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Footnotes

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Maldonado Joins Staff



Lionel Maldonado, University of Wisconsin-Parkside, is the new ASA Assistant Executive Officer. He will have special responsibilities as the Director of the ASA Minority Fellowship Program, succeeding Paul Williams whose term ends in June. The MFP Director will seek new sources of funding for the fellowship program, as well as help with Executive Office projects such as liaison work with committees, writing for FOOTNOTES and representing ASA interests on Capitol Hill.

After receiving his PhD from the University of Oregon, Maldonado taught at the University of Utah and then moved to the University of Wisconsin-Parkside in Kenosha, WI. His major research and teaching interests are in race and ethnic relations, sociology of education, research methods, and social stratification.

Maldonado is active in the ASA and has served on the Minority Fellowship Committee and the Committee on the Status of Racial and Ethnic Minorities in Sociology. He currently is a member of the Editorial Board for *Contemporary Sociology*. On the state scene he served as treasurer and president of the Wisconsin Sociological Association. He is Program Chair for the 1985 Society for the Study of Social Problems meeting.

Council Takes Action on Multifaceted Initiative on Certification and Licensure

by Bettina J. Huber

A little more than a year ago, ASA Council put a multifaceted program in place designed to begin dealing with the issues surrounding certification and licensure. This program has four major components: initiating a dialogue with the American Psychological Association (APA) and the National Association of Social Workers (NASW) about the implications of licensing laws for sociologists; encouraging investigation of the consequences of certification and licensure for the development of the social and behavioral sciences; developing a network of state monitors charged with tracking licensing legislation in their states; and establishing a formal certification program. Three of these matters received attention at the most recent Council meeting in early February.

The network of state monitors was not discussed, but the Executive Office has been in the process of recruiting monitors over the past year. The governing board of the Midwest Sociological Society has been particularly helpful in identifying potential monitors in its region. At present, 20 monitors have been appointed (see page 3) and new volunteers are being sought for unrepresented states. Although sociologists with established contacts among their state legislators may find the role easier to fulfill, all volunteers are welcome. Initial experience with the monitoring program has shown that its success will depend on the energy and commitment of sociologists in individual regions.

At its February meeting, Council considered preliminary drafts of two letters. One is to go to APA and NASW; it was approved subject to final editing. Once the letter has been finalized, it will serve as the means of setting up a preliminary meeting between ASA's President and Executive Officer and representatives of APA and NASW. One of the issues to be explored in the ensuing dialogue is the question of admitting people with training in sociology to social work and psychology licensing examinations. The second letter also was approved in principle and is to go to the appropriate sections of organizations such as the National Science Foundation, National Research Council, Social Science Research Council, etc. It asks these groups to consider establishing working groups to investigate the consequences of widespread licensure for the development of the social sciences.

In addition, Council considered the certification program developed by the Ad Hoc Committee on Certification. A report on the proposed program was accepted by Council at its August meeting in San Antonio, but detailed consideration was deferred until February. In the interim feedback was sought from the membership.

In all, the Executive Office received approximately 55 letters commenting on the certification proposal. Some focused on major difficulties or shortcomings of the program, while others expressed concern about more minor features. Categorized in terms of their attitude toward certification, 44% of the letters clearly favored it while 26% opposed it and the remainder expressed no opinion on the general desirability of certification or were ambivalent about it.

Once the letters of commentary arrived at the Executive Office, a detailed summary was circulated to all members of the Ad Hoc Committee on Certification. On the basis of this summary, the Committee decided to modify its initial proposal in a number of respects. The modifications deal with three matters: clarifying certification criteria; areas of specialization at the PhD level; and bureaucratic requirements (i.e., fees and letters of recommendation). The Committee prepared a second report summarizing the program, members' comments and the

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New Award for Distinguished Career in Practice of Sociology

At its February meeting, ASA Council unanimously approved a proposal for a new ASA award. The award will recognize an individual for a distinguished career in the practice of sociology. The nominations and selection will occur in the summer of 1985, with the first award presented at the 1986 annual meeting in New York.

An ad hoc committee drew up the proposal and the definitions and eligibility criteria associated with the award. The committee included Albert Gollin, Newspaper Advertising Bureau, Chair; Martha R. Burt, Urban Institute; and David Myers, Decision Resources.

The following definitions and eligibility criteria were adopted by Council and will be used in making the selection for the first award:

Career—For the purposes of this award, a "career" shall be taken to mean not less than a decade of full-time work involving research, administrative or operational responsibilities.

Settings—The work can have been carried out as a member of or consultant to private or public organizations, agencies or associations, or as a solo practitioner.

Distinguished Contributions—Among the prime hallmarks of accomplishment are these:

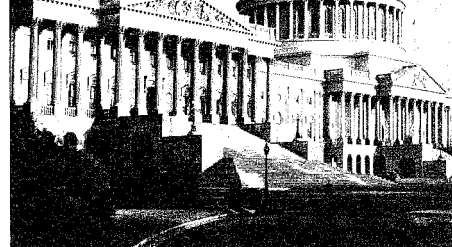
- Work that has facilitated or served as a model for the work of others engaged in sociological practice, i.e., the application of sociological knowledge, concepts or methods.
- Work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole.
- Work that has been honored or widely recognized outside the discipline (locally or nationally) for its significant impacts, particularly in advancing human welfare.

See Award, page 2

A Capital Welcome!



Del. Walter E. Fauntroy



U.S. Capitol

Greetings. It is my pleasure to welcome the American Sociological Association to the Nation's Capital on the occasion of your 80th annual meeting.

In bringing together sociologists and social scientists from across the country, your meeting affords them the opportunity to exchange information and share the latest developments in the ever changing field of social sci-

ence. I trust that your members and convention participants will find this year's meeting both enlightening and productive. As the Representative of the District of Columbia in the Congress, I hope you will find time to enjoy the sights and sounds of our city. You have my best wishes for a most successful meeting.

Walter E. Fauntroy
Member of Congress

Sociologists Receive Fellowships

Four sociologists were among 15 recipients of the Rockefeller Foundation's national Minority Group Scholars Fellowships for 1984. The four were selected from a pool of 115 applicants and will be part of the program's continuing emphasis on understanding and resolution of minority-group issues in the U.S. The sociologists and their research topics are:

Walter L. Davis, Assistant Professor and Chair, Department of Sociology, Tougaloo College, "The Professional Socialization Experience of Minority Medical Students";

Ida R. Mukenge, Associate Professor, Department of Sociology, Morehouse College, "Family Relationships, Family Structure and Intergenerational Mobility";

Melvin L. Oliver, Assistant Professor in the Department of Sociology, University of California-Los Angeles, "The Social Structure of Urban Black Social Support Networks";

Christopher B. Smith, Associate Professor and Chair, Department of Sociology, Mount Saint Mary's College, "Private Residential Integration in a Northern City: A Longitudinal Analysis of the Inter-racial Contact Hypothesis."

Initiated in 1979, the fellowship program has granted more than 90 research stipends for projects ranging from education and government to employment, housing and civil rights. While the deadline for the 1985 competition has passed, any questions for future awards can be sent to: Research Fellowship Program for Minority-Group Scholars, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036; (212) 869-8500.

Annual Meeting

The new deadline for the ASA Medical Sociology Section session, "Disserations in Progress," during the Annual Meeting is May 1. Send one copy each of submissions to: Janet Gans, NORC, 6030 S. Ellis, Chicago, IL 60637; (312) 926-1200/493-6330, and Adele Clark, 136 Whitney, San Francisco, CA 94131; (415) 821-4162. For further details on submissions, see the original announcement in the "Call for Papers" column of February 1985 FOOTNOTES.

ASA FOOTNOTES

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Council, from page 1

suggested modifications for Council's February meeting. On the basis of this report, Council approved the certification program as modified. During the next few months, standing committees will be established for each area of PhD certification. These groups will be charged with drawing up detailed procedures for their areas of specialization. In addition, an ad hoc committee will be appointed to develop the master's level written examination.

At the PhD level, the newly-approved certification program consists of a set of procedures that serve as the basis for certification in six specialty areas: demography, law and social control, medical sociology, organizational analysis, social policy and evaluation research and social psychology. The first area was added in light of member comments. These six areas represent domains in which application of sociological knowledge is well-developed and a substantial applied literature exists. They are defined in terms of content rather than particular research strategies because major sociological methodologies are equally applicable to a broad range of topics. Although the specialty areas are clearly distinct, they are not meant to be mutually exclusive. In some instances, therefore, whether certification is sought in one area or another is a matter of individual choice. For those seeking certification in several areas, certification and recertification fees for areas other than the first are reduced significantly.

Regardless of the area in which certification is sought, the general requirements are the same. Requirements are equivalent to those of allied disciplines and are as follows:

1. A PhD from a regionally-accredited institution. This training should include relevant methodological training and courses central to the area in which certification is sought.
2. At least two years of post-doctoral experience in the appropriate field of specialization. In most instances, this will have been acquired outside the confines of the university, under competent supervision, in an organization concerned with application of social science knowledge.
3. Demonstrated professional competence.
4. Submission of three letters of recommendation, one of which must be from a member of the Association.
5. Full membership in ASA and explicit agreement to adhere to the Association's Code of Ethics.

For applicants who meet all of the above requirements except that of experience, a two-year "Provisional Certification" is provided.

Once approved for certification, applicants will be issued a certificate that is valid for two years. Upon payment of an appropriate fee, and completion of any requirements for continuing education that may be mandated, certification will be renewed for additional two-year periods.

Specialty certification is not really feasible at the master's level, since most programs stress exposure to an array of sociological subfields rather than immersion in one area of study. Training in major sociological research strategies, on the other hand, tends to be thorough and rigorous. Moreover, such training represents the discipline's strong suit, as social research skills are sought-after and valued by many employers in the applied arena. Although such skills include those essential for research per se, broader analytic and problem-solving skills are also part and parcel of training in sociological methodology. The latter are useful in a wide variety of occupational contexts ranging from corporate management to social service agencies.

Since evidence of sound methodological training might provide master's level sociologists with a competitive edge in a tight job market, ASA Council resolved to use the designation "Applied Social Research Specialist" to certify sociologists with master's degrees. Needless to say, the primary purpose of doing so is not to certify researchers, but to give formal recognition to a set of research-related analytic skills that are useful for a broad spectrum of occupations.

Certification at the master's degree level is to revolve around familiarity with several sociological research and data analysis strategies. More specifically, the following will be required:

1. A master's degree in sociology, or its equivalent in another social science, from a regionally-accredited institution.
2. The equivalent of one year of experience in data collection and analysis. This generally will have been acquired during the process of fulfilling requirements for the BA/BS and MA/MS degrees.
3. Two letters of recommendation.
4. Full membership in ASA and explicit agreement that one will adhere to ASA's Code of Ethics.
5. Successful completion of a written examination.

The examination is to consist of several parts. The core exam, which is required of everyone, will focus on essential methodological and statistical procedures. In addition, applicants will complete one of four elective examinations in survey research, demographic techniques, advanced quantitative analysis (e.g., multivariate regression analysis, etc.), and qualitative analysis (e.g., case studies, organizational analysis, etc.). For practical purposes, both parts of the examination will consist of multiple choice questions, but they will be sufficiently rigorous to reasonably test general analytic ability and professional competence.

ASA's new certification program is not an end in itself, but a means to an end. That is, its purpose is to provide a tool that various groups can use to advance their own and the profession's prospects. State groups trying to win approval of formal licensure may find the existence of a national certification program an asset. Similarly, departments might be able to use certification requirements as a rationale for preserving or increasing their resources. In addition, certification should provide an additional qualification and identifying characteristic that will assist

sociology graduates in dealing with the pressures of a highly competitive job market.

A detailed outline of the certification procedures is available from the Executive Office. Direct requests to: Bettina Huber, American Sociological Association, 1722 N Street NW, Washington, DC 20036.

(See related story, page 3)

Award, from page 1

Council also approved the ad hoc committee's recommendation that the committee chair and at least half of the committee's members represent the "nonacademic" sector of ASA membership, i.e., those with extensive experience working in applied settings or as sociological practitioners. President Kai Erikson has appointed the following selection committee: Albert Gollin, Newspaper Advertising Bureau, Chair; James McCartney, University of Missouri; Paul Reynolds, University of Minnesota; Larry Suter, National Center for Educational Statistics; and Yolanda Wesley, Equitable Life Assurance Society. The Committee is now soliciting nominations for the 1986 award. Use the form below to submit nominations. The Committee will be in contact for supporting materials that clearly document the contributions of the nominee.

Upon receiving confirmation of Council's action, Gollin commented: "With the establishing of this career award, we can now give recognition to sociologists who have been exemplars of the craft of sociological application.

"I can think of many now deceased whose names would have been high on anyone's list of deserving candidates. Outside academia, there was Stuart Rice, famed for his policy skills in and out of government; Barney Berelson, in communications and population programs; and Donald Young, in the foundation world.

"Then there were some in academia who achieved eminence off campus as well: Paul Lazarsfeld, in advertising, marketing and the mass media; and Sam Stouffer, in wartime military organization and manpower.

"Sociology gained significantly in public esteem from the labors of such people. Now we can acknowledge similar achievements of those who are still among us." —CBH

The Selection Committee for the ASA Distinguished Career Award for the Practice of Sociology invites nominations for the Award, which will be conferred in 1986. This deadline permits the Committee adequate time to collect supporting materials on nominees and to notify the winner a year in advance of the award ceremony.

The nominee should have at least a decade of fulltime work involving research, administrative or operational responsibilities. The work should have been carried out as a member of or consultant to private or public organizations, agencies or associations, or as a solo practitioner; the work should be recognized as a model for the work of others engaged in sociological practice, as work that has advanced the utility of sociology and/or work that has been widely recognized outside the discipline.

Please make nominations no later than June 30, 1985, using the form below.

Return by June 30, 1985, to: Albert E. Gollin
366 Central Park West #12-E
New York, NY 10025

I nominate the following person as a candidate for the 1986 ASA Distinguished Career Award for the Practice of Sociology:

Name _____

Address _____

I have included a statement documenting the nomination in terms of the Award criteria. I can be reached at the address below to provide supporting materials:

(Print name) _____

(Address) _____

(Signed) _____

State Licensure Monitors Appointed; More Volunteers Needed to Serve

About a year ago, ASA Council decided to appoint one or more ASA members in each of the 50 states to act as the Association's monitors or representatives with regard to licensing issues. Monitors are responsible for keeping track of current and pending legislation, as well as knowing about the hiring guidelines of public agencies that employ sociologists. Should laws or hiring regulations be promulgated that run counter to the profession's interests, monitors are responsible for alerting colleagues and orchestrating opposition or organizing support for desirable policies and procedures. Wherever possible, ASA will provide state membership lists, the names of sociologists in other states who have dealt with similar problems and expert testimony when it is deemed appropriate.

The following people (listed alphabetically by state) have been appointed state monitors during the past 12 months.

- William D. Lanson, Chair, Department of Sociology and Social Work, Alabama State University, Montgomery, AL 36195
- John S. Miller, Associate Dean, College of Liberal Arts, University of Arkansas, 33rd and University, Little Rock, AR 72204
- Lucy W. Sells, Vice President for Legislation, California Women in Higher Education, 1181 Euclid Avenue, Berkeley, CA 94708
- Judith B. Gordon, Gerontology Program, 300 Orange Avenue, University of New Haven, West Haven, CT 06516
- Glenn H. Carlson, Kenney, Carlson & Warren, P.C., Suite 209, 2600 Virginia Avenue NW, Washington, DC 20037
- William M. Cross, Department of Sociology, Illinois College, Jacksonville, IL 62650
- R. Dean Wright, Department of Sociology, Drake University, Des Moines, IO 50311

- Richard P. Devine, 143 Ricketson Street, New Bedford, MA 02744
- Ann G. Olmsted, Office of Medical Education Research and Development, Michigan State University, Fee Hall, East Lansing, MI 48824
- Thomas McDonald, Department of Sociology & Anthropology, North Dakota State University, Fargo, ND 58105
- Joseph V. Scelsa, 1806 Hering Avenue, Bronx, NY 10461
- Nelson Reid, Department of Sociology, North Carolina State University, Raleigh, NC 27650
- Jay L. Gibson, 563 Howell Avenue, Cincinnati, OH 45220
- Charles W. Tucker, Department of Sociology, University of South Carolina, Columbia, SC 29208
- Richard K. Thomas, Baptist Memorial Health Care Systems Inc., 899 Madison Avenue, Memphis, TN 38146
- Clifford M. Black, Department of Sociology/Anthropology, North Texas State University, Denton, TX 76203
- R. A. Steffenhagen, Department of Sociology, University of Vermont, 31 South Prospect Street, Burlington, VT 05405
- Barbara W. Berry, Post Office Box 12758, Norfolk, VA 23502
- Larry A. Jones, 1621 4th Avenue, North, Seattle, WA 98109
- Robert Bendiksen, Department of Sociology, University of Wisconsin, LaCrosse, WI 54601

Volunteers are sought to serve in states that have no monitors as yet. Knowledge of state government, contacts with local legislators and familiarity with the issues surrounding licensure are assets to monitors, but are not required. Anyone who is willing and eager to take the initiative in this area is encouraged to volunteer. If interested in serving, please write or call Bettina Huber at the ASA Executive Office.

Yugoslav Sociologists Sentenced

Three participants in an unofficial sociology seminar in Belgrade, Yugoslavia, have been sentenced to one to two years in prison for "disseminating hostile propaganda." Two other defendants in the case are awaiting separate trials on "conspiracy" charges and charges against a sixth defendant have been dropped for lack of evidence.

Sociologist and former Brandeis University student Milan Nikolic, 37, was given an 18-month sentence in his case; his conviction was based on a term paper he wrote at Brandeis, which was discussed in the seminar and presented as evidence in the trial. The six defendants were arrested in April 1984 during a seminar meeting that featured author and dissident Milovan Djilas, who was not arrested.

Although the sentences were considered milder than usual, Yugoslav dissidents and Western supporters see the trial as an indication of a crackdown on intellectuals. At the time of the arrests, the ASA issued a statement calling for the scholars to be released and defending freedom of speech for sociologists and scholars in general. To support this effort, contact ASA Executive Officer William V. D'Antonio.

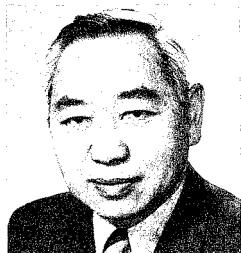
Miyamoto Named to HHS Advisory Council

S. Frank Miyamoto, PhD, Professor Emeritus of Sociology at the University of Washington, Seattle, has been appointed by Secretary Margaret M. Heckler, Department of Health and Human Services, to the National Advisory Mental Health Council. This Council, a group of 12 distinguished persons who are experts in science, education and public affairs, and lay citizens with special interests in mental health problems, is advisory to the Secretary, to the Administrator of the Alcohol, Drug Abuse and Mental Health Administration, and to the Director of the National Institute of Mental Health.

ican Lake; and, from 1945-1980, Assistant Professor to Professor, Department of Sociology, University of Washington. From 1982 to the present, Miyamoto has been Chair of the Research Committee for the U.S. Commission on Wartime Relocation and Internment of Civilians. He has served on various university and dean's committees concerned with ethnic studies, minority faculty and minority students in graduate programs at the University of Washington.

His professional memberships include the American Sociological Association, the Pacific Sociological Association and the American Association for the Advancement of Science. His research and teaching specialties are in social psychology, collective behavior and race and ethnic relations.

Miyamoto's appointment is a welcome one because of his expertise in the behavioral sciences and his experience with other Public Health Service committees, such as the NIH Behavioral Sciences Study Section, the NIMH Social Sciences Research Review Committee, and the NIMH Research Scientist Development Review Committee. He has also served as Technical Consultant to the Center for Studies of Minority Group Mental Health, NIMH.



Miyamoto received his BA and his MA degrees from the University of Washington and his PhD from the University of Chicago. His professional experience includes Assistant Dean and Acting Dean, College of Arts and Sciences, University of Washington; Chair, Department of Sociology, University of Washington; Research Consultant, Mental Health Research Institute, Department of Institutions, State of Washington; Consultant, Veterans Administration Hospitals, Seattle and Amer-

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The American Sociological Association is pleased to announce that Karson Travel has been appointed travel coordinator for the 1985 ASA Annual Meeting to be held in Washington, D.C. during the dates of August 26-30, 1985. They have made special arrangements to offer discounted airfares on major airlines for our attendees and exhibitors.

