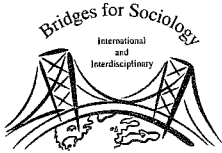


Footnotes

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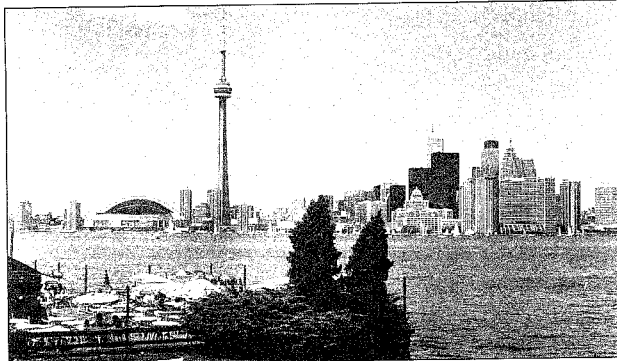
by Engin F. Isin, York University

The mantra "Toronto, the city that works" has acquired a mythical character. Understandably, this myth was largely fashioned in the United States with the gleeful acquiescence of Torontonians. Since the 1970s, American observers have commented on the differences between Toronto and American cities. "I have seen civilization, and it works," concluded the prestigious journal *Science*, when promoting the 1981 meeting of the American Association for the Advancement of Science in Toronto.¹ *Harpers* described Toronto in 1974 as "a city that works."² In the same year, *Fortune* declared Toronto as the "new great city."³ In 1975, *National Geographic* found Toronto "worldly, wealthy, personable, and relatively problem free."⁴ And Toronto's *The Globe and Mail* reported August 1, 1987 that prominent New Yorker Peter Ustinov regarded Toronto as "a kind of New York operated by the Swiss."

"The American fascination and praise goes back even further than the 1970s and 1980s. Just when another myth, "Toronto

1997 Annual Meeting

The City that Worked: Toronto's Contested Future



Toronto's magnificent skyline, surrounded by Lake Ontario, captured from Toronto's Centre Island. (Photo by the Metropolitan Toronto Convention & Visitors Association)

the Good' (a city of 'blue laws' and 'dry wards') was beginning to fade from the collective memory, in the 1950s, and when Toronto still invited American experts to evaluate its problems (a practice that has been revived in the 1990s), the city was praised for its public health and transportation as a "marvelous organization, a model municipal institu-

tion."⁵ Torontonians are also fond of citing the ruminations of Ernest Hemingway, once a reporter at the *Toronto Star*, in describing their city.

Every myth requires a defining moment to begin fading from collective memory. Our former but immortal, tiny, and perfect Mayor, David Crombie, declared last autumn that we have been

living off the past in Toronto, and that we must reform the way we govern the Toronto metropolis.⁶ This may come as a surprise to Americans, but to many Torontonians it was a moment of truth, laying myth to rest and signalling that the values that shaped and sustained Toronto in the past are being contested. It was a moment that came at the end of an arduous journey that started in the 1970s, cluttered with numerous government reports, task forces, commissions, conferences, coordinating offices, all arguing that Toronto needed "fixing." Why do, then, Torontonians not believe in this myth anymore? Isn't Toronto still one of the most livable cities in North America, if not in the world?

Most recently, the November 1996 issue of *Fortune* declared Toronto as the most liveable city outside the U.S., a dubious and ambiguous distinction, perhaps indicating that the myth is fading. Similarly, the June 1996 issue of *National Geographic* was exclusively focused on Toronto's "sizzling cultural mix and stylish new personality."⁷ There was no mention of "the city that works." Many Torontonians admit that Tor-

See Toronto, page 6

Sociology at NICHD: A Span of Topics and Opportunities

Editor's Note: This is the fourth in a series of articles on sociology at various institutes at the National Institutes of Health. Each article highlights the research agenda of the institute and ways in which sociologists can connect with that agenda. New investigators are particularly encouraged to contact the program staff.

by Christine A. Bachrach, National Institute of Child Health and Human Development

What do disability, condoms, and the children of single parents have in common? They are all the subject matter of research grants awarded to sociologists by the National Institute of Child Health and Human Development! The NICHD differs from many other institutes at the National Institutes of Health in that it does not focus on a specific set of diseases or biological systems, but instead reflects a multi-faceted view of healthy human development. Sociologists are funded through each of the Institute's three extramural research centers: the Center for Research on Mothers and Children, the National Center for Medical Rehabilitation Research, and the Center for Population Research.

The largest concentration of sociological

research is funded through the Demographic and Behavioral Sciences Branch (DBSB), in the Center for Population Research. DBSB's mission is to support research on the processes that determine population size, growth, compositions, and distribution and on the determinants and consequences of those processes. This involves looking both intensively at the demographic processes of fertility, mortality, and migration and broadly at their interrelationships with larger social, economic, and cultural processes. The Branch funds projects in sexual behavior and family planning, HIV prevention, family and household change, internal and international migration, residential segregation, infant and child mortality, social and demographic aspects of health, population and environment, and formal demography. Some illustrative topics for which sociologists have received funding include:

- how social networks influence immigration streams and affect what happens to migrants' health and well-being after their arrival in

See NICHD, page 8

DC's Control Board Taps Ladner for Leadership

The District of Columbia's financial house is in crisis—the stuff of network news and front page stories in *USA Today*. Among those leaders trying to fix it is sociologist, educator, and long-time activist Joyce Ladner.

Ladner is one of five members serving on the highly controversial DC Financial Control Board, established by the federal government in June 1995 to help manage the city's finances. The Board was granted sweeping authority to review and reject all city legislation, review the proposed city budget, and approve the city's borrowing of any funds.

Members were nominated by Congress and appointed by President Clinton for a three-year term. Although these appointed positions are unpaid, each member maintains a salaried staff. The Board holds public hearings on an as-needed basis.

So far, says Ladner, the job is as much about dealing with personalities as it is managing budgets. Often she confronts residents angry about potential service reductions; bureaucrats uneasy about change; and a mayor unhappy about the



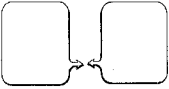
Joyce Ladner

Board's very existence. Protesters have shown up at her house, and she even heard the Board denounced by her pastor at the All Souls Unitarian Church.

But in dealing with personalities, Ladner says her sociological background has helped. "Sociology helps me understand the players," she says. "It gives me the big picture, the framework." Sociological expertise allows her to see the

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The Executive Officer's Column

The K-12 Pipeline in Sociology



On November 20, 1996, the U.S. Department of Education released the initial findings of the largest and most comprehensive international study of math and science education undertaken to date. At a major press conference with the Secretary of Education, the Director of the National Science Foundation, and the President of the National Academy of Sciences, sober results from the report, *Pursuing Excellence*, were presented: U.S. eighth graders were little better than average in science and below average in mathematics in comparison to their international counterparts. From CNN and C-SPAN to the *New York Times* and *USA Today*, news reports emphasized that the U.S. educational system needs to be rethought if we wish to foster science literacy in future generations. This message is well taken. Concerns about science competence and possible solutions to enhanced science skills are legitimate—as far as they go. Unfortunately, however, they do not go far enough. As we approach a new century, there is growing awareness of the importance of human and social factors to addressing our most vexing problems. Yet, the social and behavioral sciences are essentially absent from strategic considerations of K-12 science education. This situation provides both a challenge and an opportunity.

Currently the social science terrain in the elementary and secondary schools is difficult to navigate. Fields like geography and history are clearly anchored in curricula and in teacher certification. Some domains of political science are well represented in civics education. Psychology, anthropology, and sociology concepts appear throughout the K-12 social studies sequence, but courses explicitly labeled "sociology" are generally located only as twelfth grade electives, and there is no conception of sociology, or the other social sciences, as part of the "family" of science. Building skills in the reasoning and methodologies of social science as part of the pre-college curriculum makes sense. First, there is much to be said for a broader public understanding of what the social and behavioral sciences are and how they enhance both everyday life and societal decision-making. Second, earlier exposure to the social sciences should bring future generations to these fields sooner and thus produce more and better-trained successors. From where sociology now sits in the K-12 curriculum, there is much to be done. As good sociologists, we must think about our goals systemically and develop strategies for change in light of our knowledge of schools and their priorities.

Bringing about systemic change will ultimately require infrastructural support and risk taking from educational, science, and social science leaders. The Directorate of Education and Human Resources at the National Science Foundation (NSF) shows favorable signs of seeing the importance of social science education and encourages proposals. NSF, the National Academy of Sciences, and the American Association for the Advancement of Science can actively help to advance science education for all science.

Even short of major educational reform, there is much that we in the social science community can begin to do. We can learn from the experiences of our colleagues in the natural sciences who have a long-standing relationship with elementary and secondary schools. Chemists, physicists, and mathematicians work in partnership with K-12 teachers to interest young students in science. NSF and the disciplinary associations have supported continuing education, curriculum development, innovative teaching projects, and alliances to encourage cross-talk among (natural) science teachers.

Whether promoted by ASA or elsewhere, program initiatives to incorporate the social sciences into the science curriculum will need to include course and materials development, technical assistance, and teacher training. Fortunately the Association has strong interest in providing leadership. Past ASA President James S. Coleman was the first to express a commitment to pre-college training in sociology. Immediate Past-President Maureen T. Hallinan, too, has worked to enhance sociology's presence as a social science in the elementary and secondary schools.

Since 1992, the ASA has had an active Committee on Sociology in Elementary and Secondary Schools. In 1995, the Committee presented to Council a report about the preparatory coursework required of teachers certified to teach sociology. Based on this report, ASA Council passed three resolutions: (1) to be certified to teach "sociology," secondary school teachers must have at least nine credit hours of coursework in sociology; (2) that ASA should initiate discussion of an Advanced Placement (AP) exam with the College Board; and (3) that the Committee should develop course standards for the 12th grade elective.

Also, Carla Howery, ASA Director of Academic and Professional Affairs, works collaboratively with her counterparts at APA and APSA, and with the National Council on the Social Studies, the professional association for social studies teachers. Similarly, I work to strengthen the links between our discipline and the science community engaged in K-12 education. In addition, ASA career publications and teaching materials, such as *Teaching Sociology in High School: A Guide for Workshop Organizers and Doing Research in the Introductory Social Science Course* (designed for high schools) provide important educational building blocks.

We encourage sociology departments and individual members to link to K-12 teachers and enhance the quality of sociology taught in the schools. Some departments are already engaged in helping local high schools with their science fairs and other activities to ensure understanding of social science. Sociology faculty make presentations in local high schools, host high school recruitment days on their campus, and send videos and print materials about careers in sociology.

Departments can also work with schools of education on campus to attract students interested in teaching social studies to major in sociology. Many states now require teachers to have a disciplinary major in addition to an education degree; sociology is an exceptional choice. Some departments also offer summer school courses aimed at the continuing education needs of teachers. Finally, state and regional sociological associations can reach out to high school teachers by offering free standing workshops and continuing education in addition to encouraging participation at their annual meetings. The Wisconsin Sociological Association excels at hosting workshops for state pre-college teachers.

As our nation reexamines U.S. science education, it is appropriate that we simultaneously address the inclusion of sociology and the other social sciences in any revamped framework. Whether we focus on third graders learning about their community, sixth graders learning about ethnicity, or eleventh graders studying family forms, sociology can build an appreciation of the concepts and methods of science, develop a sociological imagination, and impart critical thinking skills. The sociological eye would serve students who do not go beyond high school as well as those who do. The excitement and possibilities of social science should be opened to youths early in their education, and our colleges and university departments should embrace a new quality and quantity of students coming from this important pipeline.—Felice J. Levine □



ASA Executive Officer Levine Appointed to Violence Panels

The American Sociological Association further enhanced its profile on violence research in November with the appointment of ASA Executive Officer Felice J. Levine to important advisory panels.

Levine, a social psychologist with a long background and interest in violence research, was invited to serve on the Advisory Committee for National Consortium on Violence Research (NCOVR) and the National Television Violence Study (NTVS) Council.

Funded primarily by the National Science Foundation and its Directorate for Social, Behavioral, and Economic Sciences, NCOVR is based at the Carnegie Mellon University and includes a team of 39 violence researchers from 24 institutions in 11 states, Canada, Great Britain, and Sweden. The project is directed by Alfred Blumstein, a professor of Urban Systems and Operations Research at Carnegie Mellon's H. John Heinz III School of Public Policy (See January, 1996 Footnotes).

Among the others serving on the 14-member NCOVR Advisory Committee are sociologist James F. Short, Jr. of Washington State University; journalists Fox Butterfield of the *New York Times* and William Raspberry of the *Washington Post*; Beatrix A.

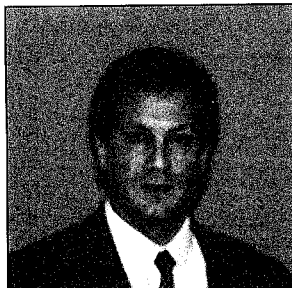
Hamburg, President of the W.T. Grant Foundation; and former U.S. Attorney General and Pennsylvania Governor Richard Thornburgh. Norval Morris, Professor of Law at the University of Chicago, serves as the Chair of this distinguished panel.

The National Television Violence Study is a three-year study of violence on television. Funded by the National Cable Television Association, research for the study is being conducted at the University of California-Santa Barbara, University of Texas-Austin, University of North Carolina-Chapel Hill, and University of Wisconsin-Madison.

The NTVS Council is an oversight and advisory body designed to assure the integrity and independence of the study, provide advice and counsel to the researchers, and draw implications from the study findings. In addition to Levine, the Council is comprised of leaders from 18 national organizations, including the American Medical Association, the American Bar Association, the American Psychological Association, the American Psychiatric Association, the Writers Guild of America, the Directors Guild of America, and the American Academy of Pediatrics. □

Bertenthal Shares Vision for NSF Post

Editor's Note: In November, Bennett I. Bertenthal, a psychologist at the University of Virginia who specializes in the origins and early development of perception, action, and representation, was named the next Assistant Director (AD) of the National Science Foundation (NSF)'s Directorate of Social, Behavioral, and Economic Sciences (SBE). Bertenthal replaced Cora B. Marrett, who returned to the faculty of the University of Wisconsin-Madison after four years in the NSF post. ASA Director of Public Affairs Ed Hatcher interviewed Bertenthal as he began his new position.



Bennett I. Bertenthal

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social and behavioral science research?

Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conducted by the social and behavioral sciences.

I was gratified to learn that there was no evidence last year that NSF would bend to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology, and should not be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly how science and technology is facilitated through the people it serves.

My goal is to continue to promote the significance and relevance of our disciplines by developing new opportunities to educate the leaders and staff of the other directorates. One of the very best strategies for accomplishing this goal is to continue to promote interdisciplinary research opportunities directed toward problems such as urban education, civil infrastructure systems, and learning and intelligence.

Footnotes: What are your key priorities for the first years of your tenure?

Bertenthal: I anticipate working at NSF for three years. This is a very short time, and it is therefore important that I learn as much as possible as quickly as possible about the structure and organization of NSF. In particular, I plan a thorough examination of current priorities and commitments by the Directorate. We are facing flat funding for the foreseeable future, and this situation demands that we carefully evaluate our support for infrastructure,

See Bertenthal, page 5



PUBLIC AFFAIRS UPDATE

✓ **Anthropologists Tap New Executive Officer . . .** William E. (Bill) Davis III, a former federal official with more than 20 years experience in national association management, has joined the American Anthropological Association as its new executive officer. Davis had served as Executive Director of the U.S. Advisory Commission on Intergovernmental Relations (ACIR), a federal agency established by Congress to conduct research and evaluate operations of the American federal system and to recommend improvements in intergovernmental cooperation. He is a former staff member of the National League of Cities and has written extensively on various aspects of association management and leadership. Davis replaces Jack Comman who has formed a consulting business to assist non-profit organizations with strategic planning.

