in Jurisprudence and Social Policy, School of Law, University of California, Berkeley, CA 94720. The deadline for applications for financial assistance and for admission to the program is February 1, 1981.

The Rand Graduate Institute invites applications for its doctoral program in policy analysis, 1981-82. The program offers interdisciplinary curriculum and workshops and a Work-Study Program with compensation for work on Rand research leading to a dissertation and doctoral degree. Deadline for submitting applications is February 1, 1981. Write: Director, Rand Graduate Institute, 1700 Main Street, Santa Monica, CA 90406.

OTHER

American Association for the Advancement of Science (AAAS) invites outstanding natural and social science and engineering students, preferably those at the graduate level, to apply for the 1981 Mass Media Science Fellows Program. Fellows will work as reporters, researchers, and production assistants for 10-12 weeks during the summer at radio stations, television stations, newspapers, and magazines throughout the United States. AAAS pays a \$250 weekly stipend and travel expenditures. Deadline for receipt of applications is February 15, 1981. Minorities, women, and handicapped persons are especially encouraged to apply. Write: Mass Media Science Fellows Program, AAAS, 8th Floor, 1776 Massachusetts Avenue, N.W., Washington, DC 20036.

The Gerontological Society of America announces the 1981 Research Fellowship Program. The Program places fifteen gerontological researchers in "aging network" settings for limited amounts of time to conduct research projects having immediate utility for administrative planning and policy formulation. The 1981 theme will be *Continuum of Long-Term Care: Health Care for the Elderly*. Fellowships are supported by a \$3,500 stipend beginning in June and lasting 3 to 6 months. Application deadline is February 23, 1981. For eligibility requirements and further information, write: Ms. Linda Krogh, Program Director, The Gerontological Society of America, 1835 K Street, N.W., Suite 305, Washington, DC 20006. Phone: (202) 466-6750.

ASA PROBLEMS OF THE DISCIPLINE DEADLINE: February 1

SSSI Herbert Blumer Award

The Herbert Blumer Award recognizes outstanding student contributions to symbolic interaction. The award is given on an annual basis to the winner of the graduate student competition; the 1981 award will be presented at SSSI annual meetings in Toronto. All students working with the symbolic interaction perspective in any discipline are encouraged to submit papers for consideration. Deadline for submission is May 1, 1981. Send papers to: Susan Takata, Institute for the Study of Social Change, 2420 Bowditch Street, University of California, Berkeley, CA 94720.

APA Dissertation Award

Division 23, Consumer Psychology, of the American Psychological Association (APA), is sponsoring an award for an outstanding PhD dissertation in consumer psychology defended successfully between July 1980 and June 1981. The PhD dissertation should focus on one or more consumer psychological topics; for example, consumer beliefs, attitudes, information processing, personality, persuasion, and behavioral change strategies. Dissertations directed by Professors in Psychology, Sociology, Anthropology, Marketing, and related fields may be submitted. The award includes a plaque from Division 23, a \$300 prize, round-trip air fare to the 1981 APA national convention, plus hotel room and board for 3 nights during the convention. Applicants should submit 3 copies of an abstract of their dissertation. Abstracts are limited to 40 pages in total length. Submission deadline is June 15, 1981. Write to: Professor William O. Bearden, College of Business Administration, University of South Carolina, Columbia, SC 29208.

AAAS Socio-Psychological Prize

Awarded annually for a meritorious paper that furthers understanding of human psychological-social-cultural behavior, the prize is intended to encourage in social inquiry the development and application of the kind of dependable methodology that has proved so fruitful in the natural sciences. Entries should present a completed analysis of a problem, the relevant data, and interpretation of the data in terms of the postulates with which the study began. Purely empirical studies and purely theoretical formulations are not eligible. Unpublished manuscripts and manuscripts published after January 1, 1980 are eligible. Deadline for receipt of entries is July 1, 1981. For entry blank and instructions, write: AAAS Executive Office, Eighth Floor, 1776 Massachusetts Avenue, N.W., Washington, DC 20036.

Leslie T. Wilkins Award

The School of Criminal Justice of SUNY-Albany and the Criminal Justice Research Center are pleased to announce the Leslie T. Wilkins Award. The Award has been established by the faculty of the School in recognition and honor of the significant contributions of Leslie T. Wilkins to research, theory and policy in Criminal Justice. The Award, which carries a cash prize of \$500, will be given annually to the author(s) of the outstanding book-length work in the fields of criminology and criminal justice. The Committee is now seeking nominations from the field for works published during 1980. Please send nominations to: Leslie T. Wilkins Award Committee, School of Criminal Justice, SUNY-Albany, 135 Western Avenue, Albany, NY 12222.

PUBLICATIONS

Midwest Feminist Papers 1980 is a collection of feminist reviews of 25 sociology books, contributed by members of Midwest Sociologists for Women in Society. Price: \$2.50. Order from: Martha Thompson, Department of Sociology, Northeastern Illinois University, 5500 N. St. Louis, Chicago, IL 60625.

