

Footnotes

VOLUME 21
NUMBER 5

MAY 1993

Make it to Miami!

1993 Annual Meeting: August 13-17, Fontainebleau Hilton

Black Miami: Searching for a Voice

This is the sixth of a series of articles on Miami prepared by the Department of Sociology and Anthropology at Florida International University. Contributors include Guillermo Grenier, Doug Kincaid, Abe Lavender, Anthony Mainog, Betty Morrow, Alejandro Portes, Walt Peacock, Lisandro Perez, and Alex Stepick.

During the 1980s, Miami's periodic outbursts of racial violence seemed curiously out-of-step with the evolution of urban America. On four separate occasions during the decade, major riots engulfed predominantly black neighborhoods of the city, resulting in numerous deaths and hundreds of millions of dollars in property damage. The 1992 riot in Los Angeles, however, served notice. Miami was not a unique holdover from the 1960s, but rather an early warning for a fragile social order in which traditional racial divisions are exacerbated by the new patterns of international migration.

The grievances of Miami's black population are as old as the city itself. While black workers played an integral role in the construction and staffing of Miami's early tourist economy, they were subjected from the outset to a strict Southern segregationist ethic. Blacks were forced to reside in "Colored Town" (later Overtown), just north of downtown Miami. When Overtown proved too small to handle the population, a new black neighborhood, Liberty City, was constructed to the northwest, complete with a wall to separate it from its white neighbors. Portions of this wall can still be seen along NW 12th Avenue, between 62nd and 67th Streets.

More remarkable, perhaps, is how long this practice of apartheid endured. In 1960, Miami still scored about 99 on the index that compares the racial or ethnic composition of census districts to the urban area as a whole (where 100 signifies perfect segregation). At that point, black workers in Miami

Beach hotels and restaurants were still obligated to carry identity cards and return to their homes across the bay each night.

In the 1960s, the civil rights movement did away with the formal institutions of segregation. But just at the point where new opportunities for progress for Miami's black minority began to appear, the city was transformed by the sudden arrival of Cuban refugees. The rapid economic advance of this group, fueled in part by government programs aimed at minorities and in some instances displacing black participation in the labor market, provided a new focal point for discontent.

The aspirations of black Miami confronted two debilitating conditions, however—weak community leadership and an unresponsive political system. The first was a by-product of the typical 1960-era urban renewal programs, especially freeway con-

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Paula England to Edit American Sociological Review

by George Farkas, University of Texas at Dallas and Lynn Smith-Lovin, University of Arizona

Paula Suzanne England, Professor of Sociology at the University of Arizona, will become the new editor of the *American Sociological Review* in July 1993. England received her BA in sociology from Whitman College in 1971 and her PhD from the University of Chicago in 1975. She taught at the University of Texas at Dallas from 1975 to 1989, rising to Professor of Sociology and Political Economy and serving as Director of Graduate Studies. She moved to the University of Arizona in 1990.

The over-riding focus of England's work has been social inequality. Her approach is typically empirical, but with strong concerns for theory formation and for public policy.

challenged human capital theories of occupational sex segregation, for example, she used econometric techniques to demonstrate that "female" jobs have neither the lower wage loss during time out of the labor force nor the higher starting wages claimed by economists who argued that choosing such jobs maximized lifetime earnings for women planning discontinuous employment. Her 1982 paper in the *Journal of Human Resources*, "The Failure of Human Capital Theory to Explain Occupational Sex Segregation," is a classic, widely cited by both sociologists and economists.

In spite of her empirical assaults on narrowly framed economic explanations of gender issues, England typically takes an integrative rather than exclusionary view of theory. Three of her books—*Households*,

Employment, and Gender (Aldine de Gruyter, 1986, co-authored with George Farkas), *Industries, Firms and Jobs* (Plenum, 1988, co-edited with George Farkas), and most recently, *Comparable Worth: Theories and Evidence* (Aldine de Gruyter, 1992)—blend sociological and economic perspectives to answer fundamental questions about why women's and men's employment and family lives are so different. She is one of the rare scholars who can contribute intellectually to the extremely technical literature of economic sociology, while communicating the policy implications of these sophisticated ideas to a broader audience.

Prospective submitters to the ASR should take heart from the observation that while

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Paula England

Her work exemplifies her belief that theory should respond to empirical evidence, and that empirical questions should be driven by theoretical concerns. In a series of articles that

Peter Cookson is Selected ASA's New Congressional Fellow

Peter Cookson, Associate Dean of the School of Education at Adelphi University, is the next ASA Congressional Fellow. Cookson is currently the chair of the Sociology of Education Section. The Section is cosponsoring, with the Department of Education, a major conference on educational policy, entitled "Equity and Excellence: The Policy Uses of Sociology." The conference is slated for June 1993 in Washington, DC, with the papers appearing in a special issue of *Sociology of Education*.

Cookson will begin a Congressional placement in June and work through the Thanksgiving recess. He will stay in Washington several more weeks to work at the ASA on follow-up activities stemming from the Congressional work and the conference.

1993 is a banner year for Cookson's policy interests. In addition to the conference he is orchestrating, he has three books coming out: *Contested Ground: School Choice And The Struggle For The Soul Of American Education*, *Exceptional Education* (with A. Sadovnik and S. Semel), and *Creating School Policy: Trends, Dilemmas, And Prospects* (co-edited with B. Schneider). The first draws on a national study of school choice in the U.S. His interests lie with topics of school choice, race and class equity, and creating schools where a sense of social trust can be developed in children. Cookson brings sociological talent to a set of topics that are high on our nation's agenda. As our current Congressional Fellow Catherine Berheide has done, Cookson will provide periodic updates of his activities in *Footnotes*. □

Winners of Major ASA Awards

Those named to receive the Association's highest awards at the Miami Beach Annual Meeting have been announced by the respective award committees. They are: *Jean R. Acker* (University of Oregon), Career of Distinguished Scholarship Award; *Jack Goldstone* (University of California-Davis), Distinguished Publication Award for *Revolution and Rebellion in the Early Modern World*; *Grace M. Barnes* (Research Institute on Alcoholism, Buffalo, NY), Distinguished Career Award for the Practice of Sociology; the *Memphis State University Center for Research on Women* (Bonnie Thornton Dill, Elizabeth Higginbotham, and Lynn Weber), Distinguished Contributions to Teaching Award; and three winners for the Jessie Bernard Award—*Patricia Hill Collins* (University of Cincinnati) for *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*; the *Memphis State University Center for Research on Women* (Bonnie Thornton Dill, Elizabeth Higginbotham, and Lynn Weber) for significant collective work; and *Dorothy E. Smith* (University of Toronto) for significant cumulative work done throughout her career. The winner of the ASA Dissertation Award will be announced in Miami Beach. All awards will be conferred during the Awards Ceremony before the Presidential Address. *Footnotes'* coverage of the occasion, with biographical profiles of the awardees, will appear in October. □

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The Executive Officer's Column

ASA Files Amicus Brief Protecting Confidential Research Information

"A promise is a promise" is fundamental to all relationships built on trust including that between social scientists and human subjects. As with many basic rights and duties that constitute the zeitgeist of our society, the covenant between researcher and human subject is firmly internalized in and well understood by most research professionals. It is premised on the ethic of informed consent, on the need to provide maximum protection to research participants from harm or stress, and the essentiality of guarantees of privacy and confidentiality for ensuring truthful inquiry.

While it is not that any standard is absolute, the commitment to these values is pervasive. With language that is strikingly formal, the very same principles are formally articulated in guidelines and codes across the social and behavioral sciences, including our own Code of Ethics. Also, the federal government has shown awareness of the importance of these prin-



ciples through the protocols of institutional review boards examining research on human subjects, the certificates of confidentiality authorized for federally funded mental health research to protect the identification of subjects in legal proceedings, and the presence of similar prohibitions against disclosure of research information funded by the Department of Justice.

As with many principles where there is consensus or seeming consensus in the abstract, concrete events may undercut, alter, test, or erode their meaning. Such is the situation that recently brought the American Sociological Association to file an *Amicus Curiae* brief in a case just brought before an Appellate Court. As the "amicus" language literally means, the ASA comes not as a party itself to this legal proceeding but as a "friend of the court" to explicate the rationale for and

the importance to society of a qualified privilege to protect confidential social science information. Because in the case below, the District Court refused to recognize any basis for maintaining the confidentiality of research information, ASA determined that it must appear as *Amicus* to explicate the ethical and practical considerations that commend recognition of such a privilege. (ASA's decision was made based on a recommendation to proceed from President Seymour Martin Lipset, Secretary Arlene Daniels, and me and a mailed vote of ASA Council.)

The ASA brief was filed on Friday, April 16, 1993 in the United States Court of Appeals for the Ninth Circuit. The situation giving rise to this brief is the case of James Richard Scarce, Appellant, vs. the United States of America, Appellee. On April 6, 1993, Mr. Scarce was held in contempt of Court by the U.S. District Court for the Eastern District of Washington for refusing to reveal confidential information provided by research participants.

The context of the case is that Mr. Scarce, currently a PhD graduate student in sociology at Washington State University, has been involved in long-term study of animal rights activists as part of his broader interest in radical social move-

ments. Scarce relied on the ASA Code of Ethics in refusing to provide certain forms of information to a Federal Grand Jury investigating break-ins at university laboratories. (Mr. Scarce himself was assured that he is not a target of investigation.) On March 11, 1993, the Department of Sociology at Washington State determined that Mr. Scarce was justified based on the Department's assessment of the facts and their reliance on the ASA Code of Ethics.

Sociologists who follow such science policy issues may recall the case of Mario Brajuha. In 1984, Mr. Brajuha, then a graduate student in the Department of Sociology at the State University of New York, Stony Brook, refused to comply with a subpoena from a Federal Grand Jury for fieldwork notes. In that case, the Grand Jury was investigating suspected arson of a restaurant where Mr. Brajuha was engaged in long-term study of employees. District Judge Weinstein ordered that the subpoena be quashed and held that there is a "public interest in affording a serious scholar the opportunity to maintain the confidentiality of his research notes."

While Judge Weinstein's Order was reversed by the Second Circuit on the grounds that the record was too sparse, the Court acknowledged the potential for a limited scholar's privilege, setting forth minimum requirements for when it might be invoked.

In the 1984 Brajuha case before the United States Court of Appeals for the Second Circuit, ASA filed an *Amicus Curiae* brief joined by the American Political Science Association and the American Anthropological Association. The thrust of that brief was to support on appeal Judge Weinstein's Court Order to quash the Grand Jury subpoena. Now—almost ten years later—in the Ninth Circuit, the privilege is being put to a new test. Again the Association felt compelled to argue on behalf of a qualified privilege to protect confidential information given voluntarily by human subjects and to protect subjects' anonymity.

The argument set forth in the ASA's brief reflects the guidance derived from our and other Ethics Codes. Essentially our brief seeks to explicate why there is a paramount duty for researchers to protect and preserve the confidences entrusted to them by human subjects. Also, the brief argues that the ability to preserve confidences is essential to the generation of social science research data. Pledges of confidentiality are essential to gain cooperation; the capacity to trust in those pledges is equally as essential. In addition, the research itself may be "chilled," limited, or undermined by the possibility of disclosure of information. Finally, the brief argues that the ethical and societal values underlying social science standards support recognition of a qualified privilege from disclosure.

The Association filed this *Amicus Curiae* brief because of the significance to human subjects, scholars, and society of the general principles that are at stake. As needs arise which challenge sound science policy, we will continue to protect the principles that guide ethical work in sociology. Also, we may have an opportunity not just to be reactive, as in the case of filing an *Amicus* brief, but also to be proactive by promoting legislative solutions or Federal guidelines that might better shield social science from undue or counter-productive encroachment. The Association will turn its attention to examining such alternatives. As is always the case, "The Open Window" welcomes your input and ideas.—Felice J. Levine □

ASA Addresses Miami Boycott

Special Plenary on African American Employment in Miami

On Saturday, August 14, from 12:00-1:30, ASA has planned a luncheon plenary entitled "African Americans: The Miami Experience." The Plenary session is the only event offered during this time slot, to permit participation by all convention registrants. This important session addresses the problems of African Americans in Miami, particularly issues of employment equity within the critical tourism industry.

The Plenary Session will be chaired by ASA President, Seymour Martin Lipset, George Mason University and will include William Julius Wilson, University of Chicago, Alejandro Portes, Johns Hopkins University, and H.T. Smith, an attorney in Miami who has mobilized concern about this issue.

The Proposed Boycott

Mr. Smith and other Miami residents were concerned about the welcome accorded Nelson Mandela in June 1990 when he visited the Miami metropolitan area after his release from prison. Mandela was not accorded the honors typically provided to VIPs by the mayors of Miami, Miami Beach, and Metro Dade County. While the Mandela situation was the precipitant, other longstanding issues of concern to African Americans quickly surfaces as part of an organized boycott. Of central importance was and is the paucity of African Americans in the tourism industry.

Sociologists' Concerns

ASA Officers, Council members, and Executive Office staff have been tracking the boycott since the initial call, hoping that it could be reconciled. In the interim, gains have been made but not sufficient to lift the boycott. The Association of Black Sociologists (ABS) made the decision to locate their meeting in Fort Lauderdale. Like other major national meetings with contractual commitments to Miami (e.g., the National Education Association, the Council on Foundations), ASA sought to address the boycott by contributing to dialogue about the issues underlying the boycott

and making other strong gestures of support for greater employment of African Americans in tourist jobs.

The ASA Council discussed the boycott call at their January 1993 meeting, reviewed options, expressed concerns for the reasons for the boycott as well as for the serious consequences of cancelling a hotel contract made long before the Mandela visit. Council asked the President and Executive Officer to work with the boycott organizers to convey these concerns and work out an effective response.

ASA's Response to the Boycott Call

In late February, ASA President Lipset and Executive Officer, Felice J. Levine went to Miami to meet with Mr. Smith. At that meeting, and in meeting thereafter with the Greater Miami Convention and Tourism Bureau representatives, they gathered information about the status of African American employment in Miami's tourist industry and efforts to increase that employment. The total population of Dade County is 20.5% African American, with an available labor force of 17%. African Americans are heavily concentrated in certain tourist industry-related jobs (e.g., airport skycaps—78%, and taxi drivers—60%) but not in other jobs, many of which have higher wages.

Florida Atlantic University has a nationally-known program in hotel management, but less than 10% of the students enrolled in that program are African American. Programs like this one, are key to bringing African Americans into higher paid management positions.

After meeting with Smith, Levine wrote to him summarizing the ASA's commitment to the issues that have created a need for a boycott in Miami. "We very much want to ensure that the 1993 ASA annual meeting provides an opportunity for sociology to contribute productively to illuminating and addressing the problems that African Americans face. Given the social issues that sociology embraces as field (which centrally

includes issues of race, labor force participation, and urban life), we see our meeting as an opportunity to mesh our concerns as social scientists, teachers, and practitioners with issues of relevance and importance to the communities where we are meeting."

In addition to the plenary and other substantive symposia, the ASA program will include special attention to the boycott, and the underlying reasons for it, in several ways.

- It will be a key topic in our public information and publicity efforts. The media will be invited to the Plenary and to related sessions; sociologists attending the meeting will be resources for media interviews on related topics.

- The meeting registration fee has been increased so that we can contribute \$2.00 per registrant to an educational scholarship fund to assist African American students who are pursuing study in hotel and hospitality management. Because we expect approximately 3,500 registrants at our meeting, the contribution should be significant.

- A videotape about the boycott will be running in the registration area so that participants will be able to gain additional background on the issues.

- ASA has asked the Fontainebleau Hotel for a written report on their employment situation, including a briefing on the composition and use of the banquet roll call.

- ASA is working with boycott leaders to obtain a list of African American vendors and to include them in our selection of goods and services related to the meeting.

- ASA will communicate its experience, concerns, and advice on African American employment in letters to the Convention Bureau and to city officials and leadership.

ASA intends for its presence in Miami to be a positive force in addressing the issues underlying the boycott. Please join us at the Plenary session on August 14. Box lunches will be available so we can dig into the issues promptly at noon. □

Join in the 1993 Annual Meeting in Miami Beach

Plenary & Thematic Sessions Feature International Scholars

President Seymour Martin Lipset and the Program Committee have crafted an exciting set of sessions and events around the theme, "Transition to Democracy." We are fortunate to have many prominent sociologists from other countries as part of the program.

Jojo Watanuki, President of the Japanese Sociological Association, will be joined by Michael Crozier, SMG Company (Paris), and Samuel Huntington, Harvard University, for the opening plenary on "The Ungovernability of Democracy."

The second plenary addresses "Democratic Transformations" and features Fernando Enrique Cardoso, Minister of Foreign Affairs, Brazil and Jan Krzysztof Bialecki, Administrator for European Immigration in Poland.

In addition, topics for the Thematic Sessions include:

- Nationalism and Democracy
- New Developments in Democratic Theory
- Democratizing the Economy
- The New Immigration: Challenges to Democratic Regimes
- Cultural Dilemmas of Democracy
- Democracy Inside Organizations
- Intellectuals, Culture, and Democracy
- Legitimizing New Regimes
- Democracy and Pluralism: Can We Be Different, Belong, and Be Equal
- Religion and Democracy: International and Comparative Perspectives (co-sponsored with the Association for the Sociology of Religion)
- The Consolidation of Democracy: Latin America in a Comparative Perspective
- Women and Politics
- Why Didn't We See It Coming? On the Limits of Predictability in History

- Democracies in Eastern Europe: Contrasts and Opportunities
- Women in Democratic Transitions: Gender Shock
- Crime and Deviance in Democratic Transitions
- Theory of Transition
- Waves of Democracy: Latin America and the Caribbean
- Politics and the Emergence of Markets in Europe

Funding Opportunities Day

ASA is designating Saturday, August 14, as this year's Social Science Funding Day. According to Felice Levine, Executive Officer, "the purpose of designating an entire day to social science funding is to provide opportunities for conference participants to meet with funding representatives and learn about funding options in the social sciences."

This funding day will kick off in the morning with a funding symposium. Representatives from key science agencies will explore opportunities for federal funding. Panelists will describe programs and initiatives, criteria for funding, and the elements of competitive proposals.

Saturday afternoon will be dedicated to an inclusive poster session designed to provide a forum for learning about funding options from a variety of public and private organizations. Organization and agency representatives will discuss and display information about their funding interests. A spokesperson will be on hand at each display to discuss one-on-one their program or agency's (1) funding priorities, (2) application procedures, and (3) review processes. This event is designed to encourage participants to ask questions that might not be aired in a more formal session.

Last year's poster session included 20 agencies representing more than 30 funding

initiatives. Agencies represented included the National Science Foundation, the National Institute of Justice, the Department of Health and Human Services, and the Department of Education.

Complementing the Funding Day events is a special session on Sunday, August 15 on contemporary support for social science. In this session, a group of experts will address perspectives on and opportunities for the social sciences in the Clinton Administration and beyond. "With a new Administration and many new faces in key research agencies and in the 103rd Congress, ASA members must pay close attention to the commitment by government leaders to social science research. With this session we hope to give conference participants insights into future Federal funding patterns," remarked Dr. Levine.

Wake Up Call!

ASA Business Meeting Format Changed; Council Seeks More Dialogue With Members

By vote of ASA Council at its January 1993 meeting, the format of the business meeting is being changed this year. Council wishes to create an opportunity for more dialogue with members.

In the past, the business meeting on the fourth evening of the Annual Meeting was often poorly attended. The Business Meeting should be an occasion to meet and converse with ASA officers and Council members, so members can express their interests and concerns. In some cases, those concerns may be formalized through resolutions. In the past, resolutions often came to the Business Meeting without sufficient background documentation for those in attendance to vote in an informed way; that deficiency carried over to the Council meeting the next day when that body was asked to vote on the resolutions.

