

Footnotes



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Greeley Makes \$50,000 Challenge Grant to ASF Campaign

It has been clear from the outset that the success of the current ASF endowment campaign depends upon the generosity of sociologists themselves rather than foundations, corporations, or governmental largesse. The contribution of one sociologist, Andrew Greeley underscores the point. He has made a \$50,000 challenge grant to the campaign for the years 1987-88. In essence, he will match contributions from members dollar for dollar up to a total of \$50,000. Thus, every dollar contributed by others will be worth two.

Of course, Andy Greeley's other contributions to sociology are well-known. He was a prolific writer and provocative sociologist long before beginning a series of novels which combine good narrative, good moral theology, and good sociology in a winning recipe. His recent *Confessions of a Parish Priest* provides a fascinating saga of role integra-

tion for one who has served as priest, scholar, columnist, and novelist.

Ordained in 1934, Greeley received his PhD in Sociology from the University of Chicago in 1961. He is the author of such important works as *Religion and Career* (with Peter H. Rossi), 1963; *The Education of Catholic Americans*, 1966; *The Denominational Society*, 1972; *Ethnicity in the United States*, 1974; *The Irish Americans*, 1981; *Religion: A Secular Theory*, 1982; and *The American Catholic: A Social Portrait*, 1984. A rigorously empirical scholar with special skills as a survey researcher, Greeley has been a long-time program director at the National Opinion Research Center and Director of the Center for the Study of American Pluralism. Currently Professor of Sociology at the University of Arizona, he has also served on the faculties of Loyola University and the University of Chicago.

Alas, sociological studies are not yet household staples and hence it is the Greeley novels which have produced the lion's share of his royalties. Beginning with *The Cardinal Sins* and ranging through such best-selling works as *Thy Brother's Wife*, *Lord of the Dance*, and most recently *The God Game*, these have generated enormous interest and not a little capital which this prophet has plowed back into his many concerns. In addition to his grant to the ASF, he has recently endowed a professorship at the University of Chicago and created a foundation to assist in the college education of disadvantaged youth. Greeley continues to write and work actively concerning his abiding concern over religion, ethnicity, and education plus such current issues as the abuse of women. Money aside, few have contributed so much and so widely. □

Merton Receives Honorary Degree from Oxford

Oxford University awarded its first honorary degree to an American sociologist, in June 1986, when it conferred the Degree of Doctor of Letters upon Robert K. Merton, along with degrees to the geneticist Francois Jacob of the Pasteur Institute and the conductor Sir Reginald Goodall of the English National Opera. The Public Orator took detailed note of Merton's contributions to the discipline, ranging from his work on atomic and structural analysis to the sociology of science. It was noted that some of his innovative ideas have entered not only into the shared knowledge of sociologists but into the wider public discourse. Later, Robert Burchfield, the editor of the four-volume *Supplement to the Oxford English Dictionary*, singled out Merton's expression, "self-fulfilling prophecy," in the Preface to the concluding volume as an exemplar of the "new vocabulary taken from all walks of life and from many countries." He identified other conceptual terms coined by Merton that have entered everyday usage and the OED; among them, manifest and latent functions, social dysfunction, local and cosmopolitan influences, retreatism, and role-set.

Merton's accomplishment, like that of his teachers at Harvard, has been to help broaden recognition of sociology as a distinctive scholarly discipline, not least outside the United States. American universities had first founded separate Departments of Sociology about a century ago, while Harvard did so only in 1931, when Pitirim Sorokin was brought from the University of Minnesota to chair the Department. Merton, Kingsley

See Merton, page 2

New Sections Probe Emotions and Culture

by Ellen Berg (part one in a series)

Two new sections are in formation in ASA: one on emotions and one on culture. This article was prompted by my own ignorance about these areas: "emotions" is such a new term in the sociological vocabulary and "culture" is such a hackneyed one, I was not sure what they mean in the present context. To find out, I have talked with a few members of each section about the scope of the field and their own work. In this article I will report on my findings for the area of emotions; next month, I will report on culture. What follows cannot claim to be exhaustive; but I do believe it points to characteristic concerns and interests of sociologists of emotions and culture.

The Sociology of Emotions

There is a pioneering spirit among the members of this new section. As Co-chair Candace Clark¹ points out, the frontier they are opening up is "an aspect of social behavior and interaction" which has been "essentially ignored" by a sociology which has focused on "rationality." Pushing ahead with the pioneer metaphor, the exploration of this new terrain is meant to expand (not supplant) the existing discourse. Thus Clark notes the intimate connection between rationality and emotion: "Emotions are data which are processed by the person, and 'rational' people pay attention to them."

Within the social sciences, emotions have largely been the province of psychologists. Steven Gordon², the other Co-chair, points to a sociological component of emotions which is not reducible to the psychological: emotions arise,

are differentiated, managed, and transmitted in a social setting. The expression of emotion is socially constructed and socially learned.

These descriptions of the field will be more meaningful as we turn now to consider work which has been and is being done on emotion. Let us turn first to consider the work of Arlie Hochschild, who was identified to me as "the mother of the sociology of emotions."

Hochschild's³ route to this new terri-

tory was via "serious" study of the work of Goffman—which she found "insightful" but also left her feeling "something was missing"; and the women's movement—which introduced her to a new discourse in which emotions moved from the periphery to the core. Hochschild identifies the "something missing" as "a theoretical account" to explicate Goffman's "evocative examples" of how actors feel and manage

See Section, page 3

Gittler Bequest Funds Two Sociology Chairs at George Mason

Distinguished visiting professor of sociology Joseph B. Gittler and his wife Susan have made a bequest to George Mason University in Fairfax, VA, of approximately \$925,000 to establish two chairs in sociology in their names.

"I've worked at many universities in this country and around the world," says Gittler, who has taught there since 1980. "I feel most at home at George Mason. The University has been very good to me."

Upon the death of Gittler and his wife, the University will request two additional paid positions from the state to fill the Joseph B. Gittler and Susan W. Gittler professorships in sociology.

The University will receive interest from the Gittler trust which will be matched by the state through its Eminent Scholars Program. With the funds from the interest, George Mason will be able to hire two well-known scholars, for many years to come without ever touching the trust.

For the past 50 years, Gittler, who holds a master's degree from the University of Georgia and doctorate from the University of Chicago, has held administrative and faculty positions at many universities including the University of Hiroshima and Yeshiva University.

"George Mason is very lucky to have someone with his qualifications," says Joseph Scimecca, sociology chairman and former undergraduate student of Gittler's. "He has held a number of positions at several universities and is a sociologist with an international reputation."

According to Susan Gittler, who holds a bachelor's degree from the University of Rochester, she has had three careers: dance, sculpture, and sociology.

"Of all the places we have been," Susan says, "we would most like to have our name associated with George Mason."

(Reprinted from the *Mason Gazette*) □

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Increasing the Effectiveness of the Public Information Program

by Carla B. Hovey

The American Sociological Association has always responded to calls from the media and within the last decade has provided some staff assistance to the press at the annual meeting. In 1983, a Task Force on the Media was formed to intensify and systematize these efforts. That Task Force evolved into a standing Committee on Public Information. The Committee, chaired by Ron Milavsky of NBC, meets annually. The Committee is composed primarily of sociologists who work in the media, with additional expertise from sociologists with experience as subjects of media coverage and those who study the media in their research.

Positioning Sociology in the Press

Although sociology is taught in almost all universities and often required as a part of general education, the general public has limited or skewed understanding about the field. Unlike psychology, sociology gets little press attention, or is often represented at its worst (e.g., trivial research, or coverage in the *National Enquirer*). Many timely topics could be illuminated by the inclusion of sociological work.

One problem is the bias in American society toward individualistic explanations of behavior. Instead of looking at social conditions that foster drug use and abuse, most Americans (and thus the audience for the press) like to find out what kinds of personalities and individual traits explain deviant behavior. Americans are uncomfortable with the idea that a social structure exists and that their individual successes and troubles are shaped by their position in society as well as their individual attributes. The work of sociologists confronts this bias and often makes journalists as uncomfortable as their readers.

Social science work, in general, and sociology in particular is difficult to summarize. When *USA Today* wants to write two paragraphs on modern marriage, some of our experts come off as jargon-laden, long-winded two-handed sociologists ("on the one hand this; on the other hand that"). Like students, journalists want a simple conclusion, facts and answers and not qualifications that these findings hold only for a particular sample, or only given certain assumptions. Sociologists worry that the simplification of their results will include erroneous reporting.

Unlike natural and biological science, sociology rarely has "breakthroughs." Although most of our work is relevant to current, interesting issues of the day, we rarely have data or results that are earthshaking to policymakers or the public. Thus our work may always be on the "back burner" compared to other scientific work, tragedies of the day, which sports figure is traded to which team, and local community activities.

The ASA has a small professional staff, all trained in sociology, but with limited experience in public relations. We are increasing our knowledge and drawing on the experience of our Committee and our membership. The American Psychological Association has six full-time people working on public information. At best, we can have 1/6 of two sociologists' time and some secretarial support. We have extended our efforts through the use of student interns.

The message we want to convey is that a sociological perspective adds to almost any story about human behavior;

sociology isn't the answer but it is a part of the picture, a part that is frequently omitted. Stories will be more complete with the addition of sociological expertise. The ASA is a resource for those sources and we'll help sociologists communicate clearly when contacted by the press.

The Target Audience and Action Plan

ASA seeks to reach the general public through journalists, working primarily at:

- large metropolitan papers, targeting specialty editors
- weekly popular magazines (e.g., *Time* and *Newsweek*)
- radio and television talk shows
- specialty writers on specific topics such as: family, religion, sports, medicine, education, and business.

Our nine-point action plan is as follows:

I. *Develop an accurate press list* focusing on newspapers, weekly magazines, selected television and radio feature reporters, with special emphasis on reporters covering: family, religion, sports, medicine, education, business and general social science. The list will be compiled from standard directories and checked for accuracy with phone calls. The list will be updated semi-annually.

For the next six weeks, we will systematically look at the *Washington Post*, the *New York Times*, the *Chicago Tribune*, *Time*, and *Newsweek* to identify reporters who cover social science and have specialty "beats" listed above.

II. *Meet with a dozen journalists* on a face-to-face basis to discuss their interests and needs, and to provide sample packets of story ideas and sources. After compiling our master list, we will identify journalists in Washington, DC, New York, and Chicago (site of our 1987 annual meeting) that seem especially crucial to getting our message out. We will ask them to join 2 or 3 ASA sociologists for breakfast or lunch to learn about their needs and interests and how we can serve as a resource. To focus the discussion, we will bring one or more sample packets of information about how sociology informs the understanding of current social issues (see item IV). Depending on the outcome of these meetings, these journalists may be on a "preferred list" to receive information more regularly, more quickly or more exclusively than the general list.

III. *Develop a source list* of sociologists ready to help media on specific topics, indexed and cross referenced by topic. The data base of sources needs to be enlarged. We will continually update the list through the use of: (a) self referral; (b) information from the Mass Media column of *Footnotes*; (c) books reviewed in *Contemporary Sociology*; (d) papers presented at the ASA annual meeting and regional meetings. At the moment, the source list would be used in-house and not distributed to the press. See boxed insert at the end of this article.

IV. *Develop packets on current social issues* that describe a sociological view on each topic, current research, sources, and spin-off stories. Each packet would be 5-10 pages of background information to suggest some of the important questions the press should ask, and who might have some informed answers.

Sample packets could look at: drug use and abuse in the United States; step-parenting and grandparenting in an era of divorce; reproductive technology, abortion, and changes in the social and medical dimensions of childbirth; or understanding the farm crisis.

V. *Experiment with visits to smaller newspapers* when visiting cities in conjunction with travel to regional sociology meetings. ASA staff can make early contacts with local press to discuss their needs and interests and share our information sources. The hypothesis is that a smaller city's press might be more receptive to help; we could also make linkages with sociologists in these communities.

VI. *Hold a seminar for the press* on the topic of sociological research on AIDS, featuring a panel of sociologists with information about the topic. The seminar will be held in Washington, DC in May with advance notice to Washington press. The panelists would be available for other public information activities while in town: appearances on local talk shows, a possible breakfast at the National Press Club, visits to relevant Congressional committees and federal agencies. This seminar would be a prototype for other seminars on topics of current interest.

VII. *Prepare press releases* on papers to be presented at the ASA annual meeting. The Preliminary Program will be ready by June 1 and we can identify papers we find media-worthy. We will get copies of as many of those papers as possible and will write press releases about them. As the time of the meeting gets closer, we will arrange for a daily press conference with 1-3 sociologists available to comment on a specific topic of interest. Press who come to the press room will be greeted with a packet of information about the ASA meeting (including the program), the sample releases, a master list of sessions of interest, and the schedule of press conferences. At least one person will staff the press room at all times.

VIII. *Issue a monthly set of releases* (3-6)

Merton, from page 1

Davis, John W. Riley, C. Arnold Anderson and a further handful of today's distinguished sociologists were in the very first cohort of graduate students at Harvard. Before then, for instance, the young Talcott Parsons had been only in the Department of Economics. Just as Harvard lagged, so the ancient British universities remain latecomers in formally recognizing the discipline. To this day, Oxford lacks a separate Department of Sociology and Cambridge has only recently appointed Anthony Giddens to its re-established Chair of Sociology. In recognizing the importance of Merton's scholarly work, Oxford recognizes the distinctive contribution that sociology makes to the academy.

Further extension of such recognition in Europe was provided in November 1986 by the University of Ghent (Belgium) which designated Robert Merton as the first occupant of the George Sarton Chair ("Sarton Leerstoel") in the History of Science (defined to encompass the Historical Sociology of Science). Merton concluded his inaugural lecture — which he described as the final revised edition of "The Matthew Effect in Science II: Cumulative Advantage and the Symbolism of Intellectual Property" — by observing that Paul F. Lazarsfeld, his lifelong collaborator and friend, had agreed with the historian Sarton in identifying Sarton's fellow Gentenaar, Adolphe Quetelet, rather more than Comte, as the founder of a sociology oriented toward systematic empirical research. □

on topics of current research sent to the press list and possibly sent over PR Newswire. As we update the source list, we will discover sociologists who are doing interesting work. Once a month, we'll sit down and identify the best work to publicize. We will write up those releases and send them out to the media list. We will experiment with directed mailings to the specialty editors. We can also experiment sending releases over PR Newswire to see if the electronic medium is more effective than the U.S. mail.

IX. *Improve the skills of sociologists who deal with the press* via a professional workshop on media relations at the annual meeting. Laurel Walum has agreed to lead this workshop for the 1987 meeting in Chicago. We will also prepare a booklet of information (in our professional publications series) that advises sociologists on how to get (positive) press coverage for themselves, how to write releases, how to use ASA appropriately, and how to use their university press office. Look for more articles in *Footnotes* as well as the Mass Media column.

We welcome members' comments about this action plan and we encourage you to be a media source for information about the work you are doing. Please send your commentary to me at the ASA Executive Office. □

Please add your name to our media resource list. Send your:

- name
- preferred mailing address
- daytime phone number and place to leave a message
- 2 areas of expertise on topics of (probable) media interest

Send to: ASA Public Information Program, 1722 N Street NW, Washington, DC 20036. □

Annual Meeting Table Space

Association members have the right to apply to the Executive Office prior to the Annual Meeting for table space to distribute literature. Available space is assigned without charge on a first-come, first-served basis, according to Council policy.

Due to the number of requests, two parties are usually assigned to each table. There are no general storage facilities available beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold and (2) nothing of an offensive nature may be displayed.

Members wishing to apply for space at the 1987 Annual Meeting in Chicago should send their requests by April 30, 1987 to Janet Astner at the Executive Office. □

Correction

The name of Panos D. Bardis was spelled incorrectly in the November 1986 issue of *Footnotes* (page 9, column 2). In addition, the first line of his poem should have read "White is black and black is white." Our apologies. □

Sections, from page 1

their feelings. Her work since the mid-1970s has focused on conceptualizing this area.

In her 1983 book about stewardesses, *The Managed Heart*, Hochschild develops the concepts of (1) emotion work or management which is the act of evoking or suppressing feeling so as to feel what one wants or ought to feel as indicated by (2) feeling rules which, in the workplace, are codified rules about the emotions to be expressed and conveyed through the job, and (3) estrangement from your feelings which results from projecting emotion according to feeling rules rather than spontaneously. Hochschild notes that one third of the American labor force is doing jobs "which require a substantial amount of emotional labor."

Hochschild's current research is on economies of gratitude in marriage—this concept refers to the sense partners have of appreciating one another and expecting appreciation, of being grateful for some attribute or gesture and of expecting gratitude. There is especially an expectation of thanks for exceptional behavior—so changing social patterns (which evoke new, "exceptional" behavior) produce strains in the economies of gratitude. Hochschild is studying such a situation: wives joining the labor force. Gender ideologies underlie the expectations both men and women have for gratitude as this new situation gives rise to behavior experienced by the actors as sacrifices, compromises, and accommodations.

A second early pioneer—and indeed, the first to publish a book on emotions—is Theodore Kemper.⁴ Like Hochschild, Kemper was drawn to define this new terrain by an intersection of intellectual and personal experience. In the mid-1970s he was working on a theory of social interaction, focusing on relations of power in which compliance is coercively attained and relations of status in which cooperation is voluntary. At this point a number of significant personal experiences demanded his attention. As he used his theory of power and status relations to understand his own experience he began to see that these interactions (coerced or voluntary) always evoked emotions. His theoretical attention turned then to emotions and he immersed himself in the available literature: a literature in the fields of psychology and physiology.

Kemper's book, *A Social Interactional Theory of Emotions*, draws on empirical knowledge about emotion and his theory of interaction, to generate a new sociological theory of emotions. The book analyzes the bases in relations of power and status of the socialization of emotions, of love, of fear and anger, and of the emotions of mental illness.

The analysis of fear and anger is particularly noteworthy; here Kemper connects the domains of sociology and physiology. It has been demonstrated in physiology that two hormones, working as neurotransmitters, trigger the emotional responses of fear and anger. Paralleling this Kemper argues that two social relationships also trigger these emotions: power triggers fear, the withdrawal of status triggers anger. Thus "social relationships are linked through emotions to physiological processes."

One measure of the dynamism of this new field is that from the first it has had theoretical diversity. For the most part the theoretical advances in the sociology of emotions are emerging from empirical explorations. I want to briefly mention four empirical studies, by way of illustrating the diversity of sub-

stantive concerns and of methods which characterize this field.

Content Analysis of Love and Anger. In a paper they presented at the 1986 ASA Meetings,⁵ Francesca Cancian and Steven Gordon examine changes in the advice on marital love and anger presented to American women in popular magazines in the decades between 1900 and 1980. Their findings rest on a content analysis of 128 articles and a qualitative analysis of a subset of these. Not unexpectedly they found a "continuous trend towards modern norms encouraging emotional expression, individualism and flexible gender roles"; a more exceptional finding was that there were "discontinuous accelerations and reversals of this trend"—specifically, there was an accelerated trend to modern norms in the 1920s, a reversal to traditional norms in the 1930s through 50s, and a marked acceleration again in the 1970s. Cancian and Gordon point to the importance of cultural ferment and economic conditions in their explanatory discussion of these patterns.