California Sociologist announces its latest issue, *Asian/Pacific Americans: A Special Issue*, edited by Lawrence K. Hong and Ronald T. Tsukashima. Included are articles on Americans of Chinese, Filipino, Japanese, Korean, Pakistani, Samoan, and Vietnamese descents. Price: \$6.00. Contact: Department of Sociology, California State University, Los Angeles, CA 90032.

Science and Technology: Annual Report to the Congress presents major administration activities during the past year and emerging policy issues relating to science and technology. Part One reviews Federal research and development initiatives and activities; Part Two analyzes policy issues. Price of the two-part, 87-page report is \$4.50. Request stock number 038-000-00459-0 from the Government Printing Office, Washington, DC 20402.

CETA Journey: A Walk on the Women's Side highlights specific sections of the CETA regulations and explains what the language means and its significance for women's organizations and programs. Written as a companion piece to "A Guide to Seeking Funds from CETA" which outlines the CETA system and how it works, this new publication focuses attention on the specific provisions written into the regulations that were designed to increase women's representation on CETA planning councils and in the CETA planning process, and to increase their participation both as program operators and as service reviewers. Single free copies are available from: Women's Bureau, Office of the Secretary, U.S. Department of Labor, Washington, DC 20210. Send a self-addressed mailing label with request. Multiple copies are available from: the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, for \$2.25.

Digest of Education Statistics, 1980 has recently been issued by the National Center for Education Statistics. The report emphasizes survey data and estimates and utilizes materials from numerous sources to provide a comprehensive picture of the American educational system. Price: \$7.00 per copy. Request stock number 067-000-00037-7 from: the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Proceedings from the Open Workshop on Solar Energy detail the deliberations, conclusions, and recommendations of 60 invited panelists asked by the Department of Energy to provide advice on the subject of solar energy. The 246-page report includes speeches by solar energy experts, excerpts from discussion sessions, and final committee reports. Price: \$3.00 for microfiche, \$9.50 per printed copy. Request SER/CP-741-683 from: the National Technical Information Service, 5285 Port Royal Road, Springfield, VA 22161.

Responding to Spouse Abuse and Wife Beating: A Guide for Police, a report funded by the Law Enforcement Assistance Administration of the Department of Justice, calls for increased arrests in investigations of domestic flare-ups, especially in cases involving serious injury, use of a deadly

weapon, or violation of a court restraining order. The report is the result of visits to 17 police agencies and interviews with over 200 police and social service professionals. Prices: 1-9 copies, \$6.00 each; 10-49 copies, \$4.00 each; 50 or more, \$3.00 each. Write: Police Executive Research Forum, 1909 K Street, N.W., Washington, DC 20006.

American Behavioral Scientist has published a symposium on "Ecology and the Social Sciences: An Emerging Paradigm" in the September/October, 1980 issue. Price: \$5.00. Order from: Sage Publications, 275 Beverly Drive, Beverly Hills, CA 90212.

The Centre for Documentation in Social and Human Sciences has organized a system of automated bibliographies upon request, directly drawn from the FRANCIS file (French Retrieval Automated Network for Current Information in Social and Human Sciences). Both standard and personalized bibliographies are available. For subscription prices and further information, contact: Roger Brunet, Director, Centre for Documentation in Social and Human Sciences, 54 boulevard Raspail, 75270 Paris Cedex 06, France.

Sociology of Leisure and Sport Abstracts has been created to provide a comprehensive and efficiently accessible source of information using the SIRLS data base. Subscribers to the journal will be kept up to date on publications in the field of the sociology and social psychology of leisure and sport. Contact: SIRLS, Faculty of Human Kinetics and Leisure Studies, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1.

The National Crime Survey found that serious crime rates remained essentially unchanged between 1973 and 1979, but household larcenies and simple assaults were up. Survey statistics are gathered through U.S. Bureau of Census interviews in 60,000 households in which persons 12 years of age and older are asked what crimes they were the victims of during the preceding six months. Additional information about the survey can be obtained by calling (202) 724-7782. Copies of the report are free from: the National Criminal Justice Reference Service, Box 6000, Rockville, MD 20850.

A Catalog of Directories of Computer Software Applications lists documentation and/or source programs available for hundreds of applications in each of more than 25 subject fields. For further information and brochure write: National Technical Information Service, Computer Products Division, 5285 Port Royal Road, Springfield, VA 22161.

1981 Resource Guide to Selected Books for People Who Work With People lists and describes books chosen for their usefulness to people whose vocations or avocations include providing education, counseling, training and aid for children, youth, adults and senior citizens. Send a self-addressed long envelope and \$1.00 to: Gallaway Publications, Inc., 2400 NW Circle Boulevard, Corvallis, OR 97330.