The Business Meeting will be held on Monday, August 16 at 7:00 a.m., with coffee and tea to start the day. The early morning hour is a good time to exchange ideas in an unconstrained way. The ASA Officers and Council members are eager to meet and mingle with members at that time. This new forum will provide an opportunity to discuss issues of substantive importance to sociology and ASA. A topic orienting, but not limiting, discussion will be listed in the final program for the Annual Meeting. A "town meeting" format should allow more dialogue between members and Council.

In some cases, a Section, a caucus or group, or an individual member may wish to present a formal resolution for a vote. In those instances, the resolution should be written out in full, and any supporting materials should be submitted to the ASA Executive Office before the Business Meeting. Please make arrangements with the Executive Office to have summaries of supporting material at the Business Meeting to inform those in attendance. The ASA will duplicate and distribute the full text of any resolution before members are asked to vote.

Members are urged to attend the "Early Bird" Breakfast and Business Meeting, to meet the Officers and Council members, to comment on important issues the Council will consider, and to propose topics for their consideration. Council encourages members to attend the Business Meeting to help shape the agenda for sociology and ASA and to find out what the issues for the future are going to be, rather than simply reading the minutes to find out what the Council has done.

Please join us on Monday morning, August 16, to discuss the important issues in our profession and Association.

Seminars and Workshops

A wide variety of seminars and workshops are available during the 1993 ASA Annual Meeting in Pittsburgh. Between the 11th and 17th of August, dozens of didactic seminars, professional workshops, and teaching workshops provide opportunities for attendees to update their skills and knowledge in a variety of professional and disciplinary areas.

Didactic Seminars explore a variety of methodological areas and offer opportunities to update skills and investigate new techniques. The *Preliminary Program* will provide seminar descriptions and fee information. All seminars require advance registration and fee submission.

Professional Workshops address issues of professional concern to sociologists. A set of workshops on negotiating the various job markets (academic, government, business, and non-profit) is offered again this year, and workshops on getting research funded and dealing with the media are also being repeated; a new topic for the 1993 meeting is "The ASA Code of Ethics and the Teaching Role." Professional Workshops are open to all meeting attendees; no advance registration or fee payment is required.

A new *Skill-Building Workshop* on Conducting Social Impact Assessments will be held prior to the start of the meeting. There will also be a pre-meeting follow-up session for the participants in last year's workshop on Conducting Focus Groups for Marketing and Social Research. Both these workshops require advance registration and fee payment; please see the *Preliminary Program* for more information.

The ever popular Teaching Workshops are a highly visible component of the 1993 Annual Meeting, beginning with the pre-

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1993 Annual Meeting, *continued*

meeting workshop on "Academic Leadership: The Role of the Chair" on August 12. (See the *Preliminary Program* for registration details.) Other workshops provide help for outcome assessment and department reviews, establishing a sociological practice curriculum, teaching introductory sociology for the first time, bringing multicultural and international education into the curriculum by using visual sociology, teaching writing with the sociology curriculum, teaching sociology off campus, teaching Latina/o studies within sociology, information on software for sociology instruction, teaching sociology in high schools, applying for educationally-related grants for the first time, and teaching the sociology of children, development, formal organizations, and religion.

Be sure to review workshop descriptions in the *Preliminary Program* to select sessions for your meeting schedule.

Watch for the Preliminary Program!

The 1993 *Preliminary Program* will be mailed to all 1993 members in mid-May. This meeting publication provides complete information about the 1993 ASA Annual Meeting at the Fontainebleau Hilton in Miami Beach, Florida, on August 13-17. The *Preliminary Program* contains a schedule of events, information on each program session, notes on other special and social events, information on making hotel and travel reservations, and registration information for the meeting and ASA services as well as for Seminars, Workshops, and Tours.

Since the *Preliminary Program* is sent by second class mail, U.S. members may expect to receive it around Memorial Day.

Employment Service

In addition to the monthly *Employment Bulletin*, the Association assists prospective employers and candidates by sponsoring an Employment Service during each year's Annual Meeting. Facilities are made available at the meeting site for reviewing position listings, exchanging messages, and initial interviewing of potential candidates.

During the Annual Meeting in Pittsburgh last year, 59 employers listed 95 positions, including 16 positions outside academia, and 354 candidates registered with the Service. Nearly 900 interviews

were conducted. You can help make this year's Service even more effective by urging placement personnel at your place of employment to list available openings with the ASA Employment Service.

The 1993 Employment Service will be open at the Fontainebleau Hilton in Miami Beach from 1:00-5:00 p.m. on Thursday, August 12, and from 8:30 a.m. to 5:30 p.m. on Friday through Monday, August 13-16. The service will not be open on Tuesday, August 17.

The fee for using the Employment Service is \$75 for employers; \$15 for candidates who are members of the ASA; and \$30 for candidates who are not ASA members. All employer listings must be prepaid (a valid purchase order will be accepted). Everyone using this service must also be paid registrants for the 1993 Annual Meeting.

Complete information and forms for registering with the Service are published in the *Preliminary Program* and in the *Employment Bulletin*. Additional copies of the forms may be made without further permission. If forms are missing from your copy of these publications, contact ASA Meeting Services to request forms: phone 202-833-3410, x305; Bitnet ASAMG@WUVM; Fax 202-785-0146. Employment Service pre-registration will close July 20.

Exhibits

The 1993 Exhibits will highlight the middle days of this year's Annual Meeting. Located near the ASA Registration Area in the Fontainebleau Hilton, Exhibits will be open to meeting registrants from 9:00 a.m.-5:30 p.m. on Saturday-Monday, August 14-16. This schedule represents a slight change from previous years, so be sure to mark your meeting calendar accordingly.

Annual Meeting attendees are encouraged to schedule several visits to the exhibit area so that ample time can be given to leisurely exploring the many offerings. Come browse through the latest sociological publications, learn about current computer hardware and software, and chat with representatives of statistical and informational literature. Enhance your annual meeting experience by planning your activity schedule to include the variety of services being provided by the 1993 ASA exhibitors.

Exhibit companies will be listed in both the *Preliminary Program* and the final *Program*. Don't forget to check the final *Program* for special ads too!

Cafe' ASA Returns

By popular demand, Cafe ASA returns this year to the Annual Meeting. Cafe ASA is a place to buy coffee, soda, sandwiches, and light snacks, and a place to sit with friends and enjoy a quick "bite" with a quick conversation. The Cafe will be located in the exhibit area on Saturday through Monday, August 14-16. On Friday and Tuesday, a "Street Cafe" atmosphere will be created in the hall foyer adjacent to the registration area. Both the fixed location and the "moveable feast" are central to the meeting site. Plan to meet friends, transact business, sociology watch, or just rest your feet at this eatery/greeter.

Other Groups

The wide-ranging interests of ASA members generate meetings of special interest groups during each year's Annual Meeting. Evening space is usually made

available to these groups when no program sessions or other ASA activities are scheduled.

Topics to be discussed this year in ad hoc sessions sponsored by members include: "Dissertations in Progress: Research on Illness and Health" (Carol Engelbrecht and Glenda Turner); "Sociologists Interested in Research in Czechoslovakia" (Phyllis Hutton Raabe); "Sociology on Campus" (Stephen F. Steele); and "Teaching about Disability: From Sex Roles to Social Movements" (Barbara M. Altman).

Other organizations planning to meet during the ASA Annual Meeting include: Alpha Kappa Delta, *American Journal Of Sociology* editorial board, Association of Iranian Sociologists in North America, Association for Latina/o Sociology, Christian Sociological Society, Committee of Chairs of PhD Granting Departments, ISA Research Committee on Disasters, National Council of State Sociological Associations, North American Chinese Sociologist Association, Society for Applied Sociology, Society for the Study of Symbolic Interaction, Sociological Research Association, Sociologists' AIDS Network, Sociologists for Women in Society, and the Sociologists' Lesbian and Gay Caucus.

Days and times of the ad hoc sessions and meetings of organizations listed above are included in the *Preliminary Program*.

Resources for Attendees with Special Needs

The ASA Information Desk will coordinate resources during the meeting week for registrants with physical disabilities who are attending the Annual Meeting. You may request needed services by using the Special Services Reservation area of the meeting registration form found within the *Preliminary Program*. Acknowledgments will be mailed to registrants requesting special services as soon as arrangements have been completed.

Attendees who need wheelchair-accessible rooms are requested to send their housing forms to the ASA Office for special handling. Please read carefully the housing information and instructions con-

tained in the *Preliminary Program* before submitting your reservation request.

If you have a disability and need special services, equipment, or accommodations, and do not notify ASA in advance of your arrival at the meeting site, ASA may not be able to provide the proper services due to the limited availability of some equipment and services. Every effort will be made to assist attendees on-site, but the best guarantee is to send in your Special Services request before preregistration closes on July 20.

ASA-Wide Receptions

Please join other attendees at any of the following receptions designed to bring together our members around refreshments.

Welcoming Party - On opening day, of course! Welcome to the Annual Meeting; join in the party which will provide a chance to learn more about ASA Sections, programs, journals, and activities. Booths around the perimeter of the room are staffed with people to answer your questions and provide information about how you can get more involved in ASA. Friday, August 13, 6:30-8:00 p.m.

DAN Party - The 20th Annual Departmental Alumni Night (DAN) follows the opening plenary session. The gathering begins at 10:30 p.m. and the entire evening is reserved for chatting and meeting colleagues and alumni.

Invitations have been mailed to all graduate departments of sociology in the U.S. and Canada. Remind your department chair to reserve a table now! Other groups wishing to sponsor a table are requested to contact the Executive Office before June 15. Friday, August 13, 10:30 p.m.

Honorary Reception - The Honorary Reception is on Saturday, following the awards ceremony and Presidential address. You will want to congratulate the award winners (see their names on page 1 of this issue) and President Lipset while enjoying nice fare. Saturday, August 14, 7:30.

Contribute To Child Care

As you complete your meeting pre-registration, notice the opportunity to contribute to ASA child care. Reflecting a commitment to the effective integration of family and work, ASA urges you to support the child care program. Because of ASA's primary goal is to provide the highest quality care to the greatest number of users, fees to participants will be the same as they were in 1992. User fees are not sufficient to cover costs of a quality program and keep it affordable for all members.

As you decide how much to contribute, know that \$5 provides lunch for one child and \$10 purchases one hour of a qualified staff person's time. ASA urges you to support the child care program.

Airfare Discounts and Free Tickets!!!

CW Travel, the official travel agency for the 1993 ASA Annual Meeting, in conjunction with American Airlines is pleased to offer the following discounts to Miami:

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Regional Campuses and Regional Scholars

Scott Sernau, Indiana University-South Bend

As we continue to discuss both the meanings of scholarship (Footnotes, March 1992) and the role and perception of the discipline (Footnotes, May and November 1992), we must realize the changing nature of the American university system. Enrollment rates in many states have exceeded the very slow growth of the traditional target population of 18- to 24-year-olds. Many older adults continue to find they need further education or a complete career change to meet new economic needs. Further, growing percentages of high school graduates are realizing that some college may be essential to their career aspirations. These trends are likely to continue and are one bright spot for the future growth of academic positions. What must be remembered in this, however, is that these "non-traditional" students, whether they are older students or first-generation college attenders from working class backgrounds, are much more likely to seek a regional campus than a large residential state university. Much of the present and projected growth is at just these regional universities. Similarly, many of the positions available for new sociologists will be on regional campuses.

This need not be a bleak proposition, for regional campuses—with their diversity of ages, ethnicity, socio-economic backgrounds and life experiences—can be fascinating places in which to teach and do sociology. Such campus environments, however, require a new vision for the academic sociologist: the regional scholar. Standards of scholarship throughout the country have often been framed with language idealizing the national scholar: national reputation seen in consistent publication in journals of national reputation and in national conference presentations. Such activity is valuable to the discipline and to social understanding, and should be available to sociologists in all types of academic and non-academic settings. Yet we must realize that not all can or should seek to limit their scholarly activity to this realm. With few exceptions, national reputation means reputation within the discipline. Read a list of the top sociologists in the country to an educated audience of non-sociologists and have them raise their hands when they hear a familiar name. The room will not have a great stir of activity. Even within the discipline, national reputation usually means a reputation within a specialty, sometimes a very specific specialty. This is inevitable in a discipline of thousands of members; even in one which emphasizes the importance of social networks.

In the same way, journals continue to proliferate to such an extent that few of the journals themselves have a national reputation beyond a narrow sub-specialty, let alone the researchers that publish in their pages. The sheer magnitude of numbers and the breadth of the field ensures that few scholars will attain a truly national reputation, and given greater teaching demands and more limited resources, even fewer scholars from regional campuses will attain this goal. If national reputation remains the standard of successful scholarly activity, the very structure of the system dooms the majority of its participants to "failed" careers. Such an arrangement does little for the stature of the discipline, and less for the stature of most of its members.

As we realize the increasing importance and stature of regional campuses, we must begin to recognize the importance and stature of what must become the majority of their faculty—the regional scholar. Some

sociologists on regional campuses will attain the coveted national reputation, and they should be welcomed into that elite fraternity on equal footing. Most will not, not for lack of ability, but by the sheer weight of their numbers. The need for quality regional instruction continues to expand while the willingness of national and state legislators to fund basic research declines. Even in a more sympathetic national climate for sociology, foundation grants are not going to grow at the same rate as the discipline. At the state level, legislators are suspiciously scrutinizing even the need for a single well-funded research institution and are clearly not inclined to be convinced that they should also fully support an extensive basic research agenda at multiple regional sites. Sociology is especially vulnerable: as long as the emphasis remains on the "competitiveness" rather than the humaneness and equity of our society, much sociological research will never be top priority.

The regional scholar answers several of these problems. Legislators concerned about economic development and competitiveness are eager to see regional campuses undertake a mission beyond their walls as a stimulus to community growth and development. Regional scholars undergird this mission with a range of community-based and community-focused research, consulting, seminars, and collaborative projects. These contributions are understood and appreciated in capitol buildings and among broad constituencies in ways matched by no contribution, however brilliant, to the *Journal Of Post-modern Demography*.

The Midwestern community in which I work epitomizes many current needs. Ever more diversity in formerly homogeneous Heartland schools has stirred a cry for help in understanding and providing multi-cultural education. The brick smokestacks of the industrial core city continue to give way to the new centers of a technology, information, and service-based economy. Community and business leaders seek ways of preparing and retraining workers, planning changes and ameliorating the social costs of economic transition. Unions struggle to find a new role and retain a voice for workers' rights. Law enforcement watches the encroachment of what had been big city crime, and seeks models of community-based policing. Local social service agencies seek new models of addressing substance abuse and child abuse, offender rehabilitation and neighborhood rehabilitation. These people rarely read our journals but are eager to look to scholars who do, and who can translate sociological knowledge into community service.

Community needs are gradually being met. A social action project in a public housing project takes hold and spawns a sister project in Lagos, Nigeria (community service becomes international service). A project to create a historical district is implemented to reverse a neighborhood's decline. A collaborative project is launched with three school districts to implement an innovative problem-oriented training program for school administrators that emphasizes thriving amidst cultural, socio-economic, and family diversity. A multi-faceted program is undertaken to make local business and educational leaders more aware of challenges and opportunities in Mexico (international scholar becomes regional consultant).

Some of these projects may attract national (or international) attention, some

may form the basis of nationally-recognized research, some might even be the beginning of national reputation. Most will not, but they will have advanced the university's mission to its community and region, and gained new respect for the sociological scholar as practitioner. Those involved gain a reputation that extends beyond the boundaries of the discipline, even if not beyond the boundaries of the region. In the process, the reputation and importance of the discipline is advanced in important new constituencies. The idea that social practice and social research need be exclusive is especially important to the current state of sociology but is certainly not new to the discipline. Wrote W.E.B. DuBois: "While rooting oneself in fighting for the people, one also must make a contribution to the highest level of scholarship."

A common justification for time invested in research is that it benefits teaching. Regional and community efforts are often better suited to this than others for they provide vivid local examples and a waiting arena for students to gain hands-on experience in the field. The town-gown partnerships that are forged become valuable contacts and exposure for students.

To invest themselves fully in such projects, however, regional scholars need to know that their activities will also be respected and supported within the university and will be recognized in other universities as surely as national publications. Reluctance to embrace the idea of regional scholarship lies embedded in the institutional inertia and prestige hierarchy of the university. Universities are institutions built on prestige, and this commodity is guarded carefully in rankings of institutions and in informal rankings of types of scholarship within those institutions. In this hierarchy, the movement toward pure abstraction and universality is placed above all other activity. What is more grand than Grand Theory? Yet this prestige hierarchy damages the broader reputation of the university (and our discipline in particular) as we are seen as proof of the Ivory Tower image: aloof, esoteric, and immanently impractical. We must become more willing as a discipline and as an academy to reward those activities our society most needs, and less eager to demand what ever fewer patrons are willing to support.

Most PhDs are trained in large or elite schools of national reputation by mentors who are eager to maintain their own national reputation and to reproduce themselves in the next generation. The intellectual challenge of this environment produces excellent candidates. Such eagerness to reproduce must be tempered, however, by a realization that, since such institutions are not expanding, on the average mentors can only reproduce themselves once—an academic one child policy. The rest of their proteges and proteges will need to function in a liberal arts or regional context. It is in our interest as a discipline to see that these are not places of academic exile to be endured until the long-awaited "opening-up" of the job market occurs. These locations, and especially the lower cost, diverse regional campuses, are the new openings. They will continue to be so. In a tight market they can claim the brightest and the best. Fine, they need them. By recognizing regional scholarship and the value of problem-oriented sociological praxis, we can help these regional campus sociologists to flourish as teachers, scholars, and change agents. □

Partnering Departments: Building Identity Among Graduate Students

By Janet Mancini Billson, Director, Academic and Professional Affairs

The highlight of the Membership Committee's Mid-Year Meeting in January was a brainstorming session on where and how to target our membership efforts. Noting that previous target populations have included two- and four-year faculty, applied sociologists, and other groups, the committee agreed that a concerted effort directed toward incoming MA or PhD candidates would reach the widest possible constituency. The committee's focus will be on "making departments the partners" in socializing new graduate students into the discipline and profession of sociology. Targeting first semester graduate students will allow ASA to reach candidates in terminal MA programs or MA/PhD programs; those who come into the discipline via a sociology BA or from another major; those who move eventually into academic or non-academic career streams, regardless of ultimate institutional type or sector of employment.

A "moment of socialization" into the profession should be a part of each person's degree preparation. The assumption is that developing a strong professional identity as a sociologist, a functional bond to membership in ASA, and a clear sense of ASA operations and resources at the early graduate level will have long-term effects. Early identification with the profession will continue to some extent throughout one's career, with appropriate reinforcements. The committee's plan is to treat the first semester of graduate school as a window of opportunity by providing students with brief statements on such topics as: how ASA works; what it does; what Sections are and why they are useful for networking; how to join ASA and its Sections and how to get involved; how to prepare papers for presentation at the Annual Meeting and regional or state sociology meetings; how peer review works for papers and articles; how to prepare papers for submission to journals; how to locate funding for attending meetings, conducting small projects, and dissertation research; how to tap into ASA's syllabi sets and other teaching resources; how to take advantage of special ASA opportunities (the Minority Fellowship Program, The Federal Network, professional workshops, and so forth).

The Committee will also provide:

- Other basic information about sociology as a profession and career path (data on enrollments, employment patterns, salaries, guidelines for the employment of minorities, women, and part-timers, and so forth).