✓ **Appeals Court Rules on Coursepack Case . . .** The Sixth Circuit Court of Appeals has handed down a decision in the "coursepack case"—Princeton University Press v. the Michigan Document Services, Inc. (Case No 94-1778). The decision, in which 13 judges participated, stated that the for-profit Michigan Document Services, Inc. had infringed on the "fair use" provision of the copyright law in selling photocopies of "coursepacks" without receiving permission from the authors. In February, the Appeals Court, with three judges participating, ruled in favor of the Michigan Document Services, Inc. But in April, the Appeals Court effectively dissolved that decision and decided that the entire panel of judges would reconsider the case. In their decision, eight judges sided with the majority concluding that photocopying of coursepacks without permission is an infringement of copyright while five judges registered a minority opinion stating that the Michigan Document Service had not infringed on the "fair use" provision. There are indications that the Michigan Document Services, Inc. plans to seek review by the Supreme Court.

✓ **COSSA Annual Meeting Draws Top Science Policy Experts . . .** The Consortium of Social Science Associations held its Annual Meeting in Washington, DC in November and drew a wide array of science policy makers. Among the featured speakers were Ernest Moniz, Associate Director for Science, White House of Science and Technology; Norman Ornstein, Senior Fellow, American Enterprise Institute; Skip Stiles, Legislative Director, Democratic Staff, House Science Committee; David Goldston, Legislative Director, Rep. Sherwood Boehlert (R-NY); Katherine Wallman, Chief Statistician, U.S. Office of Management and Budget; and Jeremy Travis, Director, National Institute of Justice. In other COSSA news, Eleanor Maccoby, Professor Emeritus of Psychology at Stanford University, was elected President. She will serve a two-year term commencing on January 1, 1997. She replaces Charles Schultze, Senior Economics Fellow at the Brookings Institution and former Chair of President Carter's Council of Economic Advisers.

ASA Seeks Two Staff Sociologists

These positions provide the opportunity to work with a like-minded group of other sociologists and a staff seeking to advance sociology and promote ASA objectives and activities. In addition to programmatic responsibilities, all staff sociologists serve as liaisons to ASA committees; interact with members and the external community; contribute to *Footnotes*; prepare materials for and on behalf of the Executive Office, Council, and Committees; and represent the Association. The two positions are as follows:

One position centers on the Research Program on the Profession and Discipline. The applicant should have background in handling large-scale data sets, using SPSS or SAS, writing research reports, and accessing and interpreting secondary data. S/he will lead a tracking survey of new PhDs. In addition, the candidate should have background in workforce issues, occupations and professions, social demography, and/or sociology of science.

The second position centers on the Spivack Program. The applicant should have broad knowledge of the discipline and specialty interests in areas that link to key social policy issues. The ability to synthesize and evaluate research is essential. The applicant should have the skill to write and present to diverse audiences; to lead, organize, and/or staff substantive initiatives (including conferences, workshops, briefings); and to cogently and accessibly summarize research findings.

Nominations and applications are sought. Candidates should have a PhD in Sociology, several years of work experience in the field, knowledge of the academy and ASA, management and administrative skills, experience in writing proposals, as well as the relevant skills for one of the positions. Applications will be reviewed beginning January 25, 1997. The start date and conditions of appointment (e.g., leave from an academic position) are flexible. Send a letter of interest, resume, and five references to: Staff Sociologist Search, ASA, 1722 N Street NW, Washington, DC 20036. Contact Felice J. Levine, Executive Officer, at (202) 833-3410, Ext. 316; FAX (202) 785-0146; e-mail address: levine@asanet.org. □

Successful Practices in Master's Programs in Sociology

This is the second article in a series of reports from the ASA Committee on Graduate Education, identifying important practices in graduate education. The reports are available from the ASA Teaching Resources Center for \$4.00 for members/\$6.00 for non-members.

by James G. Houglund, Jr.
University of Kentucky

How can the Master's degree be made meaningful for students in sociology? It is sometimes said that the main purpose of the MA is to provide a consolation prize to students who are unable to complete their PhD, but a subcommittee of ASA's Graduate Education Committee has found that the MA offers several promising opportunities.

Using results of a mailed questionnaire and a combination of site visits and telephone interviews with some departments known to take the Master's program seriously, subcommittee members found several practices and strategies that may be worthy of widespread consideration and emulation. Although some departments with PhD programs in sociology are giving renewed attention to Master's-level education, the information in this article is based on departments that offer the MA or MS as their highest degree. This article provides a brief summary of some of the issues contained in a more extensive report prepared by the subcommittee.

Success in Acquiring Resources

Master's programs often function with limited resources, but some departments have become successful by looking beyond their own boundaries. Attention to obtaining grants and developing ties with other programs are particularly

likely to be successful. Grants provide focused research programs for training as well as employing students. Ties with other programs serve both to facilitate relations with the external community and to identify research opportunities for graduate students. Also, links to other academic departments can often add breadth to students' academic experiences despite a small sociology faculty. In other cases, ties to multidisciplinary programs can lead to opportunities for new faculty positions and for increased integration into the college or university. Students involved in well-conceived multidisciplinary programs may well be on the cutting edge of emerging intellectual trends.

Student Recruitment

Carefully focused recruitment programs can be successful in recruiting highly qualified students whose interests are consistent with departmental emphases. A program may choose, for example, to recruit only students interested in research careers, or it may concentrate more specifically on those contemplating careers in a limited set of areas in which program faculty can provide expertise or regional employers can provide career opportunities. Other successful departments use more expansive approaches and offer several areas of specialization. While no single approach to successful recruitment exists, successful programs are likely to have thought carefully about their niche in their region, if not the nation, and the links between recruitment strategies and the academic goals and capabilities of their faculty.

Program Requirements

Master's programs typically are expected to combine courses covering the-

ory, methodology, and substantive areas with a thesis, internship, or exam, and they also are expected to accomplish these objectives within a limited period of time. The departments examined by the ASA subcommittee have adopted a variety of strategies to deal with these potentially conflicting objectives. Success appears to be associated with a well-articulated philosophy of graduate education. Several departments focus on the goal of providing research skills that will be usable regardless of post-graduation plans. In many cases, one or more required courses in methodology are combined with required participation in research projects or internships.

Encouraging timely completion can be a particular challenge for graduate programs. Several departments have given careful attention to the sequencing of required courses and have designed those courses to move students toward the development and completion of a thesis or other required research project.

Sociological Practice

Master's programs differ in the value and emphasis they place on sociological practice. For some, it is a primary focus; others treat it as a supplementary program available to students who are not interested in academic positions or those who cannot leave the local area; others avoid it altogether. Illustrative program emphases include applied social research, market research, media analysis, nonprofit research, and policy analysis. In addition, some programs work with students interested in administrative or service positions in health and human services or criminal justice. Successful applied programs are likely to include extensive methodological training, courses designed to prepare stu-

dents for a particular organizational niche, and an internship. Many programs that are successful in placing students with training in sociological practice have established ties with local or regional employers.

Placement of Graduates

Most of the programs take pride in their record of placing their graduates into doctoral programs of high quality, and many faculty members use their personal networks to expedite this outcome. Placement into professional positions is less likely to be a priority, but several programs attempt to use course offerings or internships to enhance employment prospects, and several have established local reputations for producing highly qualified graduates. It is generally agreed that courses in methodology and statistics are important for expediting student placement, but faculty members differ in their opinions of the importance of substantive courses for job placements. Some feel that employers are concerned primarily with research skills and that the program should focus on training in the latest computer and statistical methods used in applied research. Others report that knowledge of substantive issues is important for research clients, who want insightful analysis and effective writing as well as appropriate use of methods and statistics.

Problems

Despite their accomplishments, many programs experience problems for which solutions do not appear obvious. Limited faculty resources, the necessity of balancing commitments to (often large) undergraduate and (often small) graduate programs, wide variation in student background and ability, lack of administrative support for graduate education and/or sociology, the possibility of cutbacks in the face of budgetary pressures, inadequate numbers of assistantships with recurring funding, inadequate assistantship stipends, and inadequate computer facilities are among the problems noted by faculty in several programs. As resources shrink in higher education, these are the standard array of problems vexing many programs in many fields.

Possibilities

The ASA subcommittee was most struck by the possibilities. Many programs described in the subcommittee's report have developed innovative and effective approaches to the education and professional development of Master's-level students. The MA seems to be effectively "seeding" and "feeding" the PhD pipeline and, more importantly, providing rigorous and focused training for research, policy, and administrative career lines in government, business, or the non-profit sectors.

Subcommittee on Master's Programs

Janet S. Chafetz, University of Houston
Kirsten Gronbjerg, Loyola University of Chicago
James G. Houglund, Jr., University of Kentucky
Thomas J. Keil, University of Louisville
Russell K. Schutt, University of Massachusetts-Boston

TCU's Austin Porterfield Remembered

Former students and colleagues from across the nation gathered on the campus of Texas Christian University in October to reminisce and mark the centennial birthdate of sociologist Austin L. Porterfield (1896-1979). Nine of Dr. Porterfield's master's students who pursued further graduate study elsewhere and had careers as sociology professors sponsored the event.

The beloved professor served on the TCU faculty 1937-1966, most of the period as chair. He was virtually a one-person department during his first decade. He authored twelve books, and contributed more than fifty additional chapters and articles. Porterfield considered his greatest contribution to sociology to have been the conceptualizing and launching of the journal, *Health and Human Behavior*, in 1960. By 1967 ASA accepted sponsorship under the new title, *Health and Social Behavior*.

Possibly most noteworthy were Dr. Porterfield's roles as teacher and recruiter of future sociologists. Twenty-three of his graduate students are known to have earned doctorates and become sociology professors. Several others, who may not have earned doctorates, became sociology instructors. More than twenty master's students from the decade following Porterfield's retirement have been identified as having earned doctorates and gone on



to become sociology professors.

Special guests at the event included more than 20 members of the Porterfield family.

During the centennial celebration each of the nine sponsors shared reminiscences of their mentor. They include: Leonard Cain, MA '49; Jack Gibbs, MA '52; Jess Lord, Jerry Michel, and Arthur Scott, MA '60; Clyde Bullion, MA '62; Daniel Johnson and Arlene Rosenthal, MA '65; and Larry Adams, MA '66. Allen Martin, MA '71, spoke about the

post-Porterfield era. Others who recalled their fond memories were: TCU's former chancellor, James Moudy, a Porterfield student in the late 1930s; colleagues Comer Clay, Professor of Government Emeritus, and Hiram Friedsam, a colleague of twenty years from nearby North Texas State University; and three of Dr. Porterfield's grandchildren.

A book, to be comprised of reminiscences, critiques of Porterfield's books, and a biography, is in process. □

Bertenthal, *from page 3*

such as digital libraries and archival data bases, investigator-initiated projects, and interdisciplinary centers and research.

As a researcher dependent on federal funds for the past 17 years, I am keenly aware of the need to maintain a strong base of support for investigator-initiated research. But, I also want to encourage our research communities to begin considering more seriously the need to pursue larger projects that involve interdisciplinary teams. My reason for this recommendation is based on pragmatics.

The one opportunity available for increasing our base funding in the Directorate is through our participation in new interdisciplinary research initiatives that offer funding "above the envelope." LIS (Learning and Intelligent Systems) is an example of such an initiative. This initiative is supported by six of the Directorates at NSF, including SBE. The goals of this program are to improve information technologies and their application to human and artificial learning systems. This initiative offers unparalleled opportunities for additional funding to researchers supported by SBE, because one of its principal aims is to integrate knowledge generated from information technologies and apply it within a broad social context. The challenge is to convince researchers to pursue these large interdisciplinary funding opportunities, because most researchers in our discipline prefer funding their own individual projects.

My sense is that it will become essential for investigators in the social and behavioral sciences to rethink this approach to research if they want to insure sufficient funding for the future. There are many advantages to

funding large interdisciplinary projects, which is why NSF has been supporting so many in recent years. But, it is also difficult to develop the infrastructure necessary to compete for these interdisciplinary projects, and it takes considerable time to do so. For this reason, I plan to begin exploring methods to facilitate interdisciplinary projects in our disciplines. It is also essential to begin advertising and promoting opportunities for these large projects as early as possible. For example, the next competition for S&T Centers will take place in 1998. It is certainly not too early to begin encouraging researchers to consider applying for this initiative and developing the infrastructure to do so. Perhaps, it will require some targeted funding on our part to facilitate this goal. At the very least, I want to make sure that we improve our outreach methods for disseminating this information, because it is becoming apparent that the research community does not always receive, or at least process, the information it requires in a timely fashion.

A second priority is to insure sufficient funding to our junior investigators to allow them to become fully integrated into the research enterprise as early as possible. As funding opportunities are decreasing, it is becoming increasingly difficult for young investigators to compete for these scarce funds. I believe, however, that these investigators need desperately to receive research support to begin to test their own ideas and become valued contributors to the research enterprise. If my current perception of the difficulties faced by young investigators is accurate, then I plan to target a special pool of funds to provide support to this most

valued resource. I am concerned that we could lose many of our most talented young investigators if we do not develop a more proactive stance toward supporting their integration into the research community.

Finally, it is essential to continue to improve and develop new methods for studying social, behavioral, and economic research. Here, methods include procedures for improving measurement, procedures for data collection, procedures for improving and evaluating large data bases, and the development of new statistical procedures. Our science is only as good as the methods available for pursuing the questions we seek to address. Methods are foundational to the research process, and I seek to improve this foundation.

Footnotes: What do you see to be the major infrastructural needs of the social and behavioral sciences in the years ahead?

Bertenthal: Most of our infrastructure needs are concerned with large data bases and digital libraries. These data bases and libraries represent some of the most important capital equipment of our disciplines. They are extremely expensive to develop and maintain, and we are constantly faced with insufficient funds to provide the support these infrastructure needs deserve.

A primary goal for the next year is to seek out new partnerships in government and industry to help maintain and expand this infrastructure. I am committed to expanding the creation and use of large data bases by our research communities, and I would like to forge new partnerships with some of the other directorates to develop newer and more innovative ways to organize these data bases and make them more accessible to the researchers who depend upon them.

Footnotes: You are obviously aware that some in Congress sought to eliminate the SBE directorate in 1995. If the proposal comes up again in the Congress, what will be your key arguments against it?

Bertenthal: There are multiple reasons why Congress may question the need or utility of a directorate for the social, behavioral, and economic sciences, but it is important to be prepared to counter these criticisms whenever and wherever they arise. My strategy is to take a proactive stance, and promote the importance of our research whenever possible. I sincerely believe that part of the reason for our vulnerability is that the public and Congress remain uninformed about the basic research questions that should and could be answered before educational, economic, and social policy decisions are formulated. We have already begun to assemble a library of noteworthy studies with important and sometimes counterintuitive results that are useful to discuss when questioned about the fundamental significance of our science. It is also important to communicate that SBE scientists address fundamental questions with the same commitment to rigor and precision as research conducted in the physical and biological sciences. The difficulty that we face is that our research often addresses "complex systems" (i.e., people and organizations) than the research conducted by the other sciences. For this reason, it is even more important that the nation commit its resources toward the study of the sciences represented by our Directorate.

Footnotes: Considerable emphasis is placed on interdisciplinary bridges across fields of sciences. How do you see the social and behavioral sci-

ences best capitalizing on such opportunities?

Bertenthal: I agree that interdisciplinary research is foundational to all the sciences, and that the need for this research is becoming even more evident as the questions we are beginning to address assume a larger scope. The Human Capital Initiative (HCI) is an example of how interdisciplinary research could and should inform the basic research questions that scientists seek to address.