Red Feather Institute for Advanced Studies in Society. Choose any two new articles free! Don Comstock offers an alternate set of procedures for Critical Research; John Welsh has a paper on Dramaturgy and Mystification in U.S. political life; and T.R. Young has a paper in the conflict methodology series which reflects upon the displacement of folk methods in constituting social reality by scientific methods. Write: Red Feather Institute, Livermore, CO 80536.

Women's Studies

The International Congress on the Emerging Womanpower will have a book exhibit on books and papers published during 1945-1981 on women's studies, women's problems, womanpower and sociobiology of women in any major language of the world. Individual scholars and publishers who have produced a piece on any aspect of women's studies are requested to contact the ICEW Chair. Also needed are scholars to assist in the preparation of a bibliography on women's studies during this period. Write to: Samir K. Ghosh, ICEW Chair, 114 Sri Aurbindo Road, Konnagar, W.B. 712235, Near Calcutta, India. The Congress will be held in Vienna on September 23-30, 1982.

Teaching

Contributors to *Eighty-One Techniques for Teaching Sociological Concepts* are being sought for any updates to their articles or any correspondence received from users. Experiences of users are also welcome. Contact: Walter J. Friedman, Sociology Department, University of Wisconsin Center-Manitowoc County, 705 Viebahn Street, Manitowoc, WI 54220. Phone: (414) 682-8251.

Divorce-Related Research

Helen J. Raschke of Austin College, and Randel D. Day of South Dakota State University are updating their compilation of unpublished divorce-related research and the communication network. If you have planned, in progress, or completed but unpublished research and would like to share it with others, or if you wish to obtain the compilation or be placed on the mailing list, contact: Helen J. Raschke, Box 1578, Austin College, Sherman, TX 75090.

GAPS Newsletter

Seventy-five sociological couples have joined together to form GAPS (Group for Academic and Professional Spouses). The first GAPS Newsletter has appeared; it reports on detailed discussion at the New York ASA meeting, asks for research which has been done on related issues, and includes a long argument on necessary university reform by Christopher Jencks. To join the mailing list, write to: Jeffrey C. Alexander, Sociology Department, UCLA, Los Angeles, CA 90024; or, Stephen Warner, Sociology Department, University of Illinois-Chicago Circle, Chicago, IL 60680.

Criminal Violence

Wanted—Citations of research on criminal violence. If you have done, are now doing, or soon expect to be doing research on criminal violence in any of the medical, behavioral or social sciences, please contact: Drs. Marvin E. Wolfgang and Neil A. Weiner, University of Pennsylvania, Center for Studies in Criminology and Criminal Law, 3718 Locust Walk/CR, Philadelphia, PA 19104. This project, sponsored by the National Institute of Justice, involves compiling a comprehensive list of research on criminal violence which will be made available to researchers as part of an information clearinghouse. Any related research is requested, regardless of size, design or purpose. Please send your name, address and descriptive materials or reprints.

Speech Communication of Women

Copies of unpublished papers on the speech communication of women (personal, professional and political) delivered at professional meetings and articles on the same subject published in local or regional newsletters, bulletins, etc., in the 1970's are wanted for

an annotated bibliography. Please include relevant bibliographical information of time, place, event, etc. Send material to: Mary W. Jarrard, Department of Speech Communication, 115 Bingham Hall 007-A, University of North Carolina, Chapel Hill, NC 27514, or Phyllis Randall, Department of English, Communication Building, North Carolina Central University, Durham, NC 27707.

Housing Research

Researchers interested in housing policy and programs for low-income households will be able to access the data files from the Experimental Housing Allowance Program through the Housing Research Data Center scheduled to open in January. The Experimental Housing Allowance Program is the largest social experiment involving housing assistance ever undertaken. Over 30,000 households in 12 areas of the country were included. For more information contact: Housing Research Data Center, DUALabs, 1601 North Kent Street, Suite 900, Arlington, VA 22209. Phone: (703) 525-1480.

Study of Space

The Institute for the Social Science Study of Space is a new organization created to stimulate and coordinate the articulation and investigation of social issues generated by space activities throughout the world. It produces publications and a newsletter for social scientists and humanities scholars and other individuals with professional interest in space research. It also sponsors seminars to facilitate interactions among social and scientific professionals and policy-makers on space-related questions. For more information contact: Institute for the Social Science Study of Space, P.O. Box 922, Georgetown University, Washington, DC 20057.

Research Workshop Set at Howard U.

Faculty from predominantly Black colleges are invited to apply for the third annual Faculty Research Development Workshop which will be held June 1-26 at Howard University.

The workshop, designed to increase participation of Black college faculty members in educational and social science research, will be organized by the Mental Health Research and Development Center, Institute for Urban Affairs and Research, with support from the National Institute of Education.

The workshop will address models and methods of social and behavioral science research, computer utilization in research, and grantsmanship. Application deadline is February 15.

Contact: Lawrence E. Gary or Diane R. Brown, Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008. Phone: (202) 686-6770/6578.