- A brochure on professional identity—why it is important, how to build it, and how to maintain it regardless of one's career path. The Membership Committee, currently chaired by Dennis Rome, Wright State University, and the Executive Office will explore ways to "partner the departments," identifying new enrollees and working with them in a variety of ways. This approach also means tracking graduates to find out which ones are most likely to maintain ASA membership and professional identification as sociologists a few years down the road. The committee will address this new strategy further during the spring and would appreciate your input. If you have ideas or materials that could be incorporated into the above list, please contact Janet Billson, Executive Office liaison to the committee, (202) 833-3410, ext. 317. □

Sociology and Real Estate: A Rewarding Combination

by *Rachelle Cummins, ASA Research Assistant*

If you are seeking to apply and practice sociology, real estate may be the career for you. Although training in real estate and sociology are not synonymous, Jack Nusan Porter and John B. Hudson, two Boston sociologists, have used their sociological talents in various real estate endeavors. These three are not alone. Porter notes, "It is surprising how many sociologists are in real estate or associated fields (e.g., Henry Tischler)." Porter and Hudson maintain that sociology is central to their identities and work.

Porter is an active and creative sociologist



John B. Hudson

Sociological Introduction (University Press of American, 1987).

Another sociologist working in real estate is John Hudson. Educated at the University of Oregon (BA), University of Washington (MA), and Cornell University (PhD), Hudson claims as a theorist that as soon as he learns and knows how things work, he wants to apply them. Hudson notes that crucial skills and the knowledge of concepts that he learned as a sociologist have helped him to excel in real estate. They include: interviewing (i.e., listening to the customer or client), statistical analysis, especially descriptive statistics, the institutions such as the family and polity, and analysis of interaction and community. His philosophy and sociological training guide his sociological practice as a Realtor.

Hudson's career in real estate actually was spawned when Sandra L. Hudson, his wife and partner, and he took a condominium management and development course as part of her graduate training. Prior to the course, the Hudsons recognized that life was becoming more stressful for families and that something had to be done to eradicate the atrophy of family support systems. They turned to the condominium complex with human services as an integral feature as a way to arrest the strains felt by the family. The Hudsons invested a great deal of planning in this project (i.e., creating an advisory group, surveying the Cambridge community, etc.), but despite their efforts, developers, seeking profit making adventures, did not share their vision.

Although they put this project on hold in the late 70s, the Hudsons organized a condo management company, Cambridge Condominium Collaborative (CCC) in 1978. As the market grew, the Hudsons' work grew, too. They obtained their real estate licenses and started a successful brokerage in the mid-80s. During this time, the Hudsons were recognized throughout eastern Massachusetts for their expertise in condominiums. Recently, they merged CCC with Prudential Le Vaux Properties, a large real estate brokerage, and have accepted a new challenge. Thinking about the global economy, the Hudsons characterize this merger and their new positions as National Director of Relocation and Referral for the Prudential Le Vaux Properties (John's) and International Director of Relocation and Referral for Prudential Le Vaux Properties (Sandra's) as their new adventure. International real estate will provide opportunities to use knowledge of cross-national comparisons of behavior, inter-ethnic relationships, and differing cultural interpretations of time and space.

As these careers suggest, real estate may be an excellent alternative or complement to academia. Hudson recommends real estate in general for sociologists who are interested in being in an action setting, which is different from an applied setting where research typically is done. In an action setting such as real estate, the sociologist actually is doing some-

thing other than research such as sales, developing, brokering, negotiating, or leasing for example. Hudson also remarks that a reward in this field is that the people one meets can be very interesting. However, one of the disadvantages is that one must be willing to live on 100% commission (he usually recommends that one has a minimum of 6 months of resources). Despite this disadvantage, with

self-motivation, time-management, strategic planning and goal setting, sociologists may find real estate to be an appealing and rewarding career.

Rachelle Cummins is a research assistant in ASA's Research on the Professional Program and a graduate student at George Washington University. □

England, from page 1

England's own work focuses on gender, inequality, and labor markets; her intellectual tastes are eclectic. She reads widely in the literature of the profession, and enjoys the give-and-take of opposing arguments. Her new book, *Theory On Gender/Feminism On Theory*, illustrates the breadth of her appreciation for diverse viewpoints, with contributions ranging from expectations states theory to structural network theory to psychoanalytic perspectives. She is that relatively rare individual who seems equally comfortable contending with quantitative or qualitative evidence, and with diverse theoretical points of view. On the methodological side, Paula has taught research design courses at both the undergraduate and graduate levels. As ASR editor, she will bring broad methodological savvy and experience to the evaluation of evidence. On the theoretical side, Paula can amaze one with the breadth of her interests. A lunch with her is an intense experience, as she absorbs your ideas and challenges any inconsistencies in your arguments. She cuts through obfuscation with a sharp eye for fuzzy thought hiding behind fancy language. She herself deserves the description that is one of her highest forms of praise for others: "a real intellectual."

England's articles have appeared in *The Annual Review Of Sociology*, *American Sociological Review*, *Signs: Journal Of Women In Culture And Society*, *Social Science Quarterly*, *Social Forces*, *Social Science Research* and others. She currently co-edits a book series, "Sociology and Economics: Controversy and Integration," published by Aldine de Gruyter with sociologist George Farkas and economist Kevin Lang. Her research has been funded by grants from both the National Science Foundation and the Rockefeller Foundation. England's intellect is only one of the reasons she will be well-suited to the job of editor, however.

Those who served with Paula on the Social Sciences faculty at the University of Texas-Dallas remember above all her social conscience and her high energy level. Most important from the perspective of her UTD colleagues, Paula was always ready to "speak truth to power," and was typically to be found in the forefront of positive reform. She could deliver bad news that a Dean didn't want to hear.

After moving to the University of Arizona, Paula quickly moved into key roles in the department. She is a person who has strong opinions, states them forthrightly, but is always willing to consider seriously the views of others. She doesn't play games; what you see is what you get. This straightforward approach and her strong fundamental values engender trust. It's no surprise that her Arizona colleagues were willing to give Paula great influence on recruitment and graduate program issues within weeks of her arrival in Tucson. The qualities of fairness, conscience, and attention to detail that we observed at UTD and Arizona bode well for Paula's ability to discharge her new responsibilities.

On a lighter note, Paula's intense concern with intellectual and professional issues doesn't mean that she isn't a lot of fun to have around. She always keeps a sense of humor about the pomposity of academic life. When elected Intellectual Affairs Officer (the organizer of our weekly colloquium series) at Arizona, she began her first memo with "Yo! Fellow Intellectuals!" Her colleagues at UTD and Arizona have enjoyed her Joan Baez interpretation at parties. She enjoys singing old songs from the 60s and new feminist and country/Western music whose lyrics strike a chord with her. We're hoping that the workload at ASR doesn't reduce Paula's capacity

for such fun. We don't think it will—she seems to have the energy to keep a clean desk and still have time left over to be a wonderful colleague and friend. □

Dates to Remember for ASR Submissions

July 1, 1993—Begin sending new ASR submissions to Paula England, Department of Sociology, University of Arizona, Tucson, AZ 85721. Send resubmissions you were invited to revise and resubmit to Marwell at Wisconsin until October 1, 1993.

October 1, 1993—Begin sending all submissions, including resubmissions, to England at Arizona.

Aiken New Illinois Chancellor

Michael T. Aiken, currently Provost of the University of Pennsylvania, has been tapped as the new chancellor of the University of Illinois, Champaign-Urbana campus. His selection to take over the second highest post at one of the nation's leading research universities was confirmed by the University's board in early February.

The Urbana-Champaign campus has 35,816 students, 2,175 faculty, and a \$739.9 million budget. Aiken, an organizational sociologist, said his experience at Penn as a dean and provost during a time of retrenchment in higher education revealed the importance of strategic planning in academia.

"We need to define a set of goals that are going to help us enhance the quality of the institution by focusing on those things that are going to make a difference. This means we won't be able to do everything we want to do."

At Penn, Aiken established a campus council to focus the university's research spending on programs and facilities. It also encouraged researchers to be less territorial and share grant money across department lines.

Aiken also presided over an attempt to improve undergraduate education, starting a fund that provided campus-wide incentives for better teaching and instructional ideas. "Most public institutions are going to have to take a hard look at the quality of their undergraduate programs to make sure they are delivering a very high quality product that doesn't begin to erode the possibility of a broad sector of students being able to attend," Aiken said.

Before taking the position at University of Pennsylvania, Aiken was on the faculty at the University of Wisconsin for 21 years. He is active in the American Sociological Association and served as ASA Secretary from 1986-89. He is a past President of the Midwest Sociological Society. His insights on fiscal pressures in higher education and the integrity of the undergraduate program have been a part of many professional presentations. □



Jack Nusan Porter

who has made academic and practical contributions to the field of sociology. Porter earned his BA in sociology at the University of Wisconsin-Milwaukee in 1967. In 1971, he completed his PhD in urban sociology under Howard S. Becker and Bernard Beck at Northwestern University. Believing that academia was too narrow in scope to accommodate his philosophy of change, Porter decided to leave the tenure track in academia and enter into a real estate career in the early 1980s when the Massachusetts market soared.

"Although training in sociology is not a direct preparation for a career in real estate or business, it sensitizes you," Porter argues, "to the small town and the needs of different groups." Porter maintains that business persons typically do not understand the nuances of minorities as well as sociologists do. When real estate development waned in the late 1980s as a result of the economy and deficit, Porter shifted to real estate training and opened a school of real estate.

Porter's school of real estate is unique. First, Porter notes that "it is very unusual for nonlawyers to be teaching real estate." There are few doctorates of any discipline in the field of real estate training. Second, Porter's approach in real estate training is to emphasize the sociological imagination. He encourages his students to view real estate in the tradition of C. Wright Mills. Porter feels that his approach humanizes students to the ethics of real estate, especially in housing discrimination, redlining, and block busting. According to Porter, students like his approach. Finally, compared to other training programs, Porter's attracts a wider range of students: 50 percent are minorities.

Recently, Porter undertook mediation between landlords and tenants. As a sociologist, Porter believes that, unlike lawyers, he can see the total picture (e.g., racial and religious conflicts). "Sociology sensitizes you to ethnic, minority, and gender issues. From it, you can know the nuances of culture and body language. Knowing these things can save your life when speaking to a landlord," says Porter. Porter and Ruth Taplin have written about the subject of conflict resolution in *Conflict And Conflict Resolution: A*

Open Forum

Responses to "The Lost Generation" and "A Discipline in Trouble"

Looking For The "Lost Generation" In All The Wrong Places?¹

Tom Lyson and Greg Squires' article on the "Lost Generation of Sociologists" (February 1993) contributes to our understanding of the market for sociologists entering the profession between the mid 1970s and mid 1980s. But their analysis, while useful, is flawed. It reflects a distortion generated by their sampling design and by a probable differential response rate from academics vs. non-academics. The effect of this distortion is to underestimate the proportion of sociologists in sociological practice. This bias should have been more fully addressed because it has significant implications to key questions facing our discipline and the ASA:

Where do sociologists work? What is the nature of our discipline? How can we enhance the public image of sociology? and Where should the ASA most fruitfully look for members?

I am on the ASA Employment Committee that sponsored the "lost generation" survey data, and I had a chance to discuss these findings with Tom Lyson. The authors are sincere scholars and this research was an unpaid effort on behalf of the committee. They were undoubtedly eager to focus on the data from the 35.7 percent who responded. But it is unlikely that this sample is representative, and the findings need additional interpretation. The issue is not the use of convenience samples for exploratory research, but rather their generalizing from the sample to the profession. In an unintended way, this work may contribute to the continuing marginalization of sociological practice.

The Sample: Lyson and Squires indicate that the sample "represents a diverse range of programs" and geographic regions, "including both top-ranked departments and more middle range programs, and, of course, represents both private and public institutions." But this sample is skewed to the biggest departments for reasons of sampling efficiency. And, while the list includes some middle range departments, it is, overall, skewed to the more prestigious departments. The combined result is that the sample over-represents departments that were better able to place their PhD graduates within academe.²

We should also remember that the passage into and out of academia is probably not a zero sum. With cutbacks and tighter tenure decisions, it is likely that more sociologists are moving out of schools than into them.

Differential Response Rates: Of the 35.7 percent who responded, Lyson and Squires note that "less than 30 percent work for non-academic employers."

I and others in the Employment Committee suggested that sociologists who are not within academic departments were less likely to respond to the survey. The lower response rate may have been due to practitioners' estrangement or to a perceived irrelevance of some of the profession's activities. Also, those outside of academia may be harder to track and/or less likely to update their alumni associations with new addresses. Without a follow-up it is impossible to know for sure, but when the likely response rate differential is added to the skew introduced by the sampling design, a strong case can be made that the sample

seriously under-represents sociologists in practice.

Moreover, data comparing the number of graduates with the number of academic positions also cast doubt on the study's high rates of academic employment.

Implications: If, as argued, the results are skewed—for example, if sociological practice represents 10 percent or 15 percent more of our colleagues' careers than the reported 30 percent—then these findings suggest the conventional image of a sociologist as practitioner is almost as likely to represent the career reality.

The implications of these findings are important to the ASA's desire to increase membership. We know that university- and college-based sociologists are considerably more likely to join the ASA than are other sociologists. In light of the proportion of the discipline in practice and of the ratio who are potential new ASA members, the ASA should recognize the importance of sociologists who are in non-academic settings. The effort to increase ASA membership may well find better harvests in the fields of practice than in the vines of academe.

It is troubling that the "Lost Generation" report did not address the probable under-representation of practitioners. Perhaps the omission may be attributed to an institutional astigmatism? Our discipline seems transfixed by a self-image that is no longer accurate in important respects.

There is much to gain in recognizing and in emphasizing sociological practice.³ Sociology has come under renewed attack as irrelevant or worse. Some *Footnotes* readers may have noticed that a few of recent articles in the *New York Times* dealing with sociological issues did not mention a single sociologist or even sociology. Economists and, occasionally, psychologists were summoned to explain social phenomena. The practice of sociology—and the highlighting of applied sociological work—is one remedy for our discipline's progressive disappearance from public view. Certainly, we should take fair measure of those who are among our most visible colleagues.

Ross Koppel, Social Research Corporation

Footnotes

¹ The author, Chair of the Section on Sociological Practice, thanks Joel Leon Telles and Albert Gollin for their suggestions.

² The list (in the order presented by the authors) is: Indiana University, University of North Carolina, North Carolina State University, University of California at Los Angeles, University of Massachusetts, University of Maryland, Purdue University, University of Wisconsin, University of California-Berkeley, University of California-San Diego, Brown University, Boston College, Boston University, Howard University, Loyola University of Chicago, Northeastern University, and the University of Pennsylvania.

³ I applaud the practice-related efforts of the ASA and especially of the Employment Committee. I encourage the ASA to seek additional ways of supporting practice and practitioners via the annual program and journals. Several of the Association's planned sessions and programs should be very helpful.

Just How Lost Are We?

The February issue of *Footnotes* contained an interesting juxtaposition of review pieces on the current state of sociology. The piece by Lynch et al. examined the inferior status of sociology departments and another piece by Lyson and Squires tracked the 'Lost Generation' of sociologists educated between 1974 to 1984. The two articles taken together offer an interesting cultural critique of sociology as a discipline. The sobriquet 'The Lost Generation' and the concern it engendered, belies a discipline whose career boundaries are sharp. The evidence provided by Lyson and Squires reinforces that image. The 'lost', i.e., those outside of academia, among that generation are, more likely to be women. The standard primary and secondary job markets are quite clearly at work. Both the label and the evidence suggest that careers outside academia are both culturally devalued and the home of the disenfranchised.

Lyson and Squires' findings help, then, to illuminate the abysmal portrait of sociology departments and their relative status painted by Lynch et al. Sociology departments are ranked near the bottom in teaching and research by university deans. The faculty feel this devaluation in their travel budgets and their influence in university governance. The evaluation of university administrators are based not only on internal comparisons but also on the external validity of the discipline. Sociology departments embodied by their chairs and faculty have to ask themselves difficult questions. Beyond the intrinsic value of knowledge, do you equip undergraduate and graduate students with the training and skills to compete in the job market? Do you undervalue the role of education as job training? The cultural clues suggest that the answer is yes.

Secondly, the state of modern scientific research makes external funding a prerequisite for extensive and productive research programs. Although peer review panels adjudicate between competing proposals, the abiding interests and long-range planning for research funding are championed by the staff of foundations and the federal and state governments who provide the funding. The question for department chairs and faculty is have you so disenfranchised your non-academic PhD placements that they gladly relinquish their identity as sociologists? Rather than courting the dean with the nine step program provided by Lynch et al., I would suggest looking to your own department culture. The value of sociological knowledge conveyed in teaching or enhanced by research is not in question. The exclusively academic conduit for that knowledge, however, should be carefully scrutinized.

Felicia B. LeClere, National Center for Health Statistics

Call for Rigor

The February *Footnotes* contains two articles which describe efforts to identify problems of the discipline (Thomas A. Lyson and Gregory D. Squires, "The 'Lost Generation' of Sociologists"; and David M. Lynch, et al, "A Discipline in Trouble: Why More Sociology Departments May be

Closing Shortly"). These articles report data resulting from mail surveys with response rates of 35.7% and 54% respectively. Conclusions and recommendations are offered.

Despite the "journalistic value" of these reports, both illustrate, to me anyway, why sociologists in faculty positions have problems when they even attempt to do some research. Meaningful, valid sociological research requires such demanding sampling and high response rates (which in turn are very costly) that few persons can engage in any original endeavors. Too often projects are done on shoe string budgets which do not allow for attempts to increase response rates or to identify characteristics of non-respondents. At other times work is so limited in scope that it is reduced to an exercise in data collection and analysis. In an effort to deal with the cost of securing original data, others use available data such as the Census or GSS, which may be analyzed brilliantly but nonetheless produces researchers who have little or no experience in or knowledge about interviewing and attendant difficulties in survey research.

All this is to say that sociologists who aspire to do credible research are often frustrated and as a result may compromise standards and produce inconsequential results.

Thus if deans' perceptions are based on end results it is small wonder that the discipline is seen as lacking in rigor and, therefore, superfluous. Too much teaching in sociology is directed toward learning things about the sociology of _____ (fill in the blank) rather than learning how to do the sociology of whatever. Thus it becomes all too easy for deans to think most anyone should be able to teach about sociology, and dispirited ministers or burned out social workers are assigned courses to teach in sociology departments. All too often this is the case, much to the detriment of sociology as a discipline and the integrity of higher education.

Pauline E. Council, Silver Spring, MD

Introductory Sociology and a Revitalized Discipline

The article by Lynch and McFerron (1993) on "A Discipline in Trouble: Why More Sociology Departments May be Closing" was disturbing. If sociologists, as well as deans, are reluctant to rate our teaching as "outstanding," perhaps we have more than a public relations problem. Could it be that the substance of much of what we are called upon to teach, especially in introductory sociology, is at least in part to blame for sociologists' apparent lack of enthusiasm for the enterprise? The Chairman of the Sociology Department of City College believes that "sociology is rapidly becoming nothing more than a series of ideological claims that do not merely fail to address the relevant evidence but claim the opposite of what the evidence suggests. Authors of introductory sociology textbooks seem to care more that their students believe that which (the author thinks) is good for the student than that which is true" (Goldberg, 1991: 128). In the same provocative volume, Steven Goldberg debunks the "Common-Sense Sociology Test" which is



International News and Notes

The Road to Bucharest: Science in Transition in Post-Socialist Eastern Europe

by Henry Etzkowitz, SUNY-Purchase

What should be done in the face of declining government support for the huge scientific infrastructure in the former Soviet Union and Eastern Europe: abandon or reform it and if the latter, how? During the past two years science policy experts have discussed this question at international conferences in Budapest, Maratea (Italy), Berlin, and Bucharest, but it is also being answered by researchers' initiatives. In July 1992, en route to Bucharest for a meeting on "Science and Technology Policy During the Transition Period to Market Economy" sponsored by the International Research and Exchanges Board (IREX) and the Romanian Academy of Sciences, I stopped in Budapest. In April I heard a presentation on spinoff firms in Hungary at a meeting of the Eastern European Network of the International Study Group (ISG) on Academic-Industry Relations which I co-direct for the Science Policy Support Group, London. I wanted to see for myself so I asked the organizer of the Eastern European Network, Dr. Katalin Balazs of the Hungarian Academy of Sciences, to arrange a meeting for me with the members of a computer "spinoff" company. The company office was a small suite of rooms at a Computer Science Institute; the rest of the premises was occupied by the research institute. The firm imported networks from abroad; they could draw upon the resources of the Institute to do research, but had no contracts, and so were basically installers of equipment.