It is somewhat arbitrary and misleading to partition problems into specific categories such that research on violence or neighborhoods or schools or the workforce are studied separately. I would like to encourage more interdisciplinary research both within and between directorates so that we can begin to address the totality of the problems that our country is facing with the very best resources available. I am especially committed toward working with the other directorates to discover ways that new technologies and analytic methods could be applied to the problems addressed by SBE researchers. It is my sincere belief that fostering these interdisciplinary collaborations could lead to some quantum leaps in our understanding of basic problems. But, I recognize the impediments that supporting and funding interdisciplinary research have faced in the past. It is for this reason that I will strive to develop new opportunities for interdisciplinary research.

Footnotes: What role do you envision for the Directorate for Social, Behavioral, and Economic Sciences Directorate in attracting the next generation of scientists to our fields?

Bertenthal: As I have already mentioned, I am concerned about the current support levels that we are providing for young investigators and I'm concerned about attracting new investigators into the field. Currently, the Division of Science Resources Studies is expanding its survey research on graduate education. We are keenly interested in learning more about who is entering graduate school, who is remaining to receive degrees, and what happens to these individuals after they complete their graduate education. I plan to follow the findings from this survey closely, and perhaps implement some additional initiatives to further our understanding of graduate training. As we learn more about the outcomes of graduate training in the SBE sciences, I hope that we can develop additional strategies for recruiting and retaining the next generation of scientists.

Footnotes: What are your overall impressions so far? Is working in a federal agency what you expected and how so?

Bertenthal: Since I have not yet begun officially, my impressions are necessarily very preliminary. I suspect that I'm still experiencing my "honeymoon" period at the Foundation, which is why this question can be answered better in a few months. Thus far, my overall impressions are very positive. NSF is organized more like a University than I anticipated. Interactions with other staff members are extremely collegial, and I feel that there has been a real effort made on the part of the senior managers to welcome me into the Foundation. I am very pleased and excited about the resources and possibilities that seem available to me, and I very much hope to take advantage of these resources in creative ways to improve the research for all scientists supported by SBE. □

Call for Nominations for 1997 ASA Awards

Award for the Public Understanding of Sociology

Description: The Award for the Public Understanding of Sociology will be given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. **Nomination Requirements:** Please submit the name, a vita, and a detailed one page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology. Mail to: Ed Hatcher, ASA, 1722 N Street NW, Washington DC 20036. Deadline: January 31, 1997.

DuBois-Johnson-Frazier

Description: Created in 1971, this award honors the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson, and E. Franklin Frazier. An award will be given either to a sociologist for a lifetime of research, teaching, and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. The award was changed to an annual award by Council in August 1996. **Nomination Requirements:** A nomination statement should indicate career or achievements, teaching, publications and the way in which these are consistent with the traditions of these outstanding Afro-American scholars and educators. Mail to: Donald Cunnigen, Department of Sociology, University of Rhode Island, Kingston, RI 02881. Deadline: March 1, 1997.

Dissertation Award

Description: Inaugurated in 1989, the ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. **Nomination Requirements:** Nominations must be received from the student's advisor or the scholar most familiar with the student's research. Nominations should explain the precise nature and merits of the work. Dissertations defended in the 1996 calendar year will be eligible. Send nominating letters followed by five bound copies of the dissertation and nominee's curriculum vita with current address to the Chair of the Committee. Mail to: Jan E. Stets, Department of Sociology, Washington State University, Pullman, WA 99164. Deadline: March 1, 1997.

Editors Note: The selection committees for the other 1997 ASA awards have concluded their work and award winners will be announced in a forthcoming edition of Footnotes.

Toronto, from page 1

onto is still among the most liveable cities in the world. But at least the knowledgeable elite-policy makers, journalists, academics, and planners-would echo Crombie's prediction that, if Toronto continues to expand the way it has since the 1970s, it will become just another American city. Why? What's been happening here?

I cannot answer these questions here, but let us step back a moment and talk about the successes of Toronto. As we move along, however, remember that Toronto now refers to at least three entities: the City, Metro and the Greater Toronto Area (GTA).

Americans are struck by the liveliness and liveability of the downtown core and its surrounding neighborhoods with virtually no urban decay (though some former industrial lands sit vacant awaiting redevelopment)⁸ Known among its citizens affectionately as a "city of neighborhoods," the City of Toronto is genuinely a mosaic of distinct neighborhoods such as Little Italy, Kensington Market, Bloor West Village, the Annex, the Danforth, Cabbagetown, Rosedale, the Beaches, the Islands, Riverdale, St. Lawrence, Parkdale and Roncesvalles.

Toronto is a diverse region where the spatial and social polarization that characterizes many American cities is nearly absent. The City and Metro have one of the most reliable transit systems in North America and a range of municipal services from public education to public health that are the envy of many cities. The City is dense and compact, built on a grid where arterial roads are flanked by kilometers of shops of every description, restaurants, cafes and bistros, often serving the local ethnic populations, bringing out crowds of pedestrians most of the day and into the evenings.

The Toronto region is also among the most cosmopolitan of urban areas in the world, housing nearly one hundred ethnic and immigrant communities in peace and safety. Multiculturalism here is not an abstract word but a lived everyday experience. Only a few other North American cities can rival Toronto as a centre for theater, film making, classical and popular music, dance and opera, and a multi-layered arts scene, not to mention its universities and medical facilities, and governmental offices (Toronto is Ontar-



Toronto's SkyDome stadium (with a fully retractable roof) seats 55,000 for baseball. Next door is the CN Tower. (Photo by the Metropolitan Toronto Convention & Visitors Bureau)

io's provincial capital). Its downtown remains strong as a centre of commerce and banking, retail and entertainment, alive day and night.

This success has often been attributed, in part, to the Municipality of Metropolitan Toronto (Metro), formed in 1953, which was the first metropolitan government created in North America since New York City in 1898. Metro is an upper-tier government that covers 630 square kilometres. Initially, its planning powers were, however, extended to an area covering a vast region of 1,865 square kilometres, three times the size of Metro itself. This was a far-seeing measure, anticipating regional planning. Legislation retained the thirteen existing local municipalities as a lower tier, though the central city held half the seats on its council. New legislation in 1967 reduced these thirteen to six: the city and five suburban boroughs.⁹

As a governing structure, Metro Toronto was, however, more of a symptom rather than a cause of the success of Toronto. It embodied a number of values, defining a Canadian culture of governance or civic culture, if you will, that set it apart from American cities. Metro Toronto has been a vehicle for the provincial

government to redistribute wealth and ameliorate inequalities; Metro municipalities have been much less litigious and less fragmented, which allows for efficient and fair resolution of conflicts; Ontario, like other Canadian provinces, has supported public enterprises for the provision and delivery of services; and local governments have been restructured by provinces with these values in mind. In the end, the values that define a civic culture have more to do with differences between American and Canadian cities.¹⁰ Metropolitan Toronto was one among other alternatives that perhaps would have fostered these values.¹¹

By the 1970s, Metro's usefulness was called into question because growth was expanding beyond the 1953 boundary. As a result, the province created further metro-style governments around Toronto and cut back Metro's planning area to Metro itself. According to many, this was the beginning of the end of the myth that Toronto works. The province attempted to produce a regional plan for Metro and its surrounding regions in the 1970s which failed miserably. The regions surrounding Metro began a steady expansion that resulted in stagnation within Metro and its transformation to a core city within a sprawling region. This prompted a transportation planner to describe Toronto euphemistically as "Vienna surrounded by Phoenix." (This euphemism has now found its geographic referent in a decision by Bell Canada to designate Metro Toronto with the area code "416" and the surrounding regions with "905.") Unlike the growth of Metro in the 1950s and 1960s, the new suburbs were much lower in density and almost entirely based upon the automobile. The emergence of edge cities with a booster mentality such as Markham, Mississauga, Richmond Hill, Oakville, and Oshawa has opened a regional rift between the new "core city" and its "suburbs."

Once again, the problem here is not that Toronto's governing structures did not fit its more recent growth. Rather, the troublesome question is whether the spatial conflict that has emerged between the new core city and its suburbs is a reflection of a new class conflict: a core city consisting of a heterogeneous group of low-income, ethnic, professional, and artistic communities surrounded by a homogeneous middle class that sees the new core city as either a playground or an unnecessary burden on its lifestyle. The new middle classes that dominate the new edge cities seem opposed to the four values that characterized Metro Toronto: equalization, fairness, public services and collectivism. Instead, the values that describe their worldview appear to be competitiveness, privatization, individualism and parochialism. Since the 1970s, successive provincial governments have attempted to deal with the regional sprawl without success. A new conservative provincial government was elected into office in April 1995 largely by the new edge city vote and has become the epitome of these new values.¹² It promptly declared urban sprawl as a non-issue and ignored the recommendations of a task force, set up by the outgoing provincial government to deal with sprawl in the Toronto region.¹³

On October 26, 1996, over one-hundred thousand Ontarians assembled in front of the provincial capital building, Queen's

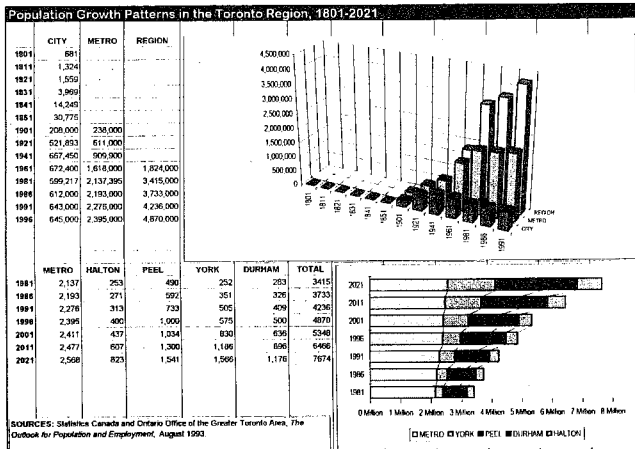
Park in Toronto, extending along University Avenue for a few miles to the south, protesting against budget cut-backs, privatization and the decline of public services. The gathering was described by the organizers as the largest protest in Canadian history. The amazing diversity of the people in the crowd reflected the city's ethnic, class, gender, and racial diversity. They were really there to reassert the values that set Canadian cities apart from their American counterparts. Whether this historic moment will appear as the occasion of a reassertion of old values or the last gasp before the old values die out remains to be seen. It has now become a diché to assert that Toronto is at crossroads. Toronto's future is clearly being contested and will depend more upon renewing its civic culture of governance than upon a new governmental arrangement.

Acknowledgments

I am grateful to Jon Caulfield, Frances Frisken, Evelyn Ruppert and Tony Turin for their comments on earlier drafts. Jim Lemon's historical work on Toronto, as always, proved to be an invaluable resource.

Notes

- 1 Arthur Herschman, "Foreign Travel," *Science* 210 (14 November 1980): 763
- 2 Anthony Astrachan, "A City That Works," *Harpers* 249 (December 1974): 14-19.
- 3 Edmund Futtermayer, "Toronto the New Great City," *Fortune* 90 (September 1974): 126-137
- 4 Ethel A. Starbird, "Canada's Dowager Learns to Swing," *National Geographic* 148 (1975): 190-215.
- 5 James T. Lemon, "Toronto, 1975: The Alternative Future," in *Liberal Dreams and Nature's Limits: Great Cities of North America* (Toronto: Oxford University Press, 1996); James T. Lemon, *Toronto since 1918* (Toronto: Lorimer, 1984).
- 6 David Crombie was immortalized by Jon Caulfield as *The Tiny Perfect Mayor* (Toronto: Lorimer, 1974) who served as the mayor of the City of Toronto between 1972-1976. He has recently been appointed by the new conservative government of Ontario as the chair of a panel charged with "fixing," among other things, Toronto's local government structure.
- 7 Richard Conniff, "Toronto," *National Geographic* June (1996): 120.
- 8 See Jon Caulfield, *City Form and Everyday Life: The Case of Gentrification in Toronto* (Toronto: University of Toronto Press, 1994).
- 9 See Lemon, "Toronto, 1975: The Alternative Future" and Frances Frisken, "Planning and Servicing the Greater Toronto Area: The Interplay of Provincial and Municipal Interests," in *Metropolitan Governance: American-Canadian Intergovernmental Perspectives*, ed. Donald N. Rothblatt and Andrew Sancton (Berkeley: University of California Press, 1993).
- 10 Michael A. Goldberg and John Mercer, *The Myth of the North American City: Continentalism Challenged* (Vancouver: University of British Columbia Press, 1986).
- 11 Seymour Lipset, *Continental Divide: The Values and Institutions of the United States and Canada* (London: Routledge, 1990).
- 12 Virginia Galt, "Tories Make Inroads in Metro," *Globe and Mail*, June 9 1995, D5; Martin Mittelstaedt, "Tories Take Back Ontario," *Globe and Mail*, June 9 1995, A1.
- 13 Engin Isin, "Tangled Up in Blue: Does Intensification Make Common Sense?," *The Intensification Report*, May-June 1995 (14): 2.





From the President An Update on the 1997 ASA Annual Meeting

by Neil J. Smelser, Center for Advanced Study
in the Behavioral Sciences,
ASA President

The theme chosen for the annual ASA meeting should permeate but not dominate the event. After all, the sociological enterprise is so vast and complicated that a full range of its activities should be represented at the meeting, and not be subordinated to some special idea that a President or a Program Committee has in mind.

Accordingly, the Program Committee for 1997 has been very open in its admission of sociological topics. The program will have its usual complement of 112 sessions organized by sections, and 160 regular sessions organized mainly along the lines of existing sub-fields of sociology. The Program Committee, remaining catholic in its approach but stressing comparative, international, and interdisciplinary themes has also approved about 60 special sessions.

We have been more directive with regard to the general sessions. The two plenary sessions have an international stress: one is entitled "NAFTA and its Sociological Implications," with one Canadian, one Mexican, and one U.S. speaker, and the other "Modernity and/or Globalism." Of the 21 thematic sessions, fully 15 have an explicit international emphasis. Substantive topics include the transformation of post-socialist societies, comparative health care, AIDS in international perspective, cultural diffusion and con-

flit resolution, international drug markets, and methodological aspects of international/comparative analysis.

We also have taken the venue of the meetings--Toronto--as an opportunity to include as many Canadian topics and Canadian participants as possible. One member of the Program Committee is a Canadian sociologist. I mentioned the NAFTA plenary, partially Canadian in emphasis. We have also set aside two thematic sessions, one to be organized by the Canadian Sociological and Anthropological Association and another by the Association Canadienne des Sociologues et Anthropologues de Langue Française, on topics of their choice. In addition, we have some 11 sessions with an explicitly Canadian emphasis, and have selected 26 Canadian sociologists to be session chairs.

My presidential address will be interdisciplinary in emphasis. I plan to talk about the ideas of the rational and non-rational in sociology and other social sciences. I welcome any suggestions--both rational and non-rational--in the coming months, and will welcome both appreciative and critical comments at the Toronto meeting. □



Neil J. Smelser

American Humanics and a Sociology Major: A Winning Combo

by Carla B. Howery, Director,
Academic and Professional Affairs Program

When the perennial question comes up, "What can I do with a sociology major?," faculty often center their answer on state and local government positions, such as a parole officer or case worker. While these entry-level social service jobs still are plentiful and appealing, students should be encouraged to take a look at other market sectors. One of the most promising matches between a sociology major and job opportunities is in non-profit organizations.