**AUGUST B. HOLLINGSHEAD
1907-1980**

August B. Hollingshead, the William Graham Sumner Professor Emeritus of Sociology at Yale University, died suddenly on October 28, 1980 in New Haven, Connecticut.

Sandy Hollingshead was born in Lyman, Wyoming, April 15, 1907. He moved to California at an early age and was graduated from the University of California at Berkeley in 1931. He received his MA degree from the University of California, Berkeley in 1933 and his PhD degree in Sociology from the University of Nebraska in 1935. He taught at the University of Alabama and Indiana University before coming to Yale in 1947 where he remained until his retirement in 1975.

Sandy Hollingshead possessed the rare quality of intellectual honesty combined with the courage to raise issues lesser scholars have let alone. His persistent quest for solutions to society's problems has been carried out through his meticulous scholarly research and presented in his clear precise writing.

Over thirty years after the publication of his book *Elmtown's Youth* (1949), it is still praised as a classic statement of the structure and functioning of an American community. Winner of the MacIver Award in 1959 for distinguished research in sociology for his study *Social Class and Mental Illness* (1958) with F.C. Redlich, Sandy went on to do research on the personal and family dimensions of schizophrenia among slum-dwellers in Puerto Rico with Lloyd H. Rogler (*Trapped: Families and Schizophrenia*, 1965), and on patient care within a teaching hospital (*Sickness and Society*, 1968) with Raymond S. Duff. In 1980, he received the Merit Award of the Eastern Sociological Society.

Sandy's years of conscientious service to teaching and research have stretched across broad social changes which he observed with his characteristic insight. Generations of students have benefited from his "open-door" policy, from his thoughtful and always gentle prodding, from his dry humor, and from his enthusiastic encouragement.

Always a devoted family man, Sandy is survived by his wife, Carol Dempsey Hollingshead, two daughters, Anne Hanna and Ellen Steale, seven grandchildren, and a brother, Rodney. Memorial gifts may be made to Christ Episcopal Church, Bethany, Connecticut.

Jerome K. Myers
Yale University

**WERNER J. CAHNMAN
1903-1980**

On Saturday, September 27, 1980, Dr. Werner J. Cahnman, Professor Emeritus of Sociology at Rutgers University, died of cancer at St. John's Queens Hospital in Queens, shortly before his 78th birthday.

It was my privilege for many years to be a colleague and friend of his in the University's Newark College Department of Sociology and Anthropology. This may, however, not be the time or place to describe his many contributions to the work of the Department or the University, or even to the branches of specialized learning in which he had an active professional interest. For the catalogue of accomplishments that would have to be presented and gratefully acknowledged in such a description, would do little to convey Professor Cahnman's inclusive conception of the mission of sociology, which was distinctive of his mature thought, and was integrally bound up with the

temper of his mind and person. It is these latter things that endeared him to us, and made our fellowship with him a uniquely rewarding experience.

Werner Cahnman was born in Munich, Germany. Majoring in history, economics, and sociology at the Universities of Berlin and Munich, he received his doctoral degree with a dissertation on Ricardo. He was a spokesman for the Jews of Bavaria and a leader of the Central Union of German Jews during the early years of the Hitler regime. For a year, he was imprisoned in the Dachau concentration camp and, shortly before the outbreak of World War II, he was released to emigrate to the United States. As a visiting scholar and postdoctoral fellow at the University of Chicago, he became acquainted with Robert E. Park and other social science luminaries who graced the faculty. He taught at Fisk University, Hunter College, and Yeshiva University, and he was a visiting professor at his old alma mater in Munich. By the time he joined us at Rutgers, he was already, as he continued to be to the very end of his life, a prominent student of historical sociology, of race and culture contacts, and of the sociology of the Jews. His *Sociology and History* and his two volumes on the work of Ferdinand Toennies are eloquent and convincing testimony to his superb scholarship.

Yet, the most revealing single fact about Werner Cahnman is that, for him, sociology was not just one of several distinct academic disciplines, dealing with questions that are of interest and relevance primarily to members of a highly specialized profession. On the contrary, while he recognized that many important sociological problems are unavoidably and narrowly technical, as he saw and practiced sociology, it was also a critical commentary on man and society, and unending commentary that seeks to clarify our place in the scheme of things by exploring and assessing the significance of all aspects of human experience. He thought it was the responsibility of the academic professions, and of sociology in particular, to be the guardians of critical inquiry and circumspect judgment. Indeed, Werner Cahnman's indefatigable devotion to these seems to me to have been a major generative source of the intellectual commitments and traits of character that made him such an impressive human being, scholar, colleague, and friend.

Joseph Maier
Rutgers University

**RICHARD E. DUWORS
1914-1979**

On August 24, 1979, Richard Edward DuWors, in words he was wont to use, took his departure from this vale of tears. He was born in Boston, Massachusetts, in 1914. He attended Boston Latin School, worked for the U.S. Postal Service for several years and in 1935 entered Bates College. He was elected to Phi Beta Kappa and was graduated Magna Cum Laude in Sociology and Economics in June 1939. In the following Fall he was admitted to the Graduate Program in Sociology at Harvard University where in due course of time he was appointed a Teaching Fellow. His graduate studies were interrupted by a stint in the U.S. Navy during World War II, in which service he attained the rank of Lieutenant prior to his discharge from active duty. Resuming his studies at Harvard he was awarded the PhD in 1949.