The growing role of spinoff firms had been addressed at a science policy workshop at the Hungarian Sociological Congress in June 1991. A researcher from the USSR Academy of Sciences reported that there were thousands of such firms in the former Soviet Union and claimed they were contributing significantly to the gross national product. A Czech researcher sitting next to me whispered, "Don't believe it. They are not real spinoffs. They are just arms of the Research Institutes, organized to give them some flexibility." These two instances left me asking: What does it mean to be a spinoff firm in societies in transit between plan and market?

Taking an afternoon train from Budapest I arrived the next morning in Bucharest to participate in the Romanian-American symposium organized by Dr. Ileana Ionescu-Sisestii, Romanian Academy Commission for Science Policy Studies. After an introductory meeting, the next item on the agenda was a day and a half of visits with Research Institutes. Despite talk of an ongoing "scientific-technological revolution," these research institutes and academies were unable to make a significant contribution to economic development during the socialist period. In contrast to the ideology of integration between science and production, the reality was separation. The Stalinist strategy of political control isolated segments of Eastern European societies from each other. In the academic world teaching was separated from research and scientists

were located in separate research institutes (academies of science) and universities. Universities were again split into separate segments such as Economics and Philosophy; even technical universities were sometimes split into individual units.

In the face of these divisions, there were ideological requirements for cooperation. Under socialism, scientific research groups entered into contracts with industry to demonstrate that the intelligentsia was acting in support of the working class. However, much of industry outside of the military and space spheres was technically stagnant. There was no need to innovate, only to produce large quantities of goods. On the enterprise side, research needs were limited and connections with research institutes practically superfluous even though they were formally required. On the research side, basic research groups arranged industrial contracts to justify themselves. The most interesting interview for the question of spinoffs was at the Informatics Institute where I met with the Director, Florin Gheorghe Filip. He had 300 people in three large buildings with modest equipment. Basic salaries were met. The Academy had brought several of the "best" institutes under its wing when it was revived as an independent entity, with government funding, after the revolution. Given the low salaries, many of the best qualified and energetic staff were leaving to work for foreign firms or to go into business themselves. Part of the director's strategy to renew the institute was to make alliances with foreign firms. Some of his technical people (programmers, not senior researchers) were picking up management and consulting skills on the fly. They were working with Ernst and Young, a U.S. consulting firm, assisting them in making deals with Romanian enterprises.

As opportunities arose, through inquiries from foreign firms or from ideas generated within the institute, new small business units were also being formed. Their staff were on salary from the institute and given workspace without being charged rent. If successful, the ownership of the new firm would be shared by the institute and the founders of the new enterprise. Although these businesses were being called spinoff firms, they appeared to be more like "daughter and son" or "filial firms" since the ties retained with the parent enterprise were so close. Although this is changing, in the U.S. there is typically a virtually complete separation between the new and old organization at a very early stage. Reasons include conflict of interest concerns in universities about the mixing of roles, the desire to obtain control of intellectual property rights despite having signed them away to an employing firm, and the ability to obtain capital to establish an independent company.

In the emerging Eastern European model, the outcome appears to be shared ownership and a continuing relationship, (initial location within the parental organization and a gradual moving out) something in between a spinoff and an entrepreneurial unit. In Eastern Europe the Institute serves as an incubator facility and venture capitalist, supplying resources and expertise to nurture the new firm. Such activities are referred to as the "underground" and have not yet been recognized as constituting a legitimate development model.

Sociologists Teaching in Eastern Europe: "Frustration with Inspiration"

by Dennis Layton,

Last year *Footnotes* ran a story on the Civic Education Project, a program that sends advanced graduate students and retired professors to teach undergraduate courses in Central and Eastern Europe. The CEP was founded in 1989 by two graduate students committed to assisting in the reform of the social sciences in Eastern European universities. The CEP is currently teaching 2,500 students at 42 universities in nine countries. The program is active in the fields of sociology, political science, economics, and law.

Cecile McNulty, Cluj, Transylvania region, Romania

"In the months between coming to Cluj and my actual arrival here I kept saying, 'I'll get more out of it than the students.' I just didn't know how much or in which areas!... Life here has deepened my conviction that students, Americans, Romanians, and people everywhere generally share the same basic longings, values, and needs. For the experience of living and teaching here, for all I've learned, and for the many acts of kindness shown me, I'm grateful."

ASA recently asked sociologists teaching in Lithuania, Latvia, Romania, Hungary, and Ukraine to comment on the program and their experience in Eastern Europe. Most report that when they first arrived at their assignment the students were very quiet and cautious. As Donna Winsor explains, "They were not used to an informal, interactive teaching style." While many said that the students still ask few questions, all said that they have a positive relationship with their students. Laura Martocci elaborates: "They are eager to learn, always read assignments, and ask questions with some cajoling." Without fail, respondent participants list their students as the best part of their experience.

John Ely, University of Bucharest, Romania

"Romania is definitely geared towards the intrepid foreigner, but all of the basic necessities are readily available. As a CEP instructor, I comparatively have a much better living situation than most Romanians." Living in Romania is "Thrilling!! The cliché, 'you can watch the grass grow,' comes to mind. Just within the time that I've been here I've seen the continued process of the opening up of political expression in post-surveillance Romania."

Living conditions constitute one of the most difficult parts of the experience. Every teacher ranks them as "difficult" or "very difficult." As Cecile McNulty says, "It's fun, different, and difficult. I walk most places, do without an automobile, and hand carry everything everywhere. Everything takes several times longer than it does in the states — the telephone system is terrible." Donna Winsor sums it up by saying, "It's one thing to read with disbelief about the inefficiencies of



CEP Participant Donna Winsor

Ruth Murray Brown, Donetsk State University, Donbass region, Ukraine

"We are never bored! I find it very exciting to be on the scene during this time of transition, where literally no one knows what next year or even the next month will bring. I hope that my students, having spent a semester thinking about these issues, will be in a position to make some small impact on the future of their country."

Mary E. Kelly, Kaunas University of Technology, Republic of Lithuania

"Suddenly, people who had never seen anyone from a country outside of the Soviet block are inundated with foreigners. Usually the foreigners are trying to tell the Lithuanians how their beliefs and institutions should be changed. Sometimes they recognize that Lithuanians may have their own opinions, but sometimes they do not."

the Soviet system, it's another to experience them first hand." Although the difficulties are real, retired sociology professor Ruth Murray Brown expresses the sentiments of many when she says, "It's nothing I can't handle."

The teaching situation is very different compared to the United States. Although courses are the same (such as Introduction to Sociology and Research Methods), facilities and teaching situations leave much to be desired. The facilities are usually listed as "poor." Brown describes the typical situation: "It's just me, the students, a blackboard, and a wet rag to wipe it clean." Communication with the administration is also problematic at times. Several report that they unknowingly scheduled classes on holidays. All note that students are used to straight lectures, and are often without textbooks — the only resources in English are those that the American sociologists brought with them. Because students are required to take between eight and eleven courses per semester, only a minimum amount of homework can be assigned.

As all the classes are taught in English, the teachers list communication with students as a challenge. Attempts to relate nuances and

Laura Martocci, Jozsef Attila University, Szeged region, Hungary

"As the discipline of sociology was the rubric under which compulsory courses on Marxist/Leninist studies were taught, sociology at Jozsef Attila is in a precarious position. Given the peculiar bent which a state legitimization lent the discipline, the bulk of 'sociology' appears to have been comprised of various organizational theories. Cultural theory and micro-level analyses are conspicuously absent, while 'political sociologists' have been brain drained to the West. However, this reality is counterbalanced by the eager optimism with which pro-reformers greet both Western literature and individuals such as myself."

Miami, from page 1

struction. Like many Southern cities, Miami's segregationist practices had allowed Overtown to emerge as a vibrant center of small businesses and professions catering to the local black population. Urban renewal virtually destroyed Overtown, displacing much of the black middle class to newly desegregated suburbs or away from Miami altogether.

Miami's metropolitan political system also offered little possibility for redressing black concerns. As constituted by a "good government" reform in 1957, it combined a strong county government, administered by a non-partisan commission elected at-large and an appointed manager, together with 26 municipal governments (the largest being the city of Miami) retaining some local autonomy but subordinated to standards set by the county. More than half of Dade County's population and territory fell outside of these municipalities. With some 60 percent of the metropolitan Miami's black population residing in unincorporated Dade County, and much of the remainder located in the city of Miami with its large Hispanic majority, the chances of effective black political representation were minimal.

The riots of the 1980s thus crystallized a widespread anger in black Miami over its failure to keep pace economically with other social groups and its lack of a political voice. As in the 1960s, the response of city elites was to create a series of economic and social programs designed to shore up black neighborhoods, but the recurrence of these violent outbreaks (most recently in 1989) testified to their limited effectiveness.

While Miami's racial and ethnic profile is often portrayed as a tripartite division between white non-Hispanics ("Anglos"), white Hispanics, and blacks, it is important to note the ethnic diversity within black Miami as well. The 1990 census classified just over 19 percent of metropolitan Miami's two million residents as black non-Hispanic. Of this group, however, about 60 percent (roughly 250,000) are native-born African Americans, with the rest largely made up of Caribbean immigrants.

The Haitian component of this immigrant group is the largest, numbering perhaps 100,000. To a degree the Haitians mirror the Cubans, in that an early wave of middle and upper class refugees from the Duvalier regime in the 1960s and 1970s has been followed by a poorer wave of immigrants in the 1980s and 1990s. There is also "Little Haiti," a section of black Miami in which Haitian shops, restaurants, and other small businesses, along with a large residential area, are concentrated. Nonetheless, while Haitians have sought to emulate the success of the Cuban enclave, the reality of their situation, including U.S. immigration policies to keep them out rather than welcoming them, and their social experience in being treated as blacks, has been very different.

The relations between Haitian and native-born blacks in Miami have often been strained by perceptions of cultural differences, economic competition, and other factors familiar to students of American immigration history. Recent developments may be working to narrow the gap, however.

In June 1990, Nelson Mandela visited Miami during his triumphal U.S. tour. Unlike the civic honors bestowed upon him at his other stops, his official Miami

reception was decidedly cool, the product of Cuban and Jewish criticism of his refusal to disavow his cordial relations with Fidel Castro and Yasser Arafat, respectively. The mayors of Miami and Miami Beach and the Metro Dade Commission refused to honor or meet with Mandela, much to the anger of local black leaders. Then, a week later, a large Haitian demonstration in front of a Little Haiti store where a customer had argued and fought with a Cuban proprietor was violently dispersed by Miami police.

In the wake of these events, a group of black professionals and community leaders headed by lawyer H. T. Smith organized a convention boycott, calling on national organizations with meetings scheduled in Miami to take their business elsewhere. The demands of the Boycott Coalition were an apology to Nelson Mandela from Miami's elected officials, an investigation into police conduct in the Haitian demonstration, a series of economic measures to promote black economic interests, especially in the tourist industry, and the reform of Miami's political system to provide greater black representation.

The boycott had a quick impact. Before the end of 1990, 13 organizations, including the American Civil Liberties Union and the National Organization of Women, had canceled their Miami meetings. Still in effect in 1993, the boycott is estimated to have cost Miami \$57 million in convention-related business.

Official response to boycott demands was slow to materialize, but began to

accelerate in 1992. The Greater Miami Convention and Visitors Bureau established a scholarship program with local corporate sponsorship at Miami-Dade Community College and Florida International University (FIU), under which black students are provided with training culminating with a degree from FIU's School of Hospitality Management and subsequent management-level employment in a local tourist-industry firm. As of late 1992, 36 students were enrolled in the FIU program.

Meanwhile, the mayor of Miami Beach and the Metro Dade Commission issued retroactive statements honoring Mandela. The Cuban-American mayor of the city of Miami, with its Hispanic majority of voters, did not follow suit.

Most importantly, however, Miami's political system is undergoing a major reform. A federal court ruling in late 1992 ordered Dade County to immediately replace its at-large commission with a single-member district system in order to guarantee effective minority representation. Following the establishment of boundaries for 13 districts, a local election was held on March 16, 1993. While the exact configuration of the new commission awaits a May run-off election for some districts, it is apparent that the new Metro Commission will have at least three and perhaps four black commissioners.

For the first time in Miami's history, its political system offers a voice for Miami's black community. Since the same system will also increase Hispanic representation on what until now has been an Anglo-dominated commission, it clearly ratifies the important social and economic transformations of the city over the last quarter

of a century. Turning this newly representative system into an effective vehicle for reconciling the interests of Miami's divergent communities—on the heels of Hurricane Andrew, no less—is perhaps the city's most critical challenge at the close of this century.

■ ■ ■

In this series of articles, we have sought to convey some of the flavor of Miami and the social, economic, and political characteristics that make it such a fascinating city. But don't take our word for it—take advantage of the local tours organized for participants in the 1993 Miami Beach meeting. Among the offerings are a bus tour of black Miami under the auspices of the Black Historical Archives and Museum; bus tours of Jewish Miami Beach and Cuban Miami led by local sociologists; a boat tour of the Miami River and Biscayne Bay focusing on Miami's early historical development; and a variety of other trips. Look for details in the *Preliminary Program*.

For those of you interested in further reading on Miami, there are a variety of good sources. For sociological perspectives, see Guillermo Grenier and Alex Stepick (eds.), *Miami Now! Immigration, Ethnicity and Social Change* (University Press of Florida, 1992); and Alejandro Portes and Alex Stepick, *City on the Edge: The Transformation of Miami* (University of California Press, 1993). For more journalistic accounts, see T. D. Allman, *Miami: City of the Future* (Atlantic Monthly Press, 1987); Joan Didion, *Miami* (Simon and Schuster, 1987); and David Rieff, *Going to Miami: Exiles, Tourists, and Refugees in the New America* (Little, Brown, 1987). □

Inside 1722

Win-Win: When Interns Become Employees

Wendy Hanson was a senior sociology major at Augsburg College in Minneapolis when she responded to a request for a sociology intern to undertake a research project at a church in Washington, DC. She used her January interim last year to work with the church on a needs assessment study of the congregation and the demographically shifting community in which it was located. Her surveys and phone interviews lead to a report to the congregation and ultimately was a major part of the church's long range plan. Carla Howery, ASA Deputy Executive Officer, is the church vice president and supervised the project. At the end of her internship, Wendy spent several days working on research projects at the ASA and learning about the activities of the Executive Office.

When an Administrative Assistant posi-



Wendy Hanson

tion opened up at the Executive Office, we were quick to contact Wendy. She had an excellent academic record at Augsburg as well as experience in banking and other

office jobs. She joined the ASA staff in June 1992, working with the Professional Development Program. Wendy jumped right in to implement the *Federal Network*. She became savvy about media referrals and staffed the Media Room at the 1992 Annual Meeting. Now she is handling the Teaching Resources Center orders and other activities in the new Academic and Professional Affairs Program, directed by Janet Mancini Billson. Janet and Wendy are revising the ASA career materials

as part of the preparation for this year's Annual Meeting.

Wendy is putting her roots down in the Washington area; she is a member of the handbell choir in a Virginia church, a French horn player, and a jogger; she is making plans for her wedding next year. ASA could not be happier to have someone on the staff who can effectively answer the question, "What can I do with a sociology major?" □

News and Notes, from page 8

concepts are characterized as "difficult." Although this is sometimes frustrating, it also has its comical side. As Mary Kelly explains, "the worst part of the job is trying to explain words like circumcision."

Donna Winsor, University of Latvia, Riga, Latvia

"Living in Latvia has made me appreciate my life in the United States, and indeed, my problems appear mundane by contrast. I now know what it is like to have culture shock, and when I first arrived I tried to use the shock to see sociologically, and to be aware that a Latvian would feel strange upon visiting my society."

Everyone who participated in our survey is convinced that they have benefited from the experience in their host country, in spite of the hardships. Winsor affirms that it has been invaluable "to live in a society that one had only read about, and to see personally the way another society operates."

McNulty agrees: "It's helped me to face some of my own conflicting values

and has done a great deal for my sense of humor." John Ely reports that his experience has given him "perspective and verstehen." The CEP program has received a strong endorsement from most of the sociologists who responded to our survey. All agree that they would do it again. They highly recommend it to "those sociologists who are interested in having a fulfilling and exciting teaching experience, yet are willing to put up with a number of inconveniences." Perhaps Ely puts it best: "I would definitely recommend it, but applicants should be aware that they can expect to get frustration with their inspiration, impoverishment with their enlightenment, and pathology with their ideology."

The Civic Education Program, which is based at Yale University, can be contacted at (203) 432-3218.

Dennis Layton is an ASA intern working on international activities and a student at Georgetown University. □

Three Centers Focus on Family and Gender Issues

Sociologists are centrally involved in the creation and development of three new centers on university campuses. These centers and their projects are profiled below.

A New and Distinguished Life Course Institute

by *Rachelle L. Cummins*

Directed by Phyllis Moen, Professor of Human Development, Family Studies and Sociology, the Life Course Institute (LCI) in the College of Human Ecology at Cornell University was founded in January 1992 and had its grand opening in late April 1992. Its mission is to nurture faculty-directed, multidisciplinary research that will help families and individuals cope with the staggering social, economic, and demographic changes now being experienced in the United States.

To accomplish this goal, LCI promotes research, training, transmission of knowledge, and policy development with a "Life Course" orientation. Specifically, faculty members from various disciplines collaborate in research focusing on the constructive and destructive forces at work in adulthood and aging. They also create policies and programs that will enhance human potential throughout the life course and disseminate their research findings to policy makers to inform and stimulate discussion among scholars, citizens, and policy makers regarding the pressing issues of our times. Finally, the faculty focus on the education and training of students in the life course approach to conducting policy-relevant research on adulthood and aging.

LCI distinguishes itself from other Institutes. First, it maintains an emphasis on the constructive rather than destructive forces impinging on the effective functioning of individuals and families. Moreover, it is committed to using dynamic transgenerational life-course models. A third distinction is that LCI in particular examines the second half of life. Finally, LCI promotes cross-cultural, international studies and comparisons. LCI believes that these distinguishing characteristics will substantially enhance their value to both the research and policy-making communities.

LCI has several programs that are designed to facilitate the work of associated faculty. The Innovative Research Program provides faculty members with small grants to pursue research with a life course focus. The Work-in-Progress Seminar provides a forum for colleagues to discuss specific research challenges and plans. A Working Paper Series makes the work of members of the institute available to policy makers and faculty at other institutions. Several Working Papers currently available at LCI include: "Marital Status, Fatness, and Obesity," "The Concept of Family Adaptive Strategies," "Violence and Violent Feelings: What Causes Them Among Family Caregivers?," and "The Rural Elderly and Poverty." Eventually, a biannual symposium and an annual colloquium series will help establish an agenda for research on adulthood, families, and aging from a life course perspective.

In addition to these programs, LCI is actively pursuing an emphasis on teaching. Recently, LCI submitted a grant proposal to fund teaching through the LCI.

Moen, director of LCI, reports that she has also been named The Ferris Family Professor of Life Course Studies, an endowed chair that will insure that people's lives, issues, and experiences are examined over the entire life course.