Consider the labor pool needed to staff entry level professional positions for the American Red Cross, the Boys Scouts of America, Goodwill Industries, the YMCA/YWCA, and Big Brothers/Big Sisters. While these organizations may be satisfied with any well prepared liberal arts graduate, sociology can make the case that the major is "first among equals." Sociology majors excel in all the general liberal arts skills of communicating clearly, writing well, critical thinking, and problem solving. In addition, the sociology major has substantial preparation in understanding macro-level solutions, bringing different sources of data to bear on a problem, accounting for the importance of demographic contingencies, and using an empirical repertoire from survey design and needs assessment to program evaluation.

One way to enhance the link between undergraduate majors and large nonprofit organizations is through a program called American Humanics. American Humanics is a non-profit alliance of college, universities, and non-profit agencies preparing undergraduates for careers with youth and human service organizations. The program describes itself as "the only national program that focuses on the pre-employment non-profit education and

certification for undergraduate students." The program includes 300-600 hours in an internship, 180 contact hours in of classroom instruction, and co-curricular activities through the student leadership association. Students who complete the program are certified for work in these large non-profit organizations.

Headquartered in Kansas City, American Humanics programs are available on more than 20 campuses, with plans to expand to 100 campuses within the next five years. Sociologist Norman Dolch, Louisiana State University-Shreveport, is one of the campus directors. "Sociology is particularly good preparation for the students in this program. They have a broader view of the context in which nonprofits carry out their services to clients, and they have a personal ethic to serve." Dolch has taught within the program and is impressed with the quality of the students and the curriculum.

Campuses with a regional or local focus may be particularly ripe for such a program. The commitment to work with local agencies and community service and the likelihood of job opportunities for graduates who wish to remain in the region are strong. The program does involve tuition, but campuses receive support for their work, community groups make contributions, and some financial aid is available. The program has an explicit commitment to diversity by race, class, and gender.

For further information about the program, contact Phyllis Wallace, American Humanics, Inc. 4601 Madison Avenue, Kansas City, MO 64112. 800-343-6466. Dolch can be contacted at the Department of Sociology, Louisiana State University-Shreveport; e-mail NADOLCH@aol.com.

*The ASA does not endorse particular programs, but seeks to bring opportunities to the attention of members, for their exploration and evaluation. □

ASA Annual Meeting Space Available

The ASA provides two services for individuals or groups desiring space at the Annual Meeting. ASA Council policies on the use of such space are outlined below. Because ASA sessions have been allotted program time, they are excluded from these provisions.

Meeting Space

Groups wishing to meet in conjunction with the Annual Meeting may request space by sending a formal letter of request to the ASA Executive Office by March 1, 1997. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after the March 1 deadline cannot be assured.

Space requests are categorized as follows:

(1) Small groups sponsored by ASA members requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:15 p.m. on the first, third, or fourth evening (Saturday, August 9; Monday, August 11; or Tuesday, August 12). The topic to be discussed should be clearly stated in the request, along with an estimate of the size of the group expected to attend the session.

(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 ten ASA members who support the request. These groups will be assigned one meeting room from 8:30-10:30 p.m. on the second night of the meeting (Sunday, August 10). No plenary activity has been planned by ASA for Sunday evening. If the number of requests exceeds the available space on August 10, groups will be assigned to the 6:30-8:15 p.m. time slot on another day.

(3) Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also submit requests for space by the March 1 deadline. Space availability is normally limited to 6:30-8:15 p.m. on August 9, 11 or 12, and to 8:30-10:30 p.m. on August 10.

All requests for space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical needs, and the scheduling preference of the group within the parameters given above.

An announcement of each meeting will be included in "Activities of Other Groups" and in program schedule in both the Preliminary Program and the final Program. The listings will include the name of the group or title/topic of the session, name of organizer/ sponsor if appropriate, date, and time of the meeting. Room assignments are included in the Program only.

Table Space

Association members may apply for table space to display literature. Available space is assigned without charge on a first-come, first-served basis.

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

Requests for meeting space and/or table space must be made in writing and postmarked no later than March 1, 1997. Send formal request letters to: Janet Astner, ASA Meeting Services, 1722 N Street NW, Washington, DC 20036-2981, USA; fax (202) 785-0146.

February 7 Deadline Nears

NSF Announces Funding for Learning and Intelligent Systems Initiative

The National Science Foundation announces an opportunity for interdisciplinary research in Learning and Intelligent Systems (LIS)(Announcement NSF 97-18). Six NSF Directorates will coordinate and manage the initiative through a special Committee with an appointed Coordinator.

The LIS initiative seeks to stimulate interdisciplinary research that will unify experimentally and theoretically derived concepts related to learning and intelligent systems, and that will promote the use and development of information technologies in learning across a wide variety of fields. The long-range goal of this initiative is to make significant contributions toward innovative applications.

To pursue this goal, the initiative focuses on fundamental scientific and technological research undertaken in the rigorous and disciplined manner charac-

teristic of NSF-supported endeavors. The initiative ultimately should have a major impact on enhancing and supporting human intellectual and creative potential. Consequently, development of new scientific knowledge on learning and intelligent systems and its creative application to education and to learning technologies are an integral part of this solicitation.

Pre-proposals are required in all cases and must be received at NSF by February 7, 1997. Proposals must be received at NSF no later than May 15, 1997.

Questions of a general nature regarding this initiative should be addressed via the Internet to: lis@nsf.gov or by calling 703-306-1651. For additional information, check the LIS home page on the World Wide Web at: <http://www.nsf.gov/lis>. □

NICHD, from page 1

- a new country;
- changing attitudes about the effects of nonmaternal child care on young children, and their role in keeping U.S. fertility from falling below replacement;
- how the social context of sexual behavior affects the prevention of HIV and pregnancy;
- the impact of social inequality on access to and use of health care services; and
- the effects of growing up in a single parent family or experiencing divorce on children's development and well-being.

In addition to providing funds for basic research, DBSB also supports: (1) training and infrastructure to assure the preparation of future generations of scientists and provide resources that support the development of research; (2) the collection of data for demographic research and dissemination of data for secondary analysis; (3) methodological research to advance techniques for data collection, measurement, and analysis in population studies and research to improve and extend the theoretical foundation for population research; and (4) research and dissemination strategies that promote the integration of basic research into the development and evaluation of intervention programs and into the information base for policy development. In fiscal year 1996, the program invested about \$42 million in support of population research.

Other parts of NICHD also support research by sociologists. The Center for Research on Mothers and Children includes seven branches that support research on issues in maternal health and child development such as low birth-weight, mental retardation and developmental disabilities, learning disabilities, growth retardation, and HIV infection among mothers, children, and adolescents. Several programs include in their mission topics with sociological dimensions, including:

- the family relationships of children with developmental disabilities (Mental Retardation and Developmental Disabilities Branch);
- cultural and behavioral aspects of nutrition (Endocrinology, Nutrition and Growth Branch);
- the cognitive, social, and affective development of children (Learning Disabilities and Child Development Branch); and
- the development of health-promoting and risk-taking behaviors among children and adolescents (Human Learning and Behavior Branch).

In the National Center for Medical Rehabilitation Research, two branches—the Applied Rehabilitation Medicine Research Branch and the Basic Rehabilitation Medicine Research Branch—promote the application of new knowledge to develop medical, behavioral, psychological, social, and technological interventions that will optimize functioning for the physically handicapped. This Center is currently supporting research on the social functioning of physically disabled individuals.

Two recent Institute-wide program announcements have highlighted new funding opportunities. In August, 1995, NICHD issued a broad announcement designating areas of high program relevance to the Institute. Among the areas likely to be of greatest interest to sociologists are:

- Risk taking and compliance;
- Race and ethnicity;
- Men's family and fertility-related behavior;

- Determinants and consequences of nonmarital childbearing (including marriage);
- Improved contraceptive use and prevention of unintended pregnancy;
- Immigration; and
- Outcomes research in medical rehabilitation.

Applications that fall into one or more of the areas designated as having high program relevance by the Institute are given special consideration for funding, along with applications that are innovative or high risk/high payoff, that are submitted by new investigators, or that maintain critical ongoing research efforts. NICHD has set aside one quarter of the funds available for competitive grant awards for this purpose. Full details of the high program relevance areas of the Institute are given in the August 25, 1995 issue of the NIH Guide to Grants and Contracts (Vol 24, No. 31). The currently designated areas will remain in effect until September 30, 1997.

NICHD has also established a small grants program. These grants provide up to \$50,000 in direct costs for each of up to two years of support. This program permits applications in any area relevant to the Institute's mission; specific priorities have been defined by Branches and are listed in an announcement published in the NIH Guide to Grants and Contracts (Vol 25, No. 3, February 9, 1996). Most branches particularly encourage applications from new investigators and applications to conduct innovative, high risk, or pilot studies. Support for thesis or dissertation research may not be requested. The program follows the regular NIH application deadlines of February 1, June 1, and October 1.

In the December 1996 issue of *Footnotes*, Ron Abeles of the National Institute on Aging provided useful hints for sociologists contemplating an NIH application. Abeles' advice applies equally to applicants who are interested in funding from NICHD, and hence will not be repeated here. There is one final message, though, that cannot be repeated enough. We who serve as program scientists at the NICHD are here to help you as you seek funding for your research. We welcome inquiries about the "fit" between your research interests and our programs, and can help put you in touch with the right program if your first call does not result in a good fit. We can help you think about the right mechanism: Should you apply for a FIRST award (for new investigators), a regular R01, or a small grant? We can often (not always, due to time constraints) act as a sounding board for ideas about applications. And we can give you information about the review process and how a decision will be made about your application. About the only thing we cannot do is influence the review, which is handled by a separate group within NIH.

So, if you are interested in applying for funding, please call. For the Demographic and Behavioral Sciences Branch, please contact Christine Bachrach at 301-496-1174; email bachracc@hd01.nichd.nih.gov. For other programs at NICHD, please contact Hildegard Topper at 301-496-0104 for a referral to the appropriate staff contact.

Christine A. Bachrach, PhD, is Chief of the Demographic and Behavioral Sciences Branch at the Center for Population Research, NICHD. □

Ladner, from page 1

"importance of structures and how they work."

Prior to her appointment, Ladner taught for more than a decade at Howard University's School for Social Work. In 1990, she was selected as Vice President for Academic Affairs and became Interim President four years later. During her tenure at Howard, she received many honors and awards, including ASA's DuBois, Johnson, Fraser Award for outstanding scholarship in 1984.

So far, Ladner's work on the Control Board has drawn widespread praise. Andrew Brimmer, Chairman of the Control Board, believes Ladner was an ideal choice for the Board. "She is a natural leader among us," he says. "When an issue arises, the first question I ask is, 'What does Joyce think of that?'"

Brimmer has relied particularly on Ladner's expertise in education. A life-long educator, Ladner has been vocal in her opposition to the current structure of District schools. She speaks regularly at local schools about the need for drastic educational reform.

With Ladner's prodding, the Control Board issued a report that publicly chastised local government officials for the shabby, dilapidated state of the capital's public schools. In November, the Board forced the resignation of its school superintendent and installed a former Army general to act as interim president.

Although the move has exacerbated complaints that Board employs undemocratic practices, Ladner defends the Control Board's decisions. "We're making progress. But change is slow, and we're making important changes not yet seen."

The Board position keeps Ladner continually in the spotlight. Board sponsored community meetings often attract large

crowds of local residents. Board decisions are reported regularly on the front pages of local newspapers and on local television and radio broadcasts. Ladner herself was the recent subject of a *Washington Post* article.

For Ladner, the media attention—both positive and negative—is part of the process of social change to which she has devoted her life.

Growing up during segregation's heyday in Mississippi, Ladner says she learned first hand what structural inequality meant. Those experiences led to participation in the Civil Rights movement, research on urban issues and their effect on children, and a life-long commitment to justice.

Sociological scholarship, she adds, has given intellectual shape to her experiences. As a student at Washington University, she found herself most drawn to theorists questioning the idea of value-free sociology. She began embracing a commitment to applied sociology. To this day, she remains committed to a sociology that melds theory with practice. "We have a curiosity about the world, but we should also want to tinker with it." Her major works, including her dissertation, have focused on African Americans grappling with racial identity in poor, urban communities.

Controversy surrounding the Control Board is unlikely to go away. Its members continue to fight the tide of public opinion and negative press. And that seems to suit Ladner just fine. "We have a job to do," she says.

Currently, Ladner is on leave from her faculty position at Howard University and completing several writing projects, including her memoirs. □

Sociology Students Receive Fulbrights

Nine young scholars in sociology were recipients of the Fulbright Scholarship, in conjunction with Fulbright's U.S. Student Program. The Fulbright Scholarship is one of the nation's most prestigious scholarship programs. The U.S. Student Program is designed to give recent BS/BA graduates, master's and doctoral candidates, and young professionals and artists opportunities for personal development and international experience. The recipients are currently pursuing their research topics worldwide, from Sweden to Morocco.

- Sarah L. Babb* (MA, 1993, Northwestern University) is studying institutional strength and policy influence in the Mexican Central Bank in Mexico.
- Lamece A. Baligh* (MS, 1993, University of Oregon) is studying changing gender relations of Egyptian women in Egypt.
- Courtney A. Brkic* (BA, 1994, College of William of Mary) is studying rape and genocide, focusing on refugee women of Zagreb in Croatia.
- Charles R. Clark* (MA, 1995, University of Montana) is studying the role of property rights in tropical forest conservation in Guatemala.
- Angela M. Crowley* (MA, 1993, University of California-Irvine) is studying the political economy of fighter planes in Sweden.
- Jennifer S. Drezin* (BA, 1995, Brown University) is studying the social status and political participation of urban women in contemporary, post-colonial Morocco.
- Karen T. Farquharson* (BA, 1988, University of California-Berkeley) is in South Africa comparing the U.S. and South Africa and stereotypes of violence.
- Joon K. Kim* (BA, 1992, New School for Social Research) is studying the status and role of foreign workers in Korea.
- Elena T. Pullen* (BA, 1995, Tufts University) is studying generations of the "Coloured" population in South Africa.

Grantees design their own programs, which may encompass independent study, field research, or university classes. The Fulbright Program was created in 1946 by Congress with the intent of fostering international understanding through research and scholarship. The Program is sponsored by the U.S. Information Agency. It annually sends about 800 scholars to more than 130 nations.

For more information on The Fulbright Program, contact U.S. Student Programs, Institute of International Education, 809 United Nations Plaza, New York, NY 10017-3580, or call (212) 984-5330. □

Emphasizing Social Science Inquiry Early in the Curriculum

by Carla B. Howery, Director
Academic and Professional Affairs

Those prone to make categorical criticisms of introductory sociology courses usually allege that the courses are descriptive, not analytic; the courses are overloaded with terms and names which no learner could possibly remember; the emphasis is on homogenizing information and reaching conclusions; that the student learns more about the specialties of sociology and the theoretical battles than about how to understand society. Later in the curriculum, the required methodology course(s) comes under attack for being disconnected to anything that goes before or after, for being a catalyst for "math anxiety," or for being the discipline's version of "fraternity hazing."

While any stereotype has a grain of truth, departments are working on ways to introduce social science inquiry both earlier and continuously in the sociology curriculum. This article briefly describes some of the ways in which rigor in social science inquiry is infused in lower division courses for the sociology major or minor.

Modeling the Inquiry Process

Many introductory sociology courses now include active learning. The most common technique links a personal computer to an overhead projection device. The instructor displays data tables and asks students to suggest different explanatory relationships, which can be quickly called up on the screen. Students experience sociology as a process of discovery, hypothesis testing, reflection on theories to identify predicted relationships,

and as a creative process. Sometimes faculty move through the stages of their own research, highlighting the creative decision points in conceptualization and interpretation. The emphasis of class time shifts from "answers" to "questions."

At Elon College, SOC 115, Sociological Inquiry, is positioned after the introductory course. Students have been briefed on the subject matter that sociologists study and now look at the types of questions that sociologists seek to answer; how to use sociological theory to frame questions; how to develop researchable ideas and questions, the process of field work techniques and the techniques of library research; and how to write effectively in sociology.