Life-Histories on Emotional Responses of Criminals. In a paper published in *Qualitative Sociology*,⁶ Charles Frazier and Thomas Meisenhelder report on life-history interviews with ninety-five incarcerated male criminals (ordinary property offenders). The subjects "were asked to report their life-histories as they lived them," with no guidance as to what stages, events, or feelings were to be included. As they focused on their criminal activities two kinds of attendant emotions were reported: (a) "excitement and adventure while committing crimes," and (b) "contrition concerning their crimes." Frazier and Meisenhelder argue that the emotions of guilt and shame are particularly significant as they challenge the accepted view of criminals as belonging to a subculture which values crime and of "feeling comfortable (if not self-righteous) in their criminality."

Comparative Analysis of Grief: Lynn Lofland is an advocate of comparative trans-historical and cross-cultural studies of emotions, designed to address the question How do emotions change over time and space? Working in the area of death and dying, she suggests that while much is known about mourning behavior, considerably less is known about the attendant emotion of grief. Its possible variability over time and space is particularly opaque. Lofland has been working on a set of questions which might guide comparative analyses of grief: (1) How does the definition of the situation of death (shaped, for instance, by a worldview and by demographics) affect grief? (2) How does the existent pattern of relationships (particularly whether few or many close relationships are possible) affect grief? and (3) How does the conception of the self (as principally emotional or principally cognitive) affect grief? Unlike psychological theories of grief and mourning, which posit universal stages, Lofland believes that comparative sociological analysis can explore the possibility of emotional variability.

Systematic Sociological Introspection and Crisis Emotions. Carolyn Ellis⁷ is interested in "how people reconstruct meaning in their lives during and after a crisis such as a death." Her method is a radical one: she is subjecting her own lived experience to systematic sociological analysis. For the two and a half years her partner lay dying she kept daily notes on the experience and her feelings. Her partner, also a sociologist, contributed some material on his experience. These field notes, now all computerized, are the raw data Ellis is now analyzing. The book she is writing presents the experience in three ways: (1)

as a narrative account of her experience, punctuated by (2) analytic segments which point to recurrent themes, e.g., how identity is maintained in illness, and (3) in a sociological discussion of the narrative and themes in order to illuminate the initial question of how people reconstruct meaning in crisis situations. These three ways of presenting her case study are experienced by readers as successively less personal, and some readers have urged Ellis to write entirely in the third person. Ellis resists this—after all, as in the case of Freud's analysis of his own dreams, the data base is consistently personal (or introspective) and the challenge is to nonetheless reflect on it in a systematic, sociological way.

These few examples are characteristic of the innovative work being done in the sociology of emotions. And they suggest, as Candace Clark puts it, that "the study of emotions has a lot to tell, and a lot to gain from, people in more traditional subfields."

FOOTNOTES

I want to thank all the people cited for the telephone interviews they gave me and the materials they sent me. These notes are meant to indicate my sources for all attributed material.

¹Candace Clark, Montclair State College, undated letter

²Steven Gordon, California State University-Los Angeles, Interview 11/25/86; and "The Sociology of Sentiments and Emotion," in *Social Psychology: Sociological Perspectives*, eds. Morris Rosenberg and Ralph Turner (N.Y.: Basic Books, 1981)

³Arlie Hochschild, University of California-Berkeley, Interview 11/23/86.

⁴Theodore Kemper, St. Johns University, Interview 11/30/86.

⁵Francesca Cancian and Steven Gordon, "The Expressive Self: Social Construction of Marital Anger and Love Since 1900," presented at ASA, New York, 1986.

⁶Charles Frazier, University of Florida, Interview 11/21/86 and Charles Frazier and Thomas Meisenhelder, "Exploratory Notes on Criminality and Emotional Ambivalence," *Qualitative Sociology* 8 (Fall 1985).

⁷Lynn Lofland, University of California-Davis, Interview 11/24/86.

⁸Carolyn Ellis, University of South Florida, Interview, 11/24/86. □

Share Your Teaching Materials

Several sets of curriculum materials are under development for the Teaching Resources Center. The quality and breadth of the teaching techniques depends on submissions from colleagues who teach in a range of settings and have creative ideas about communicative sociology. Please send in your teaching materials, including course syllabi, class exercises, assignments and projects, effective films, reading materials, computer software, and exam items.

Please send your submissions to the appropriate editors:

Social Problems: J. Michael Brooks, Department of Sociology, University of Kentucky, Lexington, KY 40506.

Research Methods: Russell K. Schutt, Department of Sociology, University of Massachusetts, Boston, MA 02125.

Urban Sociology: Phillip Olson, Department of Sociology, University of Missouri, Kansas City, MO 64110. □

Nominations Sought for ASA Awards

DuBois-Johnson-Frazier Award

This biennial award was created in 1971 to honor the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson and E. Franklin Frazier. The award will be given to a sociologist for a lifetime of research, teaching and service, or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. The 1984 award recipient was Joyce A. Ladner; James E. Blackwell received the award in 1986. The award committee welcomes nominations for the 1988 award, which will be presented at the ASA Annual Meeting in Atlanta. Please provide a brief statement indicating why the individual or institution is believed to be eligible for the award. This statement should comment on his/her career or achievements, teaching, and publications, and on the way in which these are consistent with the traditions of these outstanding Afro-American scholars and educators.

Send nominations to: Elizabeth Higginbotham, Department of Sociology and Social Work, Memphis State University, Memphis, TN 38152. The deadline for nominations is April 30, 1987.

Other Award Reminders

Award for a Career of Distinguished Scholarship: The ASA Award for a Career of Distinguished Scholarship is an annual award honoring scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed significantly to the advancement of the discipline. Recent award recipients have been Morris Janowitz, Reinhard Bendix and Edward Shils. The recipient of the 1988 award will be announced in the Annual Program, with presentation of a certificate of recognition at the Annual Meeting in New York. Members of ASA or other interested parties may submit nominations to: Lenore J. Weitzman, Department of Sociology, Harvard University, Cambridge, MA 02138. The deadline for nominations for the 1988 award is March 1, 1987.

Distinguished Scholarly Publication Award: The 1987 award is given for a single work such as an article, monograph, or book published in the preceding three calendar years (1984-1986). Winner of the award will also be offered a lectureship known as the Sorokin Lectures. For more details on nominations see the announcement in November and December issues. Deadline is January 31. Send nominations to: Cora B. Marrett, Department of Sociology, University of Wisconsin, Madison, WI 53706.

Distinguished Contributions to Teaching Award: Nominations for the 1988 award should be made for outstanding contributions to undergraduate and/or graduate teaching and learning of sociology. Nominations may recognize a career contribution, a specific product such as a textbook, a course innovation, or a teaching technique; the award may be given to an individual or collective actor. See November and December issues for more information. Deadline is February 15. Send nominations to: Richard J. Gelles, Office of the Dean of the College of Arts and Sciences, University of Rhode Island, Kingston, RI 02881. □

Council Acts on Cameron Case

At its August, 1986, meeting in New York City, the ASA Council officially repudiated any claims that Paul Cameron is a sociologist and condemned his misrepresentation of sociological research.

The action was taken following a report, commissioned by Council, from the Committee on Homosexuals in Sociology which chronicled Cameron's activities since 1982. The report cited Cameron's misrepresentation of credentials and his inflammatory stands on the issue of homosexuality. Council urged that all regional and state sociological associations, as well as the Canadian sociological associations, be notified of its action and the Committee's report on Cameron. The report is reprinted in full below:

The Cameron Case

This investigation on the pronouncements of Paul Cameron follows from a resolution of the 1985 ASA Business Meeting which charged "the Committee on the Status of Homosexuals in Sociology with the task of critically evaluating and publicly responding" to his work. The resolution arose from several complaints about stories carried by UPI in 1984 and widely reprinted in newspapers which identified Cameron as a sociologist, employing his status as a social scientist to make inflammatory statements about homosexuality.

The following portrait of Cameron emerges from documents provided by the American Psychological Association and a Nebraska watch-group on Cameron, as well as the Sociologists Gay Caucus and the Psychologists Lesbian and Gay Anti-Defamation Organization.¹ In brief, Paul Cameron is a psychologist (PhD, 1966, University of Colorado) known as a tireless anti-gay crusader who was expelled from the American Psychological Association in 1983 for "unethical conduct." Press reports calling him a "sociologist" appeared the following year, though Cameron has stated elsewhere that he would not call himself a sociologist because sociologists are "less respected" than psychologists. Yet the *Lincoln Journal Star* still quotes directors of Cameron's "Institute for the Scientific Investigation of Sexuality" in 1985 as paying Cameron a retainer for "sociological and technical" advice.²

Cameron acquired his reputation as chairman of the Committee to Oppose Special Rights for Homosexuals, an organization formed to oppose the inclusion of "sexual orientation" in the equal rights legislation of Lincoln, Nebraska. The proposed extension of equal civil rights to lesbians and gay men subsequently went down to defeat in a 1982 referendum by a vote of 4 to 1. Since that time, Cameron has been sponsored by a series of local and national New Right organizations to attack equal rights for gay people across the country and has made prominent appearances in King County, Washington, in California, Columbus (Ohio), Baltimore, and Houston where equal rights proposals have been defeated by referenda, city councils, and gubernatorial veto. In 1984, he appeared before the Maine Human Rights Commission, where he linked the ERA to the spread of AIDS, and was called as an expert witness by Texas A & M University in a suit brought against the university by a gay student group which had been banned from campus by the university administration. Also in 1984, US District Court Judge Jerry Buchmeyer, ruling on a mo-

tion made in *Baker v Wade*, a case involving a challenge of the Texas sodomy law, stated that Cameron "has himself made misrepresentations to this court." Buchmeyer termed Cameron's "expert testimony" to be a total distortion of the Kinsey data upon which he relies.³ More recently, he toured New Zealand where a decriminalization bill is pending before Parliament.

Following the 1982 campaign in Lincoln, Nebraska, the leadership of the Committee to Oppose Special Rights for Homosexuals institutionalized itself as a tax-exempt educational foundation called the Institute for the Scientific Investigation of Sexuality (ISIS). ISIS has since specialized in a set of mass-marketed pamphlets on homosexuality which have been given wide distribution. To term these pamphlets (all of which list Cameron as the sole author) a "misrepresentation" or "distortion" of social science evidence fails to convey the tenor of these publications. All of them are presented with the earmarks of scientism, containing a hallstom of statistics, for the most part generated from an alleged national survey conducted by ISIS and buttressed by references from mainstream social scientists.

The flavor of Cameron's remarks is discernible in his most publicized pronouncement of the 1982 Lincoln campaign where he claimed: "Right now, here in Lincoln, there is a 4-year-old boy who has had his genitals almost severed from his body at Gateway (Shopping Mall) in the rest room with a homosexual act."⁴

Lincoln police were unable to find evidence of any kind to substantiate the charge.

The ISIS pamphlets repeat a common set of themes linking homosexuality with violation of natural/Christian law, with "recruitment" of children into perversion, and with disease and mass murder, concluding with demands to "quarantine" all homosexual people. These conclusions are drawn from the purported national survey of five metropolitan areas in the United States, funded by the Winn-Daniel Foundation (and has its fullest exposition in the August 1985 issue of the *Nebraska Medical Journal*) which claims 4,340 respondents, 139 of which were homosexual.⁵ No mention is made of how respondents were selected or of interview techniques. The questionnaire contains 121 items with such questions as:

—When was the last time you read a "dirty" magazine? (within the week/within the month)

—How would you feel about: (a) sharing communal bath or toilet facilities with a homosexual or homosexuals? (very positive/I'd enjoy it greatly/positive/I'd like it/neutral)

—With how many homosexual virgins have you had homosexual relations?

From this and similar surveys come statistical claims ranging from the grotesque to the absurd. For example:

—Sexual mass murders have occurred 17 times in the last 15 years, and claimed 210 victims. 41% of these vicious murderers practiced homosexuality, and they accounted for 136 (62%) of the victims.⁶

—Homosexuals 20 times more apt to mass murder.⁷

—Lesbians reported double the number of auto accidents as compared to normal women.⁸

In a "guest column" printed in *USA Today*, Cameron claims "5 per cent of the gays admitted to having deliberately

infected others with disease (triple the rate of heterosexuals)."⁹ (Even presuming the legitimacy of the initial survey, this claim is made from an N of 4.)

One ISIS pamphlet, called "child molestation and homosexuality," features a photograph of an adult male arm dragging a frightened young boy into a restroom and asserts that 80% of child molestations in the classroom are homosexual. Another claims, "Gays are an octopus of infection stretching across the world."¹⁰ A third articles that "It (homosexuality) is like the dog that gets a taste for blood after killing its first victim and desires to get more victims thereafter with a ravenous hunger."¹¹ Yet another pamphlet shows an adult male arm brandishing an axe over a small, blonde girl cowering in a corner, and announces, "You are 15 times more apt to be killed by a gay than a heterosexual during a sexual murder spree."¹²

The AIDS tragedy has, of course, offered an unprecedented opportunity to forward anti-gay doctrines, and the *ISIS Newsletter* admonishes "Call, write, visit your local public health official—demand a quarantine now," and quotes approvingly a press report that "Cameron would institute regional detention centers" for homosexuals.¹³ In the *US Press*, he demands that an "isolated place should be set up for training people away from homosexuality" and in the *Boston Phoenix*, "If we don't quarantine, we will have a carnage of unrivaled splendor (sic) in the United States. Forget about the Indians. They will be talking about dead gays."¹⁴

It does not take great analytical abilities to suspect from even a cursory review of Cameron's writings that his claims have almost nothing to do with social science and that social science is used only to cover over another agenda. Very little of his work could find support from even a bad misreading of genuine social science investigation on the subject and some sociologists, such as Alan Bell, have been "appalled" at the abuse of their work.¹⁵ Cameron's arguments on AIDS are reminiscent of medieval charges that the plague was the result of Jews' poisoning wells and the recruitment theme echoes medieval fantasies that Jews steal children for ritual blood sacrifices. ISIS discourse shows much more affinity with the following statement—drawn from a 1937 article in an SS publication: "Forty thousand abnormal—who could very well be separated from society—will contaminate two million instead if they are left free."¹⁶

Indeed, analysts of the Nazi ideology on homosexuality have revealed a similar symbolic system constructed from appeals to God and nature and resulting in a vampire-like image of gay people, who supposedly "recruit" youth in a conspiracy to corrupt society. The Nazis ultimately did isolate gay men, incarcerating thousands in detention centers and concentration camps, where they were subjected to castration and medical experimentation, and finally murdered.¹⁷

Yet Cameron continues to present himself as a social scientist and is presented as such in mass media outlets like *USA Today*, the *Wall Street Journal*, the Australian Broadcasting Corporation, the Christian Broadcasting Network, and in local radio shows in Ohio, Massachusetts, California, Tennessee, Michigan, and Maryland during the last two years. In August 1985, he was put on the federal payroll as an "AIDS Con-

sultant" by California Republican Congressman, William Dannemeyer.

The question for sociologists is: What professional responsibility do we have to curb the misuse of sociology for such ends, and perhaps in a larger context, what responsibility do we have for more sober public education on sexuality and homosexuality, whether Cameron invokes sociology or not? The Nebraska Psychological Association condemned his pronouncements in 1982 and 1984, the American Psychological Association expelled him in 1983, and the Sociology department of the University of Nebraska sponsored and passed a resolution at the Midwest Sociological Society to "consider the scholarly and pedagogic effects of Paul Cameron's activities contrary to research and teaching goals of sociology as a profession." The resolution also called for the decertification of Cameron as a practicing psychologist and called for "appropriate activities to counteract any negative effects of Cameron's activities."

Committee on the Status of Homosexuals in Sociology
August 30, 1986

FOOTNOTES

¹For general reviews of Cameron's activities, see Dave Walter, "Paul Cameron," *Advocate*, 432 (October 29, 1985):28-33; Ann Giudici Fettner, "The evil that men do," *New York Native*, 127 (September 23-29, 1985): 23-24. I am grateful to Joel Brodsky, Gregory Herek, Jim Monk, and Martin Levine for their research assistance.

²*Lincoln Journal-Staff*, November 24, 1985.

³Dave Walter, "Paul Cameron," page 33.

⁴Kathryn Haugstatter, "Cameron used false report" *Lincoln Star* (June 8, 1982:16).

⁵Paul Cameron et al, "Sexual orientation and sexually transmitted disease," *Nebraska Medical Journal* (August, 1985).

⁶*Lincoln Journal Star*, April 11, 1982.

⁷Abstract to Cameron paper distributed at Midwestern Psychological Association meetings.

⁸Paul Cameron, "Murder, violence and homosexuality," (Lincoln, NE: ISIS, 1984).

⁹Xerox copy published in *ISIS Newsletter*, 1 (1985, 9:2).

¹⁰Paul Cameron, "What homosexuals do," (Lincoln, NE: ISIS, 1984).

¹¹Paul Cameron, "Should Christians discriminate against homosexuality?" (Self-published? 1982).

¹²Paul Cameron, "Murder, violence and homosexuality."

¹³*Newsletter*, 1 (1985, 9).

¹⁴Health expert reveals danger of homosexuality," *US Press*, (June 8, 1984):3; xerox copy of *Boston Phoenix* published in *ISIS Newsletter* 1(1985, 9).

¹⁵Alan Bell, Letter to the editor, *Lincoln Star*, January 14, 1982.

¹⁶Heinz-Dieter Schilling (editor), *Schwule und Faschismus*, (Berlin: Elefantent, 1983), page 46, my translation.

¹⁷See, in addition to Schilling (1983), Hans-Georg Stumke and Rudi Finkler, *Rosa Winkel, Rosa Listen*, (Hamburg: Rowohlt, 1981); Manfred Herzer, "Hinweise auf das schwule Berlin in der Nazizeit" and Ilse Kokula, "Lesbisch leben von Weimer bis zur Nachkriegszeit," in *Eldorado*, edited by the Berlin

Industrial Sociology: The Competitive Edge

by Robert H. Guest, Professor Emeritus,
Dartmouth College

It is not uncommon in the physical sciences for research findings to lie dormant for many years before someone sees their practical application. The same "lag" between findings and applications occurs in the social sciences, including industrial sociology. More than 35 years ago my colleagues and I at the Yale Technology Project made a number of field studies in industry. They attracted some interest among academics, but it was many years before practitioners converted our findings into action.

The book, *The Man on the Assembly Line* by Charles R. Walker and me, is an example in which action "spin-offs" went far beyond what we anticipated when the study was published in 1952. What we found was that workers were alienated from their jobs and from their entire work environment. (Charlie Chaplin had already said this to the world in his famous film, *Modern Times!*) The primary causes were both technological and social. Work was broken down into simple motions and had to be performed in a limited time span due to the inexorable movement of the conveyor. Social interaction was limited. In effect the book challenged the scientific management principles of Frederick W. Taylor who maintained that work should be made routine and that human judgment on the part of the worker should be eliminated. In our conclusions we drew a few inferences as to what might be done to counteract the effects of mass production technology, but for the most part our job was to report on how workers viewed life at work from their perspective. We were not testing any elaborate hypotheses.

In the late 1960's the Volvo company in Sweden became concerned about high absenteeism and poor performance in its plants. Young people especially were not attracted to assembly line work. Pehr Gyllenhammer, Volvo's new young president, sought out sources of information that might explain the causes which in turn would lead to solutions. He turned to his medical director for some ideas, who explained to me later what happened. He said, "I searched out many sources of information from medical journals and particularly from the psychiatric literature without too much success. But when I came upon your book it was a revelation. It not only identified the basic problems, but it pointed the way to solutions."

What Volvo did to revolutionize the design of work is a matter of history. I am certain that our study was only one among many other sources of information that influenced Volvo's decision.