For the most part, participation in the Institute's programs is restricted to Cornell University; however, Moen suggests that eventually the focus of the LCI will expand to include active participation from others outside the Institute. Moen adds that those interested in the LCI should write to her at MVR Hall, Cornell University, Ithaca, NY 14853.

Brandeis' Family and Children's Policy Center

"Children are the future of the nation. Families contribute to the well-being of every age group," asserts the Family and Children's Policy Center. Open since 1990, it offers courses, research, and programs to meet the challenges posed by changes in the American family. Located in the Heller School at Brandeis University in Waltham, Massachusetts, the Center is made possible by initial gifts from Thomas H. and Barbara Lee, the Samuel H. Rapaport Jr. Foundation, and support from the Peter Heller Program on Innovations in Social Policy. While Janet Giele, Director, works on an international study of women's career paths, sponsored by a German Marshall Fund Fellowship, Judith Gardner, Acting Director, manages the projects of the Center. In addition to Giele and Gardner, there are approximately 12 affiliates of the Center who include assistant directors, associate, visiting, and research professors, and research associates and analysts.

Gardner remarks that the primary goal of the Center is "to teach, do research, affect public policy, and to be a Center for people who are concerned with children and family issues." The educational program includes courses such as Child Health Policy, Feminism, Law, and Social Policy, Labor Markets, Work, Individual and Social Development and Social Welfare. Moreover, the Heller School awards a PhD in Social Welfare Policy. Likewise, a Master's in Management of Human Services allows students to specialize in the family and children's field. Heller graduates in the family and children's field are established in government, human services, and the corporate and academic worlds. For further information on both degree programs, write to the Registrar, Heller School, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110 or call (617) 736-3800.

At the Center, research initiatives on children and family cover several areas. They include: child health and welfare, adolescence and youth, men's and women's family roles, workplace and family policy, and threats to family functioning. According to the Center, "within the Heller School, the Center is interested particularly in how multiple problems of education, health, mental health, and social welfare are addressed in integrative and comprehensive ways to ensure a better life for children and families throughout the life cycle and across all socioeconomic groups.

In addition to these contributions, the Center is committed to turning ideas into action. One way that the Heller faculty and

researchers affiliated with the Center accomplish this is by providing support to policy makers and to the human services through consultation and expert testimony for Congress and seminars, forums, and in-service training for government officials, service providers, and private industry. Another research commitment of the Center is the evaluation of programs. Judith Gardner is evaluating the Robert Wood Johnson Foundation (RWJF) Mental Health Services Program for Youth. The goal of the RWJF Program is to change the systems of care that provide services for children with severe emotional disturbances through the coordination of various child serving agencies including mental health, social services, juvenile justice, education, and public health. The evaluation study is designed to provide objective, usable information about the process and outcome of the RWJF Program with the end of improved knowledge about the design and implementation of systems of mental health care for children and youth.

Researchers at the Center welcome collaboration with community agencies and other organizations working to promote the welfare of children and families. Gardner suggests that interested persons should contact the Center for more information; write to the Family and Children's Policy Center, Heller School, Brandeis University, P.O. Box 9110, Waltham, MA 02254-9110.

Center on Population, Gender, and Social Inequality

Since its inception in May 1988, Harriet Presser has been directing the Center on Population, Gender, and Social Inequality, located in the Department of Sociology at the University of Maryland at College Park. According to Presser, there are numerous small population centers and about a dozen large academically-based centers. However, what makes Maryland's distinctive from all the others is that "it is the only population center in the world known to have a special focus on how demographic processes relate to both gender and social inequality issues. This focus reflects the growing recognition in the field that to better understand demographic change—that is, changes in fertility, mortality, and migration—it is essential that we consider the relevance of gender and social inequality." Another distinctive accomplishment of the Center is that it has been extremely successful in acquiring external funding. Moreover, William Falk, Chair of the Department of Sociology, has been instrumental in achieving University support. A final strength of the Center is its proximity to the metropolitan area of Washington, DC. The Center is located near the major federal agencies that provide data bases and funding for demographic research.

The goal of the Center is to produce high quality demographic research with regard to gender and social inequality, both for developing and highly industrialized countries. To accomplish this, the Center is professionally staffed by five sociologists: Drs. Harriet Presser, Jay Teachman, Reeve Vanneman, Joan Kahn, and Anju Malhotra. Their current research is funded by the National Science Foundation, the National Institute of Child Health and Human Development, the Rockefeller

Foundation, and the William and Flora Hewlett Foundation.

A sample of this research includes the study of "Gender, Life Course, and Family Formation: A Longitudinal Study of Young Sri Lankan Women," "Economic Development, Fertility, and the Employment Experience of Women in Puerto Rico," "Family and Socioeconomic Consequences of Military Service," and "Development and Gender Inequality among India's Districts." Both funded and non-funded research are often done in collaboration with graduate students and result in publications.

In addition to the core faculty of the Center, additional faculty affiliated with the center include Drs. Leslie Whittington and Barbara Bergmann, both economists; Dr. Ira Berlin, a historian; and Dr. Bonnie Dill, a sociologist and professor of women's studies. As the Center's activities continue to expand, the Department plans to recruit an additional faculty member in demography with a focus on gender and economic development within the next year.

Another goal of the Center is to train graduate students. Through special funding, the Center supports graduate students with particular interests in demographic change in developing countries. The Center's external funding for its training program is from the William and Flora Hewlett Foundation and has been renewed through 1995.

Additionally, the Center organizes a monthly seminar series. This affords faculty and graduate students the opportunity to interact not only with affiliate members outside the Department, but with many demographers in the Washington area outside the University.

The Center suggests that students who are interested in graduate study in demography with the Center's special focus should write to the Director, Center on Population, Gender, and Social Inequality, University of Maryland, 3114 Art Sociology Building, College Park, Maryland 20742.

Rachelle Cummins is a research assistant in ASA's Research on the Profession Program and a graduate student at George Washington University. □

Good Ideas

■ Keith Farrington, Whitman College, emphasizes undergraduate student research with faculty. Whitman College gives small research awards to student-faculty teams to promote these collaborations. Farrington has written a paper on the opportunities and pitfalls of such teams. For more information, contact Farrington at the Department of Sociology, Whitman College, Walla Walla, WA 99362.

■ Students in the senior capstone course at Southern Oregon State College complete a research project and make a public presentation on it. In the audience are members of the department, students, relatives and friends, and community members and field supervisors. The "convocation" includes a reception and is important for students, who reach closure, to feel skilled, competent, and empowered for the job search. For more information, contact: Cecil Baril, Department of Sociology, Southern Oregon State College, Ashland, OR 97520. □

State Licensing Program Welcomes New Monitors

by Wendy Hanson, ASA Program Assistant

In response to our recruiting efforts, several sociologists have volunteered to monitor licensing legislation in their states. The following is an updated list of 38 licensing monitors. *Footnotes* readers who know of present or pending legislation that is discriminatory or restrictive toward sociologists in your state are asked to contact their monitor.

- **Alabama:** William D. Lawson, 142 Elm Drive, Montgomery, AL 36117
- **Arizona:** Florence Karlstrom, Department of Sociology, Box 15300, Northern Arizona University, Flagstaff, AZ 86011
- **Arkansas:** John S. Miller, College of Arts, Humanities, and Social Sciences, University of Arkansas, 2801 S. University, Little Rock, AR 72204
- **California:** Susan Fries Roberts, 5928 Zinn Drive, Oakland, CA 94611
- **Colorado:** Karl H. Flaming, 10015 S. Wyecliff Drive, Highlands Ranch, CO 80126
- **Connecticut:** Judith Gordon, Gerontology Program, University of New Haven, 300 Orange Avenue, West Haven, CT 06516
- **Delaware:** Gordon J. DiRenzo, Department of Sociology, University of Delaware, Newark, DE 19716; and Steven Smalley Martin, 121 Delaware Street, New Castle, DE 19720
- **District of Columbia:** Norma J. Fields Nager, Dept. of Sociology, Howard University, Washington, DC 20059
- **Georgia:** Melvin L. Fein, Kennesaw State College, P.O. Box 444, Marietta, GA 30061.
- **Illinois:** William M. Cross, Department of Sociology, Illinois College, Jacksonville, IL 62650; and Michael Fleischer, 10054 Holly Lane, #1E, Des Plaines, IL 60016
- **Indiana:** John M. Kennedy, Center for Survey Research, Indiana University, 1022 East Third Street, Bloomington, IN 47405
- **Kentucky:** Donna Phillips, Department of Sociology, Morehead State University, UPO 946, Morehead, KY 40351
- **Louisiana:** C. Eddie Palmer, Department of Sociology & Anthropology, University of Southwestern Louisiana, Box 40198, Lafayette, LA 70504-0198
- **Michigan:** Tom Van Valey, Department of Sociology, Western Michigan University, Kalamazoo, MI 49008; and David Chaplin, Department of Sociology, Western Michigan University, Kalamazoo, MI 49008
- **Minnesota:** Barbara J. Johnston, Department of Sociology, North Hennepin Community College, 7411 85th Avenue North, Brooklyn Park, MN 55445; and Susan Smith-Cunnien, Department of Sociology, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105-1096
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These sociologists representing 29 states now serve as "monitors" for legislation affecting the licensing, certification, or employment of sociological practitioners. For information, contact Wendy Hanson, ASA, (202) 833-3410, ext.318. □

ASA Small Grants Program

Conference on the Meaning and Measurement of Gender

In August of 1992, immediately preceding the ASA meetings in Pittsburgh, eighteen scholars representing a broad range of substantive areas and methodological approaches met to debate issues surrounding the conceptualization of gender and implications of feminist scholarship for the discipline of sociology. The meeting was supported by the American Sociological Association Small Grants Program, which is funded by the National Science Foundation to assist individuals and groups engaged in the study of problems viewed as central to the discipline. The conference was organized by Barbara J. Risman (North Carolina State University) and Joey Sprague (University of Kansas).

The theme of the conference evolved with a dynamic group process. Papers presented ranged from those which focused on the meaning of "choice" within oppressive constraints to those which concerned the need for a constructive link between theory and practice. Dialogue and debate during the conference led to a consensus that three projects were imperative at the moment. First, sociologists who study gender must consciously organize toward disciplinary and curricular transformation. That is, gender sociologists must move beyond talking to and writing for each other. We must share insights on the gendered character of all social institutions and practices with colleagues in each area and provide materials for all undergraduate and graduate courses. Second, sociologists who study gender must leave behind fruitless theoretical and methodological debates and move towards the development of a multi-level theory of gender which integrates a structural perspective on gender stratification with an understanding of the interactional construction of individual realities, and serious attention to human agency. Finally, the participants were also concerned with creating a project to link academic theory and research to feminist social action.

Plans are underway to meet these challenges. The conference participants recommended a series of books be commissioned, to be titled *The Gender Lens*. Judith A. Howard (University of Washington), Barbara J. Risman, and Joey Sprague agreed to act as series editors and have signed a contract with Sage and Pine Forge to publish the *The Gender Lens* series. With the series, we intend to both push contemporary scholarship toward a multi-level theory of gender, as well as to insure that theory and research on gender

become fully integrated into the discipline as a whole. Each of the monographs will share an overarching theme: The importance of treating gender as a crucial sensitizing lens through which a wide variety of sociological phenomena must be seen.

The final project to link theory and practice is also progressing. Plans to join forces with other sociologists interested in

social action are being organized by Francesca Cancian (University of California, Irvine). A conference linking theory and practice is currently being planned.

The ASA Small Grants Program for the Advancement of the Discipline welcomes applications for the June 15 submission date. See the description on page 24 of this issue. □

Writing Tips

Active and Passive Verbs

by Karen Feinberg

When we were learning to write, our teachers often urged us to use passive verbs because they thought the resulting impersonality made the writing sound more objective. Many of these teachers, especially in elementary and high school, also cherished the belief that *I* and *we* were too immodest to be used in writing.

Fortunately the conventions in writing have changed. Writers now know that the absence of an "actor" in a sentence can leave readers in need of information. By using active rather than passive verbs, you let your readers know "who did it." Compare the following pairs of sentences:

Active: She finished the project in two days.

Passive: The project was finished [by her] in two days.

Active: We will take steps to improve the situation.

Passive: Steps will be taken [by us] to improve the situation.

In the passive versions of these sentences I enclosed *by her* and *by us* in brackets to show how easy it is to lose the actor in a sentence containing a passive verb. You can omit *by her* and *by us* without damaging these sentences—they still express complete thoughts—but the passive version doesn't deliver as much information as the active version.

If the "disappearing actor" is *I* or *we*, it's much fairer to yourself and your readers to specify who did it and to take the responsibility (or the credit). Compare these pairs of sentences:

Passive: The sample was selected through random-digit dialing.

Active: We selected the sample through random-digit dialing.

Passive: The data were analyzed in two stages.

Active: I analyzed the data in two stages.

In special situations, however, the passive form is appropriate. You don't deprive the reader of any information in sentences such as these:

The names of gangs were written on the walls of the high school. (Nobody knows who did it, or it doesn't matter.)

On the entrance test, a certain number of points will be added to the Laputans' scores. (It's a policy.)

We were surprised by the findings, which varied according to age, height, and self-reported degree of enthusiasm about buying shoes.

The active version of this sentence is the following clinker:

The findings, which varied according to age, height, and self-reported degree of enthusiasm about buying shoes, surprised us.

The passive version is preferable here because the active version keeps the reader hanging for the full length of the sentence between the *findings* and *surprised us*.

Active verbs, when used properly, will add strength, clarity, and liveliness to your writing. Read over your work after a cooling-off period, if your deadline permits. Better still, let someone else read it. If you pay close attention to the verbs, you're more likely to tell your readers everything you want them to know.

Karen Feinberg, a professional copy editor, has worked on sociologists' manuscripts for more than 20 years. If you'd like to see a particular subject or writing problem discussed in this column, write to Ms. Feinberg, c/o Footnotes □

Open Forum, *from page 7*

included in most introductory textbooks. He argues that the "common sense" beliefs are generally better supported than the supposed sociological refutations, unless one defines one's terms in a peculiarly sociological way. In the same issue of *Footnotes*, Michael Armer (1993: 8) finds that most sociology courses include little or no international material. The collapse of state socialist societies in Eastern Europe is certainly one of the most striking sociological events of recent years, yet even our Marxists do not seem to bring this issue to their introductory sociology classrooms. At least, a recent Marxist reader for the introductory course (Berberoglu, 1991) avoids the issue entirely (except for a few paragraphs in my own chapter). Our textbooks still treat Karl Marx as an icon, instead of soberly assessing the impact which his ideas have had on the world in which real people live. In my conversations with sociologists, I find widespread feelings of malaise about the discipline, coupled with some of the defensiveness characteristic of people who are denying their disillusionment with a belief system (Goertzel, 1992: 236-237). Few bother to read the major research journals regularly. Those who are outside academia feel marginalized, perhaps we would feel better about ourselves if our leading journals were more like the leading medical journals, written for practitioners instead of for researchers (the more obtuse statistical details can be made available on e-mail for the researchers who need them). Is there any reason why the *American Sociological Review* couldn't be quoted as frequently in the press as the *New England Journal Of Medicine*? If it had interesting, readable findings about current issues, perhaps we could even use it in our teaching. Unfortunately, the one sociological journal which was trying to develop in this way (*Sociology And Social Research*) collapsed for lack of support. Sociologists are eager to debunk other people's illusions, but highly resistant to questioning their own. Our textbooks pay ritual obeisance to the nineteenth century founders of our discipline, yet I have as yet found no journal willing to chance publishing my paper on "The Fathers of Sociology: Personal Troubles and Public Issues" (Goertzel, 1993). Even the supposedly "humanistic" and "critical" journals take refuge in the banality that the origins of an idea have nothing to do with its validity, knowing full well that the paradigm choice in sociology has little to do with the validity of the ideas and much to do with people's personalities and politics. Rather than debate the important fundamental issues, we divide our professional association into sections where we need talk only to people who won't question our shaky assumptions. Despite these problems, enrollments seem generally to be up and I doubt that a poll of students would rate sociology teaching lower than that in most other departments. We generally carry a heavy teaching load with inadequate resources. Many sociologists are enthusiastic about their own specialized teaching and research, even as they are doubtful about the introductory course which presents the discipline to outsiders. Perhaps if we let go of some of our outdated theoretical pretensions and ideological illusions and focused on the things that we do well (such as surveys and policy research), we could improve our self image and even our standing with deans.

Ted C. Goertzel, Rutgers--The State University

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Publishers Assault Quality Education In Campaign To Control Photocopy Coursepacks

Following on the success of their suit against Kinko's in March 1991, which severely encumbers the use of photocopy coursepacks in college courses, publishers are now prosecuting the Michigan Document Service, a small Ann Arbor, Michigan company, in a case that goes to trial this April. This is a step in a continuing campaign that will, in consequence if not in intent, repress the educational use of coursepacks in college instruction.

I want here to argue that the effective, even if unintentional, elimination of coursepacks that will result if publishers are successful contradicts long standing and classic practices of quality education, shows a contempt for quality higher education, and ultimately weakens democracy. The campaign promotes, moreover, a form of institutional classism and racism.

When I was an undergraduate at a small liberal arts college with a student-faculty ratio of about eight to one, my fellow students and I had open shelf access to a non-circulating reserve reading room of books and journals assigned in courses. This was in the fifties and before the days of photocopy. Several students would read the single copy of a book or journal article in this reserve collection, although there might be more than one copy of items assigned in several courses. As a consequence, dozens--and hundreds--of us would, over time, read a wide variety of materials without having to buy them.

I offer this high quality small college practice as the baseline educational arrangement in terms of which to assess the logical and moral implications of current publisher efforts minutely to control the photocopy distribution of course readings. Publishers are now demanding cumbersome permission procedures and exorbitant fees for the photocopied use of an enormous array of items used in courses--and for items placed on library reserve. Extending that logic, these publishers ought to have been at my college in the fifties insisting that only the original purchaser of their publications had a right to read them without obtaining permission and paying a fee. For, in allowing multiple students to read a single article or book, my

college was depriving publishers of permission fees and sales--their key concerns.

Such a demand, of course, strikes us as preposterous. How can you demand permission and a fee simply to read something? This is, however, the underlying logic of the argument now pressed on us by publishers, whose demands for permissions and fees regarding course photocopy amount to such control. The preposterousness of this logic is simply not evident to us as yet because we are distracted by two changes in surface features of college teaching since the fifties. Let me identify these two distracting changes so that we can then come clearly to see the educational identity of the elite college reading room I describe and the photocopy coursepack.

The first of these surface changes and distractions is the vast increase in the scale on which people undertake college education. When I went to college in the fifties, higher education was still rather small, but it has expanded enormously since then. The expansion, though, has been in mass and large classroom institutions with very high student-faculty ratios--ratios of twenty to one or much more. Concomitantly, the reserve reading room I describe has not been developed on these campuses for want of resources and under pressures from publishers demanding permissions and fees for reserve materials. In addition, higher education is increasingly viewed in "market" or "commodified" terms. Publishers, in particular, look on this vast expanse of students as a market in which to merchandise expensive and profitable textbooks outfitted with "test banks," "study guides," and the like. Anything they do not themselves prepare for course use is viewed as inappropriate competition with their wares.

The second surface change is, of course, the coming of inexpensive and widely available photocopy technology.

Despite these changes, the primary obligation of the college educator has not changed at all. Even though the opportunity to provide the elite college reading room had declined with the onset of vast numbers of students crowded into large classrooms, the obligation to provide the best and most pertinent course reading abides. For this reason, the advent of photocopy is an enormous blessing. It allows a professor to provide a functional substitute for the elite college reading--a substitute not as good as an elite college reading room, but considerably better than a textbook or a set of only somewhat pertinent required books. The photocopy reader allows mass classroom faculty to do what faculty at elite institutions have always done: conveniently to expose their students to the original, to the best, and to the most recent.