Exposing Students to Computer Skills and Capacities

Students today enter college with considerable computer competence. Some sociology programs have incorporated social science computer literacy as either part of the requirements for the major or as a way to meet college-wide, general education credentials. Learning basic statistical packages in the social sciences, as well as software that might be relevant to sociology projects provides additional leverage in the job market. At a BA-granting state university, the sociology department has proposed adding a one credit computer module to one or more courses. Similar to "writing intensive courses," the computer designation would allow students to work on developing social science computer skills. This approach is especially appealing to and practical for courses with large numbers of non-majors;

students who are majors or who are very interested in the subject have this additional mechanism to serve their in-depth interests.

At institutions with a "computer literacy requirement," sociology departments have joined with other social sciences to offer computer courses that are more pertinent to the substance of the discipline. In small institutions, if the statistics course is taught in the math department, or by another social science department, then an additional module on computer packages in sociology can provide substantive examples to strengthen students' understanding of sociological research.

Strengthening Technical Writing Skills

Launching students into scientific thinking and writing is a challenge. Most sociology curricula offer a menu of substantive courses for the sophomore and early junior years (e.g., family, criminology, urban) which may draw on research but do not ask students to undertake original research.

Some programs have placed a course immediately following the introductory survey course to teach scientific thinking and writing as a prelude to the substantive courses.

At North Carolina A & T University, students take Sociology 101: Basic Quantitative Writing and Computer Skills in Sociology after they have completed the introductory sociology course. Lawrence Shormack, the instructor, indicates that this course introduces students to the technical aspects of sociology, including table construction, statistical calculations, and the basic elements of survey analysis as well as writing research reports in social science. Students

undertake data analysis exercises using CHIP, and must write a number of short research summaries for different audiences.

Critical Thinking Skills for Consumers of Social Science Research

Critical thinking is a core goal for general education. Many institutions have found value in linking disciplinary subject matter to the skill of critical thinking and have encouraged departments to offer courses with that fusion in mind. Several departments have found the critical thinking approach to be valuable preparation for students taking sociology courses, whatever their major. The framework of critical thinking links well to evaluation of evidence, and the presentation of a data-driven argument. The approach recognizes other forms of knowledge (such as personal opinion, religious beliefs) but requires students to be clear about the source of information from which they make an argument.

Critical thinking seems to be particularly useful in social problems courses. Those courses are vulnerable to ideological debates and students rejecting sociological evidence as "just the professor's opinion." Further, since most social problems are complex, simply marching through the "problem of the week," summarizing descriptive information, will not convey the need to watch carefully for spurious relationships, subgroup variations, the significance of historical and cultural context, and so forth. Paul J. Baker, Illinois State University has been a long-time advocate of critical thinking processes for teaching introductory social problems courses. His approach has been featured in many articles in *Teaching Sociology* (See, for example, *Teaching Sociology*, April 1981, pp. 325-363).

University of Southern Maine offers SOC 210, Critical Thinking about Social Issues. This course explicitly helps students with a way of thinking about the social world, through the gathering and evaluation of evidence from multiple sources. The syllabus notes that "this course developed out of a concern that students enrolled in advanced courses did not have sufficient reading, thinking, and writing skills." Professor Peter Lehman notes that to develop these skills, the faculty "don't so much 'profess' as we guide, suggest, structure practice, and provide both feedback and encouragement. This involves a lot of active learning and collaborative group work as well as a lot of interaction between faculty and students and among students."

At California State University-Sacramento, Dean Dorn teaches a course called, "Sense and Nonsense in Social Research and Social Issues. As the syllabus states, the purpose of the course is "to learn how to think critically about printed statements on social problems and social issues written by journalists, sociologists, social scientists, members of vested interest groups, and the general public." Dorn argues that students will be continuously faced with an "endless number of printed statements and claims about social problems." An informed citizen, then, must evaluate these claims. This course concerns "how to think about social problems and social issues, not what to think about them."

Whatever the strategy, the fundamental goal is to think holistically about undergraduate training in sociology. Much of the excitement of sociology comes from its scientific discoveries, challenges, and conclusions. Why not share this process and these marketable skills with students, early and often? □

ASA Honors Program Celebrates 24th Year

The ASA Honors Program is now accepting applications for 1997. The Honors Program is held each year in conjunction with the ASA Annual Meeting. Honors Program students have the opportunity to attend general sessions and sessions that are put together specifically for them. The Program is also an excellent way to meet professional sociologists and other students for networking purposes and the exchange of ideas. Undergraduate and graduate students are encouraged to apply.

The Honors Program students now organize several paper sessions and roundtable discussions, which are open to all students. They have three social events and a Business Meeting the final day of the meeting. Most of the students share hotel rooms and develop lasting friendships with other sociologists at early stages in their careers.

Requirements

Viable applicants include: (1) graduate students, (2) traditional undergraduates who are seniors by September 1997, and (3) students finishing their studies in non-traditional settings and community colleges. Students selected in recent years have been about evenly divided between seniors and graduate students. A minimum grade point average of 3.5 (on a 4.0 scale) in sociology is required for consideration. Overall GPA should be consistent with the average in all sociology courses.

Each applicant is asked to write a short essay on their future plans in sociology. Applicants must have a faculty sponsor who will write a short evaluation of the applicant.

Honors Program requirements are met by actively participating in the ASA Honors Program at the 1997 meetings. Students who

wish to participate for academic credit must make such arrangements with their home institutions. The Program does not arrange for such credit but can provide guidelines upon request; Dr. Duane Dukes, the Honors Program Director, is available to supervise the academic credit experiences when needed and as arranged with the student's home institution.

Credits and Fees

All applications must be accompanied by a \$25 application fee made payable to the ASA Honors Program. In the event of non-selection, the application fee will be promptly returned. Students must be or become ASA members. Honors Program students must pay all their own transportation costs, meals, hotel expenses, and incidentals. There are three ways to mediate these costs, however:

- (1) Hotel expenses are considerably reduced because of block of rooms in the convention hotels at low rates, which, with quadruple occupancy reduces room costs per student to as little as \$25-30 a night.
- (2) Active participation in an ASA meeting can sometimes result in full or partial funding from students' home colleges or universities.
- (3) ASA provides limited funding to subsidize the travel expenses of a small number of first-time Honors Program participants.

Benefits

As student papers submitted over the years indicate, almost everyone who participates in the ASA Honors Program describes it as a significant and positive event.

Although they confess to being tired at the end of the week, they are virtually unanimous in stating that participation has bene-

fited them greatly and reinforced their determination to pursue their doctoral studies or other career goals.

Perhaps the most important advantage lies in the forming of national and international networks with other outstanding students. This should prove to be invaluable over their careers. We hope in the Honors Program to foster both lasting friendships and lasting collegial relations.

The Honors Program Student Association

Founded in 1982, the HPSA is an alumni group of Honors Program students. Eligibility for membership in the HPSA is gained by acceptance into the ASA Honors Program and by going through the program established for new students. The HPSA plays an important role in planning and administering each year's ASA Honors Program. For example, HPSA members serve as organizers of the paper sessions and roundtable discussions. Members are active on various committees, contribute to the newsletter, The Network, and assist with the development of an interesting and instructive program.

How To Apply

Interested students are invited to obtain an application by writing to: Dr. Duane Dukes, Director, ASA Honors Program, Acting Associate Dean, College of Arts and Sciences, John Carroll University, University Heights, OH 44118-4581, (216) 397-4287, fax (216) 397-4376, e-mail dukes@cvaxa.jcu.edu; or Alan Brown III, President, Honors Program Student Association, Department of Sociology, University of California, Riverside, CA 92521, (909) 787-3740, e-mail abrown@wizard.ucr.edu. □

Call for Papers

CONFERENCES

Elon College has issued a call for papers for a national multidisciplinary conference on college learning to be held September 25-27, 1997, at Elon College, Elon College, NC. Theme: "Challenge and Response: Rethinking Key Issues in College Learning." Deadline for submission is March 15, 1997. For more information, contact: Jeffrey C. Pugh, Program Committee Chair, Conference on Undergraduate Learning, 2168 Campus Box, Elon College, NC 27244-2020.

The New England Sociological Association has issued a call for papers for its 1997 Spring Conference which will be held April 26, 1997, at North Adams State College, North Adams, MA. Theme: "The Sociology of Education." Deadline for submission is March 21, 1997. For additional information, contact: Diane Balduzzi, North Adams State College, North Adams, MA 01247.

The 24th Annual Western Anthropology/Sociology Undergraduate Research Conference will be held April 19, 1997, at Santa Clara University. Empirical, theoretical, and review papers are invited. A completed paper or abstract of at least a half-page in length, with name and telephone numbers of student author(s) and faculty sponsor(s) should be submitted by February 14, 1997, to: Kichi Iwamoto, Anthropology/Sociology Department, Santa Clara University, Santa Clara, CA 95053.

PUBLICATIONS

Educational Policy will publish a special issue on the education of recent (post 1965) immigrants and their children in the United States. Papers are welcome regarding education in the home and community as well as school; education for adults and children; and education in private, parochial, and public schools. A one paragraph abstract should be sent as soon as possible. Completed manuscripts should be made in triplicate between 25-30 double spaced pages, including references. Deadline for submission is September 30, 1997. For additional information, contact: Maxine Sellar and Lois Weis, 468 Baldy Hall, University at Buffalo, Buffalo, NY 14260.

Research in Social Policy invites submissions for volume six of the JAI series. Manuscripts are sought from social, psychological and biological researchers; medical doctors; and others who are actively involved in research on the epidemiology, prevention, and treatment of HIV/AIDS. Four copies of the manuscript should be prepared in ASR format and sent by April 30, 1997. For additional information, contact: Eric Margolis, Division of Education Leadership and Policy Studies, Arizona State University, Tempe, AZ 85287-2411; (602) 965-0131; (602) 965-1880; e-mail: margolis@imap.asu.edu.

Sociological Inquiry, the official journal of Alpha Kappa Delta, invites the submission of manuscripts. The journal publishes articles with regard to a wide range of sociological interest. For further information regarding submission, contact: Editor, *Sociological Inquiry*, Department of Sociology, Arizona State University, Tempe, AZ 85287-2101; (602) 965-1609; (602) 965-0064; e-mail: socinq@ASU.edu.

Meetings

February 13-18, 1997. *American Association for the Advancement of Science Annual Meeting and Science Innovation Exposition*,

Seattle, WA. Contact: AAAS, 1333 H Street NW, Washington, DC 20005; (202) 326-6450.

February 20-23, 1997. *Association for Gerontology in Higher Education 23rd Annual Meeting and Educational Leadership Conference*, Boston Park Plaza Hotel, Boston, MA. Theme: "Interdisciplinary Gerontological Education, Research and Practice: Strategies for Success in a Disciplinary World." Contact: Stephanie Gordon, Conference Department (GSA), AGHE Annual Meeting, 1275 K Street NW, Suite 350, Washington, DC 20036; (202) 842-1275.

February 23-25, 1997. *American Council on Education 79th Annual Meeting*, Grand Hyatt Hotel, Washington, DC. Theme: "Education for a New Century." Contact: ACE, One Dupont Circle, Washington, DC 20036; (202) 939-9410.

April 13-15, 1997. *The National Social Science Association Conference*, Las Vegas, NV. Contact: NSSA Las Vegas Meeting, 2020 Hills Lake Drive, El Cajon, CA 92020-1018; (619) 448-4709; fax (619) 258-7636.

April 25, 1997. *The Arkansas Undergraduate Sociology and Anthropology 18th Annual Symposium*, University of Central Arkansas, Conway, AR. Contact: Janet K. Wilson, Department of GPSS, 306A Irby Hall, University of Central Arkansas, Conway, AR 72035; (501) 450-5583; e-mail: JWILSON@CC1.UCA.EDU.

April 26, 1997. *The New England Historical Association (NEHA) 58th Conference*, Boston, MA. Contact: James Leamon, Bates College, History Department, Lewiston, ME 04240; e-mail: leamon@bates.edu.

May 20-22, 1997. *Harriet Martineau Socio-*

logical Society 1997 Working Seminar, Mission Point Resort, Mackinac Island, MI. Contact: Michael R. Hill, 2701 Sewell Street, Lincoln, NE 68502.

June 5-8, 1997. *The Peace Studies Association Ninth Annual Conference*, Georgetown University, Washington, DC. Theme: "New Directions in Peace Studies." Contact: Simona Sharoni, National Chair, 1997 Conference, American University, Washington Semester and World Capitals Program, 4400 Massachusetts Avenue NW, Washington, DC 20016-8083; (202) 895-4927; fax (202) 895-4960; e-mail: ssharon@american.edu.

June 16-18, 1997. *International Sociological Association Mid-Term Conference of the Sociology of Education Research Committee*, University of Joensuu, Joensuu, Finland. Theme: "Education, Knowledge, and Culture." Contact: Conference Organizer-JSA RC 04 Conference, Department of Sociology, University of Joensuu, P.O. Box 111, 80101 Joensuu, Finland; fax +358-13-2512714; e-mail: Leena.Koski@joensuu.fi.

June 25-27, 1997. *The X International Sociological Seminar*, Las Palmas de Gran Canaria, Canary Islands, Spain. Theme: "Education and Training for Participation in Organizations." Contact: Angela Garcia, Department of Psychology and Sociology, University of Las Palmas, Canary Islands of Spain, Sta. Juana de Arco 1, 35004, Las Palmas de Gran Canaria, Spain; (+34-28) 451774; fax (+34-28) 45-28-80/451829; e-mail: AGARCIA@AGC.EXCT.ULPGC.ES.

August 6-8, 1997. *Roehrer Summer Institute on Disability and Policy Seminar*, York University, Toronto, Ontario Canada. Contact: ROEHER@YORKU.CA.

October 29-November 2, 1997. *The Mid-South Sociological Association 1997 Annual Meeting*, Huntsville Hilton Inn Hotel, Huntsville, AL. Contact: Dennis R. McSeverney, MSSA 1997 Program Chair, Department of Sociology, University of New Orleans, New Orleans, LA 70148; (504) 280-6639; fax (504) 280-6468; e-mail: DRMLA@UNO.EDU.

October 31-November 1, 1997. *The North East Popular Culture Association (NEPCA) 20th Annual Conference*, Boston, MA. Contact: Amos St. Germain, Wentworth Institute of Technology, 550 Huntington Avenue, Boston, MA 02115.

Funding

Carolina Consortium on Human Development announces two postdoctoral fellowships for 1997-98 to provide training for individuals who have demonstrated a commitment to the longitudinal study of persons and families in changing contexts. PhD required by the time of appointment. Deadline for submission is February 28, 1997. For additional information and application materials, contact: Thomas Farmer, Assistant Director, Center for Developmental Science, University of North Carolina-Chapel Hill, CB#8115, 521 South Greensboro Street, Suite 230, Chapel Hill, NC 27599-8115; (919) 962-0333; e-mail: devsci@email.unc.edu or www.cds.unc.edu.

Princeton University, Shelby Cullom Davis Center for Historical Studies, announces a limited number of fellowships for one or two semesters in the 1998-99 academic year on the theme of corruption. The theme is intended to

include changing definitions and perceptions of corruption; individual scandals and their implications; or systemic analysis of corruption in government, politics, business, and scientific research. Fellows are expected to live in Princeton in order to take an active part in the intellectual interchange with other members of a weekly seminar. The deadline for applications and letters of recommendation is December 1, 1997. For further information and application forms, contact: Manager, Shelby Cullom Davis Center for Historical Studies, Department of History, G-13 Dickinson Hall, Princeton University, Princeton, NJ 08544-1017.