He served as an Instructor at Brown University from 1946-49, Associate Professor of Sociology and Chairperson at Mount Union College from 1949-50, Professor of Sociology and Chairperson at Bucknell University from 1950-58, Professor of Sociology

and Head, University of Saskatchewan from 1958-68, and Professor of Sociology, University of Calgary from 1968-79, also serving as Department Head from 1968-71. Within weeks after his retirement he was suddenly and fatally stricken with a cerebral hemorrhage from which he never recovered consciousness. He is survived by his wife, Maureen, and an infant son as well as the family of his previous marriage to Luella Manter DuWors.

His publications include two books co-authored with C.C. Zimmerman and some 35 scholarly monographs and articles of which about 5 fall outside the area of sociology. He also published some 25 poems in various outlets including the *Atlantic Monthly* and the *Canadian Forum*. Two of his articles, "Custom and Contract" in the *American Sociological Review* (February 1948) and "The Markets and the Mores" in *Social Forces* (December 1948) played a key role in establishing his stature as a sociologist. While his publication record would be envied by many it is perhaps overshadowed by his richly deserved reputation as an intellectual catalyst—he was a virtual fountain of provocative ideas and penetrating insights to the benefit not only of scholars but of many engaged in the more immediately practical affairs of life. Indeed his services as a consultant were sought in areas such as the fishing and television industries, city and regional planning boards, and other government agencies. Some 50 papers presented before a wide spectrum of professional groups served as an additional vehicle for his general ideas.

The mentors to whom he felt most indebted for his own intellectual development were P.A. Sorokin and C.C. Zimmerman of Harvard University and A.M. Myhrman, J.M. Carrol, and P. Berkleman of Bates College.

"Dick" DuWors, as his intimates called him, is not easy to characterize. His brilliance and wit would be acknowledged readily by all with the acumen to appreciate them but from that point on his admirers and detractors would diverge widely in their choice of words to denote exactly the same traits, as he would have been the first to admit. It is unlikely that anyone ever felt neutral about him. To the timid, restrained, pompous, or unimaginative he was eccentric—to the open-minded he was refreshingly uninhibited. The life of those around him certainly had its precarious moments but it was never, but never, dull. His commitment to things intellectual was obsessive yet he was contemptuous of those who wore intellectuality as a badge—particularly those who sheep-like assumed the *au courant* intellectual posture and programmed themselves to recite on cue the latest prescribed clichés of the cult.

He was kindly disposed toward people of modest station in life who made the best of whatever their talent and circumstances afforded them but he was angered by people for whom mediocrity constituted an acceptable life standard and he made no effort to conceal his contempt for them. The desire to please and be loved by everybody was no part of his character. In his freshman year he almost sparked a campus civil war with an article entitled "Bands in Chapel" published in the Bates College literary journal, the *Garnet*. In it he made the provocative suggestion that a "C" average qualified one only for the inferior stations in life, thereby polarizing the student body into factions known as the "truck drivers" and the "grinds".

While in college he was a member of the track team and, even though his performance in this area was never spectacular, he remained an ardent track fan for the rest of his days. Teams and individuals whom he voluntarily coached achieved outstanding success; he played a key role in initiating and organizing highly successful fund drives for track and field facilities; he

helped to design an innovative type of indoor track, and finally, in his later years he developed a consuming interest in the Sociology of Sports.

As important to him as his academic and scholarly pursuits were, it is probably true that his most intense gratifications came from the part he played in the achievement of practical improvements in the world about him. Numerous people in practical walks of life were inspired and guided by the ideas born in his fertile mind. Not the least of these beneficiaries were his students to many of whom he successfully transmitted that priceless quality of mind that A.M. Myhrman called "intellectual curiosity". That his students appreciated his witty humor was attested many times by the roars of laughter emanating from his classrooms.

Perhaps one who passes on painlessly upon formal retirement following a creative, influential, and productive life should be counted fortunate, but the tragedy lies in the loss to the world of those things he had yet to contribute and the personal loss of those he left behind.

Albert Pierce
California State University, Northridge

**JOHN JAMES
1911-1980**

John James's many friends and professional colleagues, both on the West Coast and around the United States, will be saddened to learn that John died on June 5, 1980, following a struggle with cancer. He is survived by his wife, Bettie.

John James was born on May 19, 1911 in Hartford, Connecticut. He attended the University of Connecticut as an undergraduate, receiving a degree in Economics in 1936. He also received a Master's Degree in the same field in 1942. John's education was interrupted by World War II. He served with distinction in the U.S. Navy. Like others of his generation, John fought in an American war in which the "good guys" and the "bad guys" were clearly identifiable. His participation in the war was a source of pride to him and his office wall at Portland State University was decorated with a picture of an escort carrier on which he had served.