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Workshop on Graduate Education

The ASA Teaching Services Program will hold a workshop on "Strengthening Graduate Education in Sociology" on May 30-June 1, 1985 at Indiana University in Bloomington, IN. At this workshop, participants will review curricula and requirements in graduate sociology programs; discuss effective roles for directors of graduate studies and departmental and university-wide graduate committees; identify special challenges faced by graduate sociology programs; develop ways to teach graduate students special skills and other competencies; draft faculty development programs for graduate faculty and for contact with alumni teaching in smaller schools or working in sociological practice; enhance the special role of the small PhD or terminal MA graduate program.

The staff for this workshop are: Maurice Garnier, Indiana University; Paul Gray, Boston College; Carla B. Howery, ASA; Caroline Persell, New York University; Kathleen Crittenden, University of Illinois-Chicago. The fee for the workshop is \$165 for ASA members and \$200 for non-members. The fee includes registration, materials, lunch and coffee breaks. A \$50 deposit is due with the application, refundable up to May 15, 1985. Applications are due at the ASA Executive Office by April 30, 1985.

1985 ASA Annual Meeting

Name: _____
Company: _____
Address: _____
Phone: _____
Dates: _____ Days: _____
Departure City: _____
Time of Departure: _____
Time of Return: _____
Return Date: _____

Observing

The Federal Budget for FY1986

The Consortium of Social Science Associations (COSSA), the Council of Professional Associations on Federal Statistics (COPAFS) and the National Humanities Alliance (NHA) will have their hands full again this year, defending various agency budgets that come under their purview. At this stage in the federal budget discussions, they are urging me to urge you to contact your senators and representatives and tell them of your distress about the proposed cuts in the research, fellowship and related budgets that play such an important part in our lives.

We have been assured by officials of funding agencies that letters to members of Congress make a difference. As of this writing, for example, it is reported that letters to Congress protesting the cuts in NIH funding are coming primarily from members of the bio-medical sciences. Those of you who have received grants in the past from NIH or NIMH, have them now or are preparing proposals for them are especially urged to seize the moment and let your congressional leaders know about the importance of your research.

Several forces merit the attention of those interested in federal funding of research, fellowships and education in general. During the past three years, Congress has grown increasingly independent of the President in deciding how to distribute funds. Indeed, in several areas (e.g., applied research fellowships at NIMH), Congress consistently has blocked the President's efforts to eliminate funding for programs. Also, during the past three years, support for social science research has grown among congressional leaders in both houses.

This encouraging development is tempered by increasing concern about the federal deficit. The President is proposing to achieve an overall budget freeze for FY 1986 by balancing cuts in social service programs (including cuts in research funding) with increased funding for Social Security and the Department of Defense. For example, the President has proposed an increase of \$6.6 billion in military R&D for fiscal 1986. At the same time, he has proposed a \$500 million cut in total spending for all other R&D. Colin Norman, in the February 15, 1985 "News and Comment" section of *Science*, noted that such austerity would have a particularly strong impact on research at NIH and NIMH.

In the case of NIH, the Office of Management and Budget has devised a plan that would in effect negate congressional action on the 1985 Budget. Congress had appropriated funds enabling NIH to fund some 6,500 new and competing grants in 1985, an increase of 1,500 above the level of the previous year. OMB has directed NIH to use 1985 funds to support some projects and grants for both 1985 and 1986, thereby effectively wiping out the new grants that had been funded by Congress. Imposing the same practice at NIMH will result in a reduction of 75 new/competing research grants for mental health studies.

Strong lobbying efforts will be needed to counter this new development, since social science's allies in Congress will be under severe pressure to freeze or make cuts in social services/non-military programs, especially if they attempt to make significant cuts on the military budget. House Appropriations Subcommittee Chair Sidney Yates of Illinois, a long-time friend and a supporter of the National Endowments for the Arts and the Humanities, acknowledged as much in a recent statement: "You can't just consider the arts in a vacuum. If all the social programs are cut, the arts should be cut as well."

Overall, the FY 1986 proposals for the social sciences, and sociology in particu-

lar, are mixed. For example, while the proposed budget for NEH is down 10 percent (from \$139.5 million in 1985 to \$126 million for 1986), the overall budget proposed for NSF is 4.4% above the 1985 level. Within the social sciences in NSF, economics appears to be the big winner this year, with a 40% increase of \$4 million. Sociology is slated to get an 8% increase from \$3.9 million to \$4.2 million. At the same time, the proposed increases for geography, anthropology and political science are from 1-15% higher than that proposed for sociology, and some of the gain in sociology funds may be wiped out by the fact that the 1986 budget also proposes eliminating the EVIST Program (Ethics and Values in Science and Technology), lodged in the Directorate of Scientific, Technological and International Affairs; it is currently funded at about \$1 million and sociologists who have received grants from this program in the past probably will have to look elsewhere in 1986.

Among other areas proposed for zero funding in 1986 are the Fund for the Improvement of Postsecondary Education (FIPSE), Graduate Education Fellowships totalling nearly \$20 million and the NIMH Clinical Training Program (\$22 million). While these programs have a differential impact on the social sciences, the overall effect of all these rescissions would be severe indeed. An increase of 12% (\$5.3 million) for the National Center for Health Statistics is counterbalanced by proposed level funding for the National Center for Education Statistics (NCES), which is to remain at the same level as during the past three years. The same is true for the National Institute of Education (NIE) and the National Institute of Justice. The Institutes dealing with Alcohol and Drug Abuse are scheduled for increases of 8% and 7% respectively.

Experience with Administration budgets of the past three years, and the Congressional reaction to them, suggests that there is no clear-cut pattern of anti-social science sentiment. In the short run, budgets have been supported or not according to the particular interests of the Administration and/or Congress and whether supporters have been available in sufficient numbers.

The long-run implications are not so clear. Certainly, recent budgets have done nothing to stimulate the revitalization of graduate research and training. Yet we have reason to believe that social science knowledge is gradually being recognized as useful to the common weal. On February 13, 1985, for example, the House Committee on Science and Technology held a special breakfast meeting with COSSA Executive Officers to explore anew the usefulness of the social sciences as the Committee begins work on new science and technology policy. We came away from that meeting with the feeling that the Committee members believe that a social science is useful and can be even more useful, but that they still do not have a firm grasp on the specific ways in which it can be. In educating them further, we need to emphasize the value of the methodology of survey research, the rich lode that is the Census Bureau and the Bureau of Labor Statistics, the work of demographers in establishing census bureaus throughout the developing world, the important pioneering contributions made through *The American Soldier*, the work on race relations, and now on family violence, etc., etc.

One of the most important contributions we can make to remind our congressional representatives about studies such as these and their significance for national welfare. Short, one-page letters with such commentary will be read carefully and appreciated. The resources of the Executive Office alone are not adequate to make the case for the discipline and the profession. You, the members, must recognize and seize the initiative. Meanwhile, the ASA Council has approved seed money to establish a Public Information program. It should help in a small way to bring the message of sociology's importance to the body social and political.

—WVD/A

People

Denise D. Bielby is Visiting Assistant Professor at the Department of Sociology and Women's Studies at the University of California, Los Angeles.

William T. Bielby is Visiting Professor at the UCLA's Graduate School of Management in the Organization and Strategic Studies Area.

Randall Collins has accepted a position as Professor in the Department of Sociology, University of California, Riverside.

Robert Davidson is a postdoctoral fellow at the University of Wisconsin.

Celestino Fernandez was promoted to Associate Vice President for Academic Affairs at the University of Arizona, effective January 1, 1985.

Elihu Gerson, Tremont Research Institute, San Francisco, has been appointed Associate Editor for Computing Information, *Qualitative Sociology*. In each issue, he will report on the latest software and hardware suitable for qualitative data analysis.

Sock-Foon Chew MacDougall, University of Maryland University College, will have her dissertation, "Ethnicity and Nationality in Singapore," published by the Ohio University Center for International Studies and the Ohio University Press this year. The dissertation was supported in part by an ASA Minority Fellowship and an ASA Spivak Dissertation Award.

Elizabeth G. Menaghan, Ohio State University, received the Reuben Hill Award from the National Council on Family Relations for outstanding research article of the year.

Michael Micklin has joined the faculty of Florida State University and is also new Director of the Institute for Social Science Research.

Phyllis Moen, Cornell University, is spending a sabbatical at Catholic University's Center for the Study of Youth Development.

Manfred Kuechler has joined the faculty of Florida State University. He was previously the Executive Director at the Center for Survey Research and Methodology, ZUMA, West Germany.

Claus Offe, University of Frankfurt; **Gerhard Grohs**, University of Mainz; **Godehard Czernik**, University of Mainz; **Franco Ferrarotti**, University of Rome; and **Eric Hobsbawm**, Cambridge University, will each spend part of the 1985 academic year as visiting faculty at the Department of Sociology, New School for Social Research.

James Orcutt, Florida State University, became the Chief Editor of *Social Problems* within the past year.

Jack Nusan Porter is president and founder of The Spencer Group, Newton, MA, a real estate consulting, developing and mortgage brokering company with a national and foreign network.

Richard Quinney, Northern Illinois University, received the Edwin Sutherland Award from the American Society of Criminology on November 9 for his outstanding research and writing in the field over the last 25 years.

Ira L. Reiss, University of Minnesota, received the 1984 Ernest W. Burgess Award from the National Council on Family Relations for meritorious contributions to theory and research in the family field.

Louise Shelley, American University, has been awarded a research grant from the Kennan Institute for Advanced Russian Studies for January-May 1986 for her research on Soviet justice.

Contact

Organized Crime Syllabi Requested

The International Association for the Study of Organized Crime is compiling academic and training syllabi on organized crime. The Association plans to publish the syllabi to make available examples and models for presenting courses relating to organized crime. Persons who have developed such syllabi and would like to have them published should send materials to: International Association for the Study of Organized Crime, Saint Xavier College, 3700 W. 103rd Street, Chicago, IL 60655.

Information on Handicapped Scientists Needed

The American Association for the Advancement of Science, Resource Group of Disabled Scientists, needs to identify as many disabled scientists (including social scientists), to join the Group and to be listed in the 1985 Resource Directory, which lists names and other helpful data about handicapped scientists. If you or someone you know meets these qualifications, contact: Project on the Handicapped in Science, AAAS, 1776 Massachusetts Avenue NW, Washington, DC 20036; (202) 467-4496 (TDD/voice).

Narratives on Communication Needed

Articles that have character development, sensitivity, and human interest in the depiction of actual accounts of incidents which illuminate the topic of communication between men and women (or women and women) in pri-

ent day working arrangements are solicited for inclusion in a planned editing volume by an anthropologist. Articles from persons in professional, public service and business fields should be sent to: Ann Pinson, 1677 Bush Street, Apt. 20, San Francisco, CA 94109.

Chicano Studies Teaching Materials Sought

Materials are requested for an ASA Teaching Resource on "Syllabi and Instructional Materials for Chicano Studies in Sociology." Any of the following contributions would be appreciated: syllabi, course outlines, classroom exercises, research projects, bibliographies, films, etc. We are particularly interested in materials that use an interdisciplinary approach as well as a sociological perspective. Materials used in the publication will be identified according to contributor and institution. Please send materials or inquiries to: Mary Romero, Chicano Studies Program, Campus Box 217, University of Colorado, Boulder, CO 80309.

Newsletter for Migration Studies

A network of individuals conducting research with the "New Ethnicities" is being planned. Of particular interest are immigration and crime, but all studies of immigration, from groups to policy studies, are solicited. Send a brief paragraph of research to: June Staff, Department of Anthropology, State University of New York, Stony Brook, NY 11794.

Assessment Clearinghouse

The Clearinghouse for Environmental and Student Development Assessment, sponsored by the American College Personnel Association, has recently been formed to provide a mechanism for the collection and dissemination of information about instruments and measures of environmental and student development assessment for student affairs researchers and practitioners. Tools for assessment (questionnaires, inter-

views, etc.), designed to measure environmental characteristics of college campuses or college students, are being sought to be included in the Clearinghouse. Please forward recommendations, with author's name and address to: Dr. Patricia King, Coordinator, Clearinghouse for Environmental and Student Development Assessment, Department of College Student Personnel, Bowling Green State University, Bowling Green, OH 43403.

Teaching Materials Needed

The ASA Teaching Resources Center offers over 60 titles about the teaching of sociology. The collection is continually updated and improved. The Center also looks for new publications and has several products under development. Please send submissions to the following editors:

81 Techniques for Teaching Sociological Concepts (revision), Edgar Mills Jr., University of Texas, San Antonio, TX 78285.

Computer Techniques in Sociology (a catalogue of software and programs), Peter Bishop, University of Houston at Clear Lake City, Houston, TX 77058.

Techniques to Teach Concepts in Social Gerontology, Diana Harris, University of Tennessee, Knoxville, TN 37996.

Visual Resources for Teaching Sociology, Richard Mitchell, Oregon State University, Corvallis, OR 97331; David Edwards, San Antonio College, San Antonio, TX 78284.

Do not write the authors for the new products at this time. When the materials are available, they will be widely advertised in *FOOTNOTES* and the *Teaching Newsletter*. Write for a 1985 catalogue of the Teaching Resources Center materials that includes 13 new products that debuted at the annual meeting in San Antonio.

Commission Proposes Policy-Related Research Directions

by Bettina J. Huber

At its January 1984 meeting, ASA Council directed its President, James Short, to establish a "Commission on Sociology and Society." The decision to do so grew out of a lengthy discussion about the role of sociology in the formation of public policy. During the course of this wide-ranging interchange, two underlying concerns emerged: the sense that American society would benefit from greater attention to sociological analyses in the formulation of public policy and the conviction that sociology as a discipline would benefit if more sociologists related their theoretical and empirical work to pressing social issues.

The Commission's initial task, therefore, was "to explore promising areas within the discipline which seem especially pertinent—in both the long and short run—to social policy, and possible mechanisms for mobilizing sociological knowledge on behalf of the common good." More generally, the Commission was charged with examining the interrelationship of sociological analysis and the public policy process, and investigating how each might have a beneficial impact on the other. Since Council did not delineate a specific agenda, Commission members Ronald Burt, Amitai Etzioni, Joan Huber, Cora Marrett, and Peter Rossi, along with Chair Arlene Kaplan Daniels, met in Washington, DC in mid-July 1984 to discuss how to proceed.

In considering the Commission's mandate, two key components were identified: broader policy concerns and narrower professional issues, which revolve around enhancing professional standing and the discipline's public image. The second involves legitimate and important concerns, most of which are already being tackled by other groups and ASA committees. The first set of issues, on the other hand, has received little attention from the Association and presents the more difficult challenge. Consequently, it constituted the Commission's primary focus.

The Commission's recommendation that it should concentrate on the role of sociology in the policy realm was made with trepidation, as its members were well aware of the potential pitfalls of such an endeavor. For one thing, many policy decisions revolve primarily around moral issues, and sociologists can claim no special expertise in dealing with such matters. In addition, if politicians desire a policy decision of a certain type, "experts" can be, and are, brought in to support either side of the issue. Given the current state of the discipline, it is likely that sociologists will find themselves on both sides of any major policy debate, which may not enhance our image.

Although sociologists have been involved in devising concrete social programs, this is not the same as participating in the formation of social policy. Commission members stated that if the

profession hopes to play a greater role in the process of policy formation, it must be able to specify major dimensions of effective policy. If, for example, policymakers are concerned about reducing the use of guns in the commission of crimes, sociologists must be able to specify how this might be accomplished, before they will be taken seriously and asked to make a contribution.

The ability to provide such policy input is not unique to sociology, but there are a number of respects in which the sociological perspective provides an unusual vantage point. In contrast to other social scientists, sociologists tend to focus on the systemic features of the social system. As a result, they are more likely to be sensitive to unanticipated policy consequences that are a function of the system as a whole, rather than individual action. In addition, sociology's emphasis on structure and process leads its practitioners to frame questions differently from other social scientists or enlightened citizens.

After extensive and spirited discussion, the Commission concluded that sociology could play a positive role in the formulation of public policy, and that its potential contribution has not been fully appreciated. As a result, some social programs have been less well formulated and implemented than they might have been had sociological insights received more attention. To change this state of affairs, sociologists must demonstrate how their knowledge and research would facilitate and improve the policy process. At the same time, those sociological efforts to develop social policy that have failed must be dealt with in a straightforward manner.

Commission Priorities

The Commission's extended discussion about the appropriate role of sociology in the policy process brought to the fore a diverse array of issues worthy of further consideration. Subsequently, this varied range of possible projects was narrowed down to four focused concerns.

The Role of Sociology in Past Legislation and Social Programs

Ever since the 1930s, major social programs have been put in place without extensive sociological input. This was the case for older programs, such as the Social Security Act, as well as for recent innovations like the volunteer army. One means of highlighting the potential benefits of incorporating sociological insights into the policy process is to undertake retrospective analyses of several specific programmatic approaches.

More specifically, a number of concrete social programs might be assessed in terms of their successful and unsuccessful features. Two issues would serve as focal points for the analysis: the character of the sociological input and how the programs might have differed had sociological concepts and knowledge been given more weight. What might sociologists

have said that might have made a difference? Could sociological input have led to better policies? In essence, the Commission proposed preparing several social histories of major policy initiatives to illustrate how greater reliance on the sociological perspective might have contributed to better formulation and execution of established social programs. In addition, the social histories might contain some lessons for sociology as a discipline.

The Commission felt two criteria should guide selection of programs for detailed analysis: the significance over time of particular programmatic areas and the special pertinence of sociological skills for the policy issues in question. In light of these criteria, social histories might be constructed for policy initiatives dealing with public welfare (e.g., the Social Security Act and the AFDC Amendments), health care for the elderly, public housing, or the tax structure. Sociology played a relatively small role in the evolution of all these programs, and one can isolate specific ways in which their success might have been enhanced with the addition of sociological input.

In addition to considering programs uninformed by relevant sociological knowledge, the Commission felt it vital to analyze policy initiatives which failed despite extensive sociological input. There are many who argue that sociological intervention in policies relating to crime and deviance, for example, has done great harm and very little good. Social histories of such initiatives should consider what, if anything, sociologists learned from these failures and whether there are additional retrospective lessons for the discipline. To what extent did sociology benefit from its practitioners' forays into the world of social policy and to what extent did they fail because their sociological tools were inadequate?

Defining the Social Import of Future Trends

Although social scientists have not been notably successful at anticipating major social upheavals or significant shifts in public opinion, it is possible to identify a number of trends which unquestionably will alter the social fabric by the year 2000. The Commission proposed that such trends, with clear societal ramifications, could serve as the starting point for sociological analyses designed to define public policies and programs capable of assisting the United States in dealing with emerging realities.

Trends serving as the basis for detailed analyses should meet two criteria: they should be clearly established and closely related to sociology's substantive strengths. In each instance, one might investigate the implications of a trend for concrete social programs at federal, state and local levels; general processes of policy formation; and broader social dynamics.

Most of the trends subjected to analysis would be demographic in character, as only these can be

clearly enough foreseen at this time. A few examples include a shift in the ethnic composition of the U.S. population; the changing age distribution; technological change, especially the effect of computers on industry and society; and the development of a single, worldwide service economy. Alice Rossi's 1983 Presidential address provides a good illustration of how sociological analysis can effectively link demographic and social change. As Rossi notes: "A good starting place for understanding change in gender and parenting roles is several demographic trends: longevity and the sex ratio, marriage and fertility, and household composition" (p. 2 in "Gender and Parenthood," *ASR*, Volume 49, February 1984).

The Sociological Tool Kit

In any attempt to delineate the potential significance of the sociological perspective for the policy process, it is important to highlight particular skills and concepts that the discipline can bring to bear. In defining these tools, the Commission recommended that attention focus on those that are central to sociology and most pertinent to formulating and executing public policy.