The Robert Wood Johnson Foundation invites applications for 1997 Investigator Awards in Health Policy Research. The program provides grants of between \$100,000 and \$250,000, primarily for project salary support for the principal investigator, for up to three years. The deadline for receipt of letters of intent is April 1, 1997. For further information and a copy of the call for applications, which describes what is needed in the letter of intent, contact: Program Deputy Director of RWJF Investigator Awards in Health Policy Research at (202) 233-2477.

Competitions

The Association of Social Behavioral Scientists invites submissions for its Undergraduate Paper Competition. Theme: "Restoring, Rebuilding, Reclaiming: The Three Rs for the 21st Century." Deadline for submission is January 30, 1997. For further information and submission requirements, contact: Josephine B. Bradley, Department of Political Science/Sociology/Anthropology, Agnes Scott College, 141 East College Avenue, Box 681, Decatur, GA 30030, (404) 638-6190; (404) 638-6177; e-mail: jbradley@ness.AgnesScott.edu.

The Social Behavior, Politics, and Communities Division of the Society for the Study of Social Problems announces its 1997 student paper competition. Papers may be empirical and/or theoretical, and they may be on any aspect of sexuality, including sexual behavior, sexual identity, sexual politics, sexual law, political activism, or sexual communities. Deadline for submission is January 31, 1997. For additional information and submission requirements, contact: Joan Luxemburg, Department of Sociology and Criminal Justice, University of Central Oklahoma, Edmond, OK 73034-0182.

Awards

Steven Cureton, Washington State University, was selected as one of the 1996 American Society of Criminology's Minority Fellowship recipients.

Riley E. Dunlap, Washington State University, received the Boeing Distinguished Professor of Environmental Sociology.

Mary E. Evans, University of South Florida, received the American Public Health Association's Mental Health Section award.

Zelda F. Gamson, University of Massachusetts-Boston, received the 1996 Leadership Award from the American Council of Education's National Identification Program for her commitment to the progress of women and minorities in colleges and universities.

Heidi Gottfried, Purdue University, received the Abe Fellowship from the

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Awards, continued

Social Science Research Council, the American Council of Learned Societies, and the Japan-Foundation Center for Global Partnership.

Barbara Johnston, North Hennepin Community College, was selected to be in the 1996 edition of *Who's Who Among America's Teachers*.

Gisela Kaplan, University of New England-Australia, had her book, *The Meagre Harvest: The Australian Women's Movement 1950s-1990s*, nominated for the Human Rights Award in Arts in Australia.

Clark McPhail and Madonna Harbrington Meyer, University of Illinois-Urbana/Champaign, received the College of Liberal Arts and Sciences Discretionary Award.

Eugene A. Rosa, Washington State University, has been appointed Edward R. Meyer Distinguished Professor of Natural Resource and Environmental Policy in the Thomas F. Foley Institute of Public Policy and Public Service. The professorship was established to recognize WSU faculty who have made significant contributions in areas related to environmental and natural resource policy, for scholarship and service.

Verta Taylor, Ohio State University, received the first annual Outstanding Faculty Award from the Office of Gay, Lesbian, and Bisexual Student Services.

People

Steve Buff has completed his five-year tour of duty as an evaluator in the Office of Inspector General (OIG) in the Peace Corps and has accepted a position in the OIG in the Department of Commerce.

Norman K. Denzin, University of Illinois-Urbana/Champaign, was named College of Communications Scholar and Distinguished Professor of Communications.

Brent Shea, Sweet Briar College, has been elected Vice President of Ius Primi Viri, an international human rights association based in Rome, Italy.

Sociologists in the News

Sharon Hays, University of Virginia, had her research on the ideology of mothering featured in the *Los Angeles Times*, the *New York Daily News*, the *Richmond-Times Dispatch*, and was interviewed on NPR radio in Urbana, IL.

Donileen R. Loseke and Christy M. Ponticelli, University of South Florida, were interviewed on the cable news show *Suncoast Magazine* regarding the significance of sports for women and the continued inequity that exists within the sports world.

Verta Taylor, Ohio State University, was quoted in the November 26, 1996, edition of *The Advocate* in an article about the Jenny Jones talk show murder trial.

Glenn T. Tsunokai, University of California-Riverside, was interviewed on several television and radio shows regarding findings from his research paper "Interstate Intolerance: The Case of Mass Migration of Californians to Oregon." Tsunokai's paper was also featured in several newspapers throughout the west.

New Books

Jacques Coenen-Huther, University of Geneva (editor), *Bulgaria at the Crossroads* (Nova Science Publishers, 1996).

Norman K. Denzin, University of Illinois-Urbana-Champaign, *Interpretive Ethnography: Ethnographic Practices for the 21st Century* (Sage Publications, 1996).

Anne E. Figert, Loyola University-Chicago, *Women and the Ownership of PMS: The Structuring of a Psychiatric Disorder* (Aldine de Gruyter, 1996).

Heidi Gottfried, Purdue University, *Feminism and Social Change: Bridging Theory and Practice* (University of Illinois Press, 1996).

James Hawdon, Clemson University, *Emerging Organizational Forms: The Prolif-*

eration of Regional Intergovernmental Organizations in the Modern World-System (Greenwood Publishing Group, Inc., 1996).

Sharon Hays, University of Virginia, *The Cultural Contradictions of Motherhood* (Yale University Press, 1996).

Gisela Kaplan, University of New England-Australia, *The Meagre Harvest: The Australian Women's Movement 1950s-1990s* (Allen & Unwin, 1996).

Phillip R. Newman and Barbara M. Newman, Ohio State University, *Childhood and Adolescence* (Brooks/Cole, 1997).

Dorothy Pawluch, McMaster University, *The New Pediatrics: A Profession in Transition* (Aldine de Gruyter, 1996).

Verta Taylor, Ohio State University, *Rock-a-baby: Feminism, Self Help and Postpartum Depression* (Routledge, 1996).

Jan Trost, Upsala University, and Irene Levin, Oslo College, *To Understand Everyday Life: With a Symbolic Interactionist Perspective* (Lund: Studentlitteratur, 1996).

Obituaries

Dennis Brissett (1940-1996)

Sociology lost one of its most brilliant practitioners and certainly one of its best and most influential human beings when Dennis Brissett died of cancer shortly after 8 p.m. on August 11, 1996 at his home in Duluth, Minnesota. He was 56 years old.

Within a few months after retiring from the Behavioral Science Section of the Medical School at the University of

Minnesota at Duluth, Denny was diagnosed with cancer. He fought the disease with his usual good nature, asking, he said, for only two things "courage and acceptance." He accomplished both in abundance, and despite the suffering of operations and chemotherapy—neither of which he ever complained about—worked on writing projects right up until the end.

Born in nearby Cloquet, Minnesota, Professor Brissett began his academic career at the University of Minnesota in Duluth where he received a bachelor's degree in 1961. From there he went on to the University of Minnesota where he completed a dissertation on clinical depression chaired by Arnold Rose and received his PhD in 1966. While undeniably influenced by the Symbolic Interactionist tradition as it was being

Continued on next page

ICPSR Summer Program in Quantitative Methods of Social Research

First session: June 23–July 18, 1997 Second session: July 21–August 15, 1997

Quantitative Analysis of Crime and Criminal Justice Seminar

Part of the ICPSR Summer Program, this four-week seminar will introduce participants to the major surveys sponsored by the Bureau of Justice Statistics (BJS), which are part of the holdings of the ICPSR National Archive of Criminal Justice Data. Through daily class meetings, instructor James P. Lynch, professor at American University, will focus on current theories and models being employed in criminal justice research. Computer-aided data analysis will be an integral part of the seminar. Participants will become familiar with studies that have used BJS data to address important issues in criminology. Enrollment will be limited to ten, and preference will be given to postdoctoral scholars who have prior methodological training. Applicants must show evidence of an intellectual interest and commitment to this substantive area and should include vitas with their applications. Stipend support for those admitted will be provided by BJS.

Seminar dates:
July 21–Aug. 15,
1997

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Obituaries, continued

practiced and developed at Minnesota by Arnold Rose and Gregory Stone, the most compelling influence on him may have been the writings of the late Ernest Becker.

Denny began his career as a professor at the State University of New York-Buffalo, and also taught at Portland State University before he returned to Duluth to head the new Behavioral Science section in the Medical School at the University of Minnesota-Duluth.

Dr. Brissett's list of publications is distinguished by careful quality and attention to detail. Working within the tradition of sociologically-based social psychology, he published an important article on collective behavior in the *American Journal of Sociology* before becoming the architect and driving force behind *Life as Theater: A Dramaturgical Sourcebook* which he wrote with his student from the State University of New York-Buffalo, Charles Edgley. That book was the first to bring together in a coherent form writings within the newly emerging dramaturgical tradition which developed in the 1960s and early 1970s.

A prolific writer and sensitive collaborator, Denny published on themes of community, friendship, and public incivility with Ray Oldenburg of the University of West Florida; on interactional processes such as pauses, rhythms, and boredom with his life-long friend and head of the sociology department at Arizona State, Robert P. Snow; on the sociology of health and fitness with Charles Edgley; and was a frequent contributor to the Culture and Society section on various themes, frequently with his former colleague from his days at Buffalo, Lionel Lewis. At the time of his death he was completing a book entitled *A Nation of Meddlers*, the first chapter of which appeared in *Society*. That book is under contract and is being completed by his co-author, Charles Edgley.

Although his writings will be treasured, those of us who knew him or who were privileged to sit in his classes will remember him best for his questions and comments. More than anyone we know, Den was able to transcend the taken-for-granted, and cut to the core of a matter. He was absolutely the best person you could talk with if you were working on a project and wanted to get a better take on the central issue.

As a result, his phone was always busy with colleagues and friends wanting to talk with him about their work. Through all of this, and even at the end, he was gracious and kind, down-to-earth, and pleased to help. On his desk at the time of his death were piles of notes, correspondence and a partially completed manuscript review for one of the many journals who sought Denny's counsel.

One of the most modest, self-effacing men we have ever known, Den would blush at being compared to Simmel or Goffman, and yet he belongs in that company. Like those masters of the art of insight and understanding, his works will be appreciated in a similar manner as they are read, reread, and analyzed.

Students were the other enduring passion of his life, and it is quite impossible to gauge precisely just how much influence he had on them. One thing is sure. If you sat in his classes you never forgot him. His brilliance, quick wit, and down-to-earth demeanor were, to many students, refreshing qualities in a business where pomposity and self-inflation so often reign.

Denny is survived by Kareen, his wife of 34 years, and by four children and two grandchildren. His legacy of scholarship mixed with loyal friendship will forever endure in the lives of those of us who are left to carry on the theoretical and empirical traditions to which he so richly contributed. It will be difficult without his cheerful countenance and wise judgment, but the unforgettable memory of the time we

had together will last forever.

Charles Edgley, Oklahoma State University; Ray Oldenburg, University of West Florida; Robert P. Snow, Arizona State University

Edwin M. Lemert (1912-1996)

Edwin Lemert had just begun work on an article and completed his last book, *The Trouble With Evil* (Albany: The SUNY Press, 1997) at the time of his death in his eighty-fifth year, on November 10, 1996. Few persons of such longevity continue to work so steadily until the last minute. Though Edwin had many interests in life, not the least of which was his large and dispersed family, he was devoted to sociology, which he pursued with a broad intellectual compass. This devotion kept him at work daily in his office at the University of California-Davis, long after formal retirement.

Edwin Lemert is widely regarded as a pioneer in the labeling theory of social deviance, which he preferred to define as societal reaction theory. He was a maverick in many things, beginning with this important theory he first developed in his classic 1951 work, *Social Pathology: A Systematic Approach to the Theory of Sociopathic Behavior*. But while some in the labeling tradition followed an exclusively social psychological path, Lemert insisted on a robust attention to the wider social forces involved in the individualization of socially-imposed identities.

His distinctive gifts of thought and writing were formed early in life. Before receiving his BA in Sociology in 1934, from Miami University in Oxford, OH, Lemert had studied with William F. Cottrell, whose thinking induced a lasting impression on the importance of the historical and the structural in sociological reasoning. During these same years, Lemert studied with Miami's Professor of English, Walter Havighurst, from whom he learned the craft of elegantly worded but honest expression. He completed his PhD in a combined department of Sociology and Anthropology, at the Ohio State University in 1939.

Before coming to teach at the University of California-Los Angeles, he taught briefly at Kent State University and Western Michigan University. Recruited to the University of California-Los Angeles by his Kent State colleague and friend Leonard Broom, Lemert joined a small and growing Department of Sociology and Anthropology there in 1943. At UCLA he was encouraged by a distinguished group of colleagues, including Ralph Beals, Robert F. Heizer, and William Lessa in anthropology; and Ralph Turner, Donald Cressy, Broom, and Philip Selznick in sociology. At UCLA he was also associated with an unusually promising group of graduate students, which included Sheldon Messinger, Scott Greer, John Kitsuse, Aaron V. Cicourel, and others.

His reputation growing, Lemert was invited by Dean Herbert F. Young to become the founding chair of the sociology department of the University of California-Davis, then just emerging as a general campus of the University of California. He and his family moved to Davis in 1953 and he began an association with the campus that lasted over forty years. During that period he not only produced two editions of the central work of his later period, *Human Deviance, Social Problems, and Social Control*, and a great many influential articles, but was also instrumental in recruiting a number of important scholars and launching the graduate program in sociology.

His voluminous writings were put in the finest literary style, yet with constant and scrupulous attention to the empirical evidence, most of which he gathered himself. Those who worked with him

over the years regard his gift for the personal interview, especially with resistant subjects, as masterful. (For one of many examples, see the material appended to *Alcohol and the Northwest Coast Indians*, published in 1954). He was equally at home with native people in the Northwest or the Pacific Islands as with incarcerated juveniles or check forgers in Los Angeles. His gift of respectful comfort with persons different from himself drew on his irrepressible curiosity about the conditions and styles of human behavior.

The topics to which Lemert made definitive and still cited contributions range over a stunningly wide area, including the jury process, stuttering, alcoholics and alcoholism, check forgery, juvenile justice, prostitution, drug abuse, and, of course, the general theory of crime and social control for which he is so justly famous. Lemert was President of the Society for the Study of Social Problems (1972) and of the Pacific Sociological Society (1973) and served as member or consultant to numerous agencies, including Presidential Commissions on juvenile justice, violence, and alcoholism. For a number of years he served on the Editorial Board of the *Quarterly Journal of Studies on Alcohol*. In 1974, he received the E. H. Sutherland Award for lifetime achievement from the American Criminal Justice Research Association.

Ed is missed by his six children—James, Blaine, Sean, Elizabeth, Deborah, Dierdre, and Teri—and by his many grand-children, nephews, and nieces, some of whom were just beginning to realize what his many friends in the intellectual professions had long known: this was a modest, hardworking, and brilliant man, who thought against the grain, and lived an extraordinarily full and productive life.

Charles Lemert, Wesleyan University; Michael E. Winter, University of California-Davis

Richard E. Martin (1941-1996)

Professor Richard E. Martin, 55, a sociologist and administrator at Butler University, Indianapolis, for 31 years died on September 27, 1996.

Professor Martin received his bachelor's degree in 1963 from the University of Indianapolis, a master's degree in 1966 from Northern Illinois University, and a doctorate in sociology in 1972 from Purdue University. He joined the sociology faculty at Butler University in 1965 and was director of continuing education in 1981-1982. He became dean of extended programs from 1982-1988, and served as head of the department of sociology from 1988-1991. He was acting dean of the university college at Butler from 1993 to the time of his death. He was a member of the American Sociological Association and the Midwest and Southern Sociological Societies.