After World War II, John returned to graduate school at the University of Washington, where he received the PhD in Sociology in 1949. He served as an Acting Instructor while at Washington. His first full-time teaching position was at UCLA in 1948-49, followed by an appointment at the University of Oregon from 1949-53. After spending a year at Pomona and another at Lewis and Clark College, John came to Portland State University (then College), where he remained until his retirement in 1976.

John's contributions to sociology were considerable, particularly given the fact that most of his academic career was spent in institutions with high teaching loads. A number of professional sociologists acknowledge the fact that it was John who first interested them in the discipline. He had a number of important articles on human ecology and in small group research published in the *American Journal of Sociology*, *American Sociological Review*, *Pacific Sociological Review*, and other places. Although his research activities lessened somewhat during the last decade that he taught, he had been working for some years on a lengthy and stimulating monograph on new perspectives in human ecology.

John was one of those persons who came to sociology during the great growth period of the 1950s. He was an active participant in the Pacific Sociological Association, as it grew from a handful of members to a large-

sized regional association. He served as Secretary-Treasurer of the Association from 1958 to 1961, and as Vice President during 1962-1963. In short, he was one of a small number of key figures in the growth of the regional association.

John was also a key figure in the development of sociology at Portland State University, which had only been created a few years before he joined the faculty. He was the founding member of the department and served as its head from 1960 to 1965. He was responsible for hiring many of the current members of the department and for department-building of other kinds as well. He was also justifiably proud of the role he played in obtaining the School of Social Work at Portland State, in competition with the two senior universities in the state. Finally, John was the designer of the small groups laboratory opened in 1970, which is one of the largest and best-equipped facilities of its kind anywhere.

I had the good fortune to know John first as an undergraduate student in his Introductory Sociology course at Washington and later as a colleague. He was an exciting teacher and a "true believer" who convinced me that "Whatever that stuff is, I want more of it!" He had the same effect on a large number of undergraduate and graduate students at Portland State and elsewhere. Students found John to be the model of a scholarly, humane, caring teacher. All of his colleagues at Portland State will remember him as a scholar, teacher, friend, and most important, a gentle, decent human being. We will all miss him.

Don C. Gibbons
Portland State University

Deaths

Rollin Chambliss, 78, who established the Sociology Department at the University of Hartford in 1963 and served as Chair until he retired in 1972, died September 4, 1980, in West Hartford. Chambliss also taught at the University of Georgia (for 16 years), Harvard University and the University of Connecticut. His best known work is *Social Thought from Hammurabi to Comte*.

William Christian Lehmann, 91, Professor Emeritus at Syracuse University, died November 23, 1980, in Washington, D.C. Lehmann was a member of the Syracuse Sociology Department from 1927 until his retirement in 1954. He is the author of a number of works on figures of the Scottish Enlightenment.

**Grove of Redwoods
Serve as Memorial
For Sociologist**

A grove of redwood trees will be planted on the campus of California State University-Long Beach in memory of Martin R. Haskell, Professor of Sociology.

The grove, which will also include a concrete bench and bronze plaque, will be located near the Department of Sociology office on that campus.

Contributions should be made payable to the California Institute of Socioanalysis—Martin R. Haskell Memorial and mailed to the Institute at 4420 Village Road, Long Beach, CA 90808.

Haskell founded the California Institute of Socioanalysis in 1964.

NEH Summer Seminars Cover Range of Topics & Disciplines

(Continued from Page 1)

gust 14; Richard M. Abrams, Department of History, University of California, Berkeley, CA 94720.

"The Economic Development of Pre-Industrial Europe," June 15 to August 7; Jan de Vries, Department of History, University of California, Berkeley, CA 94720.

"American Social History, 1700-1850: An Interdisciplinary Approach," June 15 to August 7; David H. Fischer, History Department, Brandeis University, Waltham, MA 02154.

"The Political Culture of Modern Britain, 1870 to the Present," June 8 to July 31; Stephen E. Koss, Department of History, c/o Summer Session Office, 102 Low Memorial Library, Columbia University, New York, NY 10027.

"The Black Protest Movement in Twentieth-Century America," June 22 to August 14; August Meier, Department of History, Kent State University, Kent, OH 44242.

"The War in Vietnam and Its Legacy," June 15 to August 7; Robert D. Schulzinger, Department of History, University of Colorado, Boulder, CO 80309.

American Sociological Review, Vol. 24 (1959) through Vol. 45 (present) available to a library for the cost of shipping. Write: Ellis Bryan, East Central University, Ada, OK 74820.

Wanted. Counselors, Psychologists, Teachers to conduct human development seminars. Lucrative opportunity; no investment required. Training provided. Human Development Institute, 33 Jeffrey Court, St. Cloud, MN 56301.