For these reasons, the control that publishers so cynically pursued in the Kinko's case and are now pursuing in the Michigan Document Service case is an assault on the quality of education. It is an effort to deny an important kind of quality educational experience to millions of students who cannot afford to attend elite colleges--or who cannot be accommodated in such colleges because the student demand far exceeds enrollment capacity. If we believe that democracy itself is importantly dependent on a well educated citizenry, such a denial compromises the future of self-governance itself. Moreover, students on mass campuses without the luxury of elite reserve reading rooms more often

come from lower social classes and from racial minorities than do students at elite colleges. As a consequence, coursepack encumbrances are also a form of institutional classism and racism.

But, publishers counter, we own the materials and have a legal right to a fair return on our property. Stated at this level of abstraction, I do not disagree. As an author or editor of eleven books and several dozen articles and chapters, I certainly want my publishers to protect copyrights. The problem comes in the implementation of this ownership at the levels of fair use provisions for educational purposes, the speed and complexity of permission application and granting, and the setting of fees that are not capricious or exorbitant. On all these scores, publishers have assumed an obstructionist posture in an effort that seems designed (even if not intended) to stop the use of coursepacks in college courses.

Viewed in wider perspective, though, despite their efforts I think textbook publishers cannot but fail in their campaign against the photocopy coursepack. They will fail for at least two reasons. First, the effort minutely to commodify the substance of college courses lacks moral legitimacy. The greediness of their motives, the intrusiveness of their efforts, and the rigidity of their stance are too evident and too baldly contradict the ideal of the unfettered access to knowledge that is symbolized by the elite college reserve reading room. If we cannot (i.e. will not) provide elite college alike--there is a moral mandate at least to approximate it.

Second and supported by this sense of moral legitimacy, photocopy technology itself makes photocopied course material unbannable. Photocopy machines can be bought or used in an expanding array of places and their prices continue to fall. They are now rapidly joining personal computers as machines that are either owned by or easily accessible to a substantial portion of students and faculty. Photocopy is an integral fact of college life irrespective of publisher efforts to criminalize its use in instruction. Envision, indeed, the comic character of escalated and full-scale efforts to control course photocopy: Midnight raids on illegal coursepack dens; coursepack gangs and mobs; the dread criminal identity of the evil "coursepacker"; coursepacker bounty hunters and window peaking informers; mandatory prison terms for coursepack pushers; a Federal Bureau of Coursepack Control; a "war on coursepacks." (Question to a future Supreme Court or Attorney General nominee from the Senate Judiciary Committee: "Did you not engage in illegal reproduction of course materials when you were teaching at Yale Law School?")

The more rational albeit less enchanting alternative is the one that we as a society have elected for a variety of other legitimate activities that are nonetheless offensive to groups with special interests: decriminalization and legalization. I urge publishers to pursue such a policy of enlightened self interest. In this, they would, indeed, simply be complying with the fair use provisions of the United States Copyright Act (Section 107), which reads in pertinent part: "...the fair use of a copyrighted work, including such use...for purposes such as...teaching (including multiple copies for classroom use)...is not an infringement of copyright."

John Lofland, University of California-Davis

See Open Forum, page 13

Open Forum, *from page 12*

The State Level Picture

I appreciated the page concerning state sociological associations in the March *Footnotes*. As current co-president (with Marilyn May) of the National Council of State Sociological Associations and as immediate past president of the Michigan Sociological Association, I also have found state associations to be a vital link especially where professional issues are involved.

I have become increasingly concerned that the collective hand-wringing we have been doing recently over the state of our discipline is in danger of becoming a self-fulfilling prophecy. At the state level, the picture I see is much brighter. Maybe Harvard and Yale are having their troubles, but we in the hinterland appear to be faring better. For example, here at Delta College, we have trouble finding staff to meet the demand for sociology courses. The principles course never has a lack of students even at such odd hours as Saturday morning. Two of my colleagues on the Michigan Sociological Association Board recently reported that they are adding faculty positions in their department, even in these hard economic times. My friends in South Carolina, where I used to teach, paint a similar picture. My old department at Furman University has grown about 40 percent in the last six years.

Sociology has always fared better among marginal people than among the elites. Could it be that sociology's future lies in the small colleges, the state campuses, and the community colleges?

I urge each state association to send a representative to the national meeting of the National Council of State Sociological Associations at the ASA meeting in Miami. (See your schedules for time and place.) Let's share the news, whether good or bad, so that our "sample" includes more than New Haven, Cambridge and San Diego. Let's also share tactics and strategies for helping our discipline not merely to survive but to prosper.

Marilynn and I look forward to meeting with you.

Alan Hill, Delta College, Michigan; Co-president, National Council of State Sociological Associations

GRE Scores And Graduate School Success: A Response To The Commentaries

We were very pleased to see the series of responses in *Footnotes* (February 1993) to our article showing the low amount of variance in graduate school success explained by Graduate Record Examination (GRE) scores. These responses constitute the type of public debate about the relevance—or lack of relevance—of GRE scores in admitting students to graduate programs, and awarding them scholarships or assistantships, that has been sorely lacking in academic discourse.

At some juncture the GREs went from a test used to provide further evidence of a marginal student's competence to do graduate work, to an artificial barrier used to exclude many students from graduate programs for which they were otherwise qualified. Moreover, this was often done without examination of the actual, empirical relationship between GRE scores and success in graduate school. Our article summarizes existing data on this relationship.

An issue raised by several commentators involved the possibility of a "floor score" on the GRE that might actually indicate inability to do well in a particular kind of graduate work (e.g., in math or physics), or at a given

type of institution (e.g., a high status university). These are certainly reasonable issues to raise. What would be needed is research drawing on studies from the ERIC computer program, or new data, but now seeing if success in specified graduate programs (for example, physics) is precluded for scores below given GRE levels (for example, below 500 on the quantitative test). In addition, the researcher would be looking to see if strong relations exist between GRE scores and success in these specified graduate programs, or in particular types of universities. Nevertheless, for the studies we cited, no more than 28 percent of the variance in graduate school success was explained for any program by any type of GRE score used.

In addition, some commentators raised the issue of "restriction or range," suggesting that test scores and other factors influence students to select themselves out of applying to some universities, thus reducing the amount of variance on an independent variable like GRE scores, and hence lowering the predictive ability of that independent variable for a dependent variable like graduate school success. Robert Hauser gives an

Interdisciplinary Working Group on Homicide Research

Though homicide research, dataset development, and intervention programs literally involve life-and-death issues, work in lethal violence is scattered among numerous disciplines and is largely uncoordinated. In an attempt to address this problem, the Homicide Research Working Group was created recently by a group of practical and academic sociologists in cooperation with homicide experts from public health, criminology, geography, medicine, and a variety of other disciplines. Specifically, the Working Group has the following goals:

- to encourage more efficient sharing of techniques for measuring and analyzing homicide,
- to forge links between research, epidemiology, and practical programs to reduce levels of mortality from violence,
- to promote improved data quality and the linking of diverse homicide data sources,
- to foster collaborative, interdisciplinary research on lethal and non-lethal violence,
- to create and maintain a communication network among those collecting, maintaining, and analyzing homicide datasets, and
- to generate a stronger working relationship among homicide researchers.

The Homicide Research Working Group currently has over 200 members representing many disciplines and many countries, maintains an active telecommunications network and a newsletter, has held Working Group sessions at several professional meetings and a three-day Intensive Workshop, and is currently planning a second Intensive Workshop and other sessions at meetings. It is fortunate to have received the enthusiastic response of a number of agencies, including the American Society of Criminology, where the Working Group held its November, 1991 charter meeting; the ICPSPR (home of the National Archive of Criminal Justice Data), which hosted the first Intensive Workshop in June, 1992; the National Institute of Justice, which has provided support and is publishing the proceedings of the Intensive Workshops as *Questions And Answers In Lethal And Non-lethal Violence*, and the FBI Academy, which is hosting the second Intensive Workshop from June 13 to 17, 1993.

The theme of the 1993 Intensive Workshop will be *Homicide Research: Coordinating Resources, Linking Datasets And Learning From Different Approaches*, and the tentative agenda includes panels on "Reconciling Public Health and Criminal Justice Approaches to the Measurement, Analysis and Prevention of Homicide," "Lethal and Nonlethal life Chances,"

example of this by citing a case where the quantitative GRE scores did not predict awards of NSF predoctoral fellows in mathematics and physics, although the verbal GREs did, because all the NSF applicants had perfect quantitative scores of 800. As none of the many studies we examined reported groups having perfect GRE scores, Hauser's example would have to be viewed as quite extreme (only "double 800s" would be more so). Once again, it is incumbent on the critics to come up with actual data—not extreme examples—that show very strong relations between GRE scores and graduate success. The only thing that is "utter nonsense," in Hauser's terminology, is to defend a weak method predicting graduate school success—or any other type of academic success—without strong supporting evidence in favor of that method. Neither Hauser—nor anyone else—has presented strong evidence that GRE scores predict graduate school success.

Another commentary indicated that the use of simple correlations would yield somewhat higher numerical coefficients. This is true enough. Yet the psychological comfort

one gains from these somewhat higher coefficients does not substitute for the fact that correlation coefficients PER SE are not explained variances. It is necessary to square correlation coefficients, which we did, in order to explain variances, which were reported.

A final commentary pointed to the importance of using multiple criteria in selecting graduate students. This is certainly acceptable and is typically employed by many graduate programs. Among the criteria would be grades, letters of recommendation, research papers, and GRE scores. We would agree with this multiple approach, especially if GRE scores were used in a more positive manner, namely to add extra evidence to students marginal in terms of other criteria, particularly grades. But the practice of using these weakly predictive GRE scores as barriers of elimination to graduate study and academic awards, without strong justifying evidence, is misguided and should be abandoned.

James L. Wood and Amy C. Wong, San Diego State University □

"Linking Public Health and Public Safety Data," "Spatial Analysis of Serious Violence and Homicide," "Data for What? Innovative Violence Prevention Programs," "How to Manage Large, Complex Databases," "Serial Murders," and "Victim Precipitation," as well as roundtables on homicide data sources, tutorials on major datasets (NIBRS, Statistics Canada, SHR, the NIOSH occupational homicide dataset, and others), an introduction to firearms by FBI staff, tour of the Forensic Science Lab, resource tutorials (JRSA, NIJ, ICPSPR), and more. The Working Group hopes to organize future Intensive Workshops at the Centers for Disease Control in Atlanta and at Statistics Canada in Ottawa.

The Homicide Research Working Group, initiated by sociologists Carolyn Rebecca Block and Richard Block, is guided by a steering committee, including, in addition to the

Blocks, Derral Cheatwood, Jay Corzine, Scott Decker, Cheryl Maxson, and Richard Rosenfeld. There are presently two subcommittees, a Planning Grant Proposal Subcommittee coordinated by Margaret Zahn, which is developing a planning grant to make use of homicide data collected nationwide, and a Data Needs Subcommittee coordinated by Richard Rosenfeld, which addresses the common data needs of homicide researchers relative to large central datasets such as NIBRS. Membership in the Working Group is open to anyone who agrees with the above goals and who pays a small annual membership fee. For further information, contact Carolyn Rebecca Block, Statistical Analysis Center, Illinois Criminal Justice Information Authority, 120 South Riverside Plaza, Chicago, Illinois 60606. □

Latest News From *The Federal Network*

by Wendy Hanson, Academic and Professional Affairs Program

The *Federal Network* (FEDNET) is expanding, generating new ideas, and bringing together members of the academic and government communities to improve employment opportunities for sociologists.

ASA's newest employment service, *The Federal Network*, continues to grow weekly; 1993 reflects a tremendous surge of interest and as many as 20 new subscriptions reach the ASA office each week. FEDNET has 140 subscribers, the highest number since its implementation in June 1992. Department subscriptions have doubled since December 1992, now totaling 25.

November 1992 marked the six-month expiration date for our first group of subscribers. We took advantage of this opportunity by sending a renewal letter and evaluation form to subscribers as their subscription expired. Evaluation and renewal forms returned to ASA are recorded in order to track both the strong and weak points of this service. The Committee on Sociologists in Government (COSIG) meets each month to analyze and improve FEDNET based on subscribers' suggestions.

ASA's Academic and Professional Affairs Program, in conjunction with the COSIG, hosted a luncheon at the Canadian Embassy, Friday, February 12, 1993. Local universities with sociology graduate programs were invited. Representatives from American University, George Washington University, Howard University, and the University of Maryland discussed career opportunities in the Federal government and other applied settings. Suggestions that generated interest include:

- Collect and distribute (via FEDNET) paid and unpaid internship opportunities from government agencies.
- Organize meetings with local sociology departments for COSIG members, FEDNET agency contacts, and graduate students to discuss federal government opportunities.
- Explore federal government international programs in which graduate students can participate.
- Advertise opportunities for collaborative research through the FEDNET. Students need databases for research and agencies need analysis of their data. (Possibility of research or dissertation projects on topics of mutual interest.)

If you would like to subscribe to *The Federal Network*, contact the ASA Executive Office, 1722 N Street NW, Washington, DC, 20036; ATTN: FEDNET. □

Bum Raps: Daydreams of a Weary Conferencer

by Barry Wellman, University of Toronto

The worst conference I have recently attended was in France. Although the subject was "communications," almost all of the speakers remained sitting, spoke with their hands over their mouth, and did not use visual aids.

Fortunately, I had a good book handy (rule #1 for conference attendance). But I started daydreaming about how to improve the conference experience. Why do talks have to be boring and sessions be both tedious and rushed? Why do I leave most sessions feeling I have wasted most of my time? One hit out of four is as mediocre in conference sessions as it is in baseball. We need to change how we organize conferences and present papers.

(1) *Conference Organizers Should Demand Papers in Advance.* At the least, they should make as a condition of participation that the presenter submit a summary of about five pages. This improves the odds that the speaker will not insult and bore the audience by being unprepared. I am tired of folks throwing disorganized material at me when I have made an effort to attend and hear them. My most horrible experience was a famous keynote speaker who rambled on for 45 minutes and disappeared the next day without attending a conference session.

Some might object that demanding papers in advance would detract from casualness and spontaneity. But if speakers cannot bat out five-page summaries of what they are going to say, they are rude to ask people to give up time, energy and money to listen to them. By contrast to many sociological conferences, the computer scientists with whom I am collaborating must submit papers in advance to a program committee. Their quality is as good as ours and so is their informal discussion. At the least, the program should identify the talks where the authors did not submit papers or summaries in advance.

(2) *Exchange Papers in Advance among Presenters.* If each paper-giver knew what the others in the session were going to say, they could usefully refer to each other's ideas when they spoke and wrote. They could transform a session from a disconnected series of a papers into a more-integrated whole. It takes a little work, but the payoff in coherence would be worth it. Right now, papers that should be in dialogue just go past each other on parallel tracks.

(3) *Insist that Presenters have Something to Say.* One of the most horrible experiences was hearing a doctoral student speak vaguely about the research he might do someday if he ever got around to writing a thesis proposal. I was chairing the session, and I got so mad at his waste of the audience's time that I told him we would be happy to entertain questions at a future conference when he had accomplished something. Another disaster was when a faculty member presented a conceptual scheme with 25 variables and 86 arrows connecting them. "What should I study first?" he plaintively asked in conclusion.

I come to conferences to find out what others have found out, the techniques they used, and the theoretical ideas associated with accomplishing their research. Unless it is an innovative or mega-project, I do not want to listen to a paper about something that might be done in the future. I know that graduate students think their theses are important -- this is a necessary sustaining myth to get through a doctoral program. Students can -- and should -- get a lot of informal advice at conferences. But a conference is not the place to put the audience to sleep with an unresearched conceptual scheme.

(4) *Stand and Deliver.* A good indicator that a talk will be boring is when the speaker remains sitting down. In many cases, this indicates that the speakers do not think that they have anything interesting to say. In other

cases, the speakers are talking to please themselves rather than to communicate with their audiences. Why should I listen?

When people stand, they talk from the diaphragm. They use body language and engage the audience's visual attention. They project more forcefully and talk more interestingly.

(5) *Talk, Don't Read.* Speakers should tell a paper like a story. Presenting a paper is an oral/aural medium; reading a written-out paper word-for-word ignores the usefulness of talking face-to-face. When people read their papers, they usually fall into a boring, sing-song rhythm. In the audience, my brain waves fall into a trance where nothing penetrates. Only Richard Burton or Dylan Thomas could make reading out loud interesting. The rest of us should speak from notes. If people insist on reading their papers, then I prefer that they just hand me copies. I can read them by myself more quickly and comfortably.

A paper must be presented actively, using verbal cues and selectivity to emphasize the high-lights of the story line. I cannot remember the details anyway; they will be waiting for me in the written text. When you are telling a paper, you are doing jazz. Improvise; do not read the score!

(6) *Papers Should be Seen as well as Heard.* Speakers should use transparencies (or slides or handouts) even if only to give outlines of their papers. Visual messages improve cognition by actively engaging multiple senses. Otherwise, listeners will default to passive auditory withdrawal. Some people receive information aurally and some visually. When speakers use transparencies, the audience gets information from both. Projecting an outline early in the talk gives the audience a sense of the structure of an argument. Speakers should also project a final summary. A paper is not a magical mystery tour. An audience understands better if it knows where the speaker is going and where the talk has taken them.

Data should be up there in lights. But do not just photocopy a large table -- pick out the interesting stuff, ignore the detail, and throw it up in large readable type -- at least 15 point in size. The most horrible transparency I ever saw was when someone projected a spreadsheet of 50 rows by 100 columns. His whole talk consisted of waving at unreadable lines on the screen. He never explained what was up there, a common failing when people cram too much detail into a transparency.

The more that you engage the audience the better. Try to develop ways of going beyond just giving the audience a monologue. You might ask them for questions or advice. In one case, my wife and I had an audience moving throughout our "talk" in order for them to learn kinesthetically how body language affects perception of social support.

(7) *Pointers on Pointing.* How do you get your audience to see what you see in the transparencies? Too many presenters turn their backs on the audience and commune with the screen, transfixed by the beauty of what they have wrought. They may even wave their hands at the screen in a lame effort to show the audience something. Yet all the audience sees is a large, dark silhouette of their arms.

It is better to face the audience and use the tip of a pen to point at the transparency itself. If you want to face the screen, use a stainless-steel telescoping pointer. It does the same thing but allows you to stand further from the screen. Engineers and architects use such pointers for their million-dollar presentations. Like Greek worry-beads, they also are a nice pacifier for nervous hands while you are talking. If you are rich, you can be like Luke Skywalker and buy a laser lightbeam pointer for a few hundred dollars. It is just the thing for pointing from a distance to large-screen slide shows. May the force be with you!

(8) *Have Longer Papers.* This is the idea

about which I am the most ambivalent. When a paper is boring we pray that the speaker will finish soon. But how many times have papers been butchered by compression to ten or twenty minutes? The problem is compounded when lazy or inexperienced speakers spend fifteen minutes on their introduction, so that their more interesting findings get squeezed incoherently into the last five minutes.

My dream is to hear papers in which the speakers say thoughtful things in relaxed, intriguing ways. Such breathing room will include significant dialogue with the audience instead of speakers doggedly plowing through their points, hoping to beat the clock. I would guess the general optimum would be between twenty-five and forty minutes, including discussion. Why not limit to ten minutes those presenters who have not submitted a paper or outline in advance? Their thoughts will be so disorganized it would be painful to listen longer. And we ought to give special kudos to those speakers who say what they need to in a shorter time -- and sit down.