Professor Martin was a participant in mission work in Bolivia, Russia, and Bad River, Wisconsin. He believed in putting sociology to work in solving the problems of everyday life, and he displayed this commitment throughout his teaching, administrative activities, and service to the global and local community.

Memorial contributions may be made to the Richard E. Martin Memorial Award at Butler University.

Kenneth D. Colburn, Jr., Butler University

Anselm L. Straus (1916-1996)

Anselm Straus, Professor Emeritus at the University of California-San Francisco, died of a heart attack on September 5 in San Francisco at age 79. His prolific scholarship took symbolic interactionism into new fields, including nursing, education, and social work,

where his concepts and mode of inquiry have become part of the fundamental vocabulary. He influenced substance and theory in medical sociology, sociology of work, occupations and professions, sociology of organizations, sociology of emotions, and with Barney Glaser created the innovative "grounded theory" method. All these earned him an international reputation.

An alumnus of the University of Virginia, Anselm received both master's and doctoral degrees from the University of Chicago. At Chicago he spent hours with Herbert Blumer discussing ideas and debating perspectives. Ironically, Anselm, who was to become a leading qualitative researcher, did a small quantitative study with Ernest Burgess to expedite finishing his doctoral degree. With his intellectual antecedents in Dewey, Peirce, and Mead, Anselm's work built upon pragmatist philosophy and Chicago school sociology to create the foundation for developing a methodology to study meaning and action.

After finishing his doctorate, he taught at Lawrence College, Indiana University, and the University of Chicago. In 1959, Dean Helen Nahm recruited him to teach research methods at the University of California-San Francisco in the School of Nursing. His research unit with Fred Davis, Leonard Schatzman, Virginia Olesen, and Barney Glaser later became the Department of Social and Behavioral Sciences. He joined in founding the first doctoral program in nursing in the Western U.S. and the department's own doctoral program in sociology which gained eminence in qualitative research, symbolic interactionist social psychology, and medical sociology. This involved a rigorous course in fieldwork and qualitative analysis (often six quarters of coursework in qualitative analysis alone). Anselm retired in 1987, but remained a highly productive scholar and influential mentor to graduate and postdoctoral students in sociology and nursing. He published at least a book each year after he turned 70. He had just finished proofreading his 32nd book the day before he died.

Anselm's career testifies to the power of resilience and lifelong intellectual development. In 1949, he published the first major undergraduate text (with Alfred J. Lindesmith) on symbolic interactionist social psychology, now in its 9th edition (with Norman Denzin). His book *Mirrors and Masks: The Search for Identity* (1959) treated identity, in Blumerian style, as a sensitizing concept and became a classic theoretical treatise linking social psychology with social organization. His *Images of the American City* demonstrated the significance of meaning for understanding urban life and has informed urban sociology. His culminating theoretical statement, *Continual Permutations of Action* (1993), defined a dynamic and ever unfolding sociology in which action, meaning, and structure are continually intertwined.

In the first of many works in medical sociology, he led an interdisciplinary research team (Rue Bucher, Leonard Schatzman, Danuta Erlich, and Mel Sabshin) to produce *Psychiatric Ideologies and Institutions*, a major ethnographic exploration. This book demonstrated the negotiated social order and modified the view of the hospital as a rigid structure and patients as passive nonentities. Later, working collaboratively with colleagues and students from numerous disciplines, he made pioneering contributions to the social psychology of health and illness, most notably with studies of chronic illness, dying patients, pain, risk and danger in medical settings, and the politics of medical care.

This abundant innovative work made numerous contributions including: (1)

Continued on next page

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Obituaries, continued

improvement of care of chronically ill and dying patients, (2) world-wide establishment of qualitative work in medical sociology, (3) development of medical sociology/social psychology of health and illness through substantive analyses, and (4) demonstration of their significance for the larger discipline of sociology. Among his acclaimed, co-authored volumes, are *Awareness of Dying, Time for Dying* (with Barney Glaser); *Chronic Illness and the Quality of Life* second edition (with Juliet Corbin, Shizuko Fagerhaug, Barney Glaser, David Maines, Barbara Sucek, and Carolyn Wiener); *The Politics of Pain Management* (with Shizuko Fagerhaug); *The Social Organization of Medical Work* (with Shizuko Fagerhaug, Barbara Sucek, and Carolyn Wiener); and *Unending Work and Care* (with Juliet Corbin).

Anselm's work with Barney Glaser on grounded theory revived, sustained and reshaped qualitative sociological methodology by providing an intellectual rationale for generations of researchers to justify conducting qualitative studies. *The Discovery of Grounded Theory* preserved sociological qualitative research when positivism increasingly dominated the social sciences. He advanced and refined the original framework in his *Qualitative Analysis for Social Scientists*, and in *Basics of Qualitative Research: Grounded Theory—Procedures and Techniques* (with Juliet M. Corbin).

Not surprisingly, numerous prestigious professional awards recognized his work: the Leo G. Reeder Award for Distinguished Contributions to Medical Sociology, the George Herbert Mead Career Award from the Society for the Study of Symbolic Interaction, the Cooley-Mead Award of the Social Psychology Section of the American Sociological Association, the Helen Nahm Research Lectureship at the University of California-San Francisco School of Nursing, the UCSF Campus Faculty Research Award, and the Cooley Award for best book from the Society for the Study of Symbolic Interaction in 1978 for *Negotiations: Varieties, Processes, Contexts and Social Order*.

Strauss was an invited visiting professor at the Universities of Frankfurt and Constance in Germany, Cambridge and Manchester in England, Paris, and Adelaide. He maintained extensive research networks in Germany, England, Japan, and France. He had consulted on nursing education for the World Health Organization in Southeast Asia in 1962 and 1970.

Anselm was known for his gentle and informal style of teaching. Dozens of students sat in his famous analysis classes or, when his health began to fail, at his kitchen table where class or conversation would invariably open with a smiling, "Now, tell me what you're working on." His kindness was deeply appreciated by the many students whom he invited into his home and into his heart.

When his health became precarious, Anselm was a model in handling his heart problems with the same curiosity, equanimity, and patient tenacity that characterized his work. In both coordinating his work and caring for his health, Anselm and his wife Fran Strauss, made an extraordinary team. Whilst doing major work for the American Civil Liberties Union in her own right, she helped sustain and strengthen his life, his work, his contributions, and his extensive relationships with colleagues all over the world.

Anselm is survived by his wife of 56 years, Frances, of San Francisco and several nephews and nieces. A memorial held November 1st at UCSF packed one of the campus' major auditoriums to hear local, national, and international colleagues and former students remember and celebrate Anselm's life and work.

There will be two observances at the ASA meetings in Toronto in 1997: a special paper session organized by Kathy Charnaz for the Society for the Study of Symbolic Interaction, and a memorial remembrance co-sponsored by SSSI and ASA sections on Medical Sociology, Social Psychology, and Work, Occupations and Organizations on Monday, August 10 at 6:30 P.M. Additionally, there will be memorial sessions in Europe. Adele Clarke and Leigh Star will edit a special issue of *Symbolic Interaction* of papers by junior scholars working in his tradition. David Maines edited a *Festschrift* in Strauss's honor, *Social Organization and Social Process* (1991).

Donations may be made to the Anselm L. Strauss Student Fund, UCSF Foundation, 44 Montgomery St., Suite 2200, San Francisco, CA 94104 or to the American Civil Liberties Union Foundation of Northern California, 1663 Mission St., Suite 460, San Francisco, CA 94103.

Kathy Charnaz, Sonoma State University; Adele E. Clarke, Virginia Olesen, Leonard Schatzman, and Holly Skodall Wilson, University of California-San Francisco; S. Leigh Star, University of Illinois-Urbana/Champaign

Steve Vieux
(1949-1996)

Steve was a scholar, a committed intellectual, and a loyal friend. . . . a difficult combination to find these days, inside or outside of academia.

As a scholar, he was capable of working at the macro and micro level: from theoretical critiques of Theda Skocpol to close-up studies of the impact of neo-liberalism on everyday life. The intellectual problems were derived from concerns derived from practical problems facing the working class. But Steve never let political commitments get in the way of a concern for rigorous analysis and thorough search of documents. He would delight in uncovering obscure sources to illuminate crucial arguments. His theoretical and empirical work was based on a rigorous concern for historical detail to sustain lines of inquiry.

Steve was an imaginative scholar, looking for new ways to analyze old problems, addressing new questions and wrestling with new problems. But most of all, Steve's scholarly concerns always were about people not just abstract ideas.

He produced an original study of Chile which made a significant theoretical contribution to the "transitions" debate. He is a co-author of our forthcoming book, *Neo-liberalism and Class Conflict in Latin America*, where he developed the theory of a neo-liberal policy cycle. The essays we wrote together were read by Marcos of EZLN, the landless rural workers of Brazil, and the miners of Bolivia. He believed in writing what was politically relevant.

Steve wrote critically against intellectuals who served established power ("Intellectuals in Uniform") and was optimistic about the return of socialism ("The Rise, Demise and Return of Communism"). Steve had little tolerance for academic fools and knaves—those small minds who engage in gossip.

Steve was a fighter. He was active as a student, factory worker in unions, anti-war, and civil rights demonstrations in the 1960s and 1970s. Recently, he was invited to speak to trade unionists in Puerto Rico where he was very well received. He wrote in political as well as in academic journals. Even in pain he could get indignant over Clinton's signing the anti-warehouse bill.

Steve was a friend. We first met as student and professor, became close colleagues, and then developed a close friendship. Steve was a loyal and supportive person, someone I could always count on in need. He had a sense of humor. We frequently joked about poli-

tics and personalities.

He was a down to earth person—against all phony academic pretentiousness and posturing—a subject of our private jokes.

We frequently took walks in the nature preserve amidst quiet talks about politics and personal life. Steve would pull up the binoculars and show me beaver, heron or chickadee in the early evening.

We had hardy meals together and after lunch strolled around the campus discussing writing projects.

Steve grew up in Kansas and was an American in the best sense, like Eugene Debs—a sense of justice and fair play for the little guy; but he was also an internationalist: he wrote and defended popular struggles against U.S. imperialism.

Steve was also a great father and husband. He knew how to balance personal commitments with political-intellectual concerns. He would postpone writing deadlines to go for a nature walk with his wife or attend a basketball game in which his daughter was playing.

I will miss Steve because there are few people like him, here or elsewhere.

The best memory we can retain of him is to follow his example of intellectual integrity, political solidarity, and abiding friendship.

Jim Petras, State University of New York-Binghamton

Official Reports and Proceedings

Council Minutes

1996-97 Council
August 20-21, 1996

The meeting was convened at 1:00 p.m. by President Neil Smelser.

Present were: Janet Lippmann Abulughod, Paul Burstein, Patricia Hill Collins, Joseph R. Feagin, Myra Marx Ferree, Cheryl Townsend Gilkes, Maureen Hallinan, Cora Bagley Marrett, Douglas S. Massey, Phyllis Moe, Aldon Morris, Silvia Pedraza, Jill Quadagno, Neil J. Smelser, David A. Snow, Teresa A. Sullivan, Linda Waite, Doris Y. Wilkinson, Charles V. Willie, ASA Staff: Felice J. Levine, Ed Hatcher, Carla B. Howery, Haviland Rodriguez, Phoebe H. Stevenson.

President Smelser called the meeting to order and welcomed the 1996-97 Council, especially the new Council members Paul Burstein, Doug Massey, Phyllis Moe, Linda Waite, President-elect Jill Quadagno and Vice President-corr Amarett.

1. Introductions and Orienting Documents

1. Approval of Agenda

The agenda was amended to include a brief report from the Committee on the Status of Racial and Ethnic Minorities in Sociology, a resolution from the Committee on Teaching, and a report from the Ad Hoc Committee on Graduate Education.

2. President's Report

President Smelser provided a brief overview of plans for the 1997 Annual Meeting and noted his hope of continuing the fine tradition of successful annual meetings.

3. Report of the Secretary

Secretary Sullivan indicated that she had no further report at this time beyond the reports provided in the agenda book and to the third meeting of the 1995-96 Council on August 19.

4. Report of the Executive Officer

Executive Officer Levine also welcomed the new Council. She presented a globe-design paper weight with the 1997 Annual Meeting dates to all Council members to initiate attention to the

1997 Annual Meeting in Toronto.

Levine noted that the 1996 Annual Meeting registration count was at 4824 at noon on August 19. She expressed thanks to Past-President Hallinan and her Program Committee for an outstanding Annual Meeting.

II. Discussion of Draft Code of Ethics and Policies and Procedures

Committee on Professional Ethics (COPE) Co-chair, John Kennedy, joined the Council to discuss and answer any questions about the draft revision of the Code of Ethics. Smelser reported that COPE has been working extremely hard for over a year to produce a revised draft for input from members and from committees, groups, and other entities within the discipline, including Council. He noted that the August Council meeting provided an important opportunity for discussing the revised Code. Smelser also reported that he and Vice President Willie served as commentators at a special session on the Code during the Annual Meeting. He indicated that a revised draft will be prepared this fall for Council's review in January; if approved, the draft will be taken to the membership for vote along with the ASA election in the spring of 1997.

Levine briefly introduced the Code revision and the process of research, analysis, discussion, and wide consultation that was being pursued in rethinking the current Ethics Code and preparing a revision. She said that the Association has been working actively with other learned societies (American Anthropological Association, and the American Psychological Association in particular) which are in a similar process of rethinking aspects of their codes.

Kennedy asked that Council read the draft carefully and review it in light of the current Code of Ethics. The goal in undertaking the revision is to make the new code more educative. For example, more systematic attention is paid to research, teaching, service, and practice; new material has been added on conflicts of interest; the issue of confidentiality is broadened to cover sociologists in all facets of the discipline; and, in addition to the preamble, guidelines for enforcement procedures are clarified to make the Code easier and more effective to deal with ethical complaints.

President Smelser opened up discussion for Council and encouraged Council members to send in their comments. Council complimented the Committee on Professional Ethics for the substantial work COPE had undertaken and was undertaking on behalf of the Association. Council discussion was wide-ranging across a number of aspects of the draft Code. Council asked about the process being followed for disseminating the draft Code and obtaining input from sociologists. Discussion focused on how best to achieve a balance between being specific and informative yet realizing that a Code cannot cover everything. Council members appreciated that COPE was also undertaking a handbook with case examples to facilitate seeing how the ethical standards come into play in real-life circumstances. Council members emphasized the need to make the Code user-friendly and that the outline format with a full table of contents would help with accessibility.

Substantive discussion included the need for journal editors' providing timely and constructive responses; the importance of ethics training for students; recognition of the significance of data access yet the need to clarify the conditions of data sharing; and the need to have non-exploitation go beyond sexual harassment to include racial, gender, sexual identity, and so forth. Some Council members also indicated that the section on "Boundaries of Competence" should emphasize only the ethical issues and be sure to avoid general considerations of competence. Concerns were

also expressed that the use of the term "best practices" may be too vague.

President Smelser noted that Council discussion and any additional individual comments would be very useful to COPE in their further work this fall. Smelser thanked Council for a constructive and focused discussion.

III. ASA Committee Reports

1. 1998 Program Committee

President-elect Quadagno announced that the 1998 Annual Meeting theme is "Inequality and Social Policy." She also presented the list of persons to serve on the 1998 Program Committee along with her, Cora Marrett (Vice President-elect) and Terry Sullivan (Secretary). Council commended President-elect Quadagno for constituting a diverse committee of excellence.

Motion: To approve the 1998 Program Committee. Carried.

2. Publications Committee (Sullivan)

Secretary Sullivan reported that the Publications Committee considered Council's recent discussions about diversity and inclusivity in ASA publications, particularly the ASR. The Committee was aware of Council's consideration of diversity in terms of racial, ethnic, gender, and intellectual diversity. A subcommittee of the Publications Committee, chaired by Wendy Griswold, would further deliberate on the topic. A report will be presented to Council in January.