A Japanese translation of the assembly line study was published in 1955. This was at a time when Japanese management and its industrial engineers were beginning to question the tenets of Taylorism. It was a time of severe labor troubles and industry-wide strikes. Management looked for other approaches and soon was attracted by the ideas of the American operations expert, W. E. Deming and the application of his theories on statistical quality control techniques. Japanese management used these techniques and later organized workers into Quality Control Circles. Central to the QC concept was the notion of forming problem-solving groups on the shop floor and permitting workers to come up with their solutions to operating problems. Not only did the

QC system take hold in Japan—more than 75 percent of large scale industry has adopted the system—but it has since gained considerable popularity in the United States. In 1973 I met Shin-ichi Takezawa, one of Japan's leading industrial sociologists. He told me that the Japanese translation of the book (10,000 copies) had created interest in management circles. It served to illuminate the problem of worker alienation, and it came out at the time when Taylorism was being questioned and when Deming was beginning to have some influence. Although the book only hinted at employee participation through work groups it helped to lay the groundwork, Takezawa said, for the QC movement in Japan.

In the late 1960s General Motors and officials in the United Automobile Workers union also became concerned about the problem of work alienation. The famous Lordstown strike had brought the issue to the attention of labor, management, and the public-at-large. Dr. Delmar Landen in GM's personnel research department, Irving Bluestone of the UAW, and others looked for ways to counteract the sources of worker job dissatisfaction and to improve what Bluestone came to call the "Quality of Work life." By a happy coincidence, Donald Ephlin, then a skilled worker in the Framingham, MA, plant, was one of those interviewed in the field work for *The Man on the Assembly Line*. Ephlin is now UAW Vice President for the General Motors Division. Years ago, he made a number of speeches in which he quoted liberally from the book. In fact, he has called this book the intellectual inspiration for the movement to restructure the organization of automotive work.

In 1973, GM and the UAW agreed to launch a massive joint program for involving rank-and file workers in decisions affecting their jobs and work environment. Later, Ford and companies in many other industries and service organizations made similar agreements. In a chronology of the development of QWL in General Motors, Dr. Landen listed *The Man on the Assembly Line* as the original source of research for the efforts that followed. I had not anticipated the extent to which the book would be used. In retrospect I wish that we had done more to make specific action recommendations ourselves instead of waiting 18 years before put the implications of our findings were acted upon.

Our book, *The Foreman on the Assembly Line*, two years later, with Arthur N. Turner as a third author, also had some unanticipated consequences, but of a different kind. Most of the volume was based on interviews with 56 assembly line foremen and dealt primarily with foreman-worker relationships and other aspects of a foreman's life at work. Almost as an afterthought we decided to observe directly what a foreman actually did on the job. Our intention was to find out whether foremen with high performance ratings differed in their activity patterns from those with low performance ratings. We hypothesized that a foreman who planned his workday well might spend more time helping his workers and engaging in what we then called "good human relations". No correlations were found between effective and ineffective foremen. What was discovered was that any given foreman on any given day found himself "putting out fires," trying to cope with an enormous variety of prob-

lems such as mechanical breakdowns, equipment failures, material shortages and the like. Not only did this preclude him from interacting with his men in a supportive manner, but the constant crises generated a high amount of interpersonal friction with staff personnel, superiors, subordinates, and others. In spite of the human relations training being provided to all foremen, we concluded that not until the technical and systemic breakdowns were eliminated could management expect foremen to be effective supervisors in the full sense of the word.

Almost by accident the executive vice president of GM read an article I wrote summarizing our findings. He immediately gave orders to initiate a corrective program throughout all assembly plants. Its purpose was to go all out to eliminate the technical "roadblocks" which hindered the work performance of foremen. We had made no recommendations ourselves, but we learned later from plant managers and others that the actions that followed were among the most important organizational changes in GM assembly plants in the late '50's and early '60's.

Another example of executive intervention (because of a chance reading of our research findings) is illustrated in our earlier studies in the steel industry. In 1948 the National Tube division of U.S. Steel announced its decision to close its mill in Elwood City, PA. It was the oldest facility of its kind in America and was considered obsolete. We launched a two-phase study, the first being to examine the plant and community before the shutdown. The second phase was to try to understand what happens when the town's principal industry closes its doors and causes the community to become a "ghost town."

The first phase was completed and the book, *Steeltown*, was published. We had no other contact with Elwood City or the company for more than a year as we waited to begin the second phase of the project, the ghost town phase. We called the head of public relations to find out why the mill had not yet closed. The director was obviously surprised by our call. "You mean that you haven't heard what happened?" he asked. "Well, somehow your manuscript got in the hands of the vice-president of engineering for the entire U.S. Steel Corporation who immediately put a stop order on the closing of the Elwood City mill. In reading it he came to realize that there was a cadre of experienced workers who had developed unique and sophisticated skills in producing high grade stainless steel tubing. He called it 'a priceless asset.' With the approval of the president and the board of directors, he was authorized to plow several million dollars back into the mill to refurbish it with modern equipment. You won't have a ghost town to study, but I'm sure that if you went back for a visit the Chamber of Commerce would parade you down Main Street as heroes. Everyone knows the story."

We never returned. But this does raise the question, useful in my later research and consulting in corporate management, as to how and why a giant bureaucracy could make such important decisions without fully assessing the value of the human potential at the grass roots level.

Another unanticipated outcome of our research is illustrated in Walker's *Toward the Automated Factory*. The opening of the National Tube division's new multi-

million dollar tube mill in Ohio was delayed because the engineers had found a number of "bugs" during test runs. We had spent several months previously interviewing workers, foremen, and union officials to study how people adjusted to new technology. From workers, we kept hearing comments as to why the opening was delayed and why the test runs were not going well. They said that they knew what was wrong but the "big shot" engineers, many of whom were out of the Pittsburgh headquarters, never asked the men or the foremen for their opinions. The comment from a piercer plug operator was typical. "If they don't treat us like intelligent human beings we'll be goddamned if we're going to tell them what's wrong. Let 'em stew in their own juice!" Especially striking were their observations to the effect that the new mill had the potential of turning out steel tubing at a rate eighteen percent higher than the rate officially announced by the engineers! The union had also filed a complaint saying that the incentive plan was unfair and that the men would end up losing money.

After a six month delay and much pressure from headquarters the incentive question was settled to the union's satisfaction. A worker called me one night at my hotel and told me that I might see something interesting if I came to the new mill at the start of the midnight shift. At precisely midnight a loud klaxon sounded. The lead man raised his arm and in a loud voice called out, "Let 'er roll!" The red hot billets spit out of the helical rolls at a speed I had never seen before. There were no delays or breakdowns on the shift and within a month capacity had gone over twenty percent.

Only later did we realize the significance of the incident, a phenomenon well-documented in later studies of worker participation. It illustrated the consequences of corporate decisions dominated by the technical experts who fail to make use of the "common wisdom" of rank-and-file employees at the shop floor level.

Some common concepts in current literature had their origins in our earlier research. In our 1947 study of IBM's Endicott plant Charles Walker coined the term "job enlargement" to describe how highly routine and fractionated jobs could be redesigned to permit workers to perform an entire series of operations comprising the "whole" of a work function. The results: greater job satisfaction and better quality. I coined the term "job enrichment" after observing seat cushion builders, with the approval of their foreman, radically alter their mode of operation. They trained themselves to perform all jobs and rotated jobs according to an informal schedule. They redesigned job processes reducing physical effort and improving quality of output to become the best performing group in the plant of 5,000 employees. Little did I realize that here in microcosm were contained all the elements of effective group behavior which later became myriad common subjects, both in research and in practice, such as worker participation, socio-technical systems, quality circles—all subsumed under the umbrella term, Quality of Work Life.

These examples underline the themes that we often failed to anticipate the serendipitous outcomes of our research and sometimes missed the chance to make our recommendations explicit. Repeatedly, there were long and frustrat-

Teaching

Problems Foreign Students Face as Teaching Assistants

by Akbar Mahdi, Adrian College; and John Useem and William Ewens*, Michigan State University

In a previous article (see *Footnotes*, December 1986), we made suggestions for improving the relationships between foreign teaching assistants and their instructors, their TA peers, and themselves. But teaching also involves students. Thus, in addition to these previous topics suggestions are presented in this article about improving the social relationships of foreign teaching assistants with their students.

Handling anxieties. Common among foreign students, just appointed to assist in teaching, are anxieties and insecurities. After all, these feelings of uncertainty are commonly felt even by native graduate TAs who are experiencing less general culture shock. One may feel uneasy, for instance, about going into a class whose students speak another language and have a different culture. The best one can do in this situation is to attempt to overcome these fears and try to build up one's own natural self-confidence. Remember that you are not the only one who is going to face this situation. Many others have had this experience and have actually come out of it alive!

Foreign is beautiful. When you enter the classroom, consider yourself a graduate assistant and not a "foreign graduate assistant." While it is important to introduce your nationality, educational and cultural background, it is not wise, in many cases, to act as a foreigner. Thus, one should not present oneself in a way that leads students to believe that you are "handicapped" or "different," which may, therefore, elicit a sense of pity from the students and can impair your rapport with the class. By all means, be yourself, but it is often not constructive to give your students the impression that you are less than a capable and competent teacher because you are a foreign student. Try to meet the expectations of the course to the best of your ability, but let your nationality or cultural distinctiveness work for you rather than work against you.

Ignore student prejudices. Try to suspend your biases, prejudices, and stereotypes, if you have any, about American undergraduate students. Sometimes, prior to an extended interaction with "foreigners," non-American TAs hold views or opinions about them which are fallacious. This is especially important in an American context because racist and sexist views, unfortunately, are prevalent. An interaction formed on the basis of stereotypes leads to a great deal of mis-understandings, suspicions, apprehensions, and conflict.

Talk to friends. In handling the discussion, grading the exams, reading papers, making tests, designing games, and so on, you may make some mistakes. In these situations, consult other TAs or friends. Instead of hiding your problems, you should try to resolve them as soon as possible. It is wisest to discuss the problem first with your peers and colleagues in a "give-and-take" situation. Cooperation and consultation are the most important aspects of teaching. If the problem is not solved and there is a need for further cooperation, one should then discuss the issue with the professor with whom one is

working. It is not a wise idea to hide the issues and problems from the professor. It is easier and more constructive to have the professor involved and informed about the whole problem from the beginning, not only because the professor may be helpful, but also because problems may come to the surface in a way that could be disruptive to the whole course.

Potential student problems. If you are assigned the task of running a discussion session or dealing with students directly, you may find it helpful to be aware of some of the following potential problems.

(a) If you are assigned to run a discussion or give a lecture, you may find it helpful to develop a systematic outline of your lecture or the main issues and questions to be discussed. Once you have developed this, try to organize it as clearly, neatly, and summarily as possible because then you can put this on the blackboard or distribute it as a handout in class. When you have this outline on the board, the direction of your discussion will be more clearly organized. When the headings are available on the board, and the connections are established in charts or formulas, there is little risk of going off on tangents. Furthermore, since things are clearly sitting in front of the class, there is less of a chance of allowing the critical and challenging questions of students to loosen your control over the learning process. For example, having this outline prevents the unnecessary search into the notes and eliminates some of the conditions which may aid a possible breakdown of class discussion.

(b) To minimize language difficulties, avoid using words or terms that are hard to pronounce. If you are unsure of a pronunciation, check with the professor before class. Writing the word on the board will ensure students understand your meaning.

Sometimes, when students are asking questions or making comments they may use words with which you are not familiar. As long as you can get a correct interpretation of what is being asked or said, you do not have to worry about it. However, if you are not sure of the meaning of what is said, do not hesitate to ask for further clarification or specific meaning of the term. At times you may use a word in a specific way and feel that the students do not understand your definitions or interpretations because of the specific meaning you have attached to that term. The words may have different meanings in different contexts, all of which we may not be aware. In these situations, do not insist on the only meaning you know. Do not take the student's questions on the matter as an attack on your knowledge and teaching competency. Try to be open-minded and attempt to establish a healthy dialogue in exploring different meanings of the term and aspects of the issue. To declare ignorance can demonstrate openness and a willingness to learn from students.

(c) When you are assigned to the task of grading papers or exams, make sure your comments and criticisms are well-structured and accurately organized. Some students look for every opportunity to increase their grades, and may seize upon your grammatical or dictatorial mistakes to embarrass you in order to soften your position for changing their grade. Make sure everything

you write for students or every handout you give them is structurally checked in advance and does not contain any grammatical flaw.

(d) When lecturing or discussing the materials, try to concretize your argument as much as possible by using examples from everyday life. However, since you are a foreign student, you may have a tendency to use more examples from your own culture. This is fine, as long as you realize the cultural heterogeneity and provide the students with enough background to understand those examples. This is especially important when you use foreign jokes, slang, and expressions. Also remember that the use of too many examples from one specific "alien culture" may make the students bored and disinterested. Try to diversify your examples and expand the scope of your topics of discussion.

(e) If you disagree with testing and grading procedures set by the professor and cannot convince the instructor to change them, then make it subtly clear to students that the evaluation framework is constructed by the professor. Many times, when a test is hard and the students are failing badly, some may try to find an external factor to blame. Since you are a foreign student, you have a good chance of being that external factor. The statements like, "Foreign students should not grade the test," "Foreign TAs are not capable of testing my ability," and "He does not know how to speak; how does he have a right to judge my paper?" are not uncommon, especially in large classes with many non-social science students.

Improving interpersonal relations. In many foreign cultures, less emphasis is placed on interpersonal relations between teachers and students. Some things which can be done, for example, to strengthen social relations with students are the following:

(a) Invite the members of the section to stay after class to discuss points made in class, rather than leaving immediately after class.

(b) Select one or two thoughtful members of the section, and after class say, "Now let's talk about what I was trying to get at in the section," or "What could I have done differently?" or "What did you get out of it?" Try to get an informal discussion going and solicit feedback about your performance.

(c) Each TA could work out a brief biographical questionnaire and have each member of the class fill it out, so that the TA knows more about the class. For example, you might ask, "What brought you to the class?" "What is your background?" etc.

After all, cultural differences need not just be the cause of difficulties, misunderstandings, prejudices, and conflicts. On the contrary, they can also be a source of enrichment in human understanding of joint social and cultural issues and help us better achieve a more comprehensive picture of our collective humanity.

(*Ewens handles the ASA teaching workshops and department visitation program. He can be reached at: Department of Sociology, Michigan State University, East Lansing, MI 48824; (517)355-6639.) □

Workshop on Changing the Curriculum

On April 6-8, 1987, the Teaching Services Program will hold a workshop on "Changing the Sociology Curriculum to Better Meet Changing Student Needs." The workshop will be held at the Canterbury Retreat and Conference Center in a rural area near Orlando, FL.

Participants will: better understand some of the current trends with regard to changing the sociology curriculum; investigate methods for increasing sociology enrollments and for competing more successfully with other campus departments; develop methods for training successfully sociology students for non-academic job markets; and discuss curriculum change alternatives for better meeting the needs of a changing generation of students.

Staff for the workshop are Lee H. Bowker, Augustana College; Theodore C. Wagenaar, Miami University; and Hans O. Mauksch, University of Wisconsin-Milwaukee.

The fee for the workshop is \$325 for ASA members and \$375 for non-members. The fee includes workshop registration, two nights lodging, and five meals. Special discount prices available for those not requiring lodging or meals. Applications and a \$75 deposit are due February 23, 1987. Send applications to: William Ewens, ASA Field Coordinator, Department of Sociology, Michigan State University, East Lansing, MI 48824; (517) 355-6639. For further information, contact Ewens or William R. Brown, Sociology, University of Central Florida, Orlando, FL 32816; (305) 275-2227. □

Errata

□ The December issue of *Footnotes* had two major errors in headlines, for which we apologize to President Melvin L. Kohn and Past-President Matilda Riley.

The story headed "Chicago '87" had an error in the subhead. It should have read "1987 Annual Meeting Theme."

The story by Matilda White Riley should have been titled "Integrative Impulses in the Discipline."

□ On page three of the December issue, we asked for information about "Lost Authors" who are due reprint money. We appreciate up to date information on the location of these colleagues. We have learned that some of them are deceased. We apologize to George D. Maddox, an active member of the Association, whose name is on file and should not have appeared in this list. □

Cameron, from page 4

Museum. (Berlin: Frolich & Kaufmann); James Steakley, *The Homosexual Emancipation Movement in Germany*, (New York: Arno, 1975); Manfred Heger, "Nazis, psychiatrists, and gays," *Cabirion* 12 (Spring/Summer, 1985):1; Erhard Vismar, "Perversion und Verfolgung unter dem deutschen Faschismus," in *Seminar, Gesellschaft und Homosexualität*, edited by Rudiger Lautmann. (Frankfurt: Suhrkamp, 1977); Heinz Heger, *The Men with the Pink Triangles*, (Boston: Alyson, 1980). □

National Science Foundation Awards

Forty-seven awards—32 new and 15 continuing—were made by the Sociology Program of the National Science Foundation for fiscal year 1986. Eleven of the awards were jointly funded with other NSF programs or federal agencies. Among this year's grants were five for dissertation research.

This year's funding for Sociology is at about \$3 million, about \$1 million less than in FY 1985. That budget, however, included a one-time increase to fund research on the teaching and learning of science and mathematics. Seven projects were supported for the one year.

Proposals normally are evaluated by ad hoc reviewers selected from the scientific community for their expertise in relevant research areas. Reviews also are made by an advisory subpanel that meets twice annually.

Target dates for regular proposals are August 15 and January 15. Proposals for dissertation research are processed upon receipt and, depending upon their dollar request, can be approved without external reviews.

Information, program announcements, and application forms may be received by contacting Mark Abrahamson, Director, or Stanley Presser, Associate Director, Sociology Program, National Science Foundation, 1800 G Street, N.W., Washington, DC 20550; (202) 357-7802.

New and Continuing Awards

Arcury, T., University of Kentucky; "Rural Industrialization and Social Organization," \$25,000.

Bobo, L., National Opinion Research Center; "A Study of Black Political Participation," \$78,854.

Brooks, H., Harvard University; "Technical, Economic, and Organizational Factors Influencing the Diffusion of Programmable Automation in Industry," \$69,000.

Claudson, D., University of Massachusetts-Amherst; "The Political Activity of Corporations," \$64,962.

Cohen, B., Stanford University; "Status Processes in Permanent Work Groups," \$36,834.

Cook, K., University of Washington; "The Study of Power in Exchange Networks," \$42,320.

Davis, J., National Opinion Research Center; "The General Social Survey, 1983-1987," \$732,961.

Featherman, D., University of Wisconsin-Madison; "Class Mobility Among Norwegian Men," \$96,496.

Garrison, W., Boston College; "Public Thinking on Political Issues," \$18,810.

Gibson, J., University of Houston-University Park; "Panel Study of Political Tolerance and Political Freedom in the United States," \$10,000.

Griffin, L., Indiana University-Bloomington; "Models of Trade Unionism and Industrial Conflict in the U.S.," \$39,992.

Hage, J., University of Maryland-College Park; "A Comparative Analysis of School Expansion," \$65,715.

Hamilton, G., University of California-Davis; "Economic Development in Asia," \$193,596.

Hout, M., University of California-Berkeley; "Microdynamics of Industrialization in Ireland," \$35,001 (collaborative research).

Kerckhoff, A., Duke University; "Transition to Adulthood in Comparative Perspective," \$5,992.

Kohn, M., American Sociological Association; "Cross National Research in Sociology," \$20,000.