An inventory of the sociological tool kit would deal with at least three aspects:

a. The discipline's contribution to the American intellectual heritage. That is, what has sociology contributed to prevailing world views? In dealing with this question, attention should be given to concepts such as social class, peer groups, ethnicity and gender, charisma, relative deprivation and the informal group. In addition, sociology's contribution to the intellectual apparatus of modern law and political thought, among other things, might be considered.

b. Sociology's technical contributions to the public's understanding of society. Examples include the census (especially the area probability sample), public opinion polling and network/contextual analysis.

c. The role played by sociological concepts and procedures in the ongoing evolution of American intellectual discourse (e.g., corporate culture, quality circles, etc.).

In considering these features of the sociological tool kit, disciplinary skills that are useful currently should be highlighted, and where sociology might make a greater contribution to the policy process should be indicated. This, in turn, might prove useful to graduate departments assessing the adequacy of their curricula.

The Sociologist as Social Critic

Most sociologists and social scientists who play a role in the policy process do so by providing advice to policymakers. Sometimes they hold staff positions, but more often they provide formal or informal expert testimony about the policy implications of a given body of research. A few social scientists play a different role, however. Instead of working inside the policy system, they remain on

its fringes and function as social critics. That is, they comment on the current state of major social institutions and thereby have an indirect impact on developing policy initiatives.

The Commission concluded it might be worthwhile to investigate how sociologists could be more effective in this role. Insight into the matter might be gained by examining the tactics and techniques of past and present social critics.

Implementing Commission Priorities

In a report considered at ASA Council's late August meeting in San Antonio, the Commission indicated that the research priorities outlined above could be explored most advantageously within the context of a conference or an edited volume. In discussing the report, Council members agreed that the priorities delineated by the Commission were important and worthy of serving as research foci but that an ASA-sponsored conference or volume was not the best means of fostering such research. Such a strategy would amount to dictating disciplinary development, which was viewed as an inappropriate activity for ASA Council.

In light of its reservations about the Commission's proposed means of fostering research examining the interrelationship of sociological analysis and the policy process, Council decided to seek other avenues of attaining the goals outlined by the Commission. One mechanism suggested was to publicize the Commission report and encourage members to pursue the research priorities that were delineated. Another was to have the committee charged with administering the Problems of the Discipline program encourage submission of proposals dealing with the Commission's suggested research priorities. The next deadline for submitting POD proposals is November 15, 1985; Committee Chair, Glen Elder, has indicated that he would welcome proposals seeking to explore the research domains delineated by the Commission on Sociology and Society.

Classified Ads

I can help you with your article, book, or paper. Expert editing for style, clarity, mechanics. Experienced in sociological material. Karen Feinberg, 5755 Nahant, Cincinnati, OH 45224; (513) 542-8328.

Race and Ethnic Relations, 4th ed., by Brevton Berry and Henry L. Tischer. A new printing of this classic text is now available. Orders or exam copies: Stratton and Forbes, Box 72, Sudbury, MA 01776.

1985 Annual Meeting
August 26-30, 1985
Washington, DC
Hilton Hotel

Teaching

Team Teaching Benefits Faculty, Students, Curriculum

by Carla B. Howery

Team teaching is a method used by teachers in elementary and secondary school settings for years with many positive results. College teachers can learn from these experiences and experiment with one or more models of team teaching to enhance their professional development.

Team teaching is not turn teaching, a simple division of duties among the partners with minimal interaction. Nor can guest lecturing be considered teamwork. In a typical team teaching situation, the team members see one another frequently in the classroom and in regular planning sessions. This arrangement requires mutual agreement upon a set of specific educational objectives. Regular planning sessions afford time and legitimate access to a colleague's time to discuss the extent to which these goals are being met. Each team member can identify a specific issue on which feedback is desired (e.g., "How can I improve my lecturing?" or "Is my presentation of the concept of social structure clear?"). The partner can focus comments on that area and offer evaluation and suggestions for improvement. In short, the "problem" team members identify becomes "public" between them, and there is a process to keep it on their mutual agendas. Because the team members are in a teaching situation when the feedback is given, they can act on the feedback in a purposive way and see the results.

Departments might offer team teaching as an option to any interested teacher, as part of a regular teaching load. Dividing instruction among a team never means there is less work, but sometimes the work becomes more concentrated and fruitful. Team teaching is not for everyone but it is one of the many ways teacher development can occur, using innovative or traditional teaching methods. To offer team teaching as an option is evidence of departmental commitment to effective teaching.

Team teaching has no exclusive assets. However, the approach can bear on a number of instructional problems and goals (Arone, 1971). The range of feasible goals is quite large, including enhancing certain kinds of student learning, presenting diverse views on the subject matter or multi-disciplinary views, and/or providing peer feedback on teaching skills. Because of the many uses to which teams can be put, team teaching can be used with so-called innovative as well as traditional teaching techniques.

Team teaching is a feasible activity for most faculty, requiring no extra equipment or extensive commitments of time or new training on the part of faculty that might make individuals or institutions hesitant to use an innovation. Team teaching has the potential for fitting into an existing institutional reward system (e.g., counting as part of one's course load) where other innovations may go unrecognized or may create extra work for busy faculty.

Various models of team teaching can be used to work on faculty development with graduate students, new teachers and more seasoned teachers, as well as across disciplines.

Possible Models for Team Teaching

The actual teams can be organized in a variety of ways. The form a team takes depends on the goals of the team members who work within a context of institutional supports and constraints. The following models imply that teams are particularly useful in stimulating certain kinds of learning for students and faculty development.

Apprentice teaching: A graduate student can work with a faculty member as a partner in teaching. This arrangement should not be confused with a teaching assistantship which is usually paid work with no expectation of teacher training for the student. Senior and junior faculty can be matched similarly (Armstrong, 1977 calls this master teacher-beginning teacher). Joint planning insures that the beginning teacher engages in activities meaningful to development as a teacher. Power and status differences inherent in this relationship make more formalized agreements preferable to informal negotiations. While the junior teacher learns a great deal about teaching (and about the subject matter being taught) from simply observing a role model, there should be mutual feedback about one another's performance as a regular part of the team work.

Teaching in teams at the graduate level: This arrangement is especially useful because it provides competing intellectual, theoretical and/or empirical perspectives in core graduate courses. The presentation of diverse material is stimulating to students and faculty and usually is more integrated (and thus more useful) than if students were exposed to the different views sequentially in separate courses. Armstrong (1977) speaks of "coordinated teams" which consist of individuals who teach the same cohort, e.g., faculty teaching the core courses to graduate (or undergraduate) students for a given year. If desired, these faculty can be solo teachers, but they meet as an administrative team to coordinate coverage of the material, the level of difficulty of the work assigned, expectations for student performance, etc. Guest lecturers could be used to extend the team relationships.

Faculty report that these team arrangements can offer intellectual stimulation for them by promoting (perhaps requiring) discussion of the current intellectual topics in the field and the competing evidence on a topic, what is the validity of that evidence.

Team teaching across disciplines: This plan is useful at the graduate or undergraduate level to bring together material around intellectual questions crossing disciplinary boundaries. Holloway (1970) speaks of this format as "problem-centered team teaching" suggesting that an intellectual question demands the team format to adequately address it. Many times, collaboration on teaching promotes joint research or vice versa. In terms of faculty development, there are advantages to having feedback from a person outside one's discipline. First, an outside person usually does not have a power or decision-making position which can cloud the relationship. Second, not sharing a common discipline can provide a useful distance to evaluate teaching behavior as separate from the content taught. There is less likelihood of getting into substantive disagreements, useful for intellectual growth but usually confounding to feedback on teaching. One warning: These arrangements are the most prone to slip into turn teaching. Furthermore, whenever discussions are at a high level of interest and controversy, there is the possibility that the team members might become over-involved with their own discussions, leaving the students behind.

Team teaching for course development: Departments often wish to offer a new course and recruit faculty to teach it. Course preparation is a labor-intensive task that can be shared. Two (or more) faculty could work together to develop a course. Presumably, then, each of them would be able to teach the course alone, as a team or as a part of a new team with new members. This approach has several advantages: it provides a broad pool of prepared teachers; it does not personalize a new course to the originator who becomes the only one who can teach it, will teach it or insists upon teaching it; the initial run of the course is based on the contributions of several faculty and presumably is stronger in depth and breadth of content; the burden of the original preparation is lessened and a context for discussion about a course in the curriculum and indeed, about the subject matter itself, is provided for the teamed faculty. If another person wishes to teach the course, alterations from a rich base of experience are possible, rather than the new person having to start from scratch.

Departments that cannot afford to give faculty release time for course development might be able to allow for team teaching time. Thus, the extra effort of course development is recognized. Likewise, a faculty member who has not taught an existing course for some time could team with someone who has been teaching that course more recently, providing a "refresher" on the "state of the art" in that course or topic area, as well as guidance for solo or team teaching the course in the future. This option, then, should promote faculty and course development in a fairly cost-effective manner.

Other models: Team teaching also can be done in modules (or units) with one teacher taking primary responsibility for a given unit of material. This approach is closest to turn teaching but retains the key features of joint planning, attending class sessions and mutual feedback on instruction. It has the advantage of making the expectations more clear for the team members. As such, this approach might be most useful for an initial team teaching experience.

Another team teaching approach might include non-discipline-based or non-academic partners, such as reading specialists or counselors. For example, introductory sociology could be taught with a writing specialist who would assist students with writing assignments developed in joint planning with the sociology professor. A criminology course might be team taught by a sociologist, a lawyer and a police officer.

The Negotiated Order

If interaction among faculty is the key characteristic of team teaching, then some of the routine problems in any social relationship can be expected to occur. Professional training has provided little guidance about being a teacher, much less working in a team format. Problems of pulling rank, dividing up turf, coordinating communications with students, and substantive disagreements are possible. In general, most veterans of team teaching report that problems can be worked out and the benefits of team relations outweigh the occasional difficulties.

Benefits for Students, Faculty and the College

Because team teaching can take so many forms and serve so many purposes, it is not a method that inherently produces increased student learning, as measured by traditional grading procedures (Coffland, 1978). The gains for students seem to be increased interest in the subject and motivation to learn. There is no evidence that team teaching depresses student learning in any way. The potential outcomes for students include:

- Exposure to more role models and a chance to see these role models engaged in the skills of constructive feedback, probing, questioning, and intellectual argument.

- Exposure to more intellectual ambiguity with less confusion from lack of course organization and other non-constructive sources.

- Higher student satisfaction with a course. There is some evidence to suggest that student retention is higher and students report the feeling that information presented to them is more reliable (Shirts, 1969; Wingo, 1974).

- The coverage of more material, more effectively and with more expertise if the team members act in a coordinated fashion.

- There is less evidence on the effect of team teaching on the faculty, or the use of team structures in promoting faculty development. These outcomes are supported:

- Fewer false divisions between the disciplines, an outcome perceived by most faculty as stimulating and important in academic life (Shaw, 1973).

- More satisfaction with the instruction within a course since each teacher presents his or her best shot as a specialist (Shirts, 1969).

- More teacher-perceived creativity (Armstrong, 1977).

Well-planned and executed team teaching also might have these benefits for faculty:

- A breakdown in the traditional authority structure of teacher vs. students; the addition of other teachers allows for more combinations of relationships.

- A "rest," in that one teacher is not always in charge of the classroom; each team member can prepare more extensively for the days when primarily responsible and concentrate on interactions with students, using "off" days to listen to the material, read or do other tasks. The team-teaching arrangement usually fosters flexible use of class time and a break in the routine.

- Voluntarism feedback from team member(s), from taking the "self as other" and from students.

- The presence of clearly articulated objectives provides advantages, not only for effective instruction, but as a way to measure effective teaching. Courses using objectives also tend to be more organized (Holcomb, 1974). This formalized feedback also is useful to instructors, as they themselves set the goals on which they receive evaluation.

- Finally, team teaching might have some advantages for a department or school. Such arrangements might facilitate:

- Curriculum building (such as the development of new courses and/or an increased awareness of how one's course fits in with others in the curriculum).

- Efficient use of instructional resources (e.g. several social science departments could offer a course in statistics, as a team, rather than having a course in each department with small enrollments).

- Intercollege and intra-departmental communication.

- Instructional linkages between colleagues in a single department or across departments which augment other linkages in research and service.

- A precursor to using peer review as an additional faculty evaluation tool.

Team teaching, in any form, can be a positive instructional option for faculty to select from time to time in their teaching careers. Team teaching at the college level serves the manifest instructional goals of the university for better teaching by (1) offering a feasible way to implement a faculty development program involving

Three Committees Present Proposals to Council

Three ASA Committees presented proposals to Council at its February meeting. The Committee on Membership's proposals included improvements in the dues renewal process and low income dues structure. The Task Force on the media advanced a plan for an ASA public information program at the Annual Meeting and yearround. Job development and an improved image of sociology in the corporate world were part of the thrust of the Committee on Sociological Practice's action plan.

Two recommendations on dues have been put into place. First, members will notice several changes in the dues renewal notice for 1986. The renewal form will arrive mid-September instead of late October. There will be a \$5 dues reduction for early payment (before October 31). Members may also charge their dues using Visa and Mastercharge. If the credit card option is appealing to members and not too cumbersome for the office, the Committee will consider expanded use of payment by plastic. Second, the Executive Officer reported to Council that 434 persons took advantage of the low-income dues category in 1984. The Office received some complaints about the low-income option applying only to PhDs. On the 1986 dues notice, a new income and dues category will be added. Members with incomes under \$15,000 will pay dues of \$25. They will receive one journal and all other benefits of membership. This category applies to anyone within the less than \$15,000 income group, regardless of earned degree. Students who want to be full members or who have exceeded the five year limit for student membership may also use this category.

The Task Force on the Media presented a series of proposals to enhance the public image of sociology. Council approved formation of a standing Committee on Public Information and allocated \$6,000 for public information efforts beginning in the summer of 1985. ASA Assistant Executive Officer Carla Howery and FOOTNOTES Managing Editor Ruth Thaler will handle the preparations for the Annual Meeting and a student intern will assist with these efforts over the summer (see related story in this issue).

The ASA Committee on Sociological Practice requested a mid-year meeting to work on proposals for job development efforts for sociologists. That meeting will take place May 4-5. The Committee is exploring links with sociologists in corporate settings and with Chief Executive Officers in those organizations to highlight the roles sociologists can play in business. A proposal has been sent to the Publications Committee to develop an ASA journal aimed at the educated lay audience. A subcommittee of Council will meet with the Committee to facilitate its work on job development.

—CBH

Funding Opportunities

The Council for International Exchange of Scholars announces the 1986-87 Advanced Research Fellowships in India. Twelve long-term (six to 10 months) and nine short-term (2-3 months) awards will be offered. These grants are available for all academic disciplines except clinical medicine. Applicants must be U.S. citizens at the postdoctoral or equivalent professional level. Scholars with limited or no prior experience in India are especially encouraged to apply. Fellowship terms include: \$1,500 per month (\$350 in U.S. dollars, the remainder in rupees), an allowance for books and study/travel in India, and international travel for the grantee. Long-term fellows receive travel and allowances for dependents. Application deadline: June 15, 1985. Contact: Council for International Exchange of Scholars, Indo-American Fellowship Program, 11 Dupont Circle, Suite 300, Washington, DC 20036-1257; (202) 939-5472.

The Council for International Exchange of Scholars announces the 1986-87 Fulbright Scholar Awards, including 300 grants in research and 700 grants in university lecturing for periods from three months to an academic year. Openings are available in over 100 countries. All academic disciplines are urged to apply. Benefits include round-trip travel for the grantee and, for full academic year awards, one dependent; maintenance allowance; and tuition allowance. Scholars must be U.S. citizens with a PhD or comparable professional qualifications and university or college teaching experience, and, for selected assignments, proficient in a foreign language. Application deadlines are: June 15, 1985 (Australia, India, Latin America, Caribbean); September 15 (Africa, Asia, Europe, Middle East); November 1 (Junior Lectureships to France, Germany, Italy, Spain); December 1 (Administrators' Awards in Germany, Japan, United Kingdom); December 31 (NATO Research Fellowships); and February 1, 1986 (Seminar in German Civilization Awards, Spain Research Fellowships, France and Germany Travel-Only Awards). For information and applications, contact: Council for International Exchange of Scholars, 11 Dupont Circle NW, Washington, DC 20036-1257 (202) 939-5401.

Harvard Law School will offer four or five 1986-87 Liberal Arts Fellowships to college and university teachers in the arts and sciences for a year at the school. The purpose is to enable teachers in the social sciences or humanities to study fundamental techniques, concepts and aims of law so they will be better able to use legal materials and insights in their teaching and research. Fellowship holders will take at least two first-year law courses, in addition to more advanced courses, and will participate in a joint seminar. The study will not count toward a degree. The fellowship grant covers tuition and a health fee only, as well as office space. The Chair of the Liberal Arts Fellowships Committee will provide a letter to any funding opportunity to which the applicant has applied. Applications should include a biographical resume, statement of applicant's planned achievements from the fellowship and two letters of recommendation (mailed to the Chair directly from referees). Applications should be sent to: Chair, Committee on Liberal Arts Fellowships, Harvard Law School, Cambridge, MA 02138. Applications received by December 15, 1985 will be reviewed for early acceptance; deadline: January 15, 1986. Awards will be announced by February 15, 1986.

The National Endowment for the Humanities announces its 1986-87 Fellowship Programs for Independent Study and Research, College Teachers and Constitutional Fellowships. Tenure is from six to 12 months; stipends are up to \$27,500. Application deadline is June 1, 1985. For application materials or further information on each of the three fellowship programs, contact: Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, Washington, DC 20506.

The Society for the Psychosocial Study of Social Issues (SPSSI) is seeking candidates for its Public Policy Fellowship, established in January 1983. The next appointment will begin September 1985 and requires residency in the Washington, DC area. The new fellow will be appointed for up to two years. Activities will include: representing SPSSI in relevant policy activities while working with the American Psychological Association and the Association for the Advancement of Psychology; meeting semi-annually with the SPSSI Council to coordinate work with that of the Society; serving on committees and task forces; and writing a column for the SPSSI newsletter about the Society's convention programs and the *Journal of Social Issues*. Qualifications include: PhD in relevant social science discipline (or equivalent); SPSSI membership by appointment date; commitment to SPSSI goals and involvement in the application of social science to social problems; experience in public speaking and professional writing, as well as organizational skills. Stipend: \$20,000 per year, plus fringe benefits. Applications must include a detailed vita, names and addresses of three references, a brief biographical statement of past experience and interest in policy activities relevant to SPSSI goals, and a brief statement using social science data or theory on a social issue that could be used in testimony to a legislative body. Application materials should be sent in triplicate by June 3, 1985 to: Lynda J. Fuerstnaun, Administrative Associate, SPSSI Central Office, P.O. Box 1248, Ann Arbor, MI 48106.

The Washington University School of Medicine, Department of Psychiatry, announces the availability of NIMH-funded pre- and postdoctoral fellowships in psychiatric epidemiology and biostatistics for candidates with a strong quantitative background and commitment to a research career. Training will include ongoing research projects, seminars and formal coursework. Persons with the PhD, MD or other doctoral degree may apply for the postdoctoral position. Predoctoral appointments require concurrent enrollment in a PhD program of an academic department at Washington University. Send a curriculum vita, a statement of research interests, three letters of recommendation, and examples of written work to: Lee N. Robins, Washington University School of Medicine, 4940 Audubon Avenue, St. Louis, MO 63110.

Competitions

The Inter-University Seminar on Armed Forces and Society, in conjunction with Pergamon-Brassey's International Defense Publishers, has established an award for the best book manuscript on international studies as judged by the seminar. A prize of \$2,000 will be awarded as a non-refundable advance against royalties to the author(s) of the manuscript, to be published by Pergamon-Brassey. Submissions or further inquiries should be addressed to the Secretariat of the IUS, Box 46, 1126 East 59th Street, Chicago, IL 60637.

Call for Papers

CONFERENCES

Association for Humanist Sociology 1985 Annual Meeting, November 7-10, 1985, Atlanta-Sheraton, Atlanta, GA. Theme: "A Decade of Humanist Sociology." Persons wishing to present a paper, organize a panel session, participate in a workshop, or show a film should write by May 1, 1985 to: Richard Wells, Program Chair, AHS, Department of Sociology, University of South Alabama, Mobile, AL 36688.

Second Annual Conference on Constitutionalism in America, October 1986, University of Dallas, Irving, TX. Theme: "E Pluribus Unum: Constitutional Principles and the Institutions of Government." Panels will consist of one paper examining the founders' view of the subject and one paper examining the contemporary view or views. Major funding is provided from the National Endowment for the Humanities. For further information, contact: Sarah Thurow, Coordinator, Constitutionalism in America, University of Dallas, Irving, TX 75061; (214) 721-5279.