Family Studies: The Department of Human Development and Family Ecology, University of Illinois is seeking a Department Head at the Associate Professor level. Must have demonstrated research expertise in some aspect of family studies. Applicants should send vita and references to: Dr. Marilyn M. Dunsing, Director, School of Human Resources and Family Studies, 274 Bevier Hall, University of Illinois, Urbana, IL 61801. In order to receive full consideration, applications must be received by January 15, 1981. Position open August 21, 1981. Affirmative Action/Equal Opportunity Employer.

Stress and Mental Health: A Bibliography. Citations on psychological outcomes of stress. Topics include models, life events, suicide, environment, 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 and handling (\$3.25 Canadian/1st class) or \$6.95 each + \$1.25 first book and \$.75 each additional (\$2.25 and \$1.00/1st class). HBRG, Inc., Dept. ASA 181, Box 17122, Irvine, CA 92713.

"Labor Organization and the Industrial Revolution in Europe and America, 1780-1900," June 15 to August 7; William H. Sewell, Jr., Department of History, University of Arizona, Tucson, AZ 85721. Seminar will be held at the Institute for Advanced Study, Princeton, NJ.

"The American South as Myth and Symbol," June 8 to July 31; George B. Tindall, Department of History, University of North Carolina, Chapel Hill, NC 27514.

"Patterns of French Behavior Today," June 22 to August 14; Laurence Wylie, 1540 William James Hall, Harvard University, Cambridge, MA 02138. Open only to teachers in two-year colleges.

"The 1890s in Germany and Austria," June 8 to August 1; Sander L. Gilman, Department of German Literature, Cornell University, Ithaca, NY 14853.

"Foucault and Heidegger: The Interpretive Study of Human Beings," June 22 to August 14; Hubert L. Dreyfus, Department of Philosophy, University of California, Berkeley, CA 94720.

"Moral Principles and Public Policy," June 22 to August 14; Gertrude Ezorsky, Department of Philosophy, CUNY-Graduate Center, 33 West 42nd Street, New York, NY 10036. Seminar location will be Hampshire College, Amherst, MA.

"The Right to Privacy," June 22 to August 14; Alfred R. Louch, Department of Philosophy, Claremont Graduate School, Claremont, CA 91711.

"Ethnic Groups and the State," June 15 to August 7; Paul R. Brass, Department of Political Science, University of Washington, Seattle, WA 98195.

"Politics in Aesthetic Perspective," June 15 to August 7; Henry S. Kariel, Department of Political Science, University of Hawaii, Honolulu, HI 96822.

"State and Society in Empirical Democratic Theory," June 22 to August 15; Eric A. Nordlinger, Center for International Affairs, Harvard University, Cambridge, MA 02138.

"Concepts of Total Domination in Political Thought," June 8 to July 31; Melvin Richter, Department of Political Science, CUNY-Graduate Center, 33 West 42nd Street, New York, NY 10036.

"Human Rights and Discrimination," June 8 to July 31; Vernon Van Dyke, Department of Political Science, University of Iowa, Iowa City, IA 52242.

"Religion and Society in Ancient Israel," June 15 to August 7; Robert Wilson, Department of Religious Studies, c/o NEH Summer Sessions, Box 2145 Yale Station, New Haven, CT 06520.

"Principles and Metaphors in Biomedical Ethics," June 15 to August 7; James F. Childress, Department of Religious Studies, University of Virginia, Charlottesville, VA 22903.

"Engineers and Conflict: An Historical Analysis," June 15 to August 7; Eugene S. Ferguson, Department of History, University of Delaware, Newark, DE 19711.

Teaching Services Program Plans 2nd Workshop Series

A second national series of teaching workshops which extends the program in two directions will be offered May 14-17 at five locations across the country by the ASA Teaching Services Program.

For the first time, the series includes (1) advanced workshops that provide more focused instruction for previous workshop attendees, and (2) sessions devoted to the application of teaching and learning principles to the design of specific, substantive courses in sociology.

The series includes five general workshops for persons attending their first workshop and five advanced workshops for previous participants. General workshops will run from noon May 14 to noon

Teaching Innovations

A survey of departments of sociology is being conducted by Studies in Higher Education to gather information on teaching innovations in the discipline.

The survey is being conducted in cooperation with the ASA Teaching Services Program and is supported by the Exxon Education Foundation.

Departments of sociology are requested to cooperate with this project by returning the questionnaires containing the information on their teaching innovations in camera-ready form. The questionnaire may be duplicated if additional copies are needed.

If your department has not received its questionnaire, please request one from: ASA Project, P.O. Box 693323, Miami, FL 33169. Phone: (305) 625-3162.

When completed, the *Directory of Teaching Innovations in Sociology* will be distributed through the ASA Teaching Resources Center.

Population has elected the following officers: Larry Bumpass, President-Elect; Basil Zimmer and Leo Estrada, Council, and Mary Kriz, Secretary.