Konarovskiy, M., Barnard College; "The Impact of the Women's Movement

Upon American Sociology," \$14,172.

Lankford, J., University of Missouri-Columbia; "The Transformation of the American Astronomical Community, 1859-1940," \$10,000.

Leiber, E., University of North Carolina at Chapel Hill; "Sustaining Inequality Amongst Equals: The Effects of Social Context on Competition," \$45,748.

Logan, J., SUNY at Albany; "Growth and Growth Politics in American Suburbs," \$39,998.

Miller, J., University of Southern California; "Organizational Control and Interpersonal Conflict," \$42,229.

Min, P., Georgia State University; "Some Positive Functions of Ethnic Business for an Immigrant Community, Korean Immigrants in Los Angeles," \$78,034.

Olzak, S., Cornell University; "Dynamic Analysis of Ethnic Mobilization," \$29,839.

Raftery, A., University of Washington; "Microdynamics of Industrialization in Ireland," \$33,942 (collaborative research).

Reskin, B., University of Illinois-Urbana; "The Determinants of Change in the Sex Composition of Occupations," \$40,583 (collaborative research).

Ridgeway, C., University of Iowa; "Legitimacy, Dominance and Compliance," \$62,238.

Ross, P., SUNY at Stony Brook; "The

Determinants of Change in the Sex Composition of Occupations," \$30,417 (collaborative research).

Rule, J., Bank Street College of Education; "The New Uses of Information: Impact in Organizations (Information Science)," \$52,500.

Sabagi, G., University of California-Los Angeles; "Emergent Ethnicity, Iranian Immigrant Communities," \$199,649.

Schuman, H., University of Michigan-Ann Arbor; "The Intersection of Personal and National History," \$7,000.

Schwartz, M., SUNY at Stony Brook; "The Causes of Industrial Decline," \$124,988.

Szelenyi, I., CUNY-Graduate Center; "Private Economic Activities in Hungary," \$40,105.

Tickamyer, A., University of Kentucky; "Sex Differences in Patterns of Career Advancement," \$99,804.

Tilly, C., New School for Social Research; "Social Change and Collective Action in France and Britain," \$50,610.

Waite, L., Rand Corporation; "Living Arrangements in Childhood and Young Adulthood: Effects on Family Formation," \$42,604.

Wells, M., University of California-Davis; "Agricultural Production and Social Process in the California Strawberry Industry," \$25,000.

Williams, K., University of New

Hampshire-Durham; "Panel Survey of Deterrence Processes," \$55,306.

Wortman, C., University of Michigan-Ann Arbor; "Stress and the Coping Process: Role Strain and Role Conflict in Women Professionals," \$60,000.

Wright, E., University of Wisconsin-Madison; "A Comparative Study of Class Structures and Social Attitudes in Contemporary Industrial Societies," \$105,799.

Yamagishi, T., University of Washington; "Trust and Cooperation in Social Dilemmas: The Structural Goal Expectation Approach," \$20,000.

Zucker, L., University of California-Los Angeles; "Institution-Building, Trust, and Strikes in U.S. Firms in the 1880s," \$40,520.

Zuckerman, H., Columbia University; "Careers and Research Performance of Men and Women Scientists," \$62,937.

Dissertation Awards

Acock, A. and *J. Clair*, Louisiana State University-Baton Rouge; \$4,788.

Gittlin, T. and *T. Wells*, University of California-Berkeley; \$5,000.

Griffin, L. and *W.Y. Tsui*, Indiana University-Bloomington; \$3,422.

Maruelli, G. and *R. Kleidman*, University of Wisconsin-Madison; \$3,185

Smelser, N. and *D. Weinberg*, University of California-Berkeley; \$5,400. □

Teaching

Grading Electronically

by Nicholas C. Mullins, Virginia Polytechnic and State University

When we teach, we must keep grades, combine them into diagnostic and evaluation scores for each individual student on each assignment and for the course as a whole. These scores must be clear, fair, and accurate.

Electronic spreadsheets on the personal computer (PC) can eliminate the drudgery, making grading more useful for both faculty and students. Anyone who has seen or used a PC, or seen some of the almost ubiquitous advertising for the PC knows about spreadsheets. VisiCalc, SuperCalc, Multiplan, and spreadsheet modules in "integrated" packages such as Framework, Symphony, and Enable are examples. Every personal computer from the TRS-80 to the IBM PC-AT has some variety of spreadsheet for it.

Method

For a gradebook program, you need a spreadsheet which will handle as many rows as you have students. For example, Multiplan has a 255 row limitation. With labeling, etc., you can only handle about 240 students. To handle more, you'd have to make additional sheets and link them, a process I will not explain here.

The actual process of setting up a spreadsheet to act as a grade-sheet for a class is pretty straightforward. Leave yourself several rows at the top of the spreadsheet for labels. I usually start listing student names in row 5. Label the first column "Last name," the second, "First name," the third, "Major," fourth, "Class," and the fifth, "Identification number." (You may not need some of these, but I have used them all.) Plan the sixth column for the first grade. Put in a column for each grade you will enter and a column for totals. The "Total" column will require that you create a formula. For instance,

in Multiplan: SUM(RC[-8]:RC[-1]) adds up the previous 7 columns and stores the result in the current column.

After you have made up a spreadsheet with the right column and row information, but before you enter any grades, save this spreadsheet under a name such as "Template.xxx." A template is a grade-sheet that you will not fill in, except for putting in Paula Peretz, your mythical student who gets everything right. Adding her grades in will make sure that your numbers add up correctly.

Next, copy the template sheet as many times as you need to make a separate sheet for each section of each course. Always make one extra to copy for use as next term.

Two warnings: The first time you use a spreadsheet, or almost any other program to do a routine job, it will take at least twice as long as doing it by hand did. Only the second and subsequent times do you save time. Using a spreadsheet gradebook only to save time, therefore, may disappoint you. The real advantage is in the other things you can do that you couldn't or didn't want to do with a paper gradebook.

Formatting and Presenting

When you have finished your first template, try printing it. For a standard printer with 8" wide paper, you have about 70 characters of print. If you go with default width columns, usually 10 characters wide, you have only seven columns a page. Names are usually longer than the 10-column default, and you have a choice of expanding the column, abbreviating, or having the names truncated. I prefer to expand the column width. Most grades, however, are much narrower than 10 characters, so I can narrow those columns to four characters wide. Experiment with the template and use the instruction manual of the spreadsheet program to make the appropriate column labels. This process

will eat up time, but it will save having to cut and paste and explain what the numbers mean to students.

Stops and Wastelands

Using the spreadsheet only as a gradebook ignores other useful data you could collect to help your teaching. For example, you can enter the scores for each individual question of a test into the spreadsheet and get an accurate test score, even if you are using a formula. As a bonus, you can average the columns of the spreadsheet (each question of a test or each assignment) to learn which questions give your students the greatest difficulty. Did you really teach that element well, or should you expand or improve that lecture?

You can also play "what if" games with a student. Quite frequently, my students ask me: "What would I have to earn to get a B in the course?" Many times, they ask in the midst of a conference near the end of the term. I can fire up the spreadsheet and have an exact answer in about two minutes by trying several grades. I can then tell the student whether the B is possible. It is also useful to show a student who has not grasped the effect of a single low grade on an average. After these demonstrations, I can put the spreadsheet away without saving these changes.

Many sociologists will want to utilize their statistical training to devise a new and improved scoring and curving system. The spreadsheet will make it possible to computerize almost any grade system, as long as they are explained to the students.

Many spreadsheets, including Multiplan, will permit you to set up a letter grade equivalent chart. This "Lookup" function will permit you to set any cut-points for any grade range you wish. I find this more trouble than it is worth, but some will find it useful.

Homelessness in Three Dimensions: Professors, Practitioners, and Politicians

by Russell K. Schutt and Gerald R. Garrett
University of Massachusetts-Boston

Over 500 academics, service providers, and policymakers came to Harvard and the University of Massachusetts at Boston in March for a three-day national conference on "Homelessness: Critical Issues for Policy and Practice." Endorsed by the ASA and other professional organizations, the conference was sponsored by Harvard Medical School and Harvard's Kennedy School of Government, the University of Massachusetts at Boston, and Massachusetts' Executive Office of Human Services.

The conference opened with an address by Massachusetts Governor Michael Dukakis, followed by a panel on "The Sociology of Homelessness." Other sessions concerned shelters and housing, medical care, chronic mental illness, poverty, alcoholism, homeless families, and model programs. Among the featured speakers were Dr. Shervett Frazier, Director of NIMH; Dr. Sheldon Danziger, Director of the University of Wisconsin's Institute for Research on Poverty; Dr. Philip Brickner, Director of the Robert Wood Johnson's Pew Memorial Trust Health Care for the Homeless Project; MIT political scientist Michael Lipsky; and Dr. Louisa Stark, Arizona State University anthropologist and President of the National Coalition for the Homeless.

Program Participants from Sociology

Speakers on the sociology of homelessness panel identified several of the difficult problems confronting those who provide services to and conduct research on the homeless. Chaired by Gerald Garrett, the panel began with a presentation by Howard Bahr (Brigham Young University), one of the discipline's leading researchers on homelessness during the 1960s and 70s. Bahr noted the "incapacities and attenuated affiliations" that disempower the homeless and make rehabilitation "usually an unrealistic goal." Leona Bachrach, sociologist at the Maryland Psychiatric Research Center, focused on semantic and definitional problems associated with homelessness. These problems create difficulties for service planning and research and contribute to disagreements over the nature of homelessness. Marjorie Robertson, an epidemiologist visiting at Wellesley College's Center for Research on Women, concluded the panel by noting discrepancies in empirical estimates of the prevalence of mental disorder among the homeless.

Sociologists also appeared at other points in the program. Russell Schutt described the range of variation in homeless shelter goals and structures and evaluated methods for dealing with service problems. Garrett reviewed the extensive literature on alcohol abuse among the homeless and explained how research can improve responses to the homeless alcoholic client. James Wright described the data set on medical problems at University of Massachusetts-Amherst's Social and Demographic Research Institute as part of the Robert Wood Johnson Foundation's Health Care for the Homeless Project.

Sociologists were also on the program as workshop leaders. Sandra Tausand reviewed her experiences in interfacing academic research approaches with agency service delivery needs at the University of Washington's Institute for

Public Policy and Management. Ann Cordilia, Estelle Disch, Susan Gore, and Barbara Saulnier, all at the University of Massachusetts at Boston, served as co-leaders or organizers of workshops on alcoholism services, homeless women, and media uses in social services for homeless clients.

Confereing and Applied Sociology

The Homelessness Conference merged academic and applied concerns. Politicians and practitioners joined academics on many panels while service providers and advocates led workshops on various applied issues. The conference audience was equally mixed. More participants worked in non-profit organizations (43%) and government agencies (33%) than in a college or university (33%).¹ About one-quarter had a degree in social work, another one-fifth had a management degree, and 15 percent had nursing degrees. Only one-tenth had a social science degree.

As applied work has created opportunities for and demands on our scholarly pursuits, credentialing processes, and teaching emphases, it also generates new issues to consider in the nature of conferencing. The two most problematic issues for the Homelessness Conference were created by tension between academic and applied approaches to conference organization and by conflict about alternative interpretations of the nature of homelessness.

Structural Preferences

A combined product of de-institutionalization of mental hospitals, urban renewal, reduced housing subsidies, and diminished social services, homelessness in the 1980s has touched virtually every sector of local, state, and federal government. Social programs for the homeless have proliferated and thousands of citizens have taken action as advocates, service providers, and volunteers. This rapid expansion of programs for the homeless has increased the need for training and policy refinement.

In spite of shared concerns over training and policy issues, diverse institutional situations of the conference sponsors created alternative perspectives on conference format. Plans were initially made with Harvard Medical School to offer Continuing Education credit for the conference. The Executive Office of Human Services coordinates services across the state's agencies and was concerned with the representation of leaders of service and advocacy groups. The University of Massachusetts-Boston has had a strong commitment to public service, and grants for the conference were awarded to us by our McCormack Institute for Public Affairs as well as by our Chancellor's Scholar's Conference Fund. Our ongoing research on the homeless at a large shelter in Boston and our new Graduate Program in Applied Sociology increased our sensitivity to the perspectives of service providers, as well as to traditional academic concerns.

Decisions about conference format had to take into account these different perspectives. For example, should the conference consist of formal talks in plenary sessions or of workshops emphasizing audience participation? Debate over didactic and dialogic styles was resolved with a format that consisted primarily of formal presentations but with an afternoon devoted to multiple workshops. Should the audience

participate freely in questioning or should discussion be controlled with written questions? Given the large number of participants, a controlled format for questions was used during the plenary sessions.

A particularly critical issue was whether special efforts should be made to include community service providers, advocates, and homeless persons as well as academics in the audience and/or in the conference program. In an effort to include these groups, Harvard Medical School reduced standard conference fees substantially and private philanthropies as well as Harvard provided money for scholarships. Service providers and advocates were also included as speakers and workshop leaders. Should the conference emphasize service provision or political action for the homeless? Although both perspectives were represented in the conference program, most panels emphasized issues related to service provision.

The Roots of Homelessness

Different perspectives on the roots of homelessness inevitably shape efforts to respond to it. While some focus on the prevalence of mental illness and the need for professional services, others emphasize structural economic problems and the need for political action.

These differences were apparent in the ratings of the emphasis given to substantive issues. Over half (56%) of the participants indicated that "too much emphasis" was given to mental health problems, compared to just eight percent who said "too little." Ratings of the relative emphasis given to economic needs were the reverse—55 percent said "too little" emphasis and 7 percent said "too much." Only one other issue produced an indication of some disagreement among participants. While 43 percent said too little emphasis was given to political policy, 16 percent said too much emphasis was given to these concerns.

Conclusions

A conference that focuses on applied concerns must take into account the multiple interest groups and diverse political pressures affecting applied issues. The familiar academic conference planning process and format cannot be assumed appropriate *a priori*. The constituency for such a conference must be identified well in advance and the relations of this constituency to the interests of the conference planners must be considered.

Boundaries around the planning process must be highly permeable. To the extent that alternative perspectives are represented in the conference planning group itself, some degree of loose coupling and clear division of responsibilities can help to minimize conflict. Conference planners must also decide whether to structure the conference to emphasize similarities in perspectives or to develop debates and open sessions that sharpen, and perhaps change, competing perspectives.

Conferences on applied issues can further the service and research of applied sociologists and the effectiveness of social programs. We hope that our experiences with the conference on the "Homelessness: Critical Issues for Policy Practice" will help other sociologists who seek to realize the potential of this approach.

FOOTNOTES

¹Evaluation forms were distributed with

the conference syllabus to 500 participants. Five hundred and forty-nine ratings for individual panels, speakers, and workshops were returned and 109 participants at least partially completed forms requesting background information and overall conference ratings. □

Carnegie Council Names Members

Carnegie Corporation of New York announced the appointment of 24 members to the Carnegie Council on Adolescent Development, a new initiative taken by the foundation to generate public and private action for the promotion of healthier adolescent development and the prevention of seriously damaging experiences in adolescence.

The members are national leaders from education, science, government, law, business, religion, health, journalism, and youth agencies, who will bring broad perspectives on adolescent issues to the Council. They will guide the Council's activities and play key roles in bringing the Council's work to the attention of practitioners, policymakers, and the general public.

William Wilson, University of Chicago, is one of the distinguished Council members. □

Commentary on Liberal Arts Sought

Ray DeVries is writing a monograph on the special qualities of teaching sociology in the liberal arts environment and the contribution of sociology to the liberal arts. He would like commentary from teachers in small liberal arts colleges or faculty who have thought about the liberal arts mission. Please contact him, in writing or by phone, with your ideas and commentary. Send information to: Raymond DeVries, Department of Sociology, Westmont College, Santa Barbara, CA 93108; (805) 969-5051.

Guest, from page 5

ing delays before research findings were translated to action.

Two concluding comments: Few of the concepts I developed were of my own creation, but came from people "out on the firing line." There is a lot of "theory" out there among ordinary workers and supervisors (what Elden calls "local theory"). I missed catching it many times, but eventually came to appreciate and use it in action programs.

I strongly suggest that academic researchers go out on a limb to draw some action conclusions about their research. They might even try to publish their conclusions in magazines with a more general readership and among leaders and managers who are in positions to affect organizational change. Articles of mine in ASR or AJS were well-received in academia, but attracted a much wider audience when re-written for professional journals or trade magazines. More importantly, the ideas I put forward measurably stimulated concrete experimentation and implementation in "real life" organizations. Behind our research efforts in industrial sociology, after all, should be the feeling "in the gut" that one will ultimately provide some human beings, small or large in number, with a richer and more satisfying quality to their working lives. □

Minority Representation in U.S. Departments of Sociology

by Stephen Kulis, Karen A. Miller, Morris Axelrod, and Leonard Gordon, Arizona State University

In the May 1986 issue of *Footnotes*, some of the findings from a 1984 survey of sociology departments were discussed. In particular, minority representation among sociology faculty was examined. This article rounds out the discussion by dealing with minority representation among sociology graduate students.

Minority Graduate Students

Proportionally, racial and ethnic minorities are better represented among graduate students than among faculty (Table 5). At present, all minorities taken together comprise about 21 percent of the nation's graduate students in sociology, with somewhat higher minority representation in the southern United States, and slightly lower in the northeast. Asians¹ constitute the largest single group of minority students in the nation, closely followed by blacks and then by Hispanics. American Indians and other minorities are very sparsely represented. Black students are disproportionately concentrated in the South and Midwest, while Mexican-Americans are most commonly located in departments in the West. Asians are the numerically predominant minority group in all regions except the South. In the western U.S., the five-year trend since 1979 indicates that the proportion of Asian students increased and the proportion of black students decreased by similar margins. Hispanic representation has increased only slightly since 1979.

For economically disadvantaged minorities, financial support is undoubtedly a major factor in the decision to embark upon and continue a graduate school career. Table 6 indicates that minority students receive a share of financial support awards (22%) slightly exceeding their representation among enrolled graduate students in sociology (21%). Asians are largely responsible for the enhanced share of minority financial support awards, and receive such support in substantially higher proportions than white students. In the U.S. as a whole, blacks and Hispanics are less likely than whites to be supported.

The minority share of financial support varies considerably across regions. Almost three-fourths of minority graduate students in the Midwest receive financial support, but only somewhat over half of those in the South.

Although it has the highest percentage of enrolled minority graduate students, the South is the only region where white students are substantially more likely than minorities to be supported financially. For members of particular minority groups, the odds of receiving support also vary markedly from region to region. Financial support for blacks in the Northeast and South lags almost 25% behind that of whites, but exceeds that of whites in the Midwest and West by 19% and 31%, respectively. Hispanics in the South and Northeast are also notably underrepresented among supported students, but their overrepresentation in the Midwest and West is not as pronounced as it is for blacks.