(9) *Have a Discussion after Every Paper.* Next time you are listening to the last speaker in a session, try to remember what the first speaker said. It is almost impossible to do. You are either too excited by the final speaker or have been put to sleep by another boring paper. Inevitably, when questions are held to the end of a session, almost all questions go to the last speaker. The rest of us just sit there, smile bravely, and feel frustrated that the work we have spent so much time doing is being totally ignored. More frequent alternation between paper-giving and question-asking will enliven the rhythm of the session and move it away from being a drone.

(10) *Chairs Should be Active Participants.* Too often, session chairs seem like bored announcers listlessly intoning, "The next speaker is..." If a chair looks bored, an audience will pick up his/her cues. The chair should always be ready to ask the first questions. This would be a good time to set the norm of asking engaged, but not chopping, questions. If the audience is still quiet, then the chair should ask the other speakers in the session to comment. This will reawaken the audience to continue the game. I have seen chairs at humanities conferences do this well. The results is informal discussion that is often more lively and informative than the paper itself.

One caution: Choose with care what you say and to whom you say it. At a recent network analysis conference, I waved a sign in front of a speaker: "Only five more minutes." The speaker stared at me and said forcefully, "Are you kidding?" As she is my wife, she spoke as long as she wanted.

(11) *Get Audiences Off of Their Bums.* Fitness experts agree that people should not sit for more than an hour or so. The body hurts; attention lags. It is nice to give everyone a stretch in the middle. The time will not be wasted because people will listen more alertly. If you combine this with a coffee break, then you will have more informal chat -- the key to good conferences.

(12) *Keep Sessions Short.* There is more time to chat in the hallways when sessions last only an hour and a half instead of the normal two hours. We will have more tightly-focused sessions rather than grab-bags of scarcely-linked papers. Those who are too polite to walk out in the middle of a session will be able to move to a session that interests them more. Jane Jacobs pointed out in *The Death and Life of Great American Cities* that short blocks make livelier streets. The point holds here too.

Note that taking my advice to have shorter sessions and longer papers means that more sessions may be needed to get all the papers in. However, there may not be as many papers if organizers start demanding papers

in advance.

(14) *Keep Lots of Non-Session Time.* Most people enjoy and profit from informal interactions more than from formal papers. If we consider the papers we present as brief advertisements of our work (like teasers in an intellectual strip-tease), then we can discuss informally their deep meaning and details. That is when people can ask focused, pointed questions, and when we are more likely to let our hair down and admit uncertainty. I would like to see shorter sessions but more time between sessions.

The Sunbelt Social Network Conference, a most serious conference, does a wonderful job of promoting informal interaction. Its cardinal rule is not to have any sessions -- but lots of discussion -- during peak tanning hours.

For International Conferences

(15) *Prepare Many Advance Copies of all Papers.* At a recent Paris conference, there were clear divisions between francophones and anglophones. (The Americans and the French, in that order, were the most unilingual participants.) People who could only listen in one language daydreamed when the other was spoken. This showed in the questions: Only francophones asked questions about papers presented in French. The reverse was true for anglophones.

However, many people read a foreign language better than they understand (often-rapid) speech in that language. They will have less trouble following a speaker if they have a text in front of them. Even if the speaker does not read from the text, the order and key points will be similar. Preparing papers in advance will go a long way towards comprehension.

The international trend now is to use English throughout conferences. Even some of the French participants at the Paris conference gave their papers in English. Indeed, a new dialect is forming, "Euro-English," which people with different native languages use to communicate with one another.

There is a danger that the spread of English in conferences may give native English speakers the illusion that all they say is perfectly understood. Yet many speakers mumble or speak rapidly when they get excited giving their papers. So even if the conference language is English, printed texts of papers are appreciated and often necessary.

(16) *Use Bilingual or Cross-Language Transparencies.* At the Paris conference, one speaker (from Germany) gave his talk in English but labelled his outline and tables in French. He was truly a master of communication. The anglophones could follow the speech, while the unilingual francophones got the gist of it through the transparencies. Although translating the text of a paper is a big job, it is often easy and cheap to translate a few table captions. For one thing, there is less need to worry about syntax.

(16) *Communicate, Don't Self-Inflate.* I have been reflecting about my French conference experience. Why did those speakers sit there, mumbling into their hands? I believe that they did not care about communicating. Their interest was only in impressing themselves with the beauty of their own prose.

Too often, people give papers as if they were talking only for themselves. In their quest for self-gratification, they forget they have an audience, and they do not take into account who that audience is. Yet giving a paper at a conference is a crucial way to communicate to a large proportion of those who are interested in your work. We may have more listeners to our talks than we will have readers of our published papers. We will certainly have gotten our messages across sooner. A published paper should be the final, "official" notice of what those active in the field should have learned much earlier from conferences and working papers. The conference talk should be where the action is! □

Call For Papers

CONFERENCES

The Fourth Annual Delaware Valley Conference on Evolving a Sustainable Society is scheduled for October 11, 1993, at Temple University in Philadelphia. A tentative title for the conference is "Culture, Community, and Family: Pillars of Sustainability." The conference will explore the process of culture change towards behavior patterns compatible with sustainability for Western society. While most of the emphasis will be on informal processes of culture transmission, and the evolution of cultures, there will be some coverage of the role of formal education and the media in these processes. For further information, and those who wish to present, contact Ernest B. Cohen, Sustainable Society Action Project, Inc., 525 Midvale Road, Upper Darby, PA 19082-3607, (215) 352-2689.

Society for Applied Sociology 1993 Annual Meeting will be held October 14-17, 1993, in St. Louis, Missouri. The theme of the meeting is "The Craft of Applying Sociology." The deadline for submitting papers, abstracts, and/or proposals for roundtable discussion on any topic related to applied sociology is June 30, 1993. The Society for Applied Sociology especially welcomes presentations from sociologists working in applied/practice settings. Please submit proposals to Joyce M. Iutovich, Keystone University Research Corporation, 652 West 17th Street, Erie, PA 16502-1607, (814) 453-4713, FAX (814) 453-4714.

Council for European Studies 1993 International Conference of Europeanists will be held at The Palmer House Hilton, Chicago, March 25-27, 1994. The Program Committee invites proposals for individual papers and for panels from Europeanists in all social science disciplines and the humanities. The Committee's goal is to organize a Conference reflecting the thematic richness and disciplinary breadth of European studies on both sides of the

Atlantic. The Committee will strive to give priority to panels which incorporate one or more of the following: disciplines, approaches, or themes which have been underrepresented at previous meetings; interdisciplinarity; inter-regionality; and the presence of European scholars. The proposal deadline is October 15, 1993. Forms are available from The Council for European Studies, Box 44 Schermerhorn, Columbia University, New York, NY 10027, (212) 854-4172.

An interdisciplinary conference will be held in Venice, February 1-4, 1994. Theme: Masks, Masquerade, and Carnival. Deadline for abstracts is May 31, 1993. For details contact Efrat Tseloni, Leeds Metropolitan University, Culture Studies, UK, (0532) 832600, ext. 3376, FAX (0532) 833112.

Southern Sociological Society Annual Meeting will be held April 7-10, 1994, at the North Raleigh Hilton and Convention Center, Raleigh, NC. Theme: "Is Sociology the Integrative Discipline in the Study of Human Behavior?" For information on how to submit paper abstracts, requests to serve as abstract reviewers, and session proposals, contact the 1994 Program Chair Dan Cornfield, Department of Sociology, Vanderbilt University, Nashville, TN 37235, (615) 322-7626, FAX (615) 322-7505, Bitnet: CORNFIDB@CUMVTRVAX, Internet: CORNFIDB@CUMVTRVAX.VANDERBILT.EDU. Also, information on submission procedures and submission forms will appear in the next issue of *The Southern Sociologist*.

PUBLICATIONS

The Encyclopedia of Financial Gerontology is intended as a major reference that will cover financial issues significant to the elderly. The proposed encyclopedia will become a definitive introduction to financial gerontology for students, scholars, policy makers, and others. Addressing each financial topic from the perspective of the elderly, this reference work will be written

in clear, non-technical terms. Anyone interested in contributing to the encyclopedia should contact Lois A. Vitt, Director, Institute for Socio-Financial Studies, P.O. Box 131, Rectortown, VA 22140, (703) 364-3644, FAX (202) 328-1301.

Research in the Sociology of Health Care is soliciting papers for volume 11. The theme of this volume will be illness and disability. Papers are welcome that relate to any aspect of this topic, including the politics of illness/disability definitions, epidemiology, living with illness and disability, and policy issues. The deadline for completed papers is May 15. Send two copies of the paper (25-40 pages) or inquiries to Rose Weitz, Department of Sociology, Arizona State University, Tempe, AZ 85287-2101, or Jennie J. Kronenfeld, School of Health Administration, ASU, Tempe, AZ 85287-4506, (602) 965-6579, Bitnet: to Weitz at ATRXW@ASUACAD or to Kronenfeld at ATJNK@ASUACAD.

Studies in Technological Innovation and Human Resources (TIHR) is a bi-annual series of books, published by de Gruyter (Berlin and New York), that brings together research, critical analysis, and proposals for change in the fairly new and highly important field of technological innovations and how they affect people in the workplace. Technology includes agricultural technology, biotechnology, computers, information systems, space technology, telecommunications, computer-aided design and manufacturing, artificial intelligence, and other related forms. Volume 5, *Technology and Cross-National Challenges*, will include papers that are international, interdisciplinary, theoretical, empirical, macro and micro but, most important, interesting! Each manuscript must conclude with a section entitled, "Implications for Research and Management." As well, the paper's relationship to the subject of Technology and Cross-National Challenges must be clear. Papers must conform strictly to the APA (American Psychological Association) style guide (3rd Edition) and should be approximately 40 pages in length. Deadline for submission is August 1, 1993. For more information or to submit, please send five copies of your manuscript to: Urs E. Gattiker, Editor, Technological Innovation and Human Resources, Faculty of Management, The University of Lethbridge, Lethbridge, Alberta, Canada, T1K 3M4, (403) 320-6966, FAX (403) 329-2038, E-mail: GATTIKER2@HG.ULETH.CA.

The Journal of Applied Sociology is currently accepting submissions for a special thematic issue. The theme for the Society for Applied Sociology's next Annual Meeting is "The Craft of Applying Sociology." The special issue of the journal will focus on this theme. Manuscript submissions must be in the reference format. Send four copies and a \$10 submission fee (waived for SAS members). Submissions to the journal are peer-reviewed. Manuscripts should be prepared in such a way as to permit the editorial office to remove identification of the author(s) prior to sending the article out for review. Once accepted for publication, the author(s) will be required to submit a copy of their manuscript on floppy disk. Manuscripts can be submitted to John S. Miller, *Journal of Applied Sociology*, Department of Sociology and Anthropology, University of Arkansas at Little Rock, 2801 South University, Little Rock, AR 72204-1099, (501) 569-3234, Bitnet: JSMILLER@UALR, Internet: JSMILLER@UALR.EDU.

The Leadership Quarterly Special Issue, "Leadership For Environmental and Social Change." Papers are invited for a special issue of *The Leadership Quarterly* on the topic of Leadership for Environmental and Social Change. This special issue will focus on organizational leaders and leadership surrounding environmental and/or social change issues in the private business sector, in government, and in nonprofit organizations. The underlying theme of the issue is the nature and/or experience of change advocacy leadership to bring about social change or changes in humankind's relationship with the natural environment. Papers could take the form of either qualitative or quantitative empirical studies including surveys, interviews, or case studies of change advocacy leadership. Alternatively, conceptual theory-building papers on leaders and leadership directed towards environmental or social change would be welcome. Manuscripts will be subject to a peer review process. Researchers desiring editorial feedback on a preliminary proposal may submit a proposal (maximum three pages) to the co-editors no later than July 1, 1993. Send four copies of the submissions by October 1, 1993, to either of the co-editors: Carolyn P. Egri, Faculty of Business Administration, Simon Fraser University, Burnaby, BC, Canada, V5A 1S6, (604) 291-3456, FAX (604) 291-4920 or Peter J. Frost, Faculty of Commerce and Business Administration, University of British Columbia, Vancouver, BC, Canada, V6T 1Z2, (604) 822-8318, FAX (604) 822-8521.

May 31-June 4, 1993. Latin American Congress of Sociology, Isle Margarita, Venezuela. Special conference titled, "The Globalization of the Agro Food Sector and Development in Latin America." Contact Nelson Prato Barbosa, CENDES, POBA International #151, P.O. Box 02-5255, Miami, FL 33102-5255.

June 9-12. University of Vermont, Promoting Successful and Productive Aging. Presented by the Vermont Conference on Primary Prevention of Psychopathology and sponsored by the National

Institute of Mental Health. For information contact Kimberly D. Ryan-Finn, VCPMP, John Dewey Hall, University of Vermont, Burlington, VT 05405, (802) 656-4069, FAX (802) 656-8783.

June 14-18. 17th Annual Assessment Workshops, Alverno College, Milwaukee, Wisconsin. There will be two workshops: 1) "A New Look at the Disciplines." Contact Susan Reske, Alverno College, 3401 South 39 Street, P.O. Box 343922, Milwaukee, WI 53234-3922, (414) 382-6087. 2) "Assessment as Learning." Contact Georgine Loacker, Chair, Assessment Council, Alverno College, 3401 South 39 Street, P.O. Box 343922, Milwaukee, WI 53234-3922, (414) 382-6087.

July 7-10. Hungarian Sociological Association 1993 Annual Convention, University of Miskolc, Hungary (second largest city, less than two hours by rail from Budapest). Theme: Social Transition in East and Central Europe: Continuity and Discontinuity. Contact Eva A. Sebo, session co-convenor, Department of Sociology, Oberlin College, Westerville, OH 43081, (614) 898-1367, FAX (614) 898-5968.

July 14-16. Conference on Teaching About Peace and Security in the Post-Cold War Period, Washington, DC. Contact the United States Institute of Peace, Education and Training Program, 1550 M Street, NW, Suite 700, Washington, DC 20005-1708, (202) 457-0259, FAX (202) 429-6063.

July 22-25. Amish Society International Conference, Elizabethtown, PA. Theme: Three Hundred Years of Persistence and Change. Contact Donald Kraybill, The Young Center, Elizabethtown College, One Alpha Drive, Elizabethtown, PA 17022-2298.

July 22-25, 1993. International Visual Sociology Association annual meeting, Rochester, NY. Contact Charles Suchar, Department of Sociology, DePaul University, 2323 North Seminary Avenue, Chicago, IL 60614.

August 2-6. The European Congress of Rural Sociology, Wageningen, The Netherlands and sponsored by the National

Continued on next page

Critical Issues in the Family

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Meetings, continued

erlands. Contact Terry Marsden, School of Geography and Earth Resources, University of Hull, Cottingham Road, Hull HU6 7RX, United Kingdom.

August 3-6. Puerto Rico Chemists Association 1st Caribbean Chemical/Environmental Conference and Exhibition. Condado Plaza Hotel, Casino and Convention Center, Condado, San Juan, Puerto Rico. Contact Graham A. Castillo, Executive Secretary, Puerto Rico Chemists Association, P.O. Box 195116, San Juan, Puerto Rico 00919-5116.

August 7-10. 1993 Rural Sociological Society Annual Meeting. Orlando, Florida. Theme: Applying the Science to Human and Community Development. Contact Thomas Lyson, Department of Rural Sociology, 433 Warren Hall, Cornell University, Ithaca, NY 14853, (607) 255-1684.

August 7-11. National Association for Welfare Research and Statistics 1993 Annual Workshop. Scottsdale, AZ. Theme: Toward Self Sufficiency: Social Issues in the 1990s. Contact Carol Welch, Program Chair, NAWRS, State of Washington, Office of Support Enforcement, P.O. Box 9162, Olympia, WA 98507, (206) 586-3468.

August 11-12. The North American Chinese Sociologist Association International Conference. Miami Beach. Theme: Gender Issues in Contemporary Chinese Societies. Contact Elena Yu, North American Chinese Sociologist Association, 17758 Del Paso Drive, Poway, CA 92064. E-mail: ELENAYU@UCS-SUN1.SDSU.EDU.

August 12. The Sixth Annual Theory and Research on Group Processes Conference. Fountainsbleau Hilton, Miami Beach, FL. Contact David Miller, Department of Sociology, University of South Carolina, Columbia, SC 29208, (803) 777-3123, FAX (803) 777-5251, B Bitnet: N040015@UNIVSCVM.

August 13. Second Annual Sociologists Against Sexual Harassment Conference. Miami Beach. Contact Liliane Floge, Provost's Office, Box 410, Gettysburg College, Gettysburg, PA 17325, (717) 337-6821, FAX (717) 337-6667, E-Mail: lfloge@gettysburg.edu.

August 13-17. The American Sociological Association Annual Meeting. Miami Beach, Florida. Theme: "Transition to Democracy." Contact: ASA, 1722 N Street NW, Washington, DC 20036; (202) 833-3410.

August 17-19. The Lifestyles Organization 20th Anniversary Lifestyles '93 Convention. Las Vegas, Nevada. Theme: Lifestyles, Sexuality, Relationships and the Joy of Living. Contact: The Lifestyles Organization, 2641 West La Palma, Suite A, Anaheim, CA 92801, (714) 821-9953, FAX (714) 821-1465.

August 22-24. University of Indianapolis Second International Symposium on Families: East and West. Indiana. Theme: Family Modernization. For details contact Phylis Lan Lin, Director, Asian Programs, University of Indianapolis, Indianapolis, IN 46227-3697, (317) 788-3264, FAX (317) 788-3275.

August 22-27. The International Society of Criminology 11th International Congress of Criminology. Theme: Political and Social Changes and Crime: A Challenge for the 21st Century. Contact Katalin Gonczol, Eotvos University, POB 109, Egyetem ter 1-3, Budapest, Hungary 1364, Phone (36-1)-118-4869.

August 23-27. XIII World Conference of World Futures Studies Federation in Cooperation with Finnish Society for Futures Studies. Turku, Finland. Theme: Coherence and Chaos in our Uncommon Futures—Visions, Means, Actions. Contact Mika Mannerman, Turku School of Economics, Rehtorinpellonkatu 3, sf-

20500 Turku, Finland, phone +358-21-638 3469, FAX +358-21-2330 755, E-mail: mmannermaa@finabo.abo.fi, Telex: 62310 tkkk sf.

August 24. The Research Committee #41 on the Sociology of Population of the International Sociological Association will hold an intercongress seminar in Montreal, Quebec, Canada. Contact Nan E. Johnson, Department of Sociology, Michigan State University, East Lansing, MI 48824-1111.

September 30-October 2. 19th Annual Conference on Social Theory, Politics, and the Arts. Northeastern University, Boston, MA. This annual conference has facilitated interdisciplinary inquiry into a variety of issues concerning the arts, society, and politics. Contact Ann M. Galligan, Department of Cooperative Education, 202 Stearns, Northeastern University, Boston, MA 02115, (617) 437-3439 or (401) 783-5113.

Competitions

The Institute of Medicine is accepting nominations for the eighth annual Gustav O. Lienhard Award. The award, a medal and \$25,000, recognizes individuals for outstanding achievement in improving personal health care services in the United States. The award is presented by the Institute of Medicine at its October annual meeting in Washington, DC. Names of nominees should be accompanied by a detailed written description of their accomplishments meriting this award. Nomination letters should not exceed five pages in length. In addition, please include a selected bibliography of up to 15 entries with your nomination letter. Only written material will be considered. Nominations must be post-marked by June 18, 1993, and should be submitted to Cynthia Abel, The Lienhard Award Committee, Institute of Medicine, 2101 Constitution Avenue, NW, Washington, DC 20418.