The Publications Committee is seeking editors and will have ranked recommendations for editors of *Contemporary Sociology*, *Journal of Health and Social Behavior*, and *Sociological Methodology*

Continued on next page

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Minutes, continued

for Council consideration in January. Call for nominations will be available in Footnotes.

3. Rose Series Editor George Farkas has been in discussion with publishers, and there is an offer from Russell Sage to publish the series as well as some other publishing possibilities. A subcommittee (Sullivan, Levine, Hagan, Farkas) will further examine the Russell Sage arrangement and other possible publishers and arrive at the best arrangement for the Association. Smelser noted that the Russell Sage Foundation, in the past five years, has further become a serious primary publisher and that their offer is very promising.

3. Awards Policy Committee

1. The DuBois-Johnson-Frazier (DJF) Awards Committee recommended that the award be an annual award to honor more recipients.

Council discussed the award itself and the possible perception that the DJF Award is an award for black sociologists, thus precluding black sociologists from receiving other ASA awards, especially the Distinguished Career Award. Council reflected on the possibility that, if DJF becomes an annual award, perhaps more non-black sociologists will receive the award, and more black sociologists will be honored with other awards. Council further recommended that the recipient of the DuBois-Johnson-Frazier Award be involved in a public forum to discuss the contribution for which s/he is honored.

Council indicated the importance of ASA's diversity statement permeating throughout the Association. David Snow (Council Liaison) was encouraged to take the discussion back to the Awards Policy Committee and encourage the committee to examine how the various awards committees can use the diversity statement.

Motion: To approve the DuBois-Johnson-Frazier Award to be an annual award. Carried.

2. The Awards Policy Committee considered more explicit guidelines for award committee reports. Every report should consist of the following: Committee composition; process for generating candidates; decision process; actual outcome and decision; recommendation for subsequent committees (e.g., difficulties and strategies).

3. The Awards Policy Committee discussed and reaffirmed the importance of the guidelines for the Jesse Bernard Award: The existing guidelines state that the award can be for a contribution of some duration or for a book. The Awards Policy Committee believes that the Jesse Bernard Award Committee, based on input and responses to an open call for nominations, should make the determination whether the award should be for a sustained contribution or for a book, but not for both in any one year. Council reaffirmed its view that only one award be given every year.

4. The Awards Policy Committee reviewed the award policies for Sections, and the process whereby sections add new awards or change awards' names. Council reaffirmed that, as long as the section follows the current guideline (3 awards with 1 reserved for students), sections are encouraged to be creative in what they honor and how they name awards.

5. The Awards Policy Committee indicated that the current meeting time at the Annual Meeting is not enough for thorough discussion. The Executive Office will note the need and schedule time accordingly.

4. Committee on the Status of Racial and Ethnic Minorities in Sociology

The Committee expressed its appreciation to Council for its deliberation and crafting of the diversity statement. The

Committee is interested in and would like for the 1997 Annual Meeting to have an invitational meeting for selected committees and sections to discuss the diversity statement. Some ASA groups to invite include: the Committee on Society and Persons with Disabilities; the Minority Affairs Program; the Committee on Hate Bias Acts on Campus; the DuBois-Johnson-Frazier Award Committee; the Committee on the Status of Women in Sociology; the Gay and Lesbian Caucus; the Committee on the Status of Racial and Ethnic Minorities in Sociology; and the Sections on Asian/Asian Americans; Race and Ethnic Minorities; Latino/a; Race, Class, and Gender; and Sex and Gender.

Council discussed the importance of linkages between the various units within the Association.

5. The Ad Hoc Committee on Graduate Education

The Committee is continuing under its three-year mandate to identify promising practices in graduate education in sociology around a number of themes, and to share those ideas via publications and workshops. To date the Committee has produced four reports, available from the ASA, and has offered workshops on each of those topics. Additional reports will be published in fall 1996 and workshops on those topics are part of the 1997 Annual Meeting. Council liaison Willie noted that given the importance of graduate education to sociology, Council might consider making this a permanent committee of the Association. He indicated that such a proposal may be made in January.

6. COFRAT

COFRAT, operating under its new mandate, considered situations which have surfaced regarding potential constraints on research and teaching. At its meeting, COFRAT considered the tension between academic freedom and professional responsibility in the classroom. The Committee has requested a session for the 1997 Annual Meeting in order to have a broad-based discussion of this topic.

7. Committee on Sociological Practice

The Committee's Council liaison, Wilkinson, transmitted a number of recommendations to Council: (1) ASA monitor the Federal Registry for funding opportunities, and (2) ASA consider sending representatives to potential funding agencies to increase sociology's visibility, such as the Centers for Disease Control. The Committee also hoped that some of ASA's elected officers would serve as representatives or visit agencies, in addition to the ongoing involvement of the Executive Office staff in a number of outreach and collaborative activities with agencies. Council encouraged the Executive Office to communicate with the Committee to update members about the Association's presence in and involvement with research and funding agencies.

IV. Appointment of ASA Committees

1. Appointments made directly by Council

Council nominated and ranked candidates for the vacancies on the Committee on Executive Office and Budget, the Spivack Program Advisory Committee, and the Council of Professional Associations on Federal Statistics (COPAFS).

2. Report from the Committee on Committees

The nominations of the Committee on Committees for vacancies on ASA standing committees were reviewed by Council. Council ranked recommendations for chairs of committees, as needed.

Motion: To accept Committee on Committee's recommendation. Carried.

Council temporarily recessed at 5:30 p.m. until 8:30 a.m. on August 21.

V. Executive Office Program Reports

1. Minority Affairs Program

Rodriguez discussed the recent activities of the Minority Affairs Program. He provided highlights on the Minority Fellowship Program (MFP), including the new internship component for Minority Fellows, the workshop on grant writing for Minority Fellows, the outreach to new funding sources, and the private meeting of MFP Fellows with Secretary of Health and Human Services Donna Shalala at the Annual Meeting. Rodriguez also discussed the significance of the Minority Opportunities through School Transformation Program (MOST) as it continued to work with 18 departments to achieve inclusiveness and excellence. He noted the success of the summer institutes at the University of California-Santa Barbara and the University of Nebraska. Council offered a number of suggestions for additional funding sources.

2. Academic and Professional Affairs Program

Hovory summarized the new initiatives at the Annual Meeting, including the enhanced Chair Conference, the convening of Directors of Graduate Study, a Focus on Graduate Education day, a Focus on Introductory Sociology day, a poster session on graduate programs, and a rich array of workshops on teaching and on academic life. Outreach to departments and support of departments in a changing higher education environment continue to be high priorities. The 1996 Annual Meeting included the debut of twenty-two new or revised teaching publications. Hovory also noted that the Association continues to work with sociologists in two-year colleges, identifying the similarities and differences between community colleges and other higher education institutions. She indicated as well that work on K-12 education continues to focus on the development of an Advanced Placement examination. Other activities with higher education associations on topics of TA training, peer review, faculty roles and rewards, and part-time faculty are being explored.

3. Spivack Program in Applied Social Research and Social Policy

Hovory briefly summarized the recent initiatives in the Spivack Program, including a workshop in June on reducing school violence. The monograph, *Social Causes of Violence*, has been well received. Monographs on *Rethinking the Urban Agenda* and on *Social Science Perspectives on Affirmative Action in Employment* are in process. Council asked about the development and review of the Spivack monographs. Levine described the process of convening groups of experts on the topic, having a team leader draft the monograph, having the group review it, and sending the monograph to a wide range of outside reviewers including the Spivack Program Advisory Committee.

Council discussed how to engage a wide audience of sociologists in policy discussions. Marrett suggested thinking about new pathways for getting ideas and dissemination of those ideas on policy relevant topics. Levine highlighted some of the Association's efforts to disseminate research to wide audiences.

4. Research Program on the Discipline and Profession

Levine presented the key activities of the research program and outlined the general strategy of collecting and using information about the discipline for more than one purpose. She noted, for example, that the *Guide to Graduate Departments* yields valuable data in addition to the publication. Also, Levine reported that ASA is part of a collaborative proposal submitted to the National Science Foundation to undertake a tracking survey of PhDs approximately six months after receipt of their degree. She emphasized the importance of such

a survey to learn about employment and employment transitions. Council asked the Executive Office to link and perhaps consolidate the various committees that are working on similar agendas in the areas of employment and sociological practice. There was consensus about the importance of sharing knowledge and working together.

5. Public Information and Public Affairs

Hatcher reviewed the goal of the Public Information Program: to make the work of sociological knowledge known to the press and public. He noted that two successful major press conferences, one on immigration and one on social inequality, were held during the Annual Meeting. They were well attended, and the media coverage of the meeting, generally, was extensive and solid.

Council asked about the process whereby ASA takes public policy positions. Levine reviewed the process of acting only consonant with Council action. In areas of science, research, education, or training policy where ASA policy is well established and clear, the Association acts consistent with policy. Between Council meetings, the President, Secretary, and Executive Officer consult on issues of policy, seeking the view of Council when necessary. On issues beyond science, research, education, or training, the Association is guided by the policy directives of Council.

In terms of Public Affairs work, Levine pointed to three major activities this year: the Association's opposition to HR 1271 (Family Privacy Protection Act); the Association's concerns about specific provisions of the proposed immigration reform act that affected researchers, teachers, and students; and the Association's efforts to protect the social and behavioral sciences within NSF, both budget and structure.

VI. Follow Up Business

1. Fund for the Advancement of the Discipline (FAD)

Twenty-four proposals were submitted to the Fund for the Advancement of the Discipline in this grant cycle, two of which were for conference proposals. The subcommittee of Council, serving as the advisory committee to FAD, emphasized the importance of this source of support and the need to encourage the development of innovative, quality research through such seed money. Council affirmed the value of continuing to use FAD support to invest in launching important research of junior investigators and minority scholars.

VII. Budget Analysis and Review

1. Review of the 1996 Budget

Secretary Sullivan indicated that she was pleased that 1995 ended with a surplus despite Council's having approved a deficit budget. Budget projections are conservative on the revenue side and as complete as possible on the expenditure side. The 1995 audit affirmed the good financial health of the Association, including its restricted funds.

Sullivan provided an overview of the 1996 situation. With close monitoring of expenditures and a successful Annual Meeting, 1996 should end satisfactorily. Membership renewals are coming in as expected, with about 13,000 members projected as a final total. (She noted that the new dues structure will take effect in 1997.) Also, Sullivan reported that journal subscriptions are holding steady. The value of additional marketing efforts, such as offering institutional discounts on the second and subsequent journals, is being examined. The JSTOR project may encourage subscriptions, because the back issues will be available electronically.

Council discussed the budget including the possible sale of the Executive Office building and costs associated with relocation. Some repairs, notably a new roof, are anticipated. Levine out-

lined the computer needs of the office, the success at paying off the past loan, and the anticipated upgrades in the future. Having a "rolling" approach to computer enhancements will prevent a single large expenditure.

Council asked about ASA investments and the impact of any potential downward market shifts. Sullivan described the investment philosophy and the review of investments and brokers now underway. Council complimented the new functional budgeting and accounting process, which gives a clearer picture of the expenditures of different programs and activities. Sullivan reviewed the purpose of such accounting, to give the Association a picture of functional as well as direct costs.

Given the changes in the dues categories and the elimination of "Emeritus" as a dues renewal category and the incorporation of those members in their appropriate income categories, the use of the emeritus category for Annual Meeting registration needs to be clarified.

Motion: to add to the Annual Meeting registration fee a category for "low income," defined by the same criterion as that dues category, directed at unemployed, and low income retired sociologists.

Motion: to approve the proposed rate structure for the 1997 Annual Meeting registration fees as presented. Carried.

VIII. New Business

1. Time of the Business Meeting

President Smelser indicated his desire to rethink the timing of the business meeting to encourage greater attendance.

2. Business Meeting and Other Resolutions

The current procedures for members' advancing resolutions at the Business Meeting or at other times were provisional. Council discussed these improvements and the results.

Motion: To approve the procedures for submitting business meeting or other resolutions as operating policy of the Association. Carried.

3. Teaching Endowment Fund

The Committee on Teaching requested that the Teaching Endowment Fund be included on the dues renewal to allow members to make contributions.

Motion: To add the Teaching Endowment Fund to the dues renewal form to solicit member contributions. Carried.

4. Aligned Associations

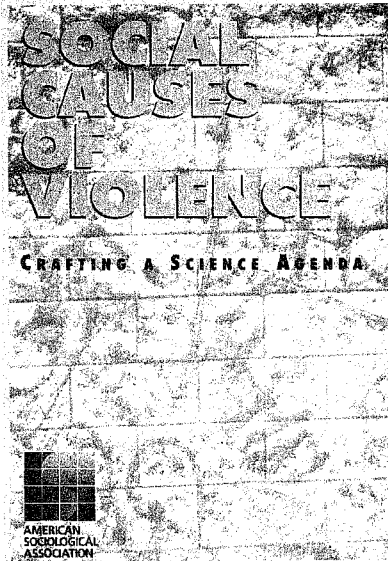
Council asked for clarification of ASA's links with other sociological associations and for a discussion on same. Levine noted the effective relationship with regional and aligned associations and ASA's efforts to work cooperatively. Hovory summarized the meetings that ASA hosts with aligned associations at every Annual Meeting and some of the topics these groups discussed. Levine also discussed the plans to advertise and promote the 1997 meeting, including outreach through the Canadian Sociological and Anthropological Association.

The Council adjourned at 12:15 p.m.

Classified Ads

I'll bring out the best in your book or paper. Expert editing for style, clarity, meaning. Twenty years' experience including *ASR*, *SPQ*, *Sociological Theory*, *Justice Quarterly*, *Demography*. Karen Feinberg, 5300 Hamilton Avenue, #1704, Cincinnati, OH 45224; (513) 542-8328; 73732.1064@compuserve.com.

The American Sociological Association presents



by Felice J. Levine and Katherine J. Rosich

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The Sydney S. Spivack Program in Applied Social Research and Social Policy Fellowships

1997 Community Action Research Fellowships

Deadline: February 15, 1997

Program Description: To encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear in addressing community-identified issues and concerns. Fellowship applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects.

Awards: Fellowship are likely to range from \$1,000 - \$2,500 to cover direct costs associated with the project; these funds cannot be used as a salary stipend (including course release). Approximately four Fellowships will be awarded each year.

1997-98 Congressional Fellowship

Deadline: March 1, 1997

Program Description: The Fellowship brings a PhD-level sociologist to Washington, DC to work as a staff member on a Congressional Committee or in a Congressional Office. This intensive four to six month experience reveals the intricacies of the policy making process to the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

Award: The stipend for the Fellowship is \$10,000.

For more information on either of these two fellowships, write to: Spivack Fellowships, American Sociological Association, 1722 N Street, NW, Washington, DC 20036.

This is your last issue

. . . unless you have renewed your ASA membership for 1997. Please refer to the expiration date on your mailing label.

For those individuals who have not yet renewed, a second notice was mailed in mid-December. Also note that only members who have renewed in 1997 will receive ASA journals as journals will not be mailed to non-renewals.

ASA membership is on a calendar year basis, January 1-December 31.

Individuals joining after January 1 will receive back issues of selected journals. Unless specifically requested, back issues of *Footnotes* will not be provided to late-renewals.

If you need assistance, please contact the ASA Membership Department at (202) 833-3410, x389, or by e-mail at membership@asanet.org.

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2000--August 12-16
Washington, DC

Footnotes

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Send communications on material, subscriptions, and advertising to: American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 833-3410; executive.office@asanet.org.

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