Minority groups with a larger share of graduate student enrollment do not have a higher probability of receiving financial aid. Blacks and Hispanics in the South, and Asians and Mexican-Americans in the West, are less likely to be awarded support than in other re-

TABLE 5: DISTRIBUTION OF RACE OR ETHNICITY OF SOCIOLOGY GRADUATE STUDENTS IN THE UNITED STATES, BY REGION

Race or Ethnicity*	U.S.		Northeast		Midwest		South		West		West**	
	1984	1984	1984	1984	1984	1984	1984	1984	1984	1984	1979	
White/Anglo	79.3	82.5	79.5	75.9	78.1	75.9	78.1	79.6	79.6	79.6	79.6	
Black	7.0	4.8	8.1	11.1	4.2	6.4	6.4	6.4	6.4	6.4	6.4	
Mexican-American	2.1	0.8	1.0	2.2	5.3	4.3	4.3	4.3	4.3	4.3	4.3	
Other Hispanic	2.7	3.4	2.1	3.5	1.2	1.4	1.4	1.4	1.4	1.4	1.4	
Asian	8.2	8.0	9.1	5.7	10.0	7.5	7.5	7.5	7.5	7.5	7.5	
American Indian	0.7	0.4	0.2	1.6	0.9	0.7	0.7	0.7	0.7	0.7	0.7	
Other	0.05	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1	
Total %	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	
Weighted N	1351	419	352	311	269	2016	2016	2016	2016	2016	2016	
Unweighted N	2561	498	413	370	1280	2016	2016	2016	2016	2016	2016	

*The race or ethnicity of 64 international students was not identified and they have been excluded from consideration here.

**These data are derived from Nigg and Axelrod. 1981.

TABLE 6: PERCENTAGE OF SOCIOLOGY GRADUATE STUDENTS RECEIVING FINANCIAL SUPPORT IN THE UNITED STATES, BY RACE OR ETHNICITY AND REGION (N IN PARENTHESES)

Race or Ethnicity*	U.S.		Northeast		Midwest		South		West		West**	
	1984	1984	1984	1984	1984	1984	1984	1984	1984	1984	1979	
All Students	59.0 (2561)	61.0 (498)	58.2 (413)	63.0 (370)	52.3 (1280)	37.8 (2016)	37.8	37.8	37.8	37.8	37.8	
White/Anglo	58.0 (2019)	61.1 (411)	54.1 (327)	66.2 (281)	48.8 (1000)	38.4 (1605)	38.4	38.4	38.4	38.4	38.4	
All Minorities	62.8 (545)	61.3 (87)	74.8 (86)	53.4 (89)	64.6 (280)	35.5 (411)	35.5	35.5	35.5	35.5	35.5	
Black	54.9 (153)	37.5 (24)	73.5 (34)	41.5 (41)	79.6 (54)	28.7 (129)	28.7	28.7	28.7	28.7	28.7	
Hispanic	46.9 (138)	42.9 (21)	69.2 (13)	33.3 (21)	50.6 (83)	35.7 (115)	35.7	35.7	35.7	35.7	35.7	
Mexican-American	50.0 (84)	75.0 (4)	50.0 (4)	37.5 (8)	50.0 (68)	41.4 (87)	41.4	41.4	41.4	41.4	41.4	
Other Hispanic	44.4 (54)	35.3 (17)	77.8 (9)	30.8 (13)	53.3 (15)	17.9 (28)	17.9	17.9	17.9	17.9	17.9	
Asian	78.1 (227)	85.0 (40)	76.3 (38)	90.5 (21)	63.3 (128)	39.7 (151)	39.7	39.7	39.7	39.7	39.7	
American Indian	68.8 (21)	50.0 (2)	100.0 (1)	66.7 (6)	75.0 (12)	57.1 (14)	57.1	57.1	57.1	57.1	57.1	

*The race or ethnicity of 64 international students was not identified and they have been excluded from consideration here.

**These data are derived from Nigg and Axelrod. 1981.

TABLE 7: RACE OR ETHNICITY BY THE CAREER STATUS OF ACADEMIC SOCIOLOGISTS IN THE UNITED STATES IN 1984

Race or Ethnicity*	Career Status			
	MA Students	PhD Students	Untenured Faculty	Tenured Faculty
White/Anglo	81.2	77.7	89.1	87.8
Black	7.4	6.6	6.7	5.1
All Hispanic	3.5 (1.3) (2.2)	5.7 (2.7) (3.0)	1.5 (0.9) (0.6)	1.9 (1.0) (1.0)
Asian	6.8	9.4	2.3	4.5
American Indian	1.0	0.5	0.3	0.7
Other	0.03	0.1	0.0	0.1
Total %	100.0	100.0	100.0	100.0
Weighted N	642	710	416	1152
Unweighted N	1191	1481	545	1627

*The race or ethnicity of 64 international students was not identified and they have been excluded from consideration here.

gions where they are less numerous. Conversely, several minorities have better prospects of receiving aid in the regions of the country where they are most scarce: blacks in the West, Mexican-Americans in the Northeast, and Asians in the South. This may indicate that affirmative action, including the incentive of financial support, is more vigorously pursued in areas where minorities are most severely underrepresented. This phenomenon may also indicate that affirmative action tends to diminish once general minority representation crosses a certain threshold, even if particular minorities remain seriously underrepresented

among graduate students.

The five-year trend in the western United States indicates that the portion of financial aid that is awarded to minorities has dramatically increased in that region. In 1979 only about one in three minority students received financial support, and their chances were slightly poorer than those of white students. By 1984 the proportion of white students in the West receiving financial support increased modestly, from 38% to 49%, but the proportion of minorities receiving support nearly doubled, from 36% to 65%. Five years ago certain minority students in the West — Mexican-Americans, Asians, and Amer-

ican Indians — were somewhat more likely than whites to be supported, but now this is true for all minorities. The dramatic increase in the percentage of black graduate students receiving financial support, from 29% to 80%, is especially notable.

The increases in the proportion of minorities receiving financial aid at western institutions has not been achieved by expanding opportunities. Rather, a contracting number of awards has been redistributed. From 1979 to 1984 the absolute number of students with financial support declined by 12% in the West. To some extent the increased proportion of students currently receiving support reflects a sharp decrease in total graduate student enrollment in western institutions; it has dropped by 37% since 1979. Although enrollment has declined for every racial/ethnic group (including whites), the decrease has been most pronounced among blacks (53%) and non-Mexican Hispanics (46%), the two groups exhibiting the largest increase over five years in the proportion of students receiving financial support.

We do not know if these five-year increases in the proportion of minority students receiving support reflect nationwide trends. However, the 1984 data for all regions, except the South, show that minorities as a whole are somewhat more likely than whites to be receiving some form of financial support. Nearly four out of five Asian graduate students are supported, as are about half of the black and Hispanic students. If trends in the West are representative of the nation, they suggest that as academic employment opportunities and graduate enrollment have contracted over the last five years, the absolute number of minorities receiving financial support has increased very slightly, while the proportion receiving support has increased dramatically. Thus, opportunities for support have not contracted as severely as total enrollment has. The data for all groups also indicate that over the last five years, a graduate career without financial support has become far less common, and perhaps more unattractive or untenable, particularly for blacks. It may be that this should be a matter of general concern for the profession.

Table 7 summarizes the representation of ethnic and racial minorities across several stages of the academic career, from masters level study to tenured academic employment. The outlook is mixed at best. Whites overwhelmingly predominate at both the tenured and untenured faculty levels, occupying nearly 9 out of 10 positions. Among graduate students, around 4 out of 5 are white. Blacks are underrepresented at every stage, but unlike minorities as a whole, the proportion of blacks does not drop sharply from the student to faculty level.

We do not see a large pool of black graduate students waiting in the queue, relative to the existing pool of black faculty. To the extent that the ranks of minority faculty are determined by their earlier share of the pool of graduate students, large increases in the proportions of black faculty are improbable in the future. The opposite situation typifies Asians. Among students their numbers approach or exceed those of blacks, but they are currently less well represented than blacks among the faculty. Mexican-Americans and American Indians are sparsely represented at both the student and faculty levels.

Sociological Practitioners Get More Respect

(In these pages in the next few months, we will include articles that pertain to a wide range of issues in sociological practice.—SAB)

by George C. Zeller, Council for Economic Opportunities in Greater Cleveland

I have always felt that sociological research and theory are not considered sufficiently by decision makers, both within organizations and in the arena of public policy. The August 1986 ASR contained a stimulating analysis by William F. Whyte titled "The Uses of Social Science Research," that should further discussion of this problem within the discipline.

Whyte maintains that while sociological research can and should have utilitarian applications, too often this is not so. While he cites some of his own research that impacted specific organizations, he laments the fact that sociological research often receives little attention outside the discipline, results in few practical benefits, and carries insufficient weight during the process of legislating and implementing public policy. This problem diminishes the stature of the discipline in many ways. Whyte raises important issues that should concern us all.

Some of my own personal experiences might contribute to the dialogue that Whyte has started. For twelve years I worked in academia, serving on the faculty at Ohio State University, Wittenberg University, and Ashland College. Since leaving Ashland I have engaged in full-time Sociological Practice at the Council for Economic Opportunities in Greater Cleveland. Most of my activities here have involved applied research into poverty in metropolitan Cleveland and the state of Ohio.

Our *Poverty Indicators* project, designed to measure small area demographic trends in the population living below the poverty level, has been very well received in Ohio. At one level, the research has been covered extensively in the newspapers and on local radio/television. I am convinced that an effect of this has been an increasing level of public awareness of social problems related to economic disadvantage in the stratification system. In addition, our *Indicators* reports are in wide use for planning, research, and evaluation purposes by local government, social agencies, corporations, medical personnel, and foundations. We of course use our findings internally at CEOGC for program evaluation, need assessment, and the preparation of refunding proposals. An interdisciplinary mix of local professors has also been working with our data.

While the penetration of our findings into the level of public policy formulation has not been as rapid and thorough as one might like to see, I can cite a handful of situations where we have been of some influence. The Cleveland City Planning Commission is using our poverty data during its work on the preparation of a revised comprehensive City Plan. In August the Cuyahoga County Commissioners appeared on local television to announce that a proposed (and heavily hyped) bond issue to finance a new Cleveland domed stadium has been indefinitely (perhaps permanently) postponed. As part of their rationale, Commissioner Tim Hagan quoted data from the *Poverty Indicators* to support his position that unmet needs for Human Services in the County have a greater priority in the allocation of shrinking governmental resources than the construction of a sta-

dium for "downtown redevelopment." Similar recent accounts in the press also lead me to believe that we have influenced the attitudes of other local politicians, journalists, and civic leaders toward poverty.

It has been my experience at CEOGC that it is easier to engage in research and advocacy activities of this sort from a Sociological Practice setting than it was while I was working within universities. It is common for the public to dismiss professors as "eggheads" whose work is somewhat irrelevant to the "real world." This can be a problem even in a major city like Cleveland, which has more than its share of respected educational, medical and research institutions, and which has a strong social research community. I rarely run into this perception problem anymore, and I suspect that this is because of my affiliation with a Community Action Agency rather than with an academic institution. My research might not have had the same impact if it had been done at Case-Western Reserve or Cleveland State, despite the fact that those Universities have highly competent faculties in the social sciences.

I also suspect that a "pure research" orientation seen in the Sociology of Sociology, which Whyte mentions in his paper, is another strong contributor to the fact that social research is not as "useful" as it should be. My own research focus is constrained by my employer's expectation that I will emphasize applied research. People expect our work to have useful applications, and I consequently design my research with that overt goal. I am rarely tempted to engage in the testing of abstract social theory. The reward structure in non-academic research does not utilize the same system of sanctions that is traditional for the reviewers at ASR and AJS. With the exception of me, nobody at GEOGC has ever heard of Talcott Par-

sons, Robert Merton, or even William F. Whyte.

This institutional pressure toward applied research is undoubtedly common in Sociological Practice settings. Such forces create strong incentives to produce "useful" research. These incentives are too often absent in academia. Thus, the impact of pure sociological research on our society tends to be smaller than it could be.

Role expectations in the minds of our clients are other important contributors to "useful" research. Whyte refers in his ASR paper to the "Professional Expert Model" from his book *Learning in the Field*. This concept relates to one of my earliest and strongest personal impressions that resulted from my move into Sociological Practice. People inside and outside CEOGC have defined my role as that of an "expert." I was at first surprised to see the ease at which my pronouncements were engraved on stone tablets in people's minds as "authoritative facts." I almost felt that if I were to announce that low sodomy rates were the cause of poverty, then somebody would automatically and unquestioningly cite me as scientific support while introducing legislation to encourage sodomy in Northern Ohio. The critical review and skeptical intellectual dialogue that one takes for granted in academic disciplines is amazingly rare in the non-academic field, particularly among data consumers. Sociologists are "professional experts" not only by their own choice; much of this comes from preconceptions in the minds of our clients.

I agree with Whyte's contention that the impact of our discipline in our culture is not as great as it should be. The continued growth of Sociological Practice can be one strong mechanism in the reversal of this undesirable situation. □

Open Forum

Look to Literature

As sociologists, we might call more than we do on the support and example that is available in world literature. Although there is considerable bias (e.g., Auden's warning against "committing a social science") there are strong exceptions. In Muriel Spark's great novel of old age, *Momento Mori* (1958), the only male character that is treated sympathetically is the sociologist Alec Warner. Unlike any of the others, he is dedicated to a task larger than self. Although like them, he also suffers from extreme age, he is entirely devoted to research, the actual daily life of the old. Like the author, he wants to rescue it from oblivion.

The 19th century novelist George Eliot, a close friend of Herbert Spencer, was not just sympathetic; in many ways her work itself was sociological. The central theme in each of her novels is tracing the connection between what C. Wright Mills (1959) called personal troubles and public issues. Near the beginning of *Felix Holt* (1866), her novel of politics, she makes the point explicit: "These social changes (that are the subject of *Felix Holt*) are comparatively public matters, and this history is chiefly concerned with the private lot of a few men and women; but there is no private life which has not been de-

termined by a wider public life..." (p. 129)

Note that she doesn't shillyshally: "there is no private life which has not been determined by...public life," putting the matter much more forcefully than is the current fashion. In *Middelmarch* (1871), her masterpiece, she demonstrates this theorem in a portrayal of an entire community. Like her great predecessors, Shakespeare and Goethe, and a writer who benefited from her work, Proust, she has an extraordinary eye for the exact microscopic details that bring to life description of human communities. Modern sociology, with its sporadic doldrums, might benefit by attention to such resources.

Thomas J. Scheff
University of California-Santa Barbara

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1958 *Momento Mori*. New York: Lippincott. □

CIEE Honors Useems

The Council on International Educational Exchange at its 39th anniversary meeting in Washington DC on November 6, 1986, presented its first award "For Research in International Educational Exchange" jointly to John Useem, Professor Emeritus of Sociology, and Ruth Hill Useem, Professor Emerita of Sociology and Education, of Michigan State University. On this occasion the Council was accorded special recognition by President Reagan and by representatives of France and Japan. Senator Fulbright was honored for his creative developing of the United States Fulbright program and the Useems for their conceptualizing the field and their empirical comparative studies of both the foreign highly educated and third world children in the complex and changing interdependent world.

The Council on International Educational Exchange, composed of 170 professional, academic and governmental organizations, "assumes important educational responsibilities and develops, facilitates and administers programs of international educational exchange throughout the world on behalf of both its national and international constituencies." □

Teaching, from page 7

Accuracy

All of the parts of this depend, of course, on your accuracy in entering test scores. At least you are not trying to read your own handwriting scribbled on the test at 3 a.m. With a spreadsheet you can post grades regularly so that students can monitor their own progress.

Gradebook spreadsheets will cause you less trouble if you follow good rules of computer use. Back them up by copying their contents to another disk you keep at home. Do this regularly. Save your work as you enter material every few minutes. Print off copies of your grades regularly and post them. Having only one electronic copy leaves you open to disk problems or accidental or intentional modification of results. Having a disk copy and printed output is a definite improvement over my coffee-stained gradebook.

Futures

I have not tried it, but in principle, the mark sense machines used in testing systems for multiple-choice exams should be able to down load their results directly into a spreadsheet. Some pioneer with a gleam in his or her eye will do this first, and I hope that they then write an article on how it was done for *Footnotes*. □

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To order, or to receive a catalogue of all TRC products, write to: ASA Teaching Resources Center, 1722 N Street NW, Washington DC 20036. Prepaid orders only.

Reflections on the ISA Meeting in New Delhi

by Larry Suter

The International Sociological Association held its Eleventh World Congress of Sociology in New Delhi, India during the week of August 18 to 22, 1986. This was the first ISA meeting ever held in Asia with about 1,500 registered delegates from 73 countries and another thousand sociologists from India attending the congress. Altogether, 350 Americans were registered at the meetings.

The number of U.S. citizens attending the meetings was increased due to ambitious planning by the ASA Executive Office. Proposals submitted to the National Science Foundation and the Smithsonian Institute received funding support for travel of U.S. scholars in India. The agencies were able to use funds specifically set aside for U.S. activities in India.

Both proposals were funded at a sufficiently high level, thanks to the perseverance of Bill D'Antonio and Bill Martineau, to permit the granting of awards to all persons applying to the ASA for funding who were listed on the ISA program. A special ASA Travel Award Committee carefully reviewed all applications. The funds covered round-trip airfare from New York City and permitted many persons who might not have attended the meetings to participate in an exciting sociological event.

The ISA program facilitates the exchange of research ideas among scholars in many countries; speakers from more than one country are featured at each session. The focus of discussions at the India meetings generally occurred along traditional sociological areas of inquiry. The main portion of each international program is established in the years prior to the meetings by the 38 research committees which maintain exchanges between scholars in the interim between Congresses.

The program offered papers on economy and society, community, education, ethnicity, family, medicine, leisure, organization, and social ecology. In addition to the research committees, ad hoc groups are formed on topics such as agriculture, clinical sociology, indicators of social change, labor movements, sociology of population, rational choice, and social systems theory. Furthermore, organizations such as the International Network for Social Network Analysis, and the International Association for the Sociology of Knowledge hold special sessions near the same date to facilitate travel and communication.

This first-time observer was impressed by the melange of research reports at the meetings. I left the meetings with new associations and points of inquiry. A greater variety of papers was presented at these meetings, with fewer total persons attending, than might be found at annual ASA meetings. Also, informal associations made on buses en route between hotels and in hallways convinced me that sociological research and debate were taken very seriously by all participants.

As evidence for the dedication of those attending was the persistence of many session audiences. Some sessions were held in rooms not adequately ventilated or air conditioned; yet they were attended by a lively audience in all cases. The quality of most papers was high, many containing completed research ideas which might not appear at meetings of U.S. sociologists and which

deserve more attention in our own journals and public meetings.

The biggest disappointment at the meetings was the failure of some program participants to show up at an appointed session. On occasion, all papers were missing from a session. With distances great and international communication difficult, it is likely that some program participants were unable to keep all commitments.

Thanks to the ASA Executive Office, more American sociologists were able to keep their commitments than would have been possible without its efforts to obtain the travel funds they acquired.

A new ISA President was elected: Dr. Margaret Archer of the United Kingdom. Dr. Archer has written about world educational systems and indicated in the bulletin distributed at the Congress that she would like to see the Association become more representative of all sociologists. "There are now nearly 100,000 sociologists in the world. We would like to see more on our rolls." □

Electronic Network Committee Plans a New Service

A sign of the times: the Electronic Sociological Network Committee, chaired by Nicholas C. Mullins, Virginia Tech, is considering how sociological research, teaching and practice can best utilize telecommunications. Electronic networks—communication links between mainframe, mini- or micro-computers—may be an efficient way to transact some ASA business at a significant reduction in cost. Quasi-public and public networks promise to become important vehicles to ASA members in supporting their research activities. The opportunities seem boundless. In any event, the technology bears watching since communications links between computers quickly are becoming part of the intellectual scene. It is the task of the network committee, therefore, to advise ASA Council on steps that the ASA ought to take in this area.