Second Annual Corrections Symposium, October 29-31, 1985, Lexington, KY. Theme: "Corrections in Transition." Jointly sponsored by the Federal Correctional Institution at Lexington and Eastern Kentucky University's Department of Correctional Services. Individuals wishing to present papers should submit manuscripts by August 1, 1985. Manuscripts will also be considered for publication in a post-symposium monograph. Manuscripts and requests for information should be sent to: Correctional Symposium, 105 Stratton, Eastern Kentucky University, Richmond, KY 40475-0957; or phone Charles Reedy or Bruce Wolford at (606) 622-1158, or Tommy Norris at (606) 253-6812.

Second Rochester Conference on Computers and Society, June 21-22, 1985, University of Rochester, NY. Preference will be given to papers that report empirical research; however, essays will also be considered. For further information, or to submit a paper, contact: Dean Harper, Department of Sociology, University of Rochester, Rochester, NY 14627.

International Visual Sociology Association Annual Meeting, July 13-14, 1985, Visual Studies Workshop, Rochester, NY. Theme: "The Visual Social World: Looking and Learning." Abstracts and other proposals are due May 1, 1985. For further information, contact: Wayne Wheeler, Department of Sociology, University of Nebraska, Omaha, NE 68182; (402) 554-2626.

Eleventh World Congress on Alternative Lifestyles and Sexuality, August 16-18, 1985, Hacienda Resort and Casino, Las Vegas, NV. Theme: "Freedom of Living in a Changing World." Of interest are all aspects of lifestyles and human sexual behavior in contemporary western society. Send proposals to: Robert L. McGinley, Lifestyles '85 Program, P.O. Box 7128, Buena Park, CA 90622. In addition, recommendations are welcomed for the annual Lifestyles Award, to be presented to a person, group, institution, or publication voted to have greatly contributed to the understanding and promotion of lifestyle options and human potential. Recommendations should be submitted to the 1985 Lifestyles Awards Committee at the address listed above.

PUBLICATIONS

Family Perspective announces a special issue on the interface between technological developments and the

family. Manuscripts are solicited which address the impact of present and future technological developments on family patterns in fields such as medicine, leisure, travel (space flights, etc.), housing, education, the knowledge industries, electronic communications, the workplace, sex roles and lifestyles, biogenetic engineering, or social deviance and crime. Manuscripts should be mailed to Thomas B. Holman, special editor, by June 1, 1985. For further information, contact: Thomas B. Holman, Family Studies, University of Wisconsin-Stout, Menomonie, WI 64751, (715) 252-2951; or *Family Perspective*, Family and Demographic Research Institute, 822 SWKT, Brigham Young University, Provo, UT 84602, (801) 378-2948.

Journal of Political and Military Sociology is planning a special issue on "Elites and Ruling Classes" for spring 1986. Of particular interest are articles that contribute to the comparative analysis of how national leaders and the structural constraints within which they operate affect major social and political outcomes. All types of papers are welcome. Articles between 20-25 pages are preferred and should be submitted in triplicate using the JMAPS format. Those submitted by July 30, 1985 may be given priority. Inquiries or manuscripts may be sent to either editor: Michael G. Burton, Department of Sociology, Loyola College in Maryland, 4501 N. Charles Street, Baltimore, MD 21210; or Betty A. Dobratz, Department of Sociology and Anthropology, Iowa State University, Ames, IA 50011.

Journal of Religion & Aging, a new quarterly journal from the Haworth Press, is now officially in circulation. The editor welcomes articles for consideration for possible publication. Prospective authors should first request an "Instruction for Authors" brochure from William M. Clements, Editor, *Journal of Religion & Aging*, The Medical Center, Department of Family Practice, P.O. Box 951, Columbus, GA 31994-2299.

Qualitative Sociology will publish a special issue on the uses of artificial intelligence in the study of social life. Send four copies of submissions before September 30, 1985 to the issue editor: Barry Glassner, Department of Sociology, Syracuse University, Syracuse, NY 13210.

Publications

World Cultures is a new electronic quarterly journal, published on micro-computer diskettes, which began publication in January 1985. Sociologists are invited to use *World Cultures* medium of electronic diskettes to access, discuss and contribute to the cumulative cross-cultural database. The general editor is Douglas R. White; associate editors are Michael Burton, Karl Eitzen and David Gregory. Distribution on floppy diskettes for any personal computer is offered. Sample composition, bibliography, cumulative codes, cumulative codebooks, and sampling frames will be published for a variety of samples. Subscriptions are \$60 per year, plus a \$95 one-time database entry fee. For information, contact: *World Cultures*, P.O. Box 12524, La Jolla, CA 92037-0650; or Douglas R. White, School of Social Sciences, University of California, Irvine, CA 92717. Subscription requests should identify the type of microcomputer to be used.

Section News

The Medical Sociology Section has announced that Jack Elinson, Columbia University, is the recipient of the 1985 Leo G. Reeder Award for Distinguished Scholarship in Medical Sociology. The Award will be presented at the Medical Sociology Section Awards and Business Meeting at the ASA Annual Meeting in August. Elinson is noted for his leadership in medical sociology and public health and for his early development of sociomedical health indicators.

The Political Economy of the World System Section's results of last spring's elections are: President-Elect—Alejandro Portes, Johns Hopkins University; Council—John Meyer, Stanford University, and Pat Lauderdale, Arizona State University; Chair of the Nominating Committee—Wally Goldfrank, University of California, Santa Cruz. Other PEWS officers are Peter Evans Brown (President), Rick Tardancio (1985 Secretary), and Martin Murray and Margaret Somers (1985 Council).

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self, peer and student feedback in an ongoing, comprehensive and routine manner and by recognizing the motivational advantages for student learning, faculty satisfaction with teaching and the department or institution in program building.

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Minority Sociologists and Their Status in Academia

Despite a decade of affirmative action, and modest gains between 1970 and 1979, the minority presence in academic sociology remains distressingly small. Imperfect data currently available suggest that the rate of academic success among those earning the

Data
With the exception of Table 5, the data summarized here are drawn from figures compiled by the National Research Council of the National Academy of Sciences. Most of the material presented is the product of a special

criminologists and urban/regional planners.

In addition to sampling problems, figures for individual minority groups are plagued by definitional problems. The definition of "Hispanic," in particular, has been inconsistent until very recently. As a result, who is included in the Hispanic, black and American Indian categories is ambiguous in many cases. Further, figures for Asian Americans and Hispanics should be used cautiously because in compiling them, no clear distinction is drawn between native and foreign born.¹ Such inclusion of foreign nationals has the effect of making minority representation appear larger than it is. Moreover, differences in career patterns are masked by the lack of distinction between newly-arrived and long-term residents. Nigg and Axelrod (1981) found such career differences between Mexican-American and other Hispanic sociologists working in the western United States.²

These definitional difficulties

Council. Despite the similarity of the two data sources, and in the total number of degrees granted to all minorities, there are clear divergences for individual groups.³ The greatest discrepancy emerges among American Indians, even though the disparity in number of degrees granted to blacks and Hispanics is also substantial.

Even greater disparities emerge if one compares degree data collected by quite different means. The figures produced by the National Research Council's special run show 103 PhDs granted to minorities between 1970 and 1973, while figures collected by ASA for the same period show 63 degrees granted.⁴ When translated into proportion of degrees granted (i.e., 6.6% and 3.8%), the NRC figure is 74% greater than the ASA estimate, even though the latter data source shows more degrees granted overall than do the NRC data (i.e., 1,668 versus 1,559). In light of such substantial discrepancies, and the definitional and sampling

partments. Among academic faculty, 0.4% are identified as American Indians, 1.3% as Hispanics, 2.9% as blacks, and 3.6% as Asians.⁵ Sixty-eight percent teach at universities and 30% are employed at four-year colleges. This pattern is similar to that found among whites, as Table 2 indicates, except that, on the average, minorities are less likely to be employed at universities with PhD programs. Nonetheless, like whites, Hispanics and blacks are most highly concentrated at PhD-granting universities, while Asians are overrepresented in universities without PhD programs. In addition, Asians and blacks are overrepresented at four-year colleges. There is a tendency, therefore, for minority representation to decrease as institutions become more prestigious and research-oriented. This is most apparent among Asians.

In addition to being overrepresented in institutions of lower rank, minority faculty cluster in certain regions of the country.

TABLE 1: SOCIOLOGY PhDs GRANTED TO MINORITIES (1978-80)

Race	ASA	NRC
Blacks:		
Percent	5.4	5.0
Number	61	54
Hispanics:		
Percent	2.3	2.8
Number	26	31
American Indians:		
Percent	0.2	0.7
Number	2	8
Asians:		
Percent	3.3	3.2
Number	37	35
All Minorities:		
Percent	11.2	11.9
Number	126	128

Number on which percent are based:
Total Number of PhDs granted (1129) (1090)

Sources: The ASA figures are derived from a special run using all PhD sociologists included in the National Research Council's Survey of Doctorate Recipients.

The NRC figures are taken from the 1979 and 1980 Summary Reports of Doctorate Recipients from United States Universities published by the Commission on Human Resources of the National Research Council.

doctorate is approaching that of the white majority, but far too few minorities reach this stage. Despite growth in minority graduate enrollments and an appreciable increase in the number of doctorates awarded to members of ethnic minority groups, no more than 12% of the PhDs granted during the early 1980s were awarded to minority scholars. This represents a 50% gain over the early 1970s, but lags far behind the minority proportion of the population; in 1980 blacks, Hispanics, Asians, and American Indians were estimated to represent 19% of the U.S. population. This continuing underrepresentation is disturbing because there has been a significant reduction in the pool of potential minority graduate students, due to a disproportionate decline in college enrollment among major ethnic minority groups. Since 1977-78, the rate of college enrollment among black 18 to 24-year-olds, for example, has dropped from 32 to 28%, while the proportion for college-aged whites has remained at 32%. In large part, the drop in minority college enrollment may be a consequence of recent movement away from need-based financial aid (Biemiller, 1984).

These facts suggest that prospects for improving upon the modest gains made during the 1970s are bleak and that academic sociology may be hard pressed to maintain current levels of minority representation. In light of this, the following report is designed to make sociology departments aware of the pressing need to incorporate significantly larger numbers of minority students into their graduate programs during the 1980s. The report was drawn up by the American Sociological Association's Committee on the Status of Racial and Ethnic Minorities in Sociology, and approved by ASA Council at its February, 1985 meeting.

computer run commissioned by ASA in early 1983, which separated out PhD sociologists from the larger Survey of Doctorate Recipients. This overview of the nation's science and engineering personnel has been carried out on a biennial basis since 1973 by the National Science Foundation and the National Research Council. The responses of any given survey sample are used to generate estimates of the PhD population and its subgroups. Each survey includes questions about a series of demographic and employment characteristics, and represents the best current source of national data on PhD sociologists.

Nonetheless, there are deficiencies in the survey data which require cautious use of the minority estimates. The overall response rate to the 1981 survey was 63.4%, but varied considerably among sample subgroups (National Science Foundation, 1982:9-12). Foreign-born scientists and engineers are clearly underrepresented in the final set of respondents, and minorities were considerably less likely to respond than were whites (i.e., 48 versus 63%). Thus, population estimates for minority scientists and engineers may be unreliable. Moreover, estimates for groups smaller than 200 must be treated with particular caution, due to large sampling errors. The figures presented in Tables 2, 3 and 4 represent population estimates for doctorate recipients with degrees in sociology or employed in the field in 1981. These figures may be inaccurate because those specializing in social statistics, criminology and criminal justice, and urban and regional planning are grouped under "Other Social Sciences" rather than sociology (National Science Foundation, 1982: 12,116). This is of particular significance for the minority figures, since minority sociologists may be overrepresented among

TABLE 2: DISTRIBUTION OF PhD SOCIOLOGISTS BY RACE AND TYPE OF INSTITUTION (1981)

Institutional Type	Hispanics	Blacks	American Indians	Asians	Whites
University:	84.5	66.1	81.4	62.7	71.7
PhD granting	52.4	47.8	40.7	15.8	51.0
No PhD programs	32.1	18.3	40.7	46.9	20.7
Four-year college	15.5	33.9	18.5	33.3	25.8
Two-year college	—	—	—	3.9	3.6
TOTAL	100.0	100.0	100.0	100.0	100.0
(Number of cases)	(84)	(186)	(27)	(228)	(5873)

Sources: National Science Foundation's Survey of Doctorate Recipients.

give rise to divergent estimates for individual minority groups. Table 1 illustrates the problem by contrasting two sets of figures for PhD production during 1978-79 and 1979-80. The "ASA" figures are drawn from the special run carried out by the National Research Council using its Survey of Doctorate Recipients, while the "NRC" figures are drawn from the Summary Reports issued annually by the Commission on Human Resources of the National Research

problems outlined earlier, the figures presented in the following tables are, at best, rough approximations and not accurate estimates.

Minority Faculty

Distribution
According to figures compiled by the National Research Council, minorities accounted for 9% of the PhD sociologists in the United States in 1981 and 8% of the faculty in academic sociology de-

Numerically, over half of minority, as well as white, academics are located in the Middle Atlantic and North Central regions. Blacks are an exception to the general pattern in that only 37% are located in the Middle Atlantic and North Central states, while 29% cluster in the Pacific region.⁶ Both Asians and blacks are overrepresented in the Pacific region, according to Table 3, while the latter are also disproportionately represented in

Continued next page

TABLE 3: DISTRIBUTION OF ACADEMICALLY EMPLOYED PhD SOCIOLOGISTS BY GEOGRAPHIC REGION AND RACE (1981)

Geographic Region	Hispanic	Black	American Indian	Asian	White	TOTAL (number of cases)
New England	—	3.2	—	3.4	93.4	100.0 (441)
Middle Atlantic	1.7	3.0	1.1	4.9	89.4	100.0 (1504)
North Central	1.0	1.3	0.1	2.5	95.1	100.0 (1826)
South Atlantic	—	2.0	—	3.3	94.7	100.0 (696)
East South Central	—	6.9	—	1.0	92.1	100.0 (304)
West South Central	—	3.0	1.2	—	95.8	100.0 (431)
Mountain	2.6	1.6	—	—	95.9	100.0 (193)
Pacific	1.0	5.4	0.4	7.0	86.1	100.0 (974)
Total	0.9	3.0	0.4	3.6	92.1	100.0 (6369)

Sources: National Research Council's Survey of Doctorate Recipients

Key: New England—CT, ME, MA, NH, RI, VT
Middle Atlantic—NJ, NY, PA
North Central—IL, IN, MI, OH, WI, IA, KS, MN, MO, ND, SD, NE
South Atlantic—DE, DC, FL, GA, MD, NC, SC, VA, WV
East South Central—AL, KY, MS, TN
West South Central—AR, LA, OK, TX
Mountain—AZ, CO, ID, MT, NM, NV, UT, WY
Pacific—AK, CA, HI, OR, WA

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the East South Central states. In addition, Hispanics are over-represented in the Mountain states and American Indians are the only group with a disproportionate clustering in Arkansas, Louisiana, Oklahoma, and Texas. This pattern of findings suggests that academics belonging to particular minority groups tend to cluster in their areas of traditional concentration.

Academic Rank

In 1981, minorities accounted for 7.6% of all Full Professors of sociology, 10.3% of all Associate Professors, 7.3% of all Assistant Professors, and 6.4% of all Instructors and Lecturers. Thus, given their availability (i.e., 9% of all PhD sociologists), minorities appear to be underrepresented at the Full and Assistant Professor levels and overrepresented at the Associate Professor level.

A clearer picture of inequities in the academic status of minority sociologists emerges from Table 4, which compares the white academic rank distribution with that of various minority groups. The last part of the table compares the various distributions without controlling for PhD cohort. Taken together, the minority rank distribution is equivalent to that of whites, as the value of Cramer's V indicates. There are considerable differences between minority subgroups, however. The proportion who are Associate and Full Professors is higher among Asians than among whites, while the proportion among blacks and whites is roughly equivalent (i.e., 68 and 66%). Hispanics and American Indians, in contrast, are underrepresented among Associate and Full Professors.⁷ These findings must be viewed with caution, however, due to the data deficiencies discussed earlier.

If one controls for year of PhD, earlier minority cohorts clearly appear more disadvantaged than later ones. The few minority PhDs in the 1950-54 cohort tend to be underrepresented at the Full Professor level.⁸ Among those receiving their degrees between 1955 and 1969, there appear to be few minority-white differences in academic rank. The one exception is the 1960-64 cohort, where minorities appear more likely to be Full Professors than whites.⁹

Some minority-white differences are apparent in the two most recent degree cohorts, but their character varies. Within the 1970-74 PhD group, there is evidence that minorities are not advancing to the Full Professor rank quite as rapidly as whites. If one combines the Associate and Full Professor ranks, however, Asians and blacks appear to out-rank whites. Hispanics and American Indians, in contrast, clearly lag behind whites. The latter bears watching, as it may represent the first evidence of renewed exclusion of minorities as academic job opportunities diminish.

In sum, while we have only rough estimates based on imperfect data, it appears that the academic rank distribution of minorities is beginning to approximate that of whites. The emerging parity in terms of rank is most

TABLE 4: RACE AND ACADEMIC RANK BY YEAR PhD GRANTED (1981)

Year Degree Granted	Race	Professor	Associate Professor	Assistant Professor	Other*	Total (Number of Cases)	Degree of Association** (Cramer's V)	
1938-44			no minorities					
1945-49			no minorities					
1950-54:	Hispanic	—	—	—	—	100.0 (0)	.563	
	Black	100.0	—	—	—	100.0 (4)		
	American Indian	—	—	—	—	100.0 (0)		
	Asian	—	100.0	—	—	100.0 (9)		
	White	90.5	2.1	—	7.4	100.0 (475)		
1955-59:	Hispanic	100.0	—	—	—	100.0 (2)	.076	
	Black	—	—	—	—	100.0 (0)		
	American Indian	—	—	—	—	100.0 (0)		
	Asian	100.0	—	—	—	100.0 (26)		
	White	91.5	2.4	1.0	5.1	100.0 (410)		
1960-64:	Hispanic	100.0	—	—	—	100.0 (25)	.146	
	Black	—	—	—	—	100.0 (0)		
	American Indian	—	—	—	—	100.0 (0)		
	Asian	100.0	—	—	—	100.0 (53)		
	White	82.7	16.4	0.9	0.0	100.0 (665)		
1965-69:	Hispanic	—	100.0	—	—	100.0 (5)	.064	
	Black	90.7	—	—	9.3	100.0 (43)		
	American Indian	—	—	—	—	100.0 (0)		
	Asian	55.4	38.5	6.2	—	100.0 (65)		
	White	57.3	30.2	6.0	6.5	100.0 (928)		
1970-74:	Hispanic	—	36.0	60.0	4.0	100.0 (25)	.152	
	Black	15.0	76.7	5.0	3.3	100.0 (60)		
	American Indian	—	40.0	—	60.0	100.0 (10)		
	Asian	2.7	97.3	—	—	100.0 (75)		
	White	25.3	52.0	11.0	11.7	100.0 (1915)		
1975-80:	Hispanic	—	8.3	75.0	16.7	100.0 (36)	.261	
	Black	10.0	39.2	43.8	6.9	100.0 (130)		
	American Indian	—	58.8	41.2	—	100.0 (17)		
	Asian	8.5	4.3	51.1	36.2	100.0 (47)		
	White	—	27.8	60.5	12.7	100.0 (2418)		
TOTAL (1938-80):	Hispanic	29.0	18.3	45.2	7.5	100.0 (93)	.051	
	Black	27.4	40.9	25.3	6.3	100.0 (237)		
	American Indian	—	51.9	25.9	22.2	100.0 (27)		
	Asian	44.0	39.6	10.2	6.2	100.0 (275)		
	White	36.7	29.3	24.7	9.3	100.0 (7027)		

* "Other" includes Lecturers, Instructors, Emeriti, etc.
** For the purposes of calculating Cramer's V, the separate minority groups were combined.
Source: National Research Council's Survey of Doctorate Recipients.

apparent among those receiving their degrees after 1970 and within specific minority subgroups. American Indians and Hispanics tend to be advancing more slowly than might be expected, but a higher proportion of Asians are Associate and Full Professors than is the case for whites.¹⁰

The gains minorities appear to have made during the 1970s were facilitated by a strong national commitment to affirmative action, but this was not sufficient to achieve parity. During the 1980s, this commitment has diminished, at least at the federal level, and therefore, without special vigilance on the part of individual sociology departments, minority gains may prove transitory. Moreover, despite the apparent academic success of recent minority

PhDs, the number of minority faculty (8% in 1981) remains distressingly small, and reflects continuing and significant underrepresentation when compared to the minority proportion of the U.S. population.