Family announced the following 1980 election results: Bert N. Adams, Chair-Elect; Joan Aldous and Paul Glick, Council. Nominations for Chairperson and two Council members for the 1981 election should be sent to: Lenore J. Weitzman, The Boy's Town Center for the Study of Youth Development, Stanford University, Stanford, CA 94305. Papers are also invited for three types of sessions scheduled for the 1981 program: (1) a roundtable session to involve a wide variety of research interests; (2) a family policy session to focus on the family as a political issue and to critique current policy efforts such as the White House Conferences; and (3) a session on new interdisciplinary perspectives on the family. Send to: Marie Withers Osmond, Department of Sociology, Florida State University, Tallahassee, FL 32306.

May 16; advanced workshops from noon May 15 to noon May 17.

The workshops are tentatively scheduled for New Orleans, Boston, Reno, Phoenix and Indianapolis.

SUBSTANTIVE COURSES

Participants in the general and the advanced workshops will meet together for one day, noon May 15 to noon May 16, to apply teaching and learning principles to the design of specific sociology courses.

The courses being considered for the workshops are (1) the first course in sociology; (2) the family; (3) research methods, (4) social problems, and (5) sex and gender.

Each workshop will concentrate on only one course. The assignment of each course to a specific workshop location will be announced in the February issue of *FOOTNOTES*.

REMAINING PROGRAM

The first day of the general workshop, noon May 14 to noon May 15, will concentrate on faculty development, teaching competence, and curriculum and course assessment.

The second day of the advanced workshop, noon May 16 to noon May 17, will cover either course and curriculum development or faculty development and evaluation. The assignment of specific topics for each advanced workshop will be announced in the February issue of *FOOTNOTES*.

Further information and application forms may be obtained from: Hans O. Mauksch or Gail Woodstock, Coordinators, Teaching Workshops, Room 211, TD3-West, Medical Center, University of Missouri, Columbia, MO 65212. Phone: (314) 882-6183.

Task Group Clarifies Surveys On Homosexuality

The purpose of this letter is to clarify some issues raised by the three surveys we conducted in the past year. When the ASA Task Group on Homosexuality met during the Annual Meeting in 1979, we discussed what kind of data we would need for our report to Council and decided to organize three separate surveys of the following (overlapping) categories: ASA members, sociology department chairs and heads, and gay or lesbian sociologists. We knew that our surveys would be exploratory because questions on homosexuality are not typically part of the repertoire of survey research. No guidelines could show us what kind of questions to ask or whom to ask. Not surprisingly, we made some mistakes. We are, therefore, grateful to colleagues who advised us of errors in design and wording. However, many of the comments were addressed to the individual Task Group member who had agreed to receive a particular questionnaire, apparently on the assumption that that person alone was responsible for it. That assumption is wrong. The questionnaires were a collective enterprise, from the outline prepared during the ASA meetings, through successive drafts mailed to members of the Task Group, to a more or less acceptable version for the deadlines to be met. Pressure of time was (as always) intense and on-the-job communication across six campuses far from ideal. We hoped, however, that the undertaking was sufficiently important to take some risks with imperfect phrasing and other technical inadequacies. As the results will show, that faith has been confirmed. The response was good and all in all, these beginning steps were productive. We hereby thank all the respondents for their support.

John Gagnon
Joan Huber, Chair
Suzanne Keller
Ron Lawson
Patricia Miller
William Simon

In a complex world, simple ideas are likely to be overlooked because of our penchant for making life complicated. The other day, I was talking to a friend who chairs a department in another discipline. He said that he had established a new program. I expected him to tell me that he had established a new PhD program. But he said that, in his department, each faculty member is expected to attend a class session of each of their colleagues during an academic year. Procedures are simple. One checks with the colleagues as to the day so as to avoid tests/films and simply records the visit on a roster in the departmental office. No report is required but the list at the end of the year is added to the person's personnel file as fulfilling routine faculty obligations.

I like the idea. It would give each faculty member annual exposure to the wide range of teaching styles present within a department. It would provide an opportunity for faculty to get feedback about various aspects of teaching, should they wish it. It would provide shared experience which initiates future conversation. Traditionally, teaching has been considered a "private" matter, like other forms of self-abuse.

This simple procedure avoids the chilling visitations by tenured faculty descending on classes of untenured faculty. But it has the advantages, at times of tenure and promotion, of providing one's colleagues with first hand exposure to the person's teaching, rather than depending solely on meaningless means and mischievous gossip. It also contains the possibility, remote of course, of learning some content from colleagues. Some claim that's possible.

Why shouldn't we make attending our colleagues' classes a routine obligation? We might be able to help them but the greatest appeal might be that we could help ourselves. Most of us need all of the help we can get. We need to make teaching an integral part of our professional obligations, a part of "peer review". It doesn't need to be overly formalized or bureaucratized but teaching certainly needs to be better institutionalized as a focus of common concern among colleagues—primarily as reciprocity and only incidentally as evaluation.—RRD