In addition to Mullins, Russell Schutt, Massachusetts-Boston, and Joan McCord, Drexel, are on the committee. At the Annual Meeting in New York last August, they were aided by David McFarland, UCLA; Don Ploch, Tennessee; and Ron Weber, Harvard. From that meeting several specific proposals have been presented to Council. These include:

A. The drafting of a brochure on electronic mail for committee and section officers of the ASA. This should help ASA Committees, for example, whose members want to experiment with communications about ASA business between scheduled meetings. Sections also may want to transact business and to aid ASA members by supporting the writing of papers and other aspects of their research. Russell Schutt is leading this effort.

B. The ASA Executive Office should study the feasibility of the inclusion of electronic addresses in the ASA membership directory. This would enable committee chairs and ASA members to contact each other more easily.

Space for Other Groups at 1987 Annual Meeting

Groups wishing to meet in conjunction with the 1987 Annual Meeting in Chicago (August 17-21, 1987) should submit requests by March 1, 1987. Space requested after that date cannot be assured. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the unlikely event that space exceeds demand, requests for a second meeting will be considered. Because Sections have been allotted program time, they are excluded from these provisions.

Space requests have been categorized as follows: (1) Small groups requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one two-hour time slot from 6:30-8:30 p.m. on one of the first four evenings of the meeting (Monday-Thursday). The topic to be discussed should be clearly stated. (2) Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of 10 ASA members who support the request.

These groups will be assigned one two-hour time period from 8:30-10:30 p.m. on Tuesday night. No plenary session or social functions have been planned for this evening. (3) Those groups or organizations wishing to hold cocktail parties, dinners, or other social gatherings should also submit requests for space at this time.

All requests should be forwarded to Janet Astner at the ASA Executive Office. □

Good Ideas

■ Loyola University (Chicago) has prepared a flyer titled "Sociology for Business Students." It describes how sociology is a complement to a business curriculum and includes testimonials from graduates, now working in business, who have found their courses in sociology to be helpful in these careers. The department then recommends several sequences, like a minor, in sociology for business students and gives a paragraph description of each of the courses. Two members of the sociology faculty serve as advisors to the business minors. For more information on this project to involve business students, contact: Philip W. Nyden or Pete Whalley, Department of Sociology, Loyola University, Chicago, IL 60626.

Minorities, from page 9

Conclusion

In a period of general contraction in the discipline, minority faculty have not lost much ground in terms of proportional representation at different faculty ranks, but neither have they made dramatic gains since 1979. This raises questions about the efficacy of affirmative action programs in recent years.

Minorities have made more impressive gains at the graduate student level than among faculty. Although graduate student enrollment has declined overall, at least in the western United States, the proportion of sociology graduate students who are minorities has increased. In part this may have occurred because minority students have had continued opportunities for financial support. This applies particularly to Asians. Projecting from the current situation, and assuming that minority graduate students will enter jobs in academia, we expect an increase in Asian faculty, but little change in black, Mexican-American or American Indian representation among sociology faculty.

FOOTNOTES

This study was funded, in part, by the Pacific Sociological Association, the American Sociological Association, the University of Oregon Center for Women in Society, and an Arizona State University support grant.

¹Some of these students are likely to be foreign nationals who will not remain in the United States. Those specifically identified as international students have been excluded from analysis, but those that remain are not necessarily all U.S. citizens. □

Annual Meeting

The Population Section will sponsor two regular paper sessions plus a one-hour session of roundtable discussions to be held during the time slot allocated for the Section's Council meeting. The sessions and organizers are: (1) Social Demography: Calvin Goldscheider, Department of Sociology, Maxcy Hall, Box 1916, Brown University, Providence, RI 02912; (2) Population Perspectives on the Aging Society: Judith Treas, Department of Sociology, University of Southern California, Los Angeles, CA 90089-0032. This session is co-sponsored by the Section on Aging. Members of both the Population and Aging Sections are invited to participate; (3) Roundtable Discussions: Linda Waite, The Rand Corporation, 1700 Main Street, Santa Monica, CA 90406. Contact the organizers to present papers or roundtable discussions. Papers must reach organizers by February 28, 1987.

Call for Papers

CONFERENCES

Arkansas Undergraduate Sociological and Anthropological Symposium, April 3, 1987, University of Central Arkansas, Conway, AR. Undergraduate students interested in participating should send an abstract of no more than 200 words indicating the topic and a summary of the intended remarks. Abstracts will not be returned and must be received by March 16, 1987. Registration materials and further information may be obtained by contacting: Elaine Fox, Department of Sociology, University of Central Arkansas, Conway, AR 72032; (501) 450-3178.

Association for the Social Sciences in Health invites contributed papers for its sessions at the American Public Health Association Annual Meeting, October 18-22, 1987, New Orleans, LA. Papers should present a social science perspective on issues of public health, as well as health policy analysis. Abstracts must be submitted by March 27, 1987 on a standard abstract form, which appears in the January 1987 issue of *American Journal of Public Health* or the APHA newsletter, *The Nation's Health*. Send six copies, one camera-ready and five photocopies, and a self-addressed, stamped envelope, to: Linda A. Siegenthaler, National Center for Health Services Research, Room 18A-19, #9, 5600 Fishers Lane, Rockville, MD 20857.

Australian and Pacific Researchers in Organization Studies Conference, April 3-9, 1988, Hong Kong. Theme: "Firms, Management, the State, and Economic Cultures." Paper proposals are invited and should be addressed to: Stewart R. Clegg, Sociology Department, University of New England, Armidale, NSW 2351, Australia.

Fourteenth Annual Historic Community Societies Conference, October 15-18, 1987, Bishop Hill, IL. Theme: "Immigrant and Native Communitarians: Ethnicity, Ideology, and Material Culture." Paper and session proposals should be sent with abstracts and resumes by April 1, 1987 to: Dina Nelson, Bishop Hill Heritage Association, Bishop Hill, IL 61419; (309) 927-3899.

Hiram College Symposium, April 2-4, 1987, Hiram, OH. Theme: "See It Now: McCarthyism and American Society." Scholarly works that deal with the impact of McCarthyism on American education, scientific enterprise, the performing arts, communication media, and American culture in general are sought, in addition

to contributions in the areas of "The Rhetoric of McCarthyism" and "Themes of Intolerance in American History." Three copies of finished works that can be delivered in 15 minutes or 250-word proposals should be submitted by February 10, 1987 to: J. David Trebing, Department of Communications, Hiram College, Hiram, OH 44234.

1987 National Recreation and Park Association Symposium on Leisure Research, September 18-22, 1987, New Orleans, LA. Abstracts must be received no later than April 10, 1987. Abstracts must be no shorter than two full single-spaced pages and no longer than three full single-spaced pages. Submissions should include abstract and an original and copy of a cover sheet. For complete information on submission requirements, contact: Christine Z. Howe, #1 Peabody Hall, Department of Recreation and Leisure Studies, University of Georgia, Athens, GA 30602, (404) 542-5064; or Karla A. Henderson, P.O. Box 23717, Department of Recreation, Texas Woman's University, Denton, TX 76204, (817) 898-2860.

Second International Conference on Mentoring, July 20-25, 1987, Vancouver, Canada. Theme: "Mentoring, Coaching, Supervising, Career Counseling, and Networking: Five Ways to Aid Personal, Professional, and Career Development." For more information, contact: Grey & Associates, 4042 West 27th Avenue, Vancouver, British Columbia, Canada V6S 1R7; (604) 228-0621.

Social Theory, Politics, and the Arts 13th Annual Conference, October 30-November 1, 1987, SUNY, Purchase, NY. Deadline for abstracts is April 15, 1987; completed papers are due July 15. Possible topics might include: art and politics; theory, culture, ideology; the avant garde, modernism, and postmodernism; cultural reception; visual sociology; the documentary film. Send to: Jeffrey A. Halley, Conference Chair, Program in Sociology, SUNY, Purchase, NY 10577.

Seventh Annual Conference on International Development, Cooperation and Politics, November 19-21, 1987, Bermuda. Paper abstracts, panel proposals, and roundtable suggestions are solicited. One-page proposals plus a professional statement indicating areas of both professional and geographical competencies should be submitted by March 20, 1987. Contact: Shah Mehrabi, Program Chair, Department of Economics, Mary Washington College, Fredericksburg, VA 22041; (703) 899-4092.

Society for the Study of Social Problems, August 1987. Theme: "The Social Dimensions of AIDS." Papers dealing with the medical, psychological, religious, therapeutic, and sociological abstracts of AIDS are invited. This can include problems in diagnosis, therapy, interpersonal relations, stigma, and fear. Issues of death and dying can also be included as well as effects of AIDS on personal identity, family relations, friendships, employment, self-esteem, community life and politics, and institutional processes (such as prisons, rehabilitation centers, welfare systems, schools, etc.). Effects of AIDS on case workers, counselors, volunteer workers, and medical practitioners will also be accepted. Abstracts should be sent immediately to: Philip M. Kaval, Department of Sociology/Anthropology, Seton Hall University, South Orange, NJ 07079.

PUBLICATIONS

Contemporary Community: Change and Challenge, a forthcoming edited volume, solicits papers for publication. The volume will focus on community structure, problems, and change in national and cross-national/

cultural contexts. Papers dealing with analysis of contemporary community dynamics, issues, policy/planning will be considered. Send papers by April 6, 1987 to: Dan A. Chokki, Department of Sociology, University of Winnipeg, 515 Portage Avenue, Winnipeg, Canada R3B 2E9.

The Mid-American Review of Sociology invites papers for a special issue focusing on the farm crisis. Papers emphasizing issues related to the crisis in agriculture will be given consideration. Sociologists and graduate students in sociology are also encouraged to submit papers on different topics for publication in other issues. Papers for the special issue should be submitted by March 1, 1987 to: Articles Review Editor, *Mid-American Review of Sociology*, University of Kansas, Lawrence, KS 66045.

Meetings

January 17. Conference on the Patient as Person: Values, Context, and Work in the Therapeutic Environment, Columbia University Faculty House, New York, NY. Contact: Henry L. Lennard, Therapeutic Symposia, P.O. Box QQ, Southampton, NY 11968.

February 26-27. 32nd Annual Southern Conference on Corrections, Florida State University, Tallahassee, FL. Contact: Laurin A. Wollan, Jr., Director, Southern Conference on Corrections, 157 Bellamy Building, Florida State University, Tallahassee, FL 32306; (904) 644-4050.

February 27-March 1. Sociologists for Women in Society Mid-Year Meeting, Sheraton University City Hotel, Philadelphia, PA. Contact: Meredith Gould, New Jersey Department of Higher Education, 225 West State Street CN542, Trenton, NJ 08625.

March 19-22. Society of Behavioral Medicine Eighth Annual Scientific Sessions, J.W. Marriott Hotel, Washington, DC. Theme: "Behavioral Medicine: A Cost-Effective Approach to Improving Health Status." Contact: Judith C. Woodward, Society of Behavioral Medicine, P.O. Box 8530, University Station, Knoxville, TN 37996; (615) 974-5164.

April 2-4. Hiram College Symposium, Hiram, OH. Theme: "See It Now: McCarthyism and American Society." Contact: J. David Trebing, Department of Communications, Hiram College, Hiram, OH 44234.

April 3. Arkansas Undergraduate Sociological and Anthropological Symposium, University of Central Arkansas, Conway, AR. Contact: Elaine Fox, Department of Sociology, University of Central Arkansas, Conway, AR 72032; (501) 450-3178.

April 23-26. National Conference on Undergraduate Research, University of North Carolina, Asheville, NC. Contact: National Undergraduate Research Conference, 211A Rhoades Hall, University of North Carolina, Asheville, NC 28804-3299; (704) 251-6122.

April 29-29. Fifteenth Annual Psychological Workshop, Chicago, IL. Contact: Pat Mosen, Chapin Hall, NORC, 1155 East 60th Street, Chicago, IL 60637, (312) 962-1021; or Susan Newcomer, Director of Education, Planned Parenthood Federation, 810 Seventh Street, New York, NY 10019; (212) 603-4633.

April 30-May 2. Society for the Advancement of Scandinavian Studies Annual Meeting, Ohio State University, Columbus, OH. Contact: Marilyn Johns Blackwell, Department of German, Cunz Hall, 1841 Millikin Road, Ohio State University, Columbus, OH 43210.

June 4-5. Siena College Second Annual Multidisciplinary Conference on the 50th Anniversary of World War II, Siena College, Loudonville, NY. Contact: Thomas O. Kelly, II, Head, Department of History, Siena College, Loudonville, NY 12111.

June 7-11. Second National Conference on Missing and Exploited Children, Chicago, IL. Contact: Timothy J. DaRosa, Conference Manager, Division of Administration, Department of State Police, State of Illinois, 200 Armory Building, Springfield, IL 62706; (217) 782-6429.

June 14-17. National Council for International Health 14th Annual Conference, Crystal City, VA (Washington, DC area). Theme: "Influencing Health Behavior: Communication, Education, and Marketing." Contact: NCHP Program Department, 1101 Connecticut Avenue NW, Suite 605, Washington, DC 20036; (202) 833-5900.

June 26-28. International Organization for the Study of Group Tensions 1987 Conference, Princeton University, Princeton, NJ. Theme: "Problems of Racial and Ethnic Relations: National and International Perspectives." Contact: Joseph B. Gittler, Department of Sociology and Anthropology, George Mason University, Fairfax, VA 22030; (703) 273-3284 or 323-2900.

Funding

The American Numismatic Society announces a 1987-1988 graduate fellowship to support a doctoral dissertation which employs numismatic evidence. Applicants may be from the fields of classical studies, history, archaeology, art history, economic history, or related disciplines, and must have completed the general examinations, be writing a dissertation in 1987-88, and have attended one of the Society's Graduate Seminars prior to the time of application. The stipend is \$3,500. Applications must be completed by March 1, 1987. Information and application materials may be obtained from: The American Numismatic Society, Broadway at 155th Street, New York, NY 10032; (212) 234-3139.

Columbia University offers traineeships including tuition and stipends through the post- and predoctoral Sociomedical Sciences Training Program in Social Stress and Mental Health. Postdoctoral applicants must have the MD, PhD, or other doctoral; predoctoral applicants must have the bachelor's or master's degree in the social sciences or in health areas. The program offers interdisciplinary training for researchers and teachers, focused on the relationships of psychosocial stress and social support systems to mental health and illness. Contact: Division of Sociomedical Sciences, Columbia University School of Public Health, 600 West 168th Street, New York, NY 10032; (212) 305-5656.

The Council for International Exchange of Scholars has a number of 1987-1988 Fulbright Lecturing Grants still available to U.S. faculty in the field of sociology and social work. Specific openings are available in Bulgaria, Colombia, Czechoslovakia, Egypt, Ghana, Greece, Hong Kong, Hungary, Indonesia, Israel, Panama, Papua New Guinea, Poland, Romania, Taiwan, Thailand, Turkey, Yemen, and Zimbabwe. Other countries are open to applications. Applicants are expected to have a PhD, teaching experience, and evidence of scholarship productivity. U.S. citizenship is required. For complete information, contact: CIES, 11 Dupont Circle NW, Suite 300, Washington, DC 20036; (202) 939-5401.

Indiana University seeks applications for a postdoctoral training program in Measurement of Mental Health Concepts. The program, funded by NIMH, focuses on training fellows in advanced measurement procedures such as exploratory and confirmatory factor analysis, true score and congeneric test theories, latent trait and latent class analysis, and nonmetric multidimensional scaling as applied to the measurement of mental health constructs. Stipends are determined by number of post-PhD years, starting at \$15,996. Stipends may be supplemented through teaching part-time. To apply, send vita, letters of reference, copies of published or submitted papers, a description of course work in mathematics or statistics, and a brief description of research interests to: George Bohrnstedt, Director, Training Program in Measurement, Department of Sociology, 744 Ballantine Hall, Indiana University, Bloomington, IN 47405. Applications are due March 15, 1987.

Competitions

Alpha Kappa Delta announces the fourth annual Undergraduate Student Paper Competition. Each AKD chapter will hold a local paper competition and submit one paper by June 15, 1987 to: Diane Harriott, Department of Sociology, Anthropology, and Geography, William Paterson College, Wayne, NJ 07470. Free submissions from students who are not winners of local competitions will also be accepted. First prize consists of \$150 and publication in *Sociological Inquiry*. Other prizes will also be awarded. The author must be a member of AKD and an undergraduate student at the time the paper was written. For submission guidelines and further information, contact Professor Harriott.

American Sociological Association Section on Theoretical Sociology invites submissions of scholarly works in sociological theory, published or unpublished, for the Theory Prize. Published works must have appeared in the last two years and be no more than 50 pages in length. Submissions from any sociological perspective are invited; the competition typically includes essays from a great variety of theoretical understandings. Deadline for submission is March 1, 1987. Five copies of entries should be mailed to: Charles Lemert, Chair, Theory Prize Committee, Department of Sociology, Wesleyan University, Middletown, CT 06457.

American Sociological Association Section on Undergraduate Education seeks nominees for the Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology. The nominee may be an individual, program, or organization unit. Send a letter describing the nominee's contribution to teaching and include nominee's address. Nominations must be sent by March 1, 1987 to: Al Chabot, Chair, Awards Committee, Sociology Department, Macomb Community College, Warren, MI 48093. The award will be presented at the 1987 ASA Annual Meeting in Chicago.

People

Donald J. Adamchak, Kansas State University, was awarded a Rockefeller Foundation Social Science Research Fellowship in Population Studies, and will spend 1987-88 as a Visiting Research Fellow in the Department of Sociology, University of Zimbabwe.

Continued next page

People, continued

Panos Bardis, Toledo University, was honored by Ohioana Library of the Association as an Ohio author for the year in his *Dictionary of Quotations in Sociology*. In addition, a British student who wrote her dissertation on Bardis' poetry was awarded a fellowship to continue her work.

James E. Blackwell, University of Massachusetts-Boston, received the highest honor bestowed by the University, the Chancellor's Medal. The award was presented during the Fall Convocation.

Claude C. Bowman, Temple University, and his wife, **Mary Carson Bowman**, have established an annual award of \$1,000 to be given to the graduating senior in the College of Arts and Sciences at Temple University with the highest grade point average among those students concentrating in sociology, anthropology, political science, or psychology.

David R. Carlin, Community College of Rhode Island, was re-elected to his fourth term in the Rhode Island Senate.

Carolyn Dexter was elected President of the Eastern Academy of Management.

Cheryl Townsend Gilkes will join the faculty at Colby College as the John D. and Catherine T. MacArthur Assistant Professor of Black Studies and Sociology.

Evelyn Nakano Glenn is now at SUNY-Binghamton.

Beth Hess, County College of Morris, is the incoming President of Sociologists for Women in Society.

Glenn R. Howze is now on the Rural Sociology faculty at Auburn University. He is jointly appointed with the Office of International Programs.

Floyd Hunter received the Robert and Helen Lynd Award for outstanding contributions to sociological research on community. The award was presented by the ASA Section on Community at the 1986 Annual Meeting.

Allen W. Imershein, Florida State University, sponsored a conference on "Legal and Ethical Dilemmas of Health Care: Reconciling Cost, Quality and Access," held at Florida State University on September 18-19, 1986. He delivered the introductory and concluding remarks.

Dean F. Johnson, Northwestern State University, **Joy Reeves**, Stephen F. Austin State University, **Sarah Brabant**, University of Southwestern Louisiana, and **Shirlee Owens**, Northeast Louisiana University, participated in a Fulbright-Hays faculty seminar in Indonesia. The seminar was sponsored by the U.S. Department of Education.