Minority Graduate Students

Although data on minority PhDs in sociology are available from several sources, there are no data on bachelor's and master's degree recipients.

The best one can do is examine figures for the social sciences, and even here, only very recent data are available. Table 5 summarizes the minority data for 1978-79 and 1980-81. Overall, there was little change in the proportion of degrees granted to minorities. In both years, they received 13% of

the BAs, 10% of the MAs and 8% of the PhDs.¹¹ These figures may represent a high point, since according to the Office of Minority Concerns (1983) of the American Council on Education, minority participation in higher education improved dramatically during the 1960s and 1970s, but declined in the first years of the 1980s. Astin (1982) reaches a similar conclusion, noting that there was a substantial increase in the number of minority students participating in all levels of higher education between the mid-1960s and early 1970s, but there has been little change since. The proportion of blacks enrolled in graduate school declined from more than 6% in 1978 to 4.2% in 1983, while the proportion of Hispanics has hovered around 2.5% (Heller, 1984).

According to Table 5, recent degree patterns vary from group to group. Among blacks, the number of degrees granted declined more sharply than was the case for all degrees, while among Hispanics and Asians, there were gains at the PhD level and either gains or below average declines at the MA and BA levels. Further, among blacks and Hispanics, the proportion of degrees received drops as degree level increases, while among Asians the opposite occurs. Given the short period of time covered by the figures, it is difficult to know whether the observed patterns and trends are merely statistical artifacts or will maintain themselves in the long term.

Table 6 summarizes the proportion of sociology PhDs granted to individual minority groups since 1938. With the exception of Asians, almost no minorities were receiving PhDs in the years prior to 1960. Thereafter, minority representation increased, though the proportion of degrees granted in any five-year period varies widely. Nonetheless, comparing Tables 5 and 6 suggests that minorities are receiving a higher proportion of the PhDs granted in sociology than in the social sciences generally.

During the 1970s, the number of sociology PhDs granted to minorities increased more rapidly than did the number of degrees granted to majority whites. Between 1970 and 1974, an average of 46 PhDs per year were granted to minorities, while during the 1975-79 period an average of 64 were granted annually. The average number of doctorates granted to whites each year also grew during the decade—from 530 to 567 per year—but at a slower rate than was the case for minorities (i.e., 7% growth versus 43.5%). The early 1980s saw a drop in the average number of degrees granted to majority whites, as well as to minorities (434 and 58 per year respectively), but the decline was less for minority groups (12% compared to 23% for whites). Nonetheless, any drop-off in PhDs granted to minorities is cause for concern, especially when coupled with recent reduction in the pool of potential minority graduate students. The danger that the small gains of the 1970s will be reversed during the 1980s is very real and can only be averted by aggressive recruitment of minority graduate students.

Until recently, minorities appeared to be claiming a slowly increasing proportion of the sociology PhDs granted since 1970 (i.e., 12% in the early 1980s versus 8% in 1970). This is in keeping with general trends in PhD production. According to Henn and Maxfield (1983:10-11), the number of PhDs in science and engineering awarded to minorities increased dramatically during the 1970s. In 1981, two-thirds of the U.S.'s minority PhDs had earned their degrees after 1970, as compared to 52% of whites. The likelihood that science and engineering doctorates are recently acquired is greatest among blacks and smallest among American Indians; 71% and 54% respectively earned their

Continued next page

Minorities, from page 10

degrees between 1970 and 1980. The proportion of sociology doctorates awarded to minorities has not shown steady improvement for all groups. The Hispanic proportion of doctorate recipients has been on the rise since the late 1960s, while the black proportion did not begin to climb steadily upwards until the early 1970s. The Asian proportion of PhDs granted, in contrast, has been declining since the early 1960s, while the proportion of American Indian degree recipients has remained minute.

Comparing the proportion of minorities completing PhDs between 1938 and 1980 with their representation in the American population, as Table 6 permits, suggests that Asians may be overrepresented among sociology PhDs, while American Indians, Hispanics and blacks are consistently underrepresented. In evaluating Hispanic and Asian representation among sociology PhDs, however, it is important to bear in mind that the figures may be artificially inflated by the inclusion of foreign nationals. In the case of Hispanics, this means that the native born are even more drastically underrepresented than the figures indicate.

During the first years of the 1980s, Hispanics and blacks were receiving a higher proportion of PhDs than during any other period since 1938, yet they can lay claim to only half as many docto-

compares favorably with the state of affairs in 1960, when minorities represented approximately 5% of all PhDs, but less so with 1970's 8% figure.

In addition to increasing their representation in sociology departments, minority faculty appear to have made gains in terms of academic status. As a result, the minority rank distribution may now be approaching that of whites, especially among recent PhD cohorts. Despite the appearance of general minority progress, Hispanics and American Indians continue to be underrepresented among Associate and Full Professors. Consequently, continued vigilance is necessary to assure that minorities advance at the pace that they should. Moreover, as the federal government reduces its role in the affirmative action area, individual departments must take on the responsibility of insuring that minority sociologists receive ample opportunity to succeed in academia.¹²

Given the modest improvements made during the last decade, the number of minority faculty employed by sociology departments remains far too small. Although the proportion of PhDs granted to minorities appears to be higher in sociology than in the social sciences generally, and the number grew by 44% during the 1970s, minority PhDs represented less than half of their groups' proportion of the U.S. population in 1980 (i.e., 9% versus 19%). Moreover, during the early 1980s, there

TABLE 6: PROPORTION OF MINORITY PhDs BY YEAR DEGREE GRANTED

Degree Year	Hispanic	Black	American Indian	Asian	(Number of Cases)
1938-44	0.0	0.0	0.0	0.0	(269)
1945-49	0.0	0.0	0.0	7.7	(233)
1950-54	0.0	1.3	0.0	3.8	(690)
1955-59	0.4	0.0	0.0	6.0	(535)
1960-64	2.8	2.9	0.0	6.2	(897)
1965-69	0.4	3.5	0.0	5.3	(1232)
1970-74	0.9	2.7	0.3	4.1	(2879)
1975-79	1.8	4.6	0.6	3.3	(3219)
1980-83	3.1	5.3	0.3	3.1	(1967)
TOTAL (1938-1980)	1.2	3.2	0.3	4.1	(10522)
Population Proportion*	6.1	11.0	0.6	1.5	

* These figures are drawn from the 1980 census.
Sources: The 1973-78 figures are drawn from the National Research Council's Survey of Doctorate recipients.
The 1979-82 figures are drawn from the annual Summary Reports of "Doctorate Recipients from United States Universities" issued by the Office of Scientific and Engineering Personnel of the National Research Council.

come resources of the future." (Farrell, 1984)

During the next five years, graduate departments of sociology should recruit sufficient minority graduate students to fill one-quarter of the available slots for entering students, with the aim of awarding approximately 20% of their doctorates to American Indians, blacks and Hispanics. In the case of the latter, special attention should be paid to the most severely underrepresented native born groups. If all sociology departments instituted such aggressive recruitment programs, minorities could go from being 12% of the new PhDs granted to being 20-25% of those receiving doctorates in 1990. Given the fact that the proportion of minorities receiving PhDs during the 1970s increased by less than 50%, achieving the growth proposed for the 1980s requires, and deserves, all the ingenuity and resources academic sociology has at its disposal. It is incumbent upon more prestigious graduate departments to set the standard and lead the way in educating minority sociologists. Our discipline, our universities and the nation will be the beneficiaries.

accurate or complete (Harris, 1975).

"About 4.4% of the nation's academic faculty are black, according to figures compiled by the National Urban League and EEOC. Of these, about half are at predominantly white colleges (Palmer, 1983). These figures are not entirely comparable to the sociology figures presented in Table 2. The latter are confined to PhDs, while the former include MAs. Nonetheless, they suggest that blacks may be underrepresented on sociology faculties.

"Hispanics also represent a partial exception, in that 30% of the 84 academics are located in U.S. possessions (e.g., Puerto Rico, Guam, Virgin Islands, etc.).

"It is generally assumed that as a group, Associate and Full Professors are equivalent to those academics with tenure, but this is not the case. Although the number of non-tenured Associate Professors is small, their presence reduces the percent tenured figures far more significantly for the small minority groups than for the large white group. Consequently, available data cannot be said to shed light on the rate at which minorities are receiving tenure and no conclusions are reached on this matter.

"This holds true for the Asians in the 1950-54 cohort, but not for the few blacks.

"This applied only to Hispanics and Asians, as there are no blacks or American Indians in the 1960-64 cohort.

"The proportion of blacks who are Associate and Full Professors is equivalent to that of whites, but the proportion of Full Professors is clearly lower.

"There was a slight gain in the proportion of PhDs granted to minorities (i.e., from 7.5 to 7.8%).

"Farrell (1984) outlines some of the steps that universities are taking.

FOOTNOTES

¹In an effort to minimize this problem, foreigners were eliminated from consideration whenever possible. In practice, this meant deleting "nonresident aliens with temporary visas" from the PhD recipients for 1979-83 (see Table 6).

²The 1979 study on which Nigg and Axelrod (1981) report is currently being replicated at Arizona State and expanded in scope. The national data which will become available as a result should provide new insight into the masking effect of combining foreign and native born minority scholars.

³The ASA estimate of total number of PhDs granted may be larger because it focuses on people with PhDs in sociology, and thus includes two types of people that the NRC figures do not: sociologists with foreign PhDs and those with degrees in other fields but working as sociologists.

⁴The ASA data on degrees granted in the early 1970s were collected as part of four annual audits carried out during that period. Each audit involved asking chairs of graduate departments to provide information about women and minorities in their departments. The response rates for the surveys ranged from 72-82%, though the information provided was not always

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Teaching Resources Group

Is your department starting a new program undergoing evaluation, or do you want a teaching workshop on your campus?

Contact the Teaching Resources Group, a network of consultants on teaching, by calling Carla B. Howery at the ASA Executive Office—(202) 833-3410.

TABLE 5: PROPORTION OF SOCIAL SCIENCE DEGREES GRANTED TO MINORITIES BY YEAR

Race and Degree	1978-79	1980-81	Percentage Difference	
Black:	BA	8.4	8.1	-10.1
	MA	5.8	5.2	-17.8
	PhD	3.9	3.2	-24.2
Hispanic:	BA	2.7	2.9	+0.1
	MA	1.9	2.3	+11.6
	PhD	1.2	1.7	+33.3
American Indian:	BA	0.5	0.5	-4.6
	MA	0.4	0.4	-2.2
	PhD	0.5	0.4	-29.4
Asian:	BA	1.5	1.6	+2.7
	MA	1.8	2.0	+6.8
	PhD	1.9	2.5	+18.5
Percentage Base: Numbers of Degrees Granted				
BA	108,000	100,647	-6.8	
MA	12,887	11,917	-7.5	
PhD	3,360	3,119	-7.2	

Sources: The 1978-79 figures are from the *Digest of Education Statistics, 1981*. The 1980-81 figures are from the *Digest of Education Statistics, 1983*.

rates as their population proportion suggests they should receive. This is the case despite a decade of affirmative action. Under the circumstances, this is not an impressive record. It raises questions about whether even the small gains of the recent past can be maintained in the years ahead, when affirmative action programs are likely to recede in significance.

Conclusion: Increasing Minority Representation

Preceding discussion indicates that minority sociology faculty appear to have enjoyed some measure of academic success during the 1960s and 1970s. In 1981, Asian, black, Hispanic, and American Indian PhDs represented 8% of all faculty employed in academic departments of sociology and 9% of the PhDs granted between 1938 and 1980. The latter figure

was a drop in the average number of degrees granted annually to minorities. This is a disquieting trend, and serves to highlight the fact that it is absolutely vital to continue increasing the number of minority PhDs. Even if all currently available minority PhDs are granted tenure by 1990, they will still be significantly underrepresented in academic departments of sociology as compared to their proportion of the American population.

Without a marked increase in the pool of minority PhDs, true equity in faculty hiring can never be achieved. As Gerald Lieberman, Dean of Graduate Studies at Stanford, has noted: "You can talk about improving the number of minorities on a faculty, but that is never going to occur unless there are large numbers of minorities in graduate school so they can...be-

ASA Editors Sought

The ASA Publications Committee is in the process of selecting new editors for three of the Association's publications: *Sociological Theory*, *American Sociological Review*, and *Contemporary Sociology*. The new editor of *ST* will assume his/her duties in the fall of 1985. The editorial offices for *ASR* and *CS* are scheduled to be moved from their current locations in mid-1986 and the new editors will be responsible for journal issues

appearing in 1987 and beyond. The term of office for an ASA editor is three years, with a two-year extension possible in some cases.

Members are invited to submit nominations for the editorships of all three journals. Nominations should be submitted no later than April 30, 1985, and should be sent to: Norval Glenn, Department of Sociology, University of Texas, Austin, Austin, TX 78712.

Sociology Around the Globe

In spite of the U.S. withdrawal from UNESCO and declining funds for social science research, sociologists continue to conduct research and exchange teaching all over the world. Several members have expressed an interest in finding out about the cross-cultural research of other sociologists, to know who is working in a similar specialty or who is doing area studies in the same region of the world.

The International Sociological Association (ISA) research committees are a valuable source for scholarly collaboration with foreign scholars. North American sociologists who travel to other countries always meet collaborators with whom they have extended contacts. Richard Tomasos compiles information on sociologists going abroad or coming to the United States in a periodic FOOTNOTES column, "Coming and Going."

The Committee on World Sociology has a set of liaisons in place for various regions of the world. These U.S. sociologists serve as conduits for information about the ASA and the work of its members and, in turn, provide information about sociological work abroad.

The ASA Executive Office, upon the suggestion of Ruth Hill Useem, is compiling a roster of sociologists with cross-national research and teaching interests. To be included in the roster, please fill out the form below. The roster will be ready for the 1985 Annual Meeting.

At the 1985 Annual Meeting, the Committee on World Sociology is co-sponsoring sessions on area studies as well as a reception for foreign scholars who will be in attendance. For more information on the Committee's work, contact its chair, Dr. Louis Goodman, Wilson Center, Smithsonian Institution, Washington, DC 20560. The Wilson Center will be one of the site visit tours offered at the Annual Meeting.

Tomeh Award Established

In honor of Aida K. Tomeh, who died May 19, 1984, the Council of the North Central Sociological Association (NCSA) voted to name its professional service award the Aida K. Tomeh Distinguished Service Award. Tomeh served the NCSA in a number of formal capacities including as NCSA Executive Secretary, Council Member-at-Large, Development Committee Chair, Coordinator of the NCSA mid-annual council meeting, and member of the editorial board of *Sociological Focus*, the NCSA official journal. Those who served on committees with her knew her to be a diligent, hard-working and action-oriented professional.

In addition to the formal time she gave to the NCSA, Tomeh

contributed to the organization informally through the many collegial relationships she developed with its members. In some of these relationships, she encouraged the professional growth of NCSA members by organizing joint research projects and in others, particularly with women beginning their careers, she was a source of empathy, support and encouragement. An individual who was committed to passing on the sociological tradition through teaching, who was continually involved in sociology research and publication and who encouraged collegial efforts in the development of a sociological imagination, Aida K. Tomeh provided a model of professional excellence.

Visilkie Demos and Kathleen Piker King, NCSA

Sociologist is Statistics Fellow

A sociologist is one of five appointees as Fellow of the American Statistical Association for 1985-86. C. Matthew Snipp, University of Maryland, has received a 12-month Census Research Fellowship to study American Indians with a focus on undercounting in the 1980 Census. Sociologists Clifford C. Clogg and William D'Antonio, ASA Executive Officer, are members of the American Statistical Association's Census Review Board.

Six Teaching Workshops at the Annual Meeting

Teaching Social Theory
Teaching Sociology of Education
Teaching Applied Sociology
Teaching Work and Occupations
Teaching Social Problems
Teaching Urban and Community Sociology

8 Grants Awarded to Study Problems of the Discipline

Eight grants totalling \$14,000 have been awarded by the ASA Committee on Problems of the Discipline to support work on a diverse set of topics that are relevant to sociology as a discipline.

The grants will support work on economic structure and labor market outcomes, social control, fisheries sociology, women and work, and attendance at conferences on global conflicts and the rhetoric of research.

A total of 26 proposals were evaluated by the Committee composed of Michael Aiken, Glen Elder, Barbara Heyns, Morris Rosenberg, James F. Short Jr., and William D'Antonio.

Submission Procedures

Problems of the Discipline proposals must show relevance to some problem of importance to sociology as a discipline. They may include but are not limited to an exploratory study, a small conference, travel to consult with several widely-dispersed specialists, a program of study at a major research center, and other projects not ordinarily supported by other sources of funds. Awards are directed to postdoctoral research.

Although the upper limit of each award is \$2,500, the Committee will consider proposals of exceptional quality at somewhat higher amounts. These grants have no indirect costs; payment is directly to the principal investigator.

Recipients must submit a final report, including an accounting statement, to the Executive Office at the end of the project, and unspent funds are returned to the ASA. Grant money may not be used for convention travel.

Proposals should be no longer than three single-spaced pages, plus bibliography and vita, but with no appendices. Seven copies should be mailed to the Executive Officer, American Sociological Association, 1722 N Street NW, Washington, DC 20036. Deadline for the next submission is November 15, 1985. Submissions which are too late for this deadline will be carried over to the next review period.

Grant Recipients

Project titles, recipients, their affiliations, and grant amounts are: "Conference on Ingredients of Women's Employment Policy," Christine Bose and Glenna Spitze, State University of New York at Albany, \$1,000.

"A Study of Early American Social Control: Newgate Prison of Connecticut," Alexis M. Durham, University of Florida, \$1,000.

"Conference on the Integration of Sociological and Economic Perspectives on Economic Structure and Labor Market Outcomes," Paula England, George Farkas and Margaret Barton, University of Texas-Dallas, \$2,500.

"Conference on Global Conflict and Cooperation: A Sociological Perspective," William A. Gamson, Boston College and James M. Skelly, Institute for Global Conflict and Cooperation, University of California, \$2,500.

"Conference on the Rhetoric of Research," Albert Hunter, Northwestern University, \$2,500.

"A Comparison of Small Scale Fisheries in the United States and Italy," John R. Maiolo, East Carolina University, \$1,000.

"Planning of a Conference on Women and Work," Anne Statham, University of Wisconsin-Parkside and Laurel Richardson, Ohio State University, \$1,000.

"Conference on Institutional Constructs: Consequences for Organizational Cultures and Environment," Lynne G. Zucker, University of California, Los Angeles, \$2,500.

Name _____
Mailing Address _____

Primary specialties in sociology:

Primary country or region in which you have worked or have a research interest:

A description of your research topic(s) one or two sentences:

Dates of most recent visits to country or region:

Other countries or regions in which you have worked or have a research interest:

A description of your research topic(s) one or two sentences:

Dates of most recent visits to country or region:

Language Skills:

	Skill Level				
	None/Beginner				Fluent

1.

(Language)

Speak	1	2	3	4	5
Write and/or Read	1	2	3	4	5

2.

(Language)

Speak	1	2	3	4	5
Write and/or Read	1	2	3	4	5

3.

(Language)

Speak	1	2	3	4	5
Write and/or Read	1	2	3	4	5

Send this information to the ASA Executive Office, attention: Carla B. Howery, 1722 N Street NW, Washington, DC 20036, by July 1, 1985.

Travel Grants for Foreign Students

The ASA has received a grant to assist full-time foreign graduate students in sociology in attending the Annual Meeting, August 26-30 in Washington, DC. The grant was made by the U.S. Information Agency through its Short-Term Enrichment Program (STEP) which is administered by the Institute of International Education. The maximum individual award is \$250.