Mirra Komarovsky, Barnard College, received the Burgess Award of the National Council on Family Relations for a career of contribution to the study of the family.

Manfred Kuechler, Florida State University, was elected President of the ISA Research Committee on Logic and Methodology for 1986-1990. He was also elected to the ISA Research Coordinating Committee.

Susan Losh-Hesselbart, Florida State University, was appointed to the ASA Advisory Committee for MA Certification in Advanced Quantitative Methods.

Peyton R. Mason is now vice president of Fact Finders, Inc., a full service market research company owned by sociologists.

William McCord, City University of New York, was elected a member for life of Clare Hall, University of Cambridge. He is a scholar in residence at the Rockefeller Center, Italy.

Baila Miller was elected President of the Chicago Association for the Study of Health Behavior.

Charles B. Nam and **Isaac W. Eberstein**, Florida State University, received a NIH grant to study "Prior and Proximate Factors in Infant Mortality by Cause."

Gary Natriello, Columbia University Teachers College, was the featured speaker at the Educational Policy Forum luncheon sponsored by the American Educational Research Association. His topic was "Dropout Prevention Through School Reorganization."

Shirley Nuss is working in Geneva, Switzerland, for the International Labour Organization.

Michael Quinn Patton, University of Minnesota, is the President-elect of the American Evaluation Association.

Eliza Pavalko, Florida State University, received the Society for the Study of Social Problems division on Poverty, Class and Inequality's best student paper award for her work on "Defining the State and the Labor Process."

Joyce Rothschild is the new chair of the Department of Sociology at the University of Toledo.

Stephen K. Sanderson, Indiana University of Pennsylvania, is spending the spring semester as a visiting professor at Wroxtton College, the English branch of Fairleigh Dickinson University, where he is teaching a course comparing Britain and the U.S. along the dimensions of class, race, education, and religion.

Eugen Schoenfeld, Georgia State University, is serving as a consultant for the conference entitled "The Church and Civil Religion Worldwide" to be held in Geneva, Switzerland in August 1987.

Ann Tickamyer, **Susan Scollay**, and **Jan Bokemeier**, University of Kentucky, have received a NSF grant to study "Sex Differences in Patterns of Career Advancements."

Verta Taylor, Ohio State University, was one of two invited speakers who addressed the Academic Retreat of the Academic Senate of the California State University system. Her speech on "Treating the Study of Women as if It Really Mattered" received a standing ovation.

Paul Warner and **Thomas Ilvento**, University of Kentucky, received a grant from the Bluegrass Area Development District and the Department of Employment Services for "Career Assistance for Displaced Farmers."

Norma Williams, Texas A&M University, was guest speaker for "National Hispanic Heritage Week," National Science Foundation, Washington, DC, on September 16, 1986. She spoke on "Mexican Americans: Stereotypes vs. Reality." She presented a similar paper at the U.S. Department of Agriculture, Plant Protection and Quarantine.

Leon Zamosc, University of California-San Diego, received the Hubert Herring Award for the Best Book in 1986 from the Pacific Coast Council on Latin American Studies for *The Agrarian Question and the Peasant Movement in Colombia*.

1987 Annual Meeting
Palmer House and Towers
Chicago, Illinois
August 17-21, 1987

Obituaries

Nels Anderson (1889-1986)

Dr. Nels Anderson, internationally known student of the industrial world and its workmen and wanderers, died on October 8, 1986. He is survived by his son, Martin, and his grandchildren, Elizabeth and Hassel. His wives of two marriages, Hilda and Helen, predeceased him, as did his grandson, Nels, Jr.

Nels Anderson's long and fruitful life may best be described as the realization of the doctrine of salvation by craftsmanship preached in Sinclair Lewis' *Arrowsmith* and pervading the writings of Sherwood Anderson and Ernest Hemingway. Born in Chicago at the time of the closing of the frontier, his slum origins and migratory childhood foreshadowed the life that he was destined to lead. Nels was part of the restless seeking for a better life that marked his time and station; he was among the last generation of migrants to cross the prairies by covered wagon.

His father an immigrant of Swedish peasant origin, his mother a daughter of Scottish immigrant parents, Nels was born into a world of "work and wandering." The second of twelve children, three of whom died in infancy, Nels soon came to appreciate the value of mastering the skills needed to "get ahead." As a boy he hawked newspapers on Chicago's Madison Street for a penny apiece and made two dollars a week selling empty whiskey flasks he gathered from the saloons and notch houses of Lewiston, Idaho. The lessons of childhood he applied to the tasks of adulthood: ever after a "man on the move," his early migratory habits and growing skills took him through the world of the skinner, field hand, railroad maintenance carpenter, mucker, timberman, factory worker, hobo, panhandler, travelling salesman, and orderly.

In the spring of 1906 he left home in upper Michigan to join his older brother, Bill, in Illinois. There Nels got his first job as a mule skinner at twenty-five dollars a month plus room and board. Five years of "going where the work is" brought him to Utah, where, from 1911 to 1917, Nels attended school at the preparatory department of Brigham Young University, to which he returned in 1919 to complete his BA degree in 1920. As a hobo worker and soldier (in France in World War I he volunteered for demolition squad duty and was attached to a company of Army engineers) Nels Anderson became familiar with the habits, skills, and outlooks of many kinds of workmen. This experience provided him the insight and inspiration to undertake a series of original investigations of the life of those he has described as the "go-about" members of American society.

His first and still most enchanting work, *The Hobo*, was to become both his cross and his banner. Although throughout his life he was admired everywhere as the author of *The Hobo*, this work, he felt, had kept him from securing a teaching position in a "polite" university because of its author's familiarity with "underworld characters" and persons of poor reputation. He grew so tired of being identified with the hobo that he wrote a parody of his book, ten years later, *The Milk and Honey Route*, by "Dean Stiff." But *The Hobo*, intended as a report to a Chicago committee of the United Charities, got Nels his MA and established his credentials.

In the years following his sojourn at the University of Chicago, where he confessed he never did "fit in," Nels took on a succession of short-term teaching assignments at the University of Washington (1925), the New School

for Social Research (1926), and Columbia University (1928-34). He completed his PhD in 1930 at New York University, chosen, he said, because "it looked like an easy place to get through," where he also taught a course. During the thirties he conducted studies of bohemians, prohibition, the medical profession, prison labor, slum and urban life, migratory workers, and homeless men. He wrote articles for *The New Republic* and *The American Mercury*, and was one of John L. Lewis' speech writers. From the middle of the Great Depression until the end of the war Nels entered government service, as the head of labor relations in the work relief program and as an administrator and troubleshooter with the War Shipping Administration overseas. Characteristically, he maintained a steady output of pioneering works: *The Right to Work* (1939), *Men On the Move* (1940), and *Desert Saints* (1942) are the most notable.

At the end of the war Nels joined the Housing Expediter Agency and, from 1947 to 1953, he served with the US military government in Berlin, the High Commission in Frankfurt, and the State Department in Bonn. While in Germany he was occupied with the reorganization of free trade unions and, most importantly, the promotion of research. The latter ranged from the study of a bombed city, Darmstadt, to studies of German youth needs, refugee families, and housing in Frankfurt. His retirement from government service led to his appointment as Acting Director of Research for the Social Science Research Institute set up by UNESCO in Cologne, where he stayed until 1962. He published a spate of works during this period, including *The Urban Community* (1959), *Our Industrial Urban Civilization* (1961), *Urban Sociology* (with K. Ishwaran, 1961), and *Dimensions of Work* (1964).

Finally, at age 75, he returned to the goal of "my dream years forty years earlier": in 1963 he became Visiting Professor and Head of the Department of Anthropology at Memorial University, Newfoundland, and, from 1965 until his third retirement in 1977, he taught at the University of New Brunswick as Professor of Sociology. At last he found, "in this professor's chair, which truly is a little large," the most satisfying job of his life. There his productivity continued unabated. In 1966, he co-authored an introductory textbook for students in India; in 1969 he edited and contributed to *Studies in Multilingualism*; in 1971 he published *The Industrial Urban Community*; and in 1975 he wrote his autobiography, *The American Hobo*. His last piece, an essay entitled "Engineering and Urbanism," appeared in *Urbanism and Urbanization* in 1984 when he was 95 years old, the final note of a publication record spanning six decades.

Honors and awards came to him late in life. He was made an Emeritus Fellow of the American Sociological Association in 1970, awarded an honorary doctor of laws by the University of New Brunswick in 1972, and honored for his distinguished scholarship by the community section of the American Sociological Association in 1979. His achievements and awards he wore lightly and with humor. He was surprised that a man could be twice rewarded for doing that which he loved doing.

Nels Anderson's life affirmed the secular principle, "the going is the goal," which he rendered, "The work's the boss." A pragmatic cosmopolitan of unfailing wit, born storyteller and eternal stranger, his celebration of the human spirit through work that is never dull if done well is his legacy.

Noel Iverson
University of New Brunswick

Joel Van Meter Berreman (1900-1986)

Joel Van Meter Berreman joined the University of Oregon faculty as associate professor of sociology in the fall of 1946. Throughout his long tenure he was a conscientious and dependable citizen of the department and the University, serving in whatever capacity called upon. His favorite courses were social psychology, race relations, and collective behavior. These courses attracted students from all over the campus.

Joel appeared to be a mild, self-effacing man with a ready and infectious laugh. But one soon found out that he had very definite views and when he thought he was right he was a tough and skillful opponent.

Joel was regarded by some as something of a radical. He favored a number of unpopular causes and worked hard for civil rights in a disinterested world. Almost single handedly he brought about a chapter of the NACCP on campus. Whatever the issue he made skillful use of his early debating experience with tough arguments laced with humor.

Born in Southwick, Idaho, on July 9, 1900, his childhood was spent on a stump ranch near Monmouth, Oregon, with his parents and six siblings. The family barely eked out an existence after his father died when Joel was only six. His school attendance was sporadic because of work on the farm and health problems. He attended the local religious institution, Monmouth College, for one year and then taught school for two years.

After graduating from Willamette University at age twenty seven Joel married Sevilla Ricks, a fellow student. Dwight was born in 1928 and Gerald in 1930. Joel received his masters degree in 1933 from the University of Oregon with a major emphasis in anthropology. There was no anthropology department at Stanford and he completed the PhD in sociology there at age forty. He stayed on at Stanford as assistant professor for 1940-42 and then served as Propaganda Analyst and Intelligence Officer with the Office of War Information until 1946. The last year was spent in China. He came to Oregon as part of the great expansion starting in 1946 and felt more at home with the returning veterans than he had with the wealthy students in his classes at Stanford. He was promoted to full professor in 1950 and retired in 1968. Twice during his tenure at Oregon, Joel held a Fulbright Fellowship: first to the Philippines for 1955-56 and to Pakistan for 1963-64.

Joel's interest in anthropology was life long. Early in his career he worked with the Grand Round Indians and later participated in anthropological digs on the southern Curry County coast. He established an unusually close rapport with the Indians. The same warm feelings of mutual confidence and respect marked his relations with the people of The Philippines and Pakistan.

Joel Berreman's published research covers a variety of topics: the archeology of the Chetco, social psychological factors in the sale of modern fiction, alcohol addiction, exceptional children, and non-directive interviewing are examples. Four articles on Japanese propaganda relate to his service with the OWI and two concerning Filipino attitudes and identification obviously grew out of his first Fulbright. In the mid 1950s, Joel was elected president of the Pacific Sociological Association.

Many who knew Joel on campus never realized that he was an avid hunter and fisherman who enjoyed pushing himself to his limits at hard physical labor. Clearly these interests trace back to the hard life on the farm where hunting and fishing to put food

Continued next page

Obituaries, *continued*

on the table were his responsibilities from his earliest years.

After retirement Joel and Sevilla moved to a ranch on the coast near Brookings, Oregon, that had first attracted his interest when he was engaged in that early digging in the Indian mounds. His active life continued although the pace was slowed somewhat by a nearly fatal accident five years ago.

Joel Berreman was an asset to his University and to his State. He lived a good life and a long one and fought his way from poverty to financial security and a respected social position. Those of us who knew him - colleagues, former students, residents of the State - will remember him with affection and respect.

Joel Van Meter Berreman—professor of sociology, dead at age eighty-six on September 19, 1986, in Brookings, Oregon. He is survived by Sevilla, his sons Dwight and Gerald, and six grandchildren.

Walter T. Martin
University of Oregon

Carol A. Fromme
(1961-1986)

Carol A. Fromme, PhD student in the Department of Sociology, Indiana University, died suddenly of a heart attack just two days short of her 25th birthday while working in her office. Her death occurred without forewarning, there having been no prior indications of heart problems or other serious illness. A warm, vibrant, energetic human being, her death is made even more poignant by her great promise as a social psychologist who approached that area from the standpoint of sociology.

That promise is testified to by the bare outlines of her tragically-ended career. Carol received her baccalaureate degree Summa Cum Laude from the University of Toledo with Honors in both sociology and psychology, and was named Outstanding Student in the College of Arts and Sciences. She won a National Science Foundation Fellowship to pursue graduate work, initially completing the MA at Wisconsin and then moving to Indiana to pursue her interests in the social psychology of self. At Indiana, she immediately became an integral part of the Training Program in Social Psychology, entering into her studies with the enthusiasm that was her hallmark, and contributing to the Program in multiple ways that belied her youth and student status. Moving through the formal part of her training with alacrity, she had begun to formulate her dissertation research, a study of divorce and divorcees in which she wished to trace the impact of changing interpersonal relationships on changing identities and through these on various facets of divorce process and divorce consequences. Characteristically, her dissertation plans were the focus of a nearly completed application to NSF for research support.

Carol's graduate student colleagues have expressed better than can I the feelings of both themselves and her teachers about Carol as a person and a sociologist:

"Carol was an individual with a great deal of personal and professional conviction and integrity. Though she died at an early stage in her career, Carol was an accomplished student and was committed to the discipline and the education of her peers. Her intellectual and emotional support was a source of strength for her friends. Carol's extensive knowledge of social psychology and her willingness to share knowledge with others

will continue to inspire those who knew her."

Carol is survived by her parents, Edward and Mary Fromme of Toledo, Ohio, and by two sisters, Christine and Cynthia. A Memorial Fund has been established in her name with the Indiana University Foundation.

Sheldon Stryker
Indiana University

Ronald Lippitt
(1914-1986)

Ronald Lippitt, Professor Emeritus of Sociology and Psychology at the University of Michigan, died at the age of 72 on October 28, 1986. He is survived by his wife of 27 years, Peggy, by three children and seven grandchildren. Ron was an early leader in applied group dynamics and in the study of planned change. His life and work had a major impact on social psychology.

Ron was born and grew up in Missouri. He attended Springfield College in Massachusetts, majoring in group work and physical education. While at Springfield College he spent his junior year in Switzerland studying with Jean Piaget. The year with Piaget began his lifelong commitment to the power of observation as a tool for social research and to the importance of active involvement and experimentation as the basis for learning.

Lippitt completed his doctorate in Child Development and Social Psychology with Kurt Lewin at the University of Iowa in 1940. The collaboration between Lewin and Lippitt led to the development of group dynamics, an endeavor which had a profound effect on current social psychology. At Iowa, Lewin, Lippitt and Ralph K. White collaborated on their seminal work on the effects of autocracy and democracy in group leadership.

From Iowa Lippitt went first to

Southern Illinois University, and then became research director for the Boy Scouts of America, where his work on leadership styles had a major effect on leadership training. During the World War II he trained undercover agents for psychological warfare in the Far East.

In 1945 Lippitt joined Lewin and a number of other scholars in founding the Research Center for Group Dynamics at the Massachusetts Institute of Technology. The original mission of the RCGD was to join theory, action and intervention to address social change. Lippitt moved with the RCGD to the University of Michigan in 1948 where he became professor of Sociology and Psychology. His work at Michigan focused on dynamics of planned change, and on intervention in educational systems. In 1964 Lippitt and Floyd Mann established the Center for the Research on the Utilization of Social Knowledge in U of M's Institute of Social Research to emphasize their concern with applications and interventions as part of the knowledge development process. Ron retired from the University of Michigan in 1974 to devote his energies to intervention, futuring and planned change.

In 1974 Lippitt, Lewin, Lee Bradford and Kenneth Benne organized the National Training Laboratory for Applied Behavioral Science at Bethel, Maine. NTL pioneered the T-Group in which people from diverse backgrounds learn about group process through studying their own behavior in groups. Ron's approach to the T-Group was highly cognitive, emphasizing learning about the mutual impact of the group and its members on behavior.

Following his retirement from the University of Michigan in 1974 Ron devoted his time and his energies to the implementation of planned change, and to futuring. He founded Human

Resources Development Associates to provide consultation and training to groups and organizations trying to change. Futuring sessions lead participants to consider preferred alternatives and how to create them rather than predicting what will happen. An internship program in planned change passed these skills on to others. His home became a learning center for informal discussion, consultation, training and a variety of other activities all involving planned change.

During his lifetime, Ron authored over 100 articles and books on group leadership, planned change, futuring, and consultation. Just before his death he completed work on three coauthored books: on the process of consultation; on futuring; and on social survival in the twenty-first century.

In 1985 Ron received the Distinguished Career Award of the Clinical Sociology Association (Sociological Practice Association). He was cited for "... his uses of sociological theory, methods and findings to bring about change. His career is a demonstration that a concern for planned change can be combined with theoretical creativity and scientific rigor."

Ron lived as he taught. At the recent memorial celebration the shared image was of Ron turning over a sheet on a newspaper pad, asking, what are the alternatives and how can we reach them. He helped many reach for their own preferred futures.

David J. Kallen
Michigan State University and Sociological Practice Association

Charles S. Perry
(1948-1986)

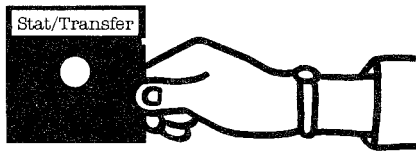
Early on the morning of April 27, 1986, Charlie Perry's valiant struggle against cancer ended at home while

Continued next page

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A Letter From A Publisher . . .

Last month I discussed EXPLORING SOCIOLOGY by Richter. A totally different text but one that is equally interesting is the recently published SOCIOLOGY AND EVERYDAY LIFE by Karp and Yoels. The focus of this book is on the application of sociological principles, concepts and ideas to the lives of people. A key assumption underlying this book is that the value and vitality of sociology is dependent on its ability to provide fresh insight into events and situations we might ordinarily take for granted.

It is of considerable interest to undergraduates since it relates sociological phenomena to their lives. In each chapter it is shown that there are underlying patterns to everyday life. They are patterns that become obvious only when we begin to look hard at everyday phenomena and then apply sociological concepts to them.

Published last spring, SOCIOLOGY AND EVERYDAY LIFE has been adopted by over fifty universities and as diverse as the University of Minnesota and the Junior College of Albany.



F. Edward Peacock
President



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Obituaries, continued

surrounded by his family. He was 38 years old. Charlie was fondly remembered for his unique wit and his intellectual contributions as a rural sociologist. During his academic career he published many professional articles addressing the changing character of rural life and its consequences for rural people.

Upon learning four years ago that he had a brain tumor, Charlie determined to fight back. He became very active in voluntary organizations such as "I Can Cope", that work with people attempting to come to terms with cancer. His activities caught the eye of the Lexington newspaper, which ran a feature on his fight for life.

During this period Charlie continued to pursue his professional activities. The paper on Durkheim that will be published in *Rural Sociology* was a product of this period of personal stress. He still has one article under review. In addition, he co-authored a research monograph with Ward Bauder. Charlie had just completed the first draft of his new five year experiment station research proposal before he reentered the hospital in February. Included among the areas that came under his intellectual scrutiny was the rationalization of American agriculture and coal mine safety. The latter work gained considerable attention in Kentucky and was a basis for a week-long series by the *Louisville Courier Journal* on the poor safety standards of the coal industry.

Charlie received all three of his university degrees from Cornell University. He is survived by his wife Sue Perry, as well as his mother, father and two sisters.

In June 1986, the Perry Research Award was established in honor of Charles Perry, Associate Professor of sociology at the University of Kentucky. Dr. Perry died April 27, 1986 following a long illness. He joined the department in 1978. The award will be given to incoming graduate students demonstrating exceptional potential as sociologists. Contributions may be made to: The Charles S. Perry Research Award, c/o James Christenson, Chair, Department of Sociology, University of Kentucky, 1523 Patterson Office Tower, Lexington, KY 40506-0027.

Charlie's Friends
Department of Sociology
University of Kentucky

Mass Media

Gregg Barak, Alabama State University, appeared on Alabama Public Television's nightly program "For the Record" on April 29, 1986 to discuss black-on-black crime.

Panos Bardis, Toledo University, was a guest on Toledo's WTOL-Television on November 2 and 4, 1986. He spoke on the black family.

Gary S. Becker, University of Chicago, wrote an article on "Pretoria's Part in the Black Economic Struggle" for the "Economic Watch" column of *Business Week*, November 3, 1986.

John A. Clausen, University of California-Berkeley, had his findings—that teens who plan, grow up to be happier, more stable adults—cited in the November/December *Futurist*.

Cynthia Fuchs Epstein, Russell Sage Foundation, was cited in the Helsinki newspaper *Helsingin Sanomat* for a lecture she gave on "The Politics of Stress," claiming high power jobs for women are probably better for their health than low-level jobs.

James Fendrich, Manfred Kuechler, Richard Rubinson, and Deborah Holtzman, Florida State University, had their research on public knowledge and concern about AIDS reported in the *Florida Lauderdale News, Tallahassee Democrat, Miami Herald, Orlando Sentinel, and Tampa Tribune* in April 1986.

Theodore Groat, Bowling Green State University, was cited in an October *Parents* article on only children.

Rudolf Heberle, Boyd Professor Emeritus at Louisiana State University, was profiled in *LSU Magazine*.

Ellen L. Idler, Rutgers University, had her study on religiousness and health among the elderly cited in the "Future-scope" section on the November/December *Futurist*.

Fred Koenig, Tulane University, was interviewed and quoted in an article about commodities futures in the *Wall Street Journal*.

Jeanette C. Lauer and Robert H. Lauer, U.S. International University, were featured in a November 1986 *Vogue* article about secrets of happy couples.

Alfred McClung Lee and Howard Elterman, Drew University, were interviewed by Philadelphia's WDTV in conjunction with their participation in the plenary session on "The News Industry: What's It Selling and Who's Buying It" at the Association for Humanistic Society Annual Meeting, November 6, 1986.

Lois Lee, Children of the Night and recipient of the President's Volunteer Action Award in 1984, will appear on "60 Minutes" in an upcoming segment profiling her sociological research and work with children prostitutes on the streets of Hollywood.

Susan Losh-Hessebart, Florida State University, had her research on beliefs about biblical inerrancy reported in several Florida newspapers during October 1986.

Joe Molnar, Auburn University, was quoted in a syndicated wire service article on sympathy for farmers which appeared in the *Des Moines Register, Washington Post*, and other newspapers.

Richard Moran and Joseph Ellis, Mount Holyoke College, authored an article on the death penalty, "Price of Executions is Just Too High," in the October 15 *Wall Street Journal*.

Eva Morawska, University of Pennsylvania, had her book, *For Bread and Butter: Lifeworlds of East Central Europeans in Johnston, Pennsylvania, 1890-1940*, reviewed in the *Pittsburgh Post-Gazette* and listed in the *Philadelphia Inquirer* in the Book/Leisure section "On Books." Her paper on "The Sociology and Historiography of Immigration, presented during the Statue of Liberty Centennial Celebration Conference in New York, was mentioned in the *New York Times*.

Heather Johnston Nicholson, Girls Clubs National Resource Center, **Gwendolyn Lewis**, College Board of Washington, DC, and **Marlaire Lockheed**, The World Bank, were quoted in an October 23 *Christian Science Monitor* article on "Why Janie Can't (or Won't) Add."

Harold L. Orbach, Kansas State University, authored a letter to the editor of the *New York Times* on "Earlier Vesting for Public-Employee Pensions."

Marie W. Osmond and Eliza Pavaiko, Florida State University, had their research on attitudes toward abortion reported in several Florida newspapers during April 1986.

Charles Perrow, Yale University, had the leading article on "risky systems," a comparative analysis on the Bhopal, Chernobyl, and Challenger disasters, in the October 11 *The Nation*.

J. Steven Picou, Texas A&M University, was quoted in the May issue of

the *Louisiana Business Journal* about the use of "corporate therapy" as a basis for private-sector organizations to increase profits, improve productivity, and enhance employee morale.

Michael Schudson, University of California-San Diego, had the paperback edition of his book, *Advertising, the Uneasy Persuasion*, reviewed in the *New York Times, Los Angeles Times, and Newsday*. An article adapted from the book, "The Giving of Gifts," appeared as the feature story in the December issue of *Psychology Today*.

Arthur Shostak, Drexel University, wrote an article entitled "Why Should Men Give a Damn About 'Feminist' Business Issues?" in the Autumn issue of *Omens*, the newsletter of Philadelphia's Men's Resource Center.

Timothy Wickman-Crowley, Georgetown University, was recently interviewed for Korean television, aired November 2, on why American student radicalism has been weak in contrast to the left-wing student activism common in Korean and other countries.

New Publications

Earl Babbie has produced an audio cassette album entitled *You Can Make a Difference*, in which he talks about individuals taking personal responsibility for public affairs and interviews exemplars such as John Denver and Wally "Famous" Amos. The tapes are being distributed by Newman Communications and follow up on the same theme examined in Babbie's book with the same title, published by St. Martin's Press in 1985.

Journal of Aging and Judaism is a new journal focusing on Jewish attitudes/practices and the aged. Scholars and practitioners whose work encompasses both areas—aging and Judaism—discuss such issues as caring communities for the elderly, aged Holocaust survivors, rabbinic attitudes toward aging, and interfaith approaches toward delivering services to the aged. All manuscripts and other editorial correspondence should be submitted in triplicate, APA style, to: Kerry M. Oltzky, Editor, *Journal of Aging and Judaism*, Hebrew Union College-Jewish Institute of Religion, One West 4th Street, New York, NY 10012. The journal is published semi-annually at an annual subscription rate of \$19 for individuals and \$40 for institutions. Inquiries regarding subscriptions should be addressed to: Human Sciences Press, 72 Fifth Avenue, New York, NY 10011.

Consensus Development Statement on the Impact of Routine HTLV-III Antibody Testing of Blood and Plasma Donors on Public Health is now available from the National Institutes of Health. Free, single copies of the consensus statement are available from: Michael J. Bernstein, Office of Medical Applications of Research, National Institutes of Health, Building 1, Room 216, Bethesda, MD 20892.

Summer Programs

The American Numismatic Society will hold the 35th Seminar in Numismatics June 9-August 8, 1987. The purpose of the seminar is to provide students with a deeper understanding of the contributions made by numismatics to other fields of study and to familiarize them with numismatic methodology and scholarship. Stipends of \$1,200 will be available to students of demonstrated competence who will have completed at least one

year of graduate work. Applications will also be accepted from junior faculty members with an advanced degree. Applicants must be affiliated with colleges and universities in the U.S. or Canada. Applications must be completed by March 1, 1987. Information and application forms are available from: American Numismatic Society, Broadway at 155th Street, New York, NY 10032; (212) 234-3130.

Rutgers University will hold the 1987 Rutgers Summer School of Alcohol Studies June 21-July 10, 1987. Specialized courses will be instructed by highly competent and experienced leaders in the alcohol field. Students choose two courses to attend; the program also includes general lectures, special interest seminars and workshops, and films. The program is approved for three graduate credits, 10 CEUs, or 100 contact hours toward certification/recertification in most states. The cost of \$1,200 includes tuition, room, and meals. Contact: Education and Training Division, Center of Alcohol Studies, Busch Campus, Smithers Hall, Rutgers University, New Brunswick, NJ 08903.

Rutgers University will hold the New Jersey Summer School of Alcohol and Drug Studies July 26-31, 1987. Basic knowledge and training courses, as well as advanced courses, are provided for lay and professional persons whose work brings them into contact with problems related to alcohol and other drugs. Lectures and special interest seminars are also part of the program. The program is approved for 3.5 CEUs, or 35 contact hours toward certification/recertification in most states. The cost for the program is \$400, which includes tuition, room, and meals. Contact: Education and Training Division, Center of Alcohol Studies, Busch Campus, Smithers Hall, Rutgers University, New Brunswick, NJ 08903.

Tufts University announces a five-week Summer Institute on "Technology in American Society: 1607-1940: Choices and Consequences," June 1-July 3, 1987. The Institute is open to full-time humanities and social science faculty of universities and four-year colleges. Nationally known scholars from the humanities, arts, social sciences, and natural sciences will provide a historical and integrative overview of the development of American technology and its impact on subsequent history. The Institute is sponsored by a grant from the National Endowment for the Humanities; 24 fellowships are available with stipends of \$2,750/participant. For additional information and application forms, contact: Seymour Bellin, Program Director, c/o Edie Wieder, Office of Continuing Education, Tufts University, 112 Packard Avenue, Medford, MA 02155; (617) 381-3562.

Official Reports and Proceedings

MINUTES OF THE THIRD MEETING OF THE 1985-86 COUNCIL

The third meeting of the 1985-86 Council convened at 2:45 p.m. on Tuesday, September 2, 1986, in the New York Hilton Hotel. Council members present were: Michael T. Aiken, Charles M. Bonjean, Francesca M. Cancian, Theodore Caplow, Rose L. Coser, Nancy DiTomaso, Glen H. Elder, Jr., Kai Erikson, William A. Gamson, Marie R. Haug, Barbara Heyns, Melvin L. Kohn, Stanley Lieberman, Valerie K. Oppenheimer, Matilda White Riley, Morris Rosenberg, Roberta G. Simmons, Gaye

Tuchman, Michael Useem, and Mayer N. Zald. Present from the Executive Office were: Janet Astner, William D'Antonio, Stephen Buff, Carla Howery, Bettina Huber, Lionel Maldonado, and William Martineau. Various SWS observers were present during portions of the meeting.

Approval of Agenda. The agenda was adopted as presented.

Report of the President. In the interest of saving time, Riley said that as her report had been delivered at the Business Meeting it would not be repeated before Council.

Report of the Secretary. Inasmuch as his report had also been given at the Business Meeting, Caplow only reported on recent action by the Executive Office and Budget Committee (EOB) with respect to the Endowment Campaign. Citing the importance of broadening financial reserves, Caplow offered a brief review of the Association's long-term fund-raising mechanisms. He highlighted the hard work and dedication of Bill Sewell and, more recently, of Jay Demerath on behalf of the ASA. Describing the present structure of the Endowment Campaign Committee, he indicated that problems had become apparent with supervision of the Endowment Fund in the hands of EOB but legal authority in the hands of the Trustees of the American Sociological Foundation (ASF). To remedy the situation, EOB had proposed to the ASF Trustees that the latter assume all active responsibility for fund-raising for the Endowment. The Trustees accepted this proposal. Caplow said that the transfer would take effect September 15, with the Trustees providing guidance to the Campaign Committee and supervision of the Endowment funds thereafter.

A brief discussion focused on how the Endowment is perceived and, in view of its restructuring, the need for continuing and active support of the Endowment from all parties, particularly EOB, Council, and the ASF Board.

Report of the Committee on Publications. Council convened in closed session to consider editorship recommendations submitted by the Publications Committee. Council passed the following motions:

MOTION: To accept the list of ranked nominees for the editorship of the *Rose Monograph Series*. Carried.

MOTION: To accept the list of ranked nominees for the editorship of *Social Psychology Quarterly*. Carried.

MOTION: That advisory editors who are either non-sociologists or foreign sociologists be permitted to serve on the editorial boards of ASA journals without becoming members of the ASA. Carried.

Report of the Executive Officer. D'Antonio introduced Stephen A. Buff as the newest Assistant Executive Officer, with direct responsibility for the Professional Development Program. He then reminded the Council that the Auditor's Report had been included in their packet of materials, and published in August *Footnotes*. Since there were no questions posed by Council members, D'Antonio finished his report by noting that attendance at the Meeting was nearing 3300, but would probably not set records. He reserved other comments for later items on the Agenda.

Issue of Child Care Support for Council and Committee Members. Council held an extended discussion of child care support for members attending midyear meetings of Council or ASA committees. Among items reviewed were the principle of ASA service without financial sacrifice, existing

Minutes, continued

policies, circumstances of need and types of family care support, how to define expenses, and the total cost to the Association. Council took the following action:

MOTION: To refer to a subcommittee the issue of ASA reimbursement for child-care expenses incurred by attending midyear Council or committee meetings. Carried.

Report of the Executive Office and Budget Committee. Caplow presented to Council two EOB motions on the issues of compensatory time and the purchase of computer equipment. Council took the following action:

MOTION: To allow Executive Office managers to use compensatory time in excess of the 44 days currently allowed as personal leave for the purpose of covering any period of extended illness. Carried.

MOTION: To approve the expenditure of \$25,360 for purchase of ten computer terminals as described in the Executive Office memo on computer needs of the Executive Office. Carried.

Report of the Committee on the Status of Women in Sociology. Introducing the document, "Guidelines for the Treatment of Gender in Research," Huber indicated that the Committee intended it to serve as a source of guidance for those interested in including gender considerations in their own research. She added that the Committee requested that the guidelines be distributed as a Committee document. The research guidelines are the product of two years of work, reflecting the input of numerous reviewers, researchers, and other interested parties. Following a lengthy discussion of the document and its purpose, Council moved its acceptance.

MOTION: To approve the committee document, "Guidelines for the Treatment of Gender in Research" prepared by the Committee on the Status of Women in Sociology, subject to final editing. Once finalized, the Guidelines are to be distributed free of charge. Carried.

Report of the Task Force on the Minority Fellowship Program. Maldonado distributed the report, commenting that the Task Force is concentrating its efforts on seeking foundation funding in the face of cutbacks in federal funds. Having received a Ford Foundation grant of \$27,000 to support its second year of operation, Maldonado reported that the Task Force has met to reconceptualize its task and develop an alternative strategy for increasing MFJ resources in the years ahead.

Report of the Committee on Membership. As Committee Liaison, Howery presented an update of Committee activities. She first noted the success of the welcoming party for new ASA members. Reviewing membership figures, she indicated that there has been a turnaround and that the overall total is approaching the 12,000 level, with a particularly good showing in the student category. On the qualitative side, membership satisfaction seems to be up, with the Executive Office receiving fewer negative letters and telephone calls. A number of policies now reflect a user-friendly approach to membership. The Committee plans a survey of membership satisfaction this fall.

Howery reported that membership representatives are using different and creative strategies especially suited to the size of their respective geographic areas. As part of their efforts to increase membership, a census of nonmembers has been conducted. Among the thousands of sociologists uncovered, membership drives will be targeted at five subpopulations: sociologists at community colleges, four year colleges, universities, sociological practitioners and students. Howery noted that the Membership Committee is planning ASA displays at all regional meetings and attempting to identify issues important to Regional Associations. Howery went on to list a number of Committee ideas which might attract new members; sample promotional materials were passed around for comments. Concluding her report, Howery said that, although the membership renewal rate had increased by 3 percent over the last year, there were significant income losses due to the expense of processing credit card payments, deductions for early

payment, and suspension of an additional fee for late renewals. Council briefly discussed the amount of income lost in these respects.

Report of the Ad Hoc Committee on Electronic Networks Among Sociologists. D'Antonio relayed a report from the Ad Hoc Committee, chaired by Nick Mullins, which advocated that the ASA proceed slowly in setting up a broad electronic network. The committee proposes that two functions be supported in the coming year: (1) a network for communication between research scholars in sociology and (2) a network for communication between ASA committees and between members of ASA sections. D'Antonio said that a more specific and formal report from the Committee is expected by January and asked Council to accept the current report.

MOTION: To accept with thanks the report of the Ad Hoc Committee on Electronic Networks Among Sociologists in anticipation of its forthcoming final report. Carried.

Report of the Ad Hoc Committee on the Fund for the Advancement of the Profession. D'Antonio reviewed the history of the idea for the fund, and Council's previous action to appoint a special committee, chaired by Russell Dynes, to prepare a proposal on how to structure and raise money for the fund. D'Antonio noted that Council had accepted the Committee's report but that establishment of the fund had been delayed by the creation of the ASF and the Endowment Fund Campaign. He said that establishing the new fund would require close collaboration with the Endowment Campaign; so as to avoid competition and conflict. Council's discussion focused on the need for such a fund (similar in function and operation to that of the Fund for the Advancement of the Discipline) and whether fund-raising efforts should be consolidated. There was consensus that fund-raising strategy should maintain the distinct identities of the separate funds, given that different contributors (e.g., institutions and individuals) find different projects attractive.

MOTION: To refer to the Committee on the Executive Office and Budget the report on establishing a Fund

for the Advancement of the Profession. Carried.

Progress Report on the Professional Development Program. With one month on the job as Director of the program, Buff said he is still engaged in planning. Outlining tentative plans, Buff identified five major activities: (1) developing and delivering presentations to employers in the corporate, non-profit, and government sectors about the utility of sociology and its special contributions; (2) working with the Ad Hoc Committee on Federal Standards for the Employment of Sociologists to complete updating the standards by which federal jobs are classified. Subsequently, a similar review, aimed at removing artificial barriers to the employment of sociologists at the state level might be undertaken. This effort would begin with selecting one state as a target, with the goal of stimulating similar reviews in other states; (3) continuing the series of workshops for personnel managers which has been initiated by the Executive Office and the Committee on Federal Standards; (4) incorporating more practitioners into the profession and the ASA, since they can serve as important contacts and mentors for job-seekers; and (5) workshops for departments interested in strengthening their offering in sociological practice or creating internships and apprenticeships. In closing, Buff expressed his interest in working with any sociological group concerned with professional development.

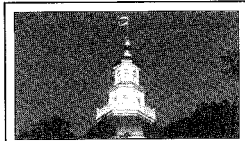
Election Candidate Biographies. Howery spoke to the issue, raised in a memo from the Committee on Sociological Practice, that the candidate biographies that appear in *Footnotes* prior to each ASA election are unnecessarily restrictive. They reflect an academic bias in that publications may be listed but there is no opportunity for candidates to list other types of accomplishments. Council discussed the categories of information currently included in candidate biographies, the pros and cons of adding categories for candidates' views on major issues or how they would contribute to the Association if elected, and limited space available in *Footnotes*. No action was taken and the issue was referred to the 1986-87 Council.

On behalf of the Council, President Rilely offered a warm expression of gratitude to out-going members of Council, then bid them a fond farewell and adjourned the meeting at 6:14 p.m. on Tuesday, September 2, 1986.

Respectfully submitted,
Theodore Caplow, ASA Secretary

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Footnotes

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