The STEP awards can only be made to non-U.S. government sponsored foreign graduate students. Recipients are ineligible if they are receiving any U.S. government funds, for either academic or travel expenses. Foreign graduate students of refugee, immigrant or tourist visa status are also ineligible as are students who received STEP awards in the past. Eligibility of each student will be checked with the Institute of International Education before the award is made.

Students receiving awards will be required to submit evaluations of the program and their participation in it within two months of the meeting. Students who do not attend the meeting must return funds.

Foreign students can apply for a STEP award by preparing a letter outlining their eligibility and any formal participation in the Annual Meeting, stating the amount of money needed, listing the institution of higher learning they are attending, and identifying their home country. The letter must be sent by July 1 to the Executive Office, American Sociological Association, 1722 N Street NW, Washington, DC 20036.

Mass Media

Richard D. Alba, SUNY-Albany, Reynolds Farley, University of Michigan-Ann Arbor, Nathan Glazer, Harvard University, Stanley Lieber-son, University of California-Berkeley, **Herbert Gans**, Columbia University, and **Egon Mayer**, Brooklyn College were quoted in a *New York Times* Service article on intermarriage in the U.S. which also appeared in *The Milwaukee Journal*.

Carol J. Auster, Franklin and Marshall College, had her work on women and men in engineering cited in the June 1984 issue of *Manpower Comments* and in a publication of the University of Wisconsin system Office on Women. Her letter to the editor of the *Chronicle of Higher Education*, describing some of the findings of her research on women in engineering, appeared in the May 2, 1984 issue.

Pauline Bart, Harvard Law School, and **Pat Miller**, Smith College, were quoted in a February 3, 1985 *Chicago Tribune* article entitled "The 'liberated women': Free to be anything—but safe."

Stephen Cutler, University of Vermont, and his research showing that people get more liberal as they get older, were the subject of a March 1985 *Science Digest* article.

Caroline Dillman, Agnes Scott College, authored an article titled "Sun Belt, real South don't mix" in the January 27, 1985 issue of *The Atlanta Journal*.

Richard Gelles, University of Rhode Island, was quoted in an article on wife abuse being found in all social levels in a March 1, 1985 *Washington Post* article.

The research of **Naomi Gerstel**, University of Massachusetts-Amherst, and **Harriet Gross**, Governors State University, on commuter marriages was the topic of a February 12, 1985 *Chicago Tribune* article.

Richard Harris, St. John's University, was quoted in a August 26, 1984 *Los Angeles Tribune* article titled "Wife-Beaters Becoming Focus of Experts' Studies."

Fredrick Koenig, Tulane University, and his work on time perception were the topic of a February 6, 1985 *Washington Post* article. He also wrote an article about Wall Street for the February issue of *Across the Board*.

Robert S. Lauder was quoted in a March 4, 1985 *New York Times* article titled "A Jobs Study Reveals a Pattern of Problems Among Veterans of Vietnam."

Alfred McClung Lee's book, *Terrorism in Northern Ireland*, was favorably reviewed in the April 1984 issue of *The Irish Library Supplement*.

Emanuel Levy, Yeshiva University, was interviewed by Toronto's National Radio Station, CKO, for his study of the roles and images of women in American film and his forthcoming book, *The Politics of the Oscar Award*.

Samuel Oliner, Humboldt State University, and his study and personal experience of non-Jewish rescuers of Jews from the Nazis were featured in a recent *New York Times* article.

David P. Phillips, University of California-San Diego, had his research for an article in the *Journal of Communication* described in issues of the *New York Times*, *Los Angeles Times* and *Chronicle of Higher Education*. The paper was covered by the UPI, CBS, ABC, RKO, and Copley radio networks, and he was interviewed by the British Broadcasting Corporation for their "Science Now" program and by the Cable News Network for their television program.

Steve Raynor, Oak Ridge National Laboratory, was interviewed for the "Noontime" program of public radio stations WUOT and WUTC (Knoxville and Chattanooga, TN) on the subject of his forthcoming book, *Measuring Culture* (with J.L. Gross). The interview was broadcast January 29-30, 1985.

Hyman Rodman, University of North Carolina-Greensboro, published an op-ed piece in the *Los Angeles Times*, February 23, 1984, titled "A Compromise Can Settle Teen-Age 'Squeal Rule' Dispute." It was subsequently distributed to about 400 newspapers through the L.A. Times syndicate and reprinted in a number of them, including about 10 in North Carolina.

ASA President **James F. Short Jr.'s** Annual Meeting Presidential Address was discussed in the *Chronicle of Higher Education* (October 1984) and in the newsletter *Behavior Today*.

Susan Sprecher's research was featured in a February 19, 1985 *Milwaukee Journal* article titled "Research links friends, lovers."

Zoltan Tar, New School for Social Research, opened a six-week seminar entitled "Georg Lukacs and His Work" at UAM (Mexico City) and gave an interview to *La Jornada* on "Lukacs and Humanist Marxism".

The April 15, 1984 *Los Angeles Times* featured an article by **Lester C. Thur-ow** titled "The Office Needs a New Sociology to Close Productivity Gap."

Louise C. Weston, President of Environmental Strategies, Inc., was interviewed on the social and consumer-oriented attitudes of the "baby boom" generation. The live interview was conducted by Pat Robertson on the news segment of his "700 Club" program on CBN, November 15, 1984.

Summer Programs

Harvard University will host a month-long workshop on computer instruction in undergraduate sociology July 1-26, 1985. The workshop, sponsored by the Sloan Foundation and directed by Jim Davis, will focus on the use of micro-computers in teaching the Introductory Sociology course. Ten participants will be selected who have the support of their departments and institutions as well as access to IBM or Macintosh PCs for their students. Inquiries and applications should be directed to: Carol Mueller, Henry A. Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, MA 02138; (617) 495-8140. A current vita should be enclosed with the application. Deadline: May 1, 1985. Some support will be available for participants from liberal arts colleges with institutional grants from the Sloan Foundation.

The Inter-university Consortium for Political and Social Research (ICPSR) announces an intensive workshop on the Survey of Income and Program Participation (SIPP), to be held July 15-19, 1985 in Ann Arbor, MI. The workshop is offered as part of ICPSR's annual Summer Program in Quantitative Methods of Social Research. Applicants for the SIPP workshop should submit a resume with their application form, along with a statement of their anticipated use of data files from this collection. Travel and stipend support will be available to participants admitted to this workshop. For further information, contact: Henry Heitowitz, ICPSR Summer Program, P.O. Box 1248, Ann Arbor, MI 48106; (313) 764-8392.

The Survey Research Center and the Inter-university Consortium for Political and Social Research will sponsor four intensive, summer short-courses on selected topics in social research: Utilizing Surveys and Polling Data (July 8-12); Telephone Survey Methods (September 6-8); LISREL Models (July 8-12); and Logit and Log-Linear Models (July 15-19). For further information and applications, contact: Duane Alwin, SRC, (313) 764-6595; or Henry Heitowitz, ICPSR, P.O. Box 1248, Ann Arbor, MI 48109; (313) 764-8392.

The University of Kentucky, in conjunction with the University of Louisville and Michigan State University, is offering a cooperative student-faculty development program in Israel from June 11-July 2, 1985. The three-week course allows participants to explore public policy in Israel and the Middle East, and includes extensive on-site visits and tours. Courses will be held at the Hebrew University and the University of Tel Aviv. Transportation, room and partial board, air fare, and associated course costs are included in the \$1,900 cost. Interested individuals should contact: Scott Cummings, Department of Sociology, University of Louisville, Louisville, KY 40292.

The University of Pennsylvania will host a week-long (July 8-12, 1985) summer institute on "Aging Today," jointly sponsored by the University's Rehabilitation Research and Training Center in Aging, the Center for the Study of Aging and the Graduate Group in Social Gerontology. Six practice-oriented courses will be offered. The cost is \$325 for two courses and \$200 for one course. Contact: Aging Today Institute, Rehabilitation Research and Training Center in Aging, University of Pennsylvania, Nursing Education Building, 420 Service Drive/52, Philadelphia, PA 19104; (215) 898-5675/1058.

The Pacific/Asian American Mental Health Research Center, in cooperation with the Inter-university Consortium for Political and Social Research, invites applications for an NIMH-funded research methods workshop to be held at the University of Michigan July 29-August 23, 1985. Stipends are expected to be provided for U.S. citizens and permanent residents. Applicants with PhD or equivalent are preferred. A commitment to Pacific/Asian American Mental Health using quantitative approaches is required. Information and applications are available from: Mary Doi, P/ AAMHRC, 1001 W. Van Buren Street, Chicago, IL 60607; (312) 226-0117; Application deadline: May 25, 1985.

West Virginia University will hold the 1985 Summer Institute on Aging June 2-7, 1985. The Institute includes courses on various topics relevant to aging. A total of 18 workshops are available. Registration fee for one week of courses is \$37.50. For further information about the Institute, contact: Nancy Lohmann, Dean and Director of the Institute, or Catherine H. Gillespie, Assistant Director, 710 Allen Hall, West Virginia University, School of Social Work, Morgantown, WV 26506; (304) 293-3501.

Do you need some new ideas about how to teach sociology?

Come to the Teaching Services Program workshop this summer in beautiful Colorado—Kicking the Lecture Habit: Teaching Sociology Using Media, Visuals, Simulations, and Other Methods.

Contact Carla B. Hovery at the ASA Executive Office for details.

Good Ideas

by Carla B. Hovery

The Massachusetts Sociological Association presents an "Apple Award for Outstanding Contribution to Teaching Sociology." Individuals or collective acts may be nominated for the award. The Association has a helpful brochure outlining the criteria for nomination and selection. Recent Apple Award winners include: Alfred Clarke, Jr., Western New England College; Josephine Ruggiero, Providence College; Tom Ramsbey, Rhode Island College; and Andrea Walsh, Clark University.

For more information on the Apple Award, contact: Larry Leavitt, Department of Sociology, Holyoke Community College, 303 Homestead Avenue, Holyoke, MA 01040.

Editor's Note: The ASA will co-sponsor teaching awards with state sociological societies. We have an award certificate prepared for presentation to the winners. Contact the Executive Officer to make such arrangements. The Wisconsin Sociological Association currently makes a co-sponsored award for excellence in teaching.



Will Holton, Northeastern University, has taken a successful teaching device and parlayed it into a small business. He teaches a course called "Sociology of Boston" in which he uses walking tours of neighborhoods to illustrate sociological concepts such as culture, stratification, gentrification, neighborhoods and networks, ethnicity and power.

The course was so well received that he offered tours when the Eastern Sociological Society met in Boston. Now a member of the Greater Boston Convention and Visitors Bureau, Holton has formed a small business: Discovering Boston Walking Tours. He offers several standard tours of neighborhoods, but also designs custom tours for special groups. Tourists can get a social history tour of the Freedom Trail, Beacon Hill and Charlestown; or special interest tours of Boston shopping, underground Boston or Bawdy Boston. Bostonians sign up for "This Is Your Life" bus and walking tour parties in honor of birthdays or retirement.

Henry Tischler of Framingham State College is now helping with the popular tours. For more information and reservations, call Holton at (617)484-6805.



American University will be well-represented at the 1985 ASA annual meeting in Washington, DC. The Department of Sociology has received funding from the University's Council of Graduate Students to support the membership and meeting registrations for ASA and SSSP for active graduate students. Ray Kirshak, graduate student and president of American University's chapter of Alpha Kappa Delta, applied for the funds and handled their distribution to students who wish to participate in the meetings.

Kirshak, working with Department chair Ken Kusterer, also has organized several professional development workshops for graduate students. Workshop topics have included information on preparing a paper for a professional meeting, getting financial aid, writing small grant proposals, cooperative education programs and career planning for work in sociological practice. The program has been well-received by the students who have put their skills to good use. For more information contact: Ray Kirshak, American University, (202)885-2474.

Promote Your Book in ASA Journals

Is your book being brought to the attention of ASA members? The ASA offers a number of ways to advertise your book to the valuable and specialized audience subscribing to our publications. Five ASA journals and FOOTNOTES accept display advertising. Rates vary by circulation of the publication. Journals range from \$475/page for *American Sociological Review* to \$150/page for the three quarterlies currently published; advertising in FOOTNOTES ranges from \$885 for a full page to \$100 for a 2" x 7" (one-column) ad.

In addition, the ASA also offers advertising in its Annual Meeting *Final Program*—\$370/page, \$575/two-page spread and \$260 for a half-page ad.

The ASA also can provide mailing lists of journal subscribers, the entire ASA membership, or members of sections or specialty areas. Rates range from \$30 to \$125 per 1,000 names, depending upon the list desired, and can be provided on cheshire or gummed labels.

Write or call your publishers today and urge them to utilize the important advertising resources of the ASA. For further information and rate cards, they can write or call Karen Gray Edwards (advertising) or Nancy Sylvester (mailing list rentals) at the ASA Executive Office, 1722 N Street NW, Washington, DC 20036; (202) 833-3410.

Official Reports and Proceedings

Committee Reports

COMMITTEE ON WORLD SOCIOLOGY

The Committee's activities and plans for 1985 were summarized and coordinated at the Committee's annual meeting in San Antonio, TX on August 22, 1984. Present were Louis W. Goodman (Chair), Elise Boudling, Robert Marsh, Patricia Stenhoff, and Maria Tendi (members), Theda Skocpol (Council), Carla Howery (Executive Office), Melvin Kohn (ISA representative), David Wiley (U.S. Commission for UNESCO representative), and Nan Lin (Liaison Coordinator for China).

The meeting began with the introduction by Nan Lin of a delegation of sociologists visiting the ISA as representatives of the Peoples' Republic of China. These were Wang Hui, president of the Tianjin Sociological Association, and Pan Yang Kang of the Communist Institute of the Tianjin Academy of the Social Sciences.

David Wiley reported on his representation of the Association at the AAAS and the United States Commission for UNESCO. He distributed a booklet published by the Commission entitled, "What are the issues concerning the decision of the United States to withdraw from UNESCO?" A discussion of this situation and its impact on sociology and sociologists ensued. Wiley and Goodman were commissioned to prepare a resolution which was presented at the business meeting expressing concern about the negative impact on sociology and sociological research of the proposed U.S. withdrawal from UNESCO. This proposal was presented on behalf of the Committee by John Useem; it was passed by the Association and forwarded by the Executive Officer to the White House and State Department.

Wiley also reported on the Committee's international teaching project. Now available to members upon request to the Executive Office, and in its second printing, are materials and syllabi for infusing sociology teaching with international perspectives. In process is a compendium of essays by working sociologists on what undergraduates should learn about the international system in undergraduate sociology programs. This undergraduate study guide will be available from the Executive Office in late 1985.

Melvin Kohn reported on his representation of the ASA at ISA. He reported the likelihood of a Soviet delegation attending the 1985 ASA meetings and that the next ISA meeting will be held in 1986 in Delhi, India. He encouraged ASA members to attend.

Committee members formulated plans for mobilizing ASA members concerned with international and comparative research. As a first step, the Committee petitioned the Association to allow it to organize a series of workshops and discussions on international and comparative research. This proposal was accepted by the Program Committee for the 1985 meetings. As a result, the Committee will organize three workshops and additional luncheon roundtables, each on a different world area. While the emphasis of each will be left to the organizers, each will discuss what is happening in sociology in a particular area of the world with reference to the theme of the annual meeting in 1985—"Work and Unemployment." The nine world areas are Canada; Latin America; Western Europe; Eastern Europe; the Arab World; the non-Arab Middle East; Africa; East Asia; and South, South-East and Australasia.

Committee members also discussed with Carla Howery the desirability of taking advantage of next year's ASA meeting in Washington to facilitate deepening members' understanding of the many international agencies headquartered there.

Louis W. Goodman,
Chair

COMMITTEE ON TEACHING

The Committee on Teaching has directed its attention toward several activities during 1984. The Teaching Services Program is in excellent health and the Committee unanimously commends Carla Howery for excellence in directing and managing the lively and prospering activities which comprise this program. The Program has been further strengthened by the hiring of Connee Bordieri. She is providing an essential component to the implementation of existing plans in her role as assistant to the Program. The Teaching Resources Center sold 14,000 items during 1984; 10 workshops were conducted, with 14 workshops planned for 1985, and 28 institutions requested and received visits from the Teaching Resources Group.

A subcommittee (Persell, Little and How-

ery) conducted a survey about the *Teaching Newsletter* using random samples of current subscribers, former subscribers and ASA members who have never subscribed. In response to a question about the appeal of a possible merger of *Teaching Sociology* with the *Teaching Newsletter*, 68% of all respondents indicated that they would subscribe to a new, combined publication. Of the current subscribers to the *Teaching Newsletter*, only 25% subscribe to *Teaching Sociology*, suggesting that there might be almost double the market for such a publication.

In its meeting of January 1984, Council approved the selection of a Field Coordinator to manage the workshop and departmental visitation program which falls under the Teaching Services Program. The Committee on Teaching was charged with recruiting candidates for this position, with the proviso that a ranked slate of recommended candidates be transmitted to Council. In accordance with this mandate, the Committee on Teaching publicized this position and the selection criteria for it through *FOOTNOTES*, the *Teaching Newsletter* and other direct mailings. Ten applications and/or nominations were submitted by the August 1984 deadline. The Committee evaluated candidates' credentials during its sessions at the August 1984 Annual Meeting.

Seven candidates were selected for interview during the Annual Meeting and four were finally selected for further consideration. During the fall of 1984, these four candidates were asked to participate in workshops and/or departmental visits with experienced Teaching Resources Group staff members. A number of detailed, factual and evaluative reports were collected on each of the four candidates through this method. These reports were discussed at the first-year meeting of the Committee on Teaching in January 1985.

Charlene Black,
Chair

COMMITTEE ON SOCIOLOGICAL PRACTICE

At its meeting on August 28, 1984, in San Antonio, the Committee voted almost unanimously to concentrate its energies on marketing sociology to a broad range of audiences. This consensus among a diverse lot of committee members reflects the great concern of many sociologists (including many presenters at the 1984 ASA Annual Meeting) that if we do not take vigorous and immediate steps to promote sociology, others from other disciplines and backgrounds will market their own version of sociology.

The ASA Committee on Sociological Practice has determined that its highest priority is to improve the job market for sociologists in a wide array of employment settings (including self-employment). To this end, it has developed an outline for an action plan and has requested "in principle" approval from Council to proceed with further development and implementation of the plan.

Sociology is being used in business, industry and government. Concepts such as "quality circles" and "corporate culture" reflect the diffusion of social science ideas. A number of "in-house" training courses, the ideas underlying concepts such as "opinion leaders" and "group participation in decisions" are familiar to all kinds of professionals in the corporate and government sectors, but sociologists are not being hired or consulted to any significant extent in the use of these ideas.

The time has come to change this situation by effecting social change on our own behalf. Such change will enrich our employment opportunities, our body of knowledge about "rules, norms and relationships" and our chances for influencing the directions of some aspects of societal change.

The Committee on Sociological Practice has established two goals: (1) to create a positive image of sociology in the world market so that many types of employers will seek to hire or make contact with sociologists when they have needs that can be served by our discipline, and (2) to create a positive image of the ASA among sociologists in diverse employment settings, including self-employment, so that they will choose to be members of the Association.

Ruth Love,
Chair

DUBOIS-JOHNSON-FRAZIER AWARD SELECTION COMMITTEE

The DuBois-Johnson-Frazier Award Selection Committee met on August 29, 1984, during the ASA Annual Meeting. The following members of the Committee attended the meeting: Elizabeth Higginbotham, Julia A. Mayo, John Moland, Gail Thomas, and William Julius Wilson. William H. Exum and Evelyn N. Glenn notified the

Committee that they would not be able to attend, but both submitted a rank order of the candidates nominated for the Award. Edgar G. Epps did not attend the meeting and did not submit a written assessment of the candidates. Accordingly, seven members of the Committee provided written ballots.

Three candidates were nominated for the Award—Joyce A. Ladner of Howard University, Charles U. Smith of Florida A&M University and James Teel of Boston University. Ladner was declared the winner after receiving a substantial majority of votes on the first ballot.

The Committee prepared a citation which was read at the business meeting of the ASA. Joyce Ladner did not attend the ASA meeting in San Antonio so Joseph Himes of the University of North Carolina, Greensboro accepted the Award in her behalf. (See October 1984 *FOOTNOTES* for details.)

The remainder of the meeting was devoted to discussing the obvious problem of so few candidates being nominated for this Award. In 1982, only five candidates (including one institution) were nominated. In 1984, that number dropped to three. It was suggested that the Committee consider ways to improve the nomination process and be prepared to submit and discuss recommendations at the 1985 ASA Annual Meeting in Washington, DC. The next DuBois-Johnson-Frazier Award will be presented in 1986.

The ethnic composition of the 1984 DuBois-Johnson-Frazier Award Selection Committee also was discussed. Committee members pointed out that unlike the composition of previous committees, the 1984 Committee consisted entirely of minorities (seven black Americans and one Japanese-American). It was strongly felt that the ASA should make every effort to maintain a racially-balanced Committee so that this important Award is not stigmatized in the eyes of ASA members as being only relevant for or restricted to minorities. This view was conveyed to members of the ASA Committee on Committees, and the Chair indicated that he would include this view in his annual report to the Council.

William Julius Wilson,
Chair

COMMITTEE ON SOCIETY AND PERSONS WITH DISABILITIES

The Committee on Society and Persons with Disabilities was formed as an ad hoc committee by President James Short in late 1983. The members are: Nan Johnson, Michigan State University (Co-Chair); John Christensen, Gallaudet College (Co-Chair); Joseph Himes, University of North Carolina at Greensboro; Helena Zanickei Colapata, Loyola University of Chicago; and Irving Kenneth Zola, Brandeis University. The ASA has no literature in which many members have physical disabilities or how these physical characteristics impede professional integration. The Committee on Society and Persons with Disabilities developed a questionnaire on this topic which was mailed along with pre-registration materials for the 1984 Annual Meeting in San Antonio.

The questionnaire elicited 156 respondents. Of these, 21 stated that a temporary disability had previously interfered with their attendance at ASA meetings. Most (N=132) had no literature in which they were physical injured (e.g., broken bones or ruptured disks) which impaired mobility. However, six women reported that advanced pregnancy had prevented or hindered their participation at an ASA convention.

The most common types of permanent impairments were those of mobility (N=18), hearing (N=16) and sight (N=15). The nature of these impairments ranged from difficulty in walking to paraplegia, from partial hearing loss to profound deafness; and from color blindness to total blindness. In addition, three people reported an aversion/allergy to tobacco smoke; two people, impaired speech; one person, asthma; and one person, epilepsy. These 56 permanent impairments were reported by 52 people, since four respondents had more than one condition. It is probable that the number of physically impaired sociologists is much larger than the survey indicated, since inclusion of the questionnaire with the preliminary program for the Annual Meeting probably netted respondents more strongly integrated into ASA.

Ruth Love,
Chair

Background Characteristics:

The 52 permanently disabled sociologists provided several indicators of their social background. As is true for the ASA membership at large, most of the permanently disabled respondents were white men with PhD degrees who were employed fulltime at universities. The average age was 51.8 years, although permanently disabled women were much younger than similar men (45.6 v. 54.7 years). However, permanently disabled respondents were much less likely to be employed fulltime in comparison to the temporarily abled (Widomars, 1982:6), a fact suggesting the general-

ly disadvantaged status of persons with physical impairments.

Barriers to Participation:

The survey uncovered a number of barriers to the full participation of those with mobility impairments. Their exclusion often begins before arrival at the convention site.

One bus driver tried to prevent a sociologist using a wheelchair from boarding a city bus at the San Antonio airport (reason: the sociologist was unaccompanied). Another barrier is the dispersion of meeting rooms. Another timing problem occurs with electronic devices which close elevator doors too quickly.

Several barriers against hearing-impaired sociologists were identified: a lack of microphones in some of the smaller meeting rooms; even when a microphone is available, speakers usually do not address it, nor do most of them speak loudly and distinctly; sign language interpretation is available only in a limited number of sessions; it is also difficult for many hearing-impaired sociologists to place or receive phone calls since most hotel telephones lack volume controls.

A number of factors at the ASA meetings impair sociologists with visual characteristics: for some, the type of name badges is too small; some hotels do not have Braille signs in elevators and none have Braille numbers on restroom doors or telephone dials; there are no cassette recordings of the program booklet, the abstracts, the papers presented, or of the hotel layout.

Recommendations:

The results suggest several important ways in which ASA can encourage the participation of physically impaired members at the annual meetings. It would appear that ASA should not contract for annual meetings at any hotel not providing complete wheelchair accessibility. At the time a site selection is being made, the ASA Executive Office should verify that airport limousines and buses are wheelchair accessible, and violations should be reported to the federal Department of Transportation. At the registration site, a resource room could be provided where curb ramp maps would be available and where help with other needs could be sought by persons with impairments. In addition, greater centralization of meeting rooms would reduce travel distances between them. Ample seating should be available in places where people congregate.

The ASA can assist hearing-impaired sociologists by requesting hotels to provide microphones in all meeting rooms. Session presiders should verify that microphones are functioning, should remind all presenters to address the microphone and should repeat into the microphone all questions raised from the floor. If presenters cannot remember to use table-top microphones, then throat microphones should be adopted. An induction loop amplification (ILA) system (consisting of a microphone, an amplifier and enough wire to encircle a room) could be used. The ASA should hold its meetings only in hotels with modular telephone jacks so that portable handsets having amplifiers can be made available to hearing-impaired guests.

Three hearing-impaired sociologists need sign-language interpreters to attend future ASA meetings. Interpreters must work in pairs because it is impossible for one person to interpret for two straight hours. In addition, interpreters need advance copies of the speeches. Preliminary registration forms for future ASA meetings could provide space for requesting services such as sign language interpretation.

The integration of visually impaired sociologists could be fostered in a number of new ways: the ASA should require future convention hotels to provide signs or notices in Braille, especially on doors and elevators; readers could be developed to read the program, the abstracts, certain papers, and maps of hotel layouts; to contain costs, volunteer readers and guides could be sought.

Some respondents indicated a strong aversion or allergy to tobacco smoke. Smoking should be forbidden in all meeting rooms and presiders should enforce the ban. Restaurant information distributed by ASA should indicate which dining rooms offer nonsmoking areas and which are wheelchair-accessible.

The foregoing suggest ways to scale physical barriers against the full participation of the ASA membership. The attitudinal barriers are harder to surmount. Organizationally, ASA can promote greater understanding by sponsoring sessions on the social condition of those with physical impairments (one such session occurred in San Antonio). ASA members could warmly welcome their physically impaired colleagues at the annual meetings to reward them for making the extra effort to come.

Nan E. Johnson,
Chair

References:

Williams, Paul R. 1982. "Minorities and Women in Sociology: An Update." *ASA FOOTNOTES* 10 (December): 6-8.

Representative Reports

ASA REPRESENTATIVE TO INTERNATIONAL SOCIOLOGICAL ASSOCIATION

This year being midway between ISA quadrennial Congresses, the attention of the Executive Committee has been divided between planning for the next Congress, to be held in Delhi August 18-22, 1986, and carrying out a myriad of between-Congress organizational and intellectual activities. In this brief report, I shall skip the financial and administrative problems that necessarily take up much of the Executive Committee's time; those who are interested can learn more about these matters in the *ISA Bulletin*. Instead, I shall mention just a few of what I thought to be the most important events of ISA's year.

Even to someone acquainted with the complexities of planning for an ASA convention, it comes as a distinct shock to learn just how much of the complex it is to organize an ISA Congress and how much further in advance of the Congress such planning must be carried out. Even deciding on a theme for the Congress is a major enterprise. There was, first, the question of whether it was necessary to have a theme. Deciding on the general topic was a theme and not easily resolved issue; we eventually chose "social change." Then, deciding on the precise wording of the theme posed yet another set of problems, which it took us nearly a year to resolve, for we needed wording that was meaningful not only in the official languages of ISA (English and French), but also in several other languages, including Spanish, Portuguese, German, and, most problematic of all, Russian. Wording that seemed ideologically neutral in some languages and political context was anything but neutral in other languages and contexts. We finally agreed to unexciting, but blessedly neutral wording: "Social Change: Problems and Perspectives." Planning for the 26 sessions devoted to one or another aspect of this theme is in high gear, with co-organizers selected for all of the sessions and papers now being invited. At the same time, the approximately 40 Research Committees (which correspond to Sections of ASA) are planning their own programs, which will occupy by far the largest part of the Congress program. These will be a unique opportunity for sociologists from all countries to submit papers to these sessions.

A second major preoccupation of the ISA Executive Committee has been publications—finding the resources to expand ISA's terribly limited monograph series, strengthening financial and linguistic support for the Association's journal, *Current Sociology*, and planning for the creation of a new and potentially exciting journal, to be called *International Sociology*.

To mark the midpoint between Congresses, ISA held a meeting of its Research Coordinating Committee, which governs the Research Committees. Since academics find it intolerable to hold a purely administrative meeting (and perhaps more to the point, find it difficult to get travel funds to attend such a meeting), a social conference was held in conjunction with the essentially administrative meeting of the Research Coordinating Committee. The theme of the conference was "zero growth," with each Research Committee invited to send one representative to give a paper linking the subject matter of that Research Committee with the conference theme. In my judgment, this was an impossible task and the Research Committees responded accordingly. Many Research Committees declined the invitation; some sent representatives who gave papers on zero growth, essentially ignoring the subject matter of their own Committees; others gave papers on the subject matter of their Research Committee, making little pretense of linking that subject matter to zero growth. I have attended more stimulating conferences.

On the other hand, the individual Research Committees have held many conferences of their own, from several of which I have heard glowing reports. The one conference I did attend, under the auspices of the Research Committee on Social Stratification, was splendid in all respects, including its locale—Budapest. I again commend to U.S. sociologists the very great intellectual and other advantages of participating in ISA and its Research Committees. I would also like to remind the ASA Council and Executive Office that it is very much in the interest of both U.S. and world sociology that a sizable delegation of U.S. sociologists participate in the 1986 Delhi Congress— which, given the great expense of travel to India, will be possible only if ASA is able to secure funds to help subsidize travel expenses.

Melvin L. Kohn

Reports, from page 14

ASA REPRESENTATIVE TO
COMMITTEE ON PROBLEMS
OF DRUG DEPENDENCE

The Annual Meeting of the Committee on Problems of Drug Dependence was held June 4-6, 1984 in St. Louis, MO. The 1985 meeting will be held in Baltimore and will coincide with the dedication of the new Addiction Research Center facilities (formerly at Lexington, KY). Travel fellowships are available for students interested in drug or alcohol abuse.

The annual Nathan Edward Award was presented to Ray Houde and the biannual Morrison Award to Kay Croker.

An interim meeting was held in San Juan, PR, on December 10-11, in conjunction with the American College of Psychopharmacology.

The ASA representative was appointed to a committee to consider the relationship between the CPD and the Association for Medical Education Research in Substance Abuse, and to respond to the request of the latter organization for a joint meeting.

Lee N. Robins

Editor's
Reports

AMERICAN SOCIOLOGICAL
REVIEW

The ASR received 422 new manuscripts in 1984; this is 45 fewer than were received in the previous calendar year, a drop of almost 10 percent. Whether that decrement represents an aberration or a trend cannot yet be known. An additional 55 manuscripts were carried over from 1983, i.e., reviews on these manuscripts, submitted in 1983, were not completed until some time in 1984. Thus, 477 manuscripts were considered for publication during 1984.

Of these 477, 42 were rejected by the Editor without being further reviewed, and 435 were sent to either Associate Editors or ad hoc referees for review; 82 of these 435 are still under review. Of those for which the editorial review was completed in 1984, 277 were rejected outright, 40 were accepted, 21 were accepted conditional on specific changes being accomplished, and in 45 cases, authors were asked to revise and resubmit their manuscripts. Of the 10 accepted unconditionally at the end of the initial review process, five were comments. Most of the revisions and resubmissions were ultimately accepted or can be expected to be accepted for publication, since that decision category is used only when there are solid grounds for anticipating a successful revision.

The heaviest reviewer burden was carried by the 24 Associate Editors; an additional 300 referees participated in the review process during the year. Most papers were reviewed by two referees; on occasion, third referees were called into play when I did not find it possible to reach a decision on the basis of the comments of two referees and my own reading of manuscripts. Infrequently, decisions were based on the comments of only a single referee and my own reading; this invariably occurred when substantive changes were suggested and I failed to produce a review, when the time lapse from submission had been considerable and when it seemed reasonable to reach a decision on the basis of the information in hand.

The average time required to complete editorial reviews, from date of submission to date of decision, was 8.75 weeks, up slightly from the previous year; the range was from two to 21 weeks. Average wait from acceptance of a paper to publication was 3.4 months, a considerable drop from the 4.4 months of 1983, and a matter for concern rather than pride (because it betrays a too-small backlog of accepted papers, too small from the standpoint of an orderly publication process that does not occasion anxiety in an editor yet does not make authors subject to seemingly interminable time lapse between acceptance of their papers and publication).

In all, 51 papers were accepted for publication during 1984 and 62 were published: 53 articles, five research notes and four comments and associated responses.

Computing an acceptance rate by dividing the number of papers published in 1984 by the number of manuscripts submitted during the same period yields an acceptance rate of approximately 11 percent. As I noted last year, that rate is not "too low" in the sense of reflecting the necessity that strong manuscripts be declined as a consequence of space limitations.

This year saw the publication of the first article processed and judged as a paper on the profession of the sort that at an earlier point would have been submitted to and reviewed by *The American Sociologist*. It may be worth noting that the ratio of professional

SUMMARY OF EDITORIAL ACTIVITY
January 1 - December 31, 1984

	ASR	CS	JHSB	SOE	SPQ	ROSE	SM	ST
A. Manuscripts Considered								
Submitted in 1984	447	—	278	152	207	40	37	44
Carried over	522	—	238	130	165	34	27	44
B. Review Process								
1. Screened by Editor & Accepted for Review	435	—	218	114	207	22	35	38
a. Rejected outright	44	—	134	25	45	5	14	19
b. Rejected—revise/resubmit	21	—	17	12	15	—	5	5
c. Conditional acceptance	21	—	17	16	35	—	5	5
d. Outright acceptance	11	—	13	20	1	4	—	10
e. Withdrawn	82	—	—	—	1	1	—	2
f. Pending	—	—	27	31	34	13	7	1
2. Screened by Editor and Rejected	42	—	20	38	—	15	2	6
C. Editorial Lag (weeks)								
	8.7	—	7.0	6.6	12.0 ¹	24	16	11
D. Production Lag (months)								
	3.4	3.7	6.0	5.3	5.0	—	—	—
E. Items Published								
Articles	53	—	30	19	37	—	—	15
Book Reviews	—	539	—	—	—	—	—	—
Symposium Reviews	—	2	—	—	—	—	—	—
Review Essays	—	19	—	—	—	—	—	—
Comments	4	70	—	—	6	—	—	—
Other (including research notes)	2	61	—	7	1	—	—	—
F. Reviews								
Males	249	*	19	90	192	33	54	25
Females	51	*	9	34	57	8	6	4
Minorities	3	*	2	—	—	—	—	1
G. Editorial Board Members								
Males	18	16	19	14	23	7	6	3
Females	6	11	14	6	7	2	—	2
Minorities	2	3	2	*	1	—	—	—

¹ Figure includes five weeks average time for a reviewer and seven weeks average decision time for a manuscript.
* Information not supplied or not known by the editor.

papers accepted to professional papers submitted is higher than the acceptance rate for papers in general.

A strong supporting cast makes the role of editor of *ASR* not only lenient but satisfying. I am especially grateful to my Deputy Editor, Larry Griffin; my Managing Editor, Alyce Stryker; and my Copy Editor, Bob Kuhn. Henry Quellmalz of Boyd Printing is always ready to help and invariably helpful, as is Karen Gray Edwards, the ASA Publications Manager. My debt to Associate Editors is immeasurable. Let me for single out for special recognition and thanks those Associate Editors whose terms of office ended with the last issue of 1984: Claude S. Fischer, Neil D. Higstein, John L. Hagan, Lawrence E. Charleszig, Hugh Mahan, Alberto Palloni, Hazel C. Rigin, Ann Swidler. And let me welcome their replacements, who will serve three-year terms beginning in 1985: Sarah Fenstermaker Berk, Diane Felmeé, Gary F. Jensen, William Kelly, Mary R. Jackman, John R. Logan, Francois Nielsen, Barry Schwartz.

Sheldon Stryker

CONTEMPORARY SOCIOLOGY

Volume 13 represents the first year of the Laslett editorship. During this time, I have, with the help of an able staff and an active editorial board, attempted to put our own stamp on *Contemporary Sociology*. In this effort, we have built upon the efforts of previous editors, editorial boards and staffs while trying to be innovative in several directions. For instance, following a path developed under the D'Antonio-Hess editorship, we are experimenting with the policy of producing a limited number of film reviews. We have expanded this interest in visual sociology, however, to include reviews of micro-computer software. We have also continued the policy of previous editors in publishing Endnotes, although they are now signed, but have moved away from publishing review symposia. We are using the space thus released for longer reviews of both the regular and essay type. We have also made some efforts to expand the coverage of foreign materials reviewed in CS, and to that end have commissioned several review essays of other national sociology.

While primarily concerned with intellectual issues of interest to CS readers, we have also had to cope not only with the usual problems associated with the removal of a journal to a new location and the inevitable dislocation, particularly in reestablishing that is entailed, but we have also been faced with a twofold problem of computerization: first, setting up a data base using the main-frame computer at the University of Minnesota and, after our first year of operation, switching to a microcomputer (generously donated to CS by the University of Minnesota).

During 1984, we had three editorial board meetings in Minneapolis (with financial help from the University of Minnesota and the hospitality of various local Editorial Board members) which provided opportunities for invaluable discussion of issues and policies as well as "hands on" experiences in book assignment for out-of-town editors. I now feel, perhaps immodestly, that we have reached our stride in efforts to make CS an interesting and valuable academic book review journal.

Although we still have some unresolved technical problems, in editorial terms the setting-in-period is behind us and from now on we will be able to focus more exclusively on the intellectual issues of interest to our readership.

There are many people whose help has been invaluable during this, my first year of editing *Contemporary Sociology*, and I would like to take this opportunity to thank them. First and foremost, my grateful thanks and appreciation go to the CS managing editor, Martha Roth. Cathy LaMarche, Lazaros Christoforides, Linda Penaloza, Ramona Asher, and Michael Laslett also gave us enormous help in establishing and running our shop at the University of Minnesota. I would like once again to thank Gloria De Wolfe for her wonderful calligraphy that adorns our cover. Thanks, my thanks, too, to Terry Schmit, who has struggled with not one but two computer languages and programs in efforts to get our microcomputer recordkeeping system to function smoothly. Thanks, too, to the generosity of the Department of Sociology and the University of Minnesota for support in various forms (especially 5 ones), to the members of the Editorial Board who have worked long and hard and, hopefully, have had some fun along the way, and last but not least to all our reviewers. Where would we be without you?

Barbara Laslett

JOURNAL OF HEALTH AND
SOCIAL BEHAVIOR

This is the third and final report of the activities of the *Journal of Health and Social Behavior* under my editorship. Responsibility for a major journal entails a heavy and relentless stream of daily demands. Fortunately, the demands are mixed with a large supply of rewards and gratifications. Some of these are provided by the selfless contributions of the Associate Editors and ad hoc reviewers who worked with me. The level of excellence of the reviews and their constructive quality have left me profoundly indebted to those whom I called upon. The *Journal* and I have further benefited by the skillful editing and management of Phyllis Olsen and the editorial assistance of John Waldman.

Most of all, I am pleased by the intellectual vigor of the *Journal*. Its pages are of substantive interest to a wide and diverse range of sociologists. Without question, it is the most outstanding forum for social research into various aspects of mental and physical health. This is not to say that its quality cannot be further improved or its content further extended. There is much room for positive change without sacrificing either the scholarly standards or the essential sociological perspectives of the *Journal*. Ultimately, of course, the future growth of the *Journal* will depend on its audience and its contributors. After three years, I can step down feeling optimistic about its direction and momentum.

From a logistical point of view, *Journal of Health and Social Behavior* has enjoyed a successful year. For the third consecutive year, there has been an increase in the number of articles submitted, this during a period where the membership of the ASA has not

commensurately increased. Since the *Journal* has published the same number of articles as in the previous year, 30, there has been an increase in the rejection rate. As in earlier years, the overall editorial lag has averaged a brief seven weeks. Again, this is testimony to the conscientiousness of those who have served as referees.

The *Journal of Health and Social Behavior*, more than any other ASA publication, stands as a bridge between sociology and other disciplines, as judged by the number of non-sociologists who are subscribers. Moreover, as sociologists who serve on NIH-NIMH review panels can attest, it is a frequently cited publication for peoples' seeking support for their research. Thus, it serves the community of sociologists in an effective manner. The quality of the sociology that it reflects and its usefulness to a variety of scholars are sources of pride, indeed.

Leonard Pearlson

SOCIAL PSYCHOLOGY
QUARTERLY

In this report, I wish to thank Joan Burke, Managing Editor until August, Melinda Buckley, current Managing Editor, Steve Franzoi, Assistant to the Editor until August, Paul Sweeney, current Assistant to the Editor, and Bob Kuhn, Copy Editor, for their wonderful help and support in getting out the 1984 issues. I also want to thank the Editorial Board members, especially Robert M. Arkin, William Austin, Richard B. Felson, Mark Granovetter, Arnold S. Kahn, Harry Reis, E. Gary Shapiro, Howard F. Taylor, Sheldon Ungar, and Clifford Wear, who completed their terms in 1984, for their conscientiousness and critical readings of manuscripts. Without the help of all of these people, and the 244 "anonymous" ad hoc reviewers used this year, it would not be possible to continue the journal, let alone maintain the high quality it has had.

The acceptance rate during 1983 was 20.8 percent. This figure is somewhat lower than the 26.6 percent reported last year.

The number of new submissions for 1984 is 207 compared with 195 for last year. That is, we experienced an approximately 6 percent increase in submissions between 1983 and 1984. This compares with a 12% increase last year and drops of 2% and 6% in the two years prior to that. It thus appears that the drop in submissions experienced in the past has indeed ended, though the increase is not as fast as anticipated by last year's data.

The number of articles published in 1983 was 37, up eight from the 29 published in 1982. The number of research notes was six, which was down one from the previous year. We also continued the tradition of publishing the text of the Cooley-Mead Award presentation and lecture.

Time from initial submission (when the file is complete, including receipts of the processing fees) to reporting of initial decision to the author was a little over seven weeks, which was about the same as last year.

Peter J. Burke

SOCIOLOGY OF EDUCATION

The first three issues of *Sociology of Education* published in 1984 contain 13 man-

uscripts, two research notes and five comments and rebuttals. While many of these papers look at issues in sociology of education from an organizational or status attainment perspective, a number also deal with problems of socialization and human social development and two papers provide an historical perspective on questions in sociology of education. This diversity of topics reflects editorial efforts to broaden the scope of the journal. The fourth issue of volume 37 is a special issue on ethnographic studies in education, guest edited by Mary Haywood Metz. This issue also was motivated by the desire to expand the journal and by the recommendation of many readers who felt that more papers representing qualitative methods should be published in the journal. Over 30 papers were submitted for review. Six were accepted for the special issue and a few others will appear in future regular issues of the journal. It is hoped that this effort will demonstrate to readers of *Sociology of Education* that the journal welcomes all methodologies. Michael Olneck and I are extremely grateful to Mary Haywood Metz for her diligent and wise supervision of this special issue.

Five new editorial board members were appointed to a three-year term beginning January 1985: Michael Apple, James Coleman, Barbara Heyns, John Meyer, and Art Stinchcombe. In addition, to equalize the number of board members resigning each year, four members agreed to extend their terms to a fourth year. These are Warren Hagstrom, Edward McDill, Mary Haywood Metz, and Aage Sorensen. I welcome the new members of the Board and express my appreciation for their willingness to continue their valuable service to the journal. Board members whose term expired in December 1984 are David Anner, Steven Bossert, Diane Felmeé, Jerome Karabel, Sara Lightfoot, and Philip Wexler. Michael Olneck and I are deeply indebted to these colleagues for their informed reviews and conscientious service.

Regarding the operation of the journal in 1984, a total of 132 manuscripts were considered, compared to 197 in 1983, 125 in 1982, 152 in 1981, 169 in 1980 and 141 in 1979. The number of new manuscripts submitted over the same six-year period was 130, 168, 112, 124, 138, and 121. These figures represent a fairly stable submission rate over the past few years with the exception of 1983 in which the number of submissions to the special issue on ethnographic studies dramatically increased the submission rate. It is hoped that the publication of this issue will favorably affect the number of submissions in 1985.

The acceptance rate, calculated as the ratio of the number of articles published to the number of new submissions is 14.6% and the ratio of number of articles published to total number of submissions is 12.3%. The number of papers accepted conditional on specified revisions has increased somewhat while the number of papers in the revise and resubmit category has decreased. This reflects a recommendation by the Editorial Board who felt that papers standing a good chance of acceptance should be given a conditional accept. The most frequent and publication lag times are acceptable and indicate that, on the average, papers are published about a year after initial submission.

The first issue of 1985 is noteworthy for two reasons. First, it is a special issue on the new critical sociology education, guest edited by Philip Wexler. It contains papers from the international community and again reflects an editorial effort to broaden the journal. A more obvious but less significant reason is that *Sociology of Education* will appear in a new format, guest edited by Frances Ochozgrasso, The University of Notre Dame Press and Henry Quellmalz at Boyd Printing for assisting us with this endeavor.

Sociology of Education survived the editor's move to the University of Notre Dame with little loss of efficiency. Michael Olneck remains Deputy Editor at the University of Wisconsin and we communicate frequently by computer about manuscripts and reviewers. Ann Kremer, the Managing Editor, has been joined by Frances Ochozgrasso. The support and good advice of staff members and the transition, considerably and I am grateful to them. *Sociology of Education* is scheduled to be evaluated by the Publications Committee in 1985. A new editor also will be appointed in July 1986.

Manvree T. Hillman

ARNOLD AND CAROLINE
ROSE MONOGRAPH SERIES

During this second year of its service, the Editorial Board has made final decisions on several manuscripts and has provided valuable guidance and support to the Editor. In each case, when a manuscript is forwarded to the Board with favorable comments from the initial reviewers, two Board members thoroughly read and evaluate the manuscript, giving their additional input into the decision of the entire Board. I want to welcome our newest member, Jonathan Turner of the University of California, Riverside to the Editorial Board.

Continued next page

Reports, from page 15

We intend and strive to have a monograph series that represents the sociological mind at its best. The Series is an official publication of ASA, a fact which makes it incumbent upon us to hold the standards and exercise the judgment that serve the discipline and profession well. We have made a special effort to be in touch with leading scholars and major graduate departments not only for direct solicitation of manuscripts but to ask such leading lights to advocate the Series when they communicate with scholars (colleagues, former students, those who seek their counsel) who are preparing first-rate work. We are excited about some of the monographic work that comes our way. We hope to solicit a larger volume of the best work being done in sociology.

At the 1984 Annual Meeting in San Antonio, the Committee on Publications and the ASA Council approved the Board's request that the Association be permitted to share royalties with authors of Rose Monographs—even though the ASA subsidizes publication of the manuscripts. We greatly appreciate the cooperation of the Association and of Cambridge University Press. We are especially indebted to Susan Allen-Mills of the Press, with whom our relations are consistently pleasant and constructive.

Four manuscripts were carried over from the previous year and two of these have been approved for publication. Two manuscripts carried over from the previous Editor had been approved for publication by the previous Editorial Board, but the current Board has gone out of its way to assist the authors in making revisions before publication.

During 1984, the Series received 34 manuscripts to be reviewed. The Editor rejected 12 of these as unsuitable for review and submitted 22 manuscripts to the formal review process. Of the 22 manuscripts reviewed, eight were rejected or authors were asked for substantial revisions before resubmission, one was withdrawn by the author, and one has been accepted for publication. The remaining manuscripts are still under review.

In addition to manuscripts submitted, we have also responded to 19 inquiries from interested authors; five of these inquiries resulted in submissions and five more may eventually lead to submissions. At the inquiry stage, we have tried to provide as much information and editorial advice as

possible. We have particularly tried to stress that unrevised doctoral dissertations rarely are acceptable for review without substantial stylistic and substantive revision. We also advise that manuscripts which are essentially textbooks are not suitable for the Series.

We are pleased to discuss the Series with authors who are considering whether to submit their manuscript to us and to counsel with them about the implications of revisions (that reviewers and editors recommend, with respect to the prospects for eventual publication. The Editor spends a considerable amount of time on these two matters, by phone and by letter, and regards it as a professional contribution inherent to the office.

We are grateful to those experts who have given generously of their time to review manuscripts without compensation. The reviewers have generally responded—within the narrow time constraints we emphasize—with thoughtful and detailed critiques. The importance of this task is underscored by the fact that finding skilled reviewers is still one of the most time-consuming tasks of the review process; this year we were turned down by almost one person for each one who agreed to review a manuscript, so we are extremely grateful to the following 41 persons who have reviewed manuscripts during the year: Howard Aldrich, Said Arjomand, Kurt Back, Fred Block, Raymond Breton, Robert Broadhead, Stephen Bunker, John Conkin, Robert Crutcheild, Phillips Cutright, Douglas Eckberg, Joyce Epstein, John Galther, Linda George, Jack Goldstone, Ricardo Godoy, John Hagan, Thomas Hall, Thomas Koenig, Jennie Kronenfeld, James Lang, Martin Levin, John Lofland, Gary Marx, Holly Mason, Hans Mauksch, Katherine Meyer, Carl Milofsky, Constance Nathanson, Joyce Nielson, George Ritzer, Rachel Rosenfeld, John Stephens, Richard Tardancio, William Vienski, David Wagner, Walter Wardwell, Mark Warr, William Whyte, Lawrence Wieder, Norbert Wiley.

The following volumes were submitted to Cambridge University Press for publication: Faia, Michael (College of William and Mary), *The Strategy and Tactics of Dynamic Functionalism*; Weigert, Andrew (University of Notre Dame), *J. Smith Teitge (Valparaiso, Indiana) and Dennis W. Teitge (Valparaiso University), Society and Identity: Toward a Sociological Psychology*; Miller, Jon (University of Southern California), *Ascribed Status and Access to Organizational Resources: Differentiation by Gender and Race in Human Service Organizations*; Rothschild-Whitt, Joyce and J. Allen Whitt (University of Louisville), *Work*

Out Bosses: Forms, Conditions, and Dilemmas of Organizational Democracy; Thornton, Russell (University of Minnesota), *We Shall Live Again: The 1870 and 1890 Ghost Dance Movements as Demographic Reorientation*.

In closing, I should speak to a particular issue that has been of concern to the Board and Editor: whether to consider dissertations. We do not want to miss out on the *Street Corner Society* and *Presentation of Self in Everyday Life* (we notes that appear first as dissertations, yet we cannot possibly handle the volume that would flood us if all proud authors of dissertations, good, bad and indifferent, submitted to us—nor would most of them be seriously competitive for publication. So our policy is to say that we cannot consider unrevised dissertations (we have written up some general guidelines about how monographs differ from most dissertations). However, we count on dissertation advisors who are friends of the Series to tell us about those rare and splendid dissertations about which our policy can and will be waived.

We remind all members of the Association that all sociological topics and all styles of sociological inquiry are welcome in the Series; that a major publishing house with worldwide recognition, the Cambridge University Press, publishes the Rose Monograph Series; that we typically provide careful and constructive professional evaluation by expert specialists; that although the review process seems painfully slow even to us and surely more so to anxious authors, we shorten the time as much as we responsibly can and in prompt return (we respond on request in a straightforward way; that we are now permitted to pay royalties; that the Association, through the Rose Monograph fund, subsidizes publication of all Rose Monographs, makes them available to ASA members at reduced prices and provides each new PhD in sociology with a choice of volumes; and that, by policy of Council, all Monographs remain available in print for a minimum of 15 years. These together constitute an exceptional set of reasons why some of the best contemporary work in sociology should come our way and why we are optimistic that Association members will continue to view the Series with pride.

Ernest Q. Campbell

SOCIOLOGICAL METHODOLOGY

The editorial office of *Sociological Methodology* was reconstituted with two main changes during 1984. First, we worked on completing *Sociological Methodology 1985*, which will soon be available to readers. Second, we began reviewing manuscripts for *Sociological Methodology 1986*.

During the first few months of the year, I worked closely with authors whose manuscripts had been accepted for publication in *SM85* to ensure that the final versions of manuscripts were as clear and as succinct as possible. The authors were cooperative in this process, and I want to thank them for this. The result is a book of 10 chapters, an excellent volume consisting of 10 chapters. Eight of these 10 chapters deal with one of two main topics—measurement, or methods for analyzing change over time in a discrete outcome. Since completing *Sociological Methodology 1985* is the primary and most visible accomplishment of the year, I will comment briefly on each of the 10 chapters in it.

In Chapter 1, David R. James and Karl E. Taeuber tackle the problem of measuring the degree of segregation within some unit—in their empirical application, a school district consisting of 100 schools which have different racial backgrounds.

David Andrich also deals with measurement in Chapter 2 but has a very different perspective. He is interested in the relationship between a Guttman scale (a deterministic procedure for aggregating several items into a single scale) and a Rasch model (a probabilistic approach to this task).

Clifford C. Clogg and Leo A. Goodman introduce the simultaneous latent structure model in Chapter 3. This model is analogous to a simultaneous (or multi-group) factor analytic model but applies to discrete rather than metric variables.

Chapter 4, by William M. Mason, James S. House and Steven S. Martin, is the last of the four chapters dealing with measurement. The primary objective of these authors is to understand what items related to political alienation in the National Election Surveys really measure and whether this changes over time.

In Chapter 5, Michael E. Sobel and George W. Bohrnstedt consider the problem of picking null (or baseline) models when attempting to test hypotheses with the context of linear structural equation models.

Chapter 6 through 9 deal with change over time in some variable(s), in most instances a transition rate (or transition intensity). In Chapter 6, entitled "The Deviant Dynamics of Death," Peter W. Vaupel and Anatoli I. Yashin elucidate the relationship between individual level dynamics (mortality in their application) and the average dynamics in a group when the transition (mortality) rate has the same basic pattern for everyone but differs across individuals by a factor that they call "frailty."

Teaching Services Program Workshops in May

The ASA Teaching Services Program is sponsoring two workshops in May. Information on each is listed below; for application forms or more detailed information, contact: Carla B. Howery, Director, Teaching Services Program, ASA Executive Office, 1722 N Street NW, Washington, DC 20036; (202) 833-3410.

Evaluating Students, Teachers and Sociology Programs

May 16-18, 1985 College of Dupage, Chicago, IL
Staff: Charles Green, University of Wisconsin-Whitewater; Raymond Olson, College of Dupage; Jerry Talley, Stanford University; and Theodore Wagenaar, Miami University

Fee: \$165 ASA members; \$200 non-members

Participants will compare the variety of instruments to evaluate faculty performance; gain skill in peer evaluation techniques; have access to nursing information for departmental performance; use videotaping to assess teaching skills; and review a variety of curricula for a sociology major. Application and a \$50 deposit should be received by April 16; the deposit is refundable up to May 1.

Strengthening Graduate Education in Sociology

May 30-June 1, 1985 Indiana University, Bloomington, IN
Staff: Maurice Garnier, Indiana University; Paul Gray, Boston College; Carla B. Howery, ASA; Caroline Persell, New York University; and Kathleen Crittenden, University of Illinois-Chicago

Fee: \$165 ASA members; \$200 non-members

Participants will review curricula and requirements in graduate sociology programs; discuss effective roles for Directors of Graduate Studies and departmental and university-wide graduate committees; identify special challenges graduate sociology programs face, including enrollments, funding and placement; develop ways to teach graduate students special skills in computer use, methodology, teaching skills, foreign languages and area studies, and other competencies; draft faculty development programs for graduate faculty and for contact with alumni teaching in smaller schools or working in sociological practice; and enhance the special role of the small PhD or terminal MA graduate program. Application and a \$50 deposit should be received by April 30; the deposit is refundable up to May 15, 1985.

The aim of Ronald Schoenberg in Chapter 7 is to show how the EM algorithm (named and described by Dempster, Laird and Rubin in a well-known 1977 paper in the *Journal of the American Statistical Association*) can be used to estimate broad classes of models with latent random variables.

In Chapter 8, James Trussell and Toni Richards discuss an estimate model similar to the particular one considered by Schoenberg but start from a different type of data, event histories on fertility and child mortality.

The models discussed by Kenneth G. Manton and Max Woodbury in Chapter 9 attempt to describe the dynamics of interdependent metric and discrete variables. They consider a continuous-time version of the basic model but for estimation purposes they concentrate on a discrete-time version.

The final chapter of *Sociological Methodology 1985*, by Lawrence L. Wu, provides a clear introduction to the recent and quiet technical literature on methods of "robust" estimation, that is, methods that have good properties even when data deviate from typical assumption of a Gaussian (i.e., "normal") distribution. He focuses mainly on one of the more promising and better developed methods of robust estimation, Mestimation.

Although preparation of *Sociological Methodology 1985* occupied much of my time during 1984, even before finishing this task, I began the process of reviewing manuscripts for *Sociological Methodology 1986*, and this work continued throughout the rest of 1984.

During 1984, I received 37 manuscripts. Of these, 14 were rejected, nine were returned to authors with a request that they revise and resubmit the manuscripts, and five were accepted conditional on specific changes. Seven were still in the process of being reviewed when the year closed.

More than 50 people generously assisted me with the review process during 1984. I am extremely grateful to them for sharing their insights and suggestions with the authors and with me. Editing *Sociological Methodology* would be an impossible task without their assistance.

I also was assisted in the editorial process by my outstanding Editorial Board, whose members not only review particular manuscripts but also advise me on general policy matters. New members this year are Ronald Breiger (Cornell) and Clifford Clogg (Pennsylvania State University). They joined the previous members, Gerhard Armingier

(University of Wuppertal, West Germany), Richard Berk (University of California, Santa Barbara), Glenn Carroll (University of California, Berkeley), Jan Hoem (University of Stockholm), Robert Mare (University of Wisconsin, Madison), and Don Zimmerman (University of California, Santa Barbara). I want to thank all members of the Editorial Board for their good advice and willingness to help me with the various tasks that I have given them.

Finally, but not least, I want to thank two graduate students in the Sociology Department at Stanford who contributed greatly to the successful operation of the editorial office of *Sociological Methodology* in 1984. The first is Mary Garrett, my editorial assistant, whose calm, humor and extraordinary efficiency (while continuing with her own graduate study) have been major assets for the editorial office and also have helped to keep the load of editor to a manageable level. I am also deeply grateful to Lawrence L. Wu, upon whose broad and yet deep knowledge of sociological methodology I called whenever I urgently needed another sound opinion about a manuscript. His contributions to the 1985 volume were substantial.

Nancy Brandon Tunna

SOCIOLOGICAL THEORY

The second volume of *Sociological Theory* was published in spring 1984, and editorial processing was completed during the year for the third volume. During that time, the two-year agreement between ASA and Jossey-Bass Publishers terminated and was not renewed. It has now been decided that *ST* will be published as an ASA journal, to appear semi-annually. This new format should be an improvement over the older one, both in terms of editorial lag, accessibility in price, availability in libraries as a serial, and in the scope of a journal format generally.

During 1984, 44 manuscripts were considered. The two semi-annual issues to appear in 1985 will carry 11 articles and five pieces in the section "Theory News and Commentary." Mean turnaround time for editorial decisions was 11 weeks.

Randall Collins

Papers/Abstracts Due May 1

Authors are reminded that papers and abstracts accepted for presentation at the Annual Meeting in Washington, DC are due in the Executive Office by May 1. If you have not sent these materials, please do so by the deadline.

Resource Materials Available

1985 Guide to Graduate Departments of Sociology—complete information on 234 departments of sociology offering the master's and/or PhD degrees.

Members & Students, \$5; Non-members & Institutions, \$10

1984 ASA Directory of Members—offers names, preferred mailing addresses, Section memberships, and geographical index for over 12,000 ASA members.

Members & Students, \$5; Non-members & Institutions, \$10

1984 Directory of Departments of Sociology—offers basic information on 1,959 U.S., Canadian and other foreign countries which offer either degrees or courses in Sociology.

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