ASA Sociology of Emotions Section graduate student paper award competition. Submissions should be single-authored by a graduate student and should represent original research or conceptual work in the sociology of emotions. All methodologies are acceptable. Papers should be 40 pages or less in length. The winner will receive a certificate and \$100 to defray

the costs of attending the ASA convention in Miami where the award will be presented. Send three copies to the Chair of the Sociology of Emotions Section Graduate Student Paper Award Committee no later than June 1, 1993, to Lyn H. Lofland, Department of Sociology, University of California, Davis, CA 95616.

Funding

The Government of Canada announces grant programs designed to promote teaching and research in Canadian studies among scholars and graduate students at U.S. institutions of higher education; open to sociologists. Individual awards and their deadlines include: Graduate Student Fellowship Program (October 30, 1993); Faculty Enrichment (Course Development) Program (October 30, 1993); Faculty Research Program (September 30, 1993); Sabbatical Fellowship Program (September 30, 1993); and Senior Fellowship Award (October 30, 1993). Institutional awards and their deadlines are: Institutional Research Program (September 30, 1993); Program Development Grant (June 15, 1993); Outreach Grant Program (June 15, 1993); and Matching Grant Program (no specific deadline). Information is available from offices of grants and sponsored research at universities or the Academic Relations Office, Canadian Embassy, 501 Pennsylvania Avenue NW, Washington, DC 20001; (202) 682-1740.

Stanford University Press, Consulting Psychologists Press, and the Strong Research Advisory Board are soliciting research proposals that will extend theory and/or applications of the Strong Interest Inventory. Funding is available for direct support and for materials and scoring. Submission deadlines for 1993 are January 1 and July 1. For proposal guidelines contact Director of Research, Consulting Psychologists Press, P.O. Box 10096, Palo Alto, CA 94303, (800) 624-1765, ext. 119, FAX (415) 969-8608.

The Robert Wood Johnson Foundation has established a new program, Investigator Awards in Health Policy Research. The program will provide awards between \$100,000 and \$250,000 to investigators to think creatively about the most important problems affecting the health and health care of

Americans, and to contribute to the intellectual foundation of future health care policy. The four-year program will seek to fund innovative ideas that reflect a broad-based perspective on the issues and problems facing the health sector, including work that crosses disciplinary boundaries and work that will be of direct benefit to policymakers, managers, and clinicians. The program challenges promising new investigators and distinguished scholars to undertake research that will, for example: explore the underlying values, historical evolution, and interplay among the social, economic, and political forces that have shaped health, health care, and health policy in the United States; apply new perspectives from a variety of disciplines to analyze the underlying principles, organization, and functions of the health care delivery system; develop innovative ideas that hold promise for improving the performance of the health care system; and explore the policy significance of existing research concerning the functioning of the health care system and its participants. Up to ten awards will be made in the initial year of this four-year program. The deadline for applications is August 1, 1993. For further information, contact Stephen C. Crance, Program Director, Foundation for Health Services Research (FHSR), 1350 Connecticut Avenue NW, Suite 1100, Washington, DC 20036, (202) 223-2477.

The Canadian Studies Publication Grant Program is designed to promote the publication of scholarly books and monographs in the social sciences, business, environment, humanities, law, and fine arts with a unique relevance to Canada or the bilateral relationship. The purpose of the grant is to assist publishers by defraying the costs of publication with a direct subvention for a worthy manuscript. This program is intended for publishers in the United States contemplating publishing the work of academics at accredited four-year U.S. colleges and universities, as well as scholars at American research and policy-planning institutes who undertake significant Canadian or Canadian-U.S. projects. All authors must be U.S. citizens or permanent residents of the United States. The Association for Canadian Studies in the United States, through a grant from External Affairs and International Trade Canada, will provide the suc-

cessful applicant (publisher) with funds to help defray the direct costs of publication in accordance with all of the following terms and conditions: a) The publisher must apply for the grant to the Association; b) Publishers may request funding in amounts up to \$5,000; c) Publishers are required to donate the author's first year royalties, if any, to the Association for Canadian Studies in the United States to be returned to the Publication Fund; d) The publisher shall provide in addition to his/her assessment of the work, the opinions of two qualified reviewers; and e) The publisher also shall certify in writing that, if the requested funding is received, the book will be published and indicate a date of publication. In addition to the above, the applicant (publisher) shall provide the Association for Canadian Studies in the United States with an abstract of the work, a table of contents, and/or sample chapters; a detailed budget, including all funding sources; and a curriculum vita of the author. Applications can be submitted at any time but no later than January 1, 1994, for the 1993-94 competition. Send completed applications directly to the Publication Award Committee, Association for Canadian Studies in the United States, One Dupont Circle, Suite 620, Washington, DC 20036.

Dissertation Fellowships in the History of U.S. Hispanic Catholics. The Cushwa Center for the Study of American Catholicism, based at the University of Notre Dame, is offering three \$12,000 dissertation fellowships in the History of U.S. Hispanic Catholics for the academic year 1994-95. Application forms must be requested by November 1, 1993, and mailed in by January 1, 1994. For further information and applications, contact the Director, Cushwa Center for the Study of American Catholicism, 614 Heshburgh Library, Notre Dame, IN 46556, (219) 631-5441.

Consulting Psychologists Press and the Myers-Briggs Type Indicator Research Advisory Board are soliciting research proposals that will extend knowledge of the validity of the MBTI assessment tool. Funding is available for direct support and for materials and scoring. Submission deadlines for 1993 are May 1 and November 1. For proposal guidelines contact Director of Research, Consulting Psychologists Press, P.O. Box 10096, Palo Alto, CA 94303, (800) 624-1765, ext. 119, FAX (415) 969-8608.

The Overseas Ministries Study Center, New Haven, Connecticut, announces the Research Enablement Program for the advancement of scholarship in studies of Christian Mission and Christianity in the non-Western world. Projects that are cross-cultural, collaborative, and inter-disciplinary are especially welcome. The deadline for receiving 1994 grant applications is December 1, 1993. For further information and official application forms please contact Geoffrey A. Little, Coordinator, Research Enablement Program, Overseas Ministries Study Center, 490 Prospect Street, New Haven, CT 06511, (203) 865-1827, FAX (203) 865-2857.

Sociologists In The News

Andrew Billingsley, University of Maryland, had his book, *Climbing Jacob's Ladder: The Enduring Legacy of African-American Families* (Simon and Schuster), reviewed by Jonathan Kirsh in the *Los Angeles Times*, March 3, 1993.

Dallas A. Blanchard, University of West Florida, was interviewed about the murder of David Gunn, an obstetri-

Continued on next page

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In the News, continued

cian/gynecologist, on March 10, 1993, in Pensacola, FL, by ABC News; Canadian Broadcasting Company, National Public Radio; USA Today, WEAR TV (Pensacola); WUWF radio; *Pensacola News Journal*; Atlanta Constitution; Dallas News; *Newsweek*; *Sunday Report*, KM Broadcasting, Toronto; *New York Times*; *Philadelphia Inquirer*; *Reuter's News Service*; *Mobile Press Register*; *Los Angeles Times*; *People*. His book, with Terry J. Prewitz, *Religious Violence and Abortion: The Gideon Project*, was published in April by the University Press of Florida, Gainesville. He was also interviewed on live news programs about the Branch Davidians near Waco, TX, by KCBS, San Francisco, and KRLL, Dallas, as well as the Associated Press.

Davita Silfen Glasberg, University of Connecticut, had her research on the causes of Cleveland's default in 1978 cited in *The Toledo Blade* in March in an article concerning Toledo's efforts to establish a municipally-owned utility.

Wendy Griffin, California State University-Long Beach, was interviewed and quoted regarding her research on feminist witches and the Goddess Movement in an article that appeared in the *Long Beach Press-Telegram*, January 24, 1993.

Codic Herring, University of Illinois at Chicago, was a featured guest on CBS affiliate WBMM Channel 2's "Different Drummers," February 3, 1993, to discuss racial stereotypes. Herring was also a featured guest on Fox Network affiliate WFLD Channel 32's "This Week," February 9, 1993, to talk about discrimination in the labor market. In March, he was a guest on WVON Radio to talk about racial differences in the generation gap, and he was interviewed on WPNT Radio about institutional discrimination. In addition, in February and March he was quoted in three separate stories in *The Chicago Sun-Times* and another in *The Chicago Defender*.

Christopher Jencks, Northwestern University, spoke in the *New York Times*, March 29, 1993, about the movement of selling antipoverty policies through the needs of America's children.

Ross Koppel, Social Research Corporation, Wyncote, PA, was featured in a *Philadelphia Inquirer* article on the future of work, March 30, 1993. He also spoke on the same topic in January 1993, on the Philadelphia NPR affiliate, WHYY.

William G. Martin, University of Illinois at Urbana-Champaign (with Jim Cason), had an article, "Out of Africa?" published in the March 1, 1993, edition of *The Nation*.

Charles S. Moskos, a military sociologist at Northwestern University, was featured in *The Washington Post*, March 24, 1993, addressing gays in the military, stating that a compromise arrangement would not resolve the issue. He suggests a possible solution would be for the U.S. government to follow a "don't ask, don't seek" policy and for homosexuals to adopt a "don't tell, don't flaunt" policy.

Richard Ofshe, University of California at Berkeley, was cited in *The Washington Post*, March 28, 1993, noting the options of cult leader David Koresh of Waco, Texas, either to stay in the compound and remain highly publicized or to surrender and spend the remainder of his life in prison.

J. Steven Picou, University of South Alabama, was quoted in the *Anchorage Daily News*, February 5, 1993, regarding his research on the social impacts of the Exxon Valdez oil spill. He also was interviewed on Alaska Public Radio state-wide program, "Alaska This

Week," on February 7, 1993, on the same topic.

James Rosenbaum's research on low-income black children who moved from housing projects to suburbs was featured in: "Moving to Opportunity Housing Program," *New National Program* announced at a press conference by Jack Kemp, Secretary of the U.S. Department of Housing and Urban Development, January 29, 1992, Washington, DC. Secretary Kemp presented Rosenbaum's findings on Gautreaux as the rationale for the new national program; and "The Body Count at Home," *Newsweek*, December 28, 1992. Rosenbaum was also featured in two major television reports, "The Nation's Agenda: A House Divided," CNN; and, "The Gautreaux Program," ABC World-News Tonight with Peter Jennings, February 4, 1993. Rosenbaum's findings from his book, *Career Mobility in a Corporation*, were described in another article, "Do you want to rise in your organization quickly?" Michelle L. Johnson, *Investor's Business Daily*, February 13, 1992.

Lillian Rubin, Berkeley Institute, San Francisco, CA, was interviewed by Timothy Benke in *The Los Angeles Reader*, February 26, 1993, regarding her book, *Men, Sex and Words of Wisdom*.

Mady Wechsler Segal, University of Maryland, was covered in a story in the *Bryan-College Station Eagle* on February 27, 1993, and *The Battalion* (Texas A&M) describing the talk she presented on "Women in the Military" at Texas A&M University.

Doris Wilkinson, University of Kentucky, was recently interviewed on an NPR affiliate (WEKU) about her talk on the political culture of universities in February 1993. Also, her award winning chronicle of "Afro-American Physicians in Lexington from 1895-1950" was aired on Kentucky Educational Television, February 9, 1993.

People

Thomas J. Gerschick, University of Michigan, will join the faculty at Illinois State University in the fall as assistant professor.

Henry L. Tischler, Framingham State College, MA, is the host of a half-hour author interview program called "Cover to Cover" which is heard on the NPR affiliate WICN-FM in Worcester, MA, as well as WADN-AM in Concord, MA. Sociologists who have recently been guests on the program include **William Helmeich** (*Against All Odds: Holocaust Survivors and the Successful*

Lives They Made in America); **Michael Radelet** (*In Spite of Innocence: The Ordeal of 400 Americans Wrongly Convicted of Crimes Punishable By Death*); and **Arthur Frank** (*At the Will of the Body: Reflections on Illness*). Other guests have included **Ramsey Clark**, **Calvin Trillin**, **Nat Hentoff**, and **Derrick Bell**.

Awards

Albert Bergesen, University of Arizona, received the Distinguished Perspectives Award from the Pacific Sociological Association.

Stephen Deutch, University of Oregon, received the Distinguished Career in Sociological Practice Award from the Pacific Sociological Association.

Elaine Draper, University of Southern California, received the 1993 Phi Kappa Phi Faculty Recognition Award and the 1992 C. Wright Mills Book Award Honorable Mention for her book, *Risky Business: Genetic Testing and Exclusionary Practices in the Hazardous Workplace* (Cambridge University Press).

Cornelia Butler Flora, Clifford C. Clogg, and **Walter R. Gove**, were elected Fellows of the American Association for the Advancement of Science in the past year. Their election was recognized at the meeting in Boston on February 14, 1993. Flora was recognized "for research on the interaction of agriculture and community in the U.S. and developing countries, with particular attention to social infrastructure and sustainable agriculture." Clogg was recognized "for research in statistics, sociology, and demography, particularly for the development and application of statistical methods especially useful in sociological and demographic analysis." Gove was recognized "for research on the causes and consequences of mental illness; gender, marital, and parental roles; and on social integration."

Duane A. Gill, Mississippi State University, and **J. Steven Picou**, University of South Alabama, received the Sociological Spectrum Award for the outstanding article of 1992, presented by the Mid-South Sociological Association. The article, entitled, "Social Disruption and the Valdez Oil Spill," was co-authored with anthropologist **Christopher L. Dyer**.

Rob Kling, University of California, Mark Poster, and **Spencer Olin** (eds.), received the biennial Thomas G. Athearn award from the Western History Association for "the best book published about the American West" for their book, *Postsuburban California*:

The Transformation of Postwar Orange County (University of California Press, 1991).

Jieli Li, University of California-Riverside, received the student paper award from the Pacific Sociological Association.

Lorna Lueker, Discovery Way, received a Woodrow Wilson National Fellowship Foundation Research Grant in Women's Studies to study "A Journey Towards Liberation: Women in the Zimbabwean National Independence Struggle."

Sam Marullo, Georgetown University, received an Albert Einstein Institution Fellowship to work on grass roots peacemaking.

Rodney Stark, Indiana, and **William Sims Bainbridge**, Towson State University, received the Outstanding Scholarship Award from the Pacific Sociological Association.

Dorothy Wertz, Shriver Center for Mental Retardation, Waltham, MA, has received a Silver Gavel Award from the American Bar Association for an article entitled, "Genetic Testing and Confidentiality," which appeared in *The World and I*, September 1990. Wertz has also received a \$161,000 grant from the Ethical, Legal, and Social Issues program of the National Center for Human Genome Research (National Institutes of Health) for a project entitled "Geneticists Approach Ethics: An International Survey." Using case vignettes, Wertz will survey the ethical views of genetics professionals in 34 nations, regarding privacy, disclosure of genetic information, directiveness in counseling, controversial uses of prenatal diagnosis, and other important issues.

Doris Wilkinson was selected by the College of Arts and Sciences at the University of Kentucky as the 1992-93 Distinguished Lecturer; she gave a presentation February 24, 1993, on "Demystifying the Political Culture of the University: Challenges of the Next Century."

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New Books

Jessie Allen, Southport Institute's Project on Women and Population Aging, and **Alan Pifer**, former president of Carnegie Corporation, New York (eds.), *Women on the Front Lines* (The Urban Institute Press).

Michael R. Ball, University of Wisconsin-Superior, *Proresi Shakai-Gaku* (The Sociology of Professional Wrestling), Ken'ichi Enatsu and Naoko Yamada (trans.)

(Tokyo: Dobunkan Shuppan, 1993).

Jung Min Choi, York University, Toronto, and **John W. Murphy**, University of Miami, *The Politics and Philosophy of Political Correctness* (Greenwood Publishing Group, 1993).

Jeffrey Michael Clair (ed.), *University of Alabama at Birmingham, Sociomedical Perspectives on Patient Care* (University Press of Kentucky, 1993).

Jeffrey Michael Clair, University of Alabama at Birmingham, **David Karp**, Boston College, and **William Yoels**, University of Alabama at Birmingham, *A Social Psychology of Aging: Experiencing the Life Cycle* (Thomas, 1993).

William M. Evan, University of Pennsylvania, *Social Structure and Law* (Sage Publications, 1990); and *Organization Theory: Research and Design* (Macmillan, 1992).

Joseph H. Fichter, Loyola University, *Wives of Catholic Clergy* (Sheed and Ward, 1992).

Ruth Harriet Jacobs, *We Speak For Peace: An Anthology* (The Positive Publisher, 1993).

David Karp, Boston College, and **William Yoels**, University of Alabama-Birmingham, *Sociology in Everyday Life* (2nd Edition, F.E. Peacock Publishers, 1993).

Rob Kling, University of California, **Mark Poster**, and **Spencer Olin** (eds.), *Postsuburban California: The Transformation of Postwar Orange County* (University of California Press, 1991).

Rob Kling, University of California, and **Charles Dunlop** (eds.), *Computerization and Controversy: Value Conflicts and Social Choices* (Academic Press, 1991).

John W. Murphy, University of Miami, and **Dennis L. Peck**, University of Alabama (eds.), *Open Institutions: The Hope for Democracy* (Praeger Publishers, 1992).

Summer Programs

The Inter-University Program for Latino Research and the Social Science Research Council are sponsoring a 1993 Summer Workshop in Quantitative Research Methods, June 28-July 23, 1993, at The University of Michigan, Ann Arbor. This workshop is designed to provide Latino social scientists with opportunities to develop in-depth knowledge of national data sets relevant to the study of Latino populations and to improve their knowledge of statistical research methods. Participants are encouraged to enroll in the second session, July 26-August 20, 1993. For more information write to Henry Heitowitz, c/o ICPSR, Latino Statistical Workshop, P.O. Box 1248, Ann Arbor, MI 48106.

Boston University Summer Institute in Gerontology, May 18-June 24, 1993. Continuing education workshops in June include Alzheimer's, Older Women and Film, Cardiovascular Disease and Women, Menopause, Ethnicity and Aging, Hormone Replacement Therapy, Urban Older Women, Intergenerational Therapy, and more. For information contact the Gerontology Center, 53 Bay State Road, Boston, MA 02215, (617) 353-5045.

Contact

The newly established Emergencies Research Center is a non-profit research and educational organization with an interdisciplinary team (sociologist, psychiatrist, medical doctor, demographer, and civil engineer). It is willing to undertake collaborative

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Instructor

Paul D. Allison, Professor of Sociology at the University of Pennsylvania, is the author of *Event History Analysis* (Sage 1984) and "Discrete time methods for the analysis of event histories," *Sociological Methodology* 1992.

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Researchers with a knowledge of basic statistical inference and substantial experience with multiple regression who want to apply EHA. No previous knowledge of EHA is assumed.

For Further Information

Call 215-898-6717 or write Paul D. Allison, 3718 Locust Walk, Philadelphia, PA 19104-6299. Electronic mail: ALLISON@PENNDRLS.UPENN.EDU. Registration fee is \$700.

continued on next page

Meetings, continued

social research in the areas of earthquakes, urban water shortages, forest fires, urban pollution, and other ecological dangers with colleagues abroad who can secure funds for projects of mutual interest. For more information, contact N. Petropoulos, Emergencies Research Center, 9 Saripolou Street, Athens 106 82, Greece, FAX-Phone (00301) 82 37 342.

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sented? Contact Bob Althaus, Department of Sociology, Indiana University, Bloomington, IN.

New Publications

Research on Language and Social Interaction, a journal devoted to conversation analysis, ethnographic studies of social interaction, ethnomethodology, sociolinguistics, and related topics, is now being published by Lawrence Erlbaum Associates on a quarterly basis. Volume 26/no. 1 (January 1993) contained articles by Emanuel Schegloff, Tamar Katriel, and Gail Jefferson. Volume 26/no. 2 is soon to be available, with colloquy edited by Lawrence Wieder, "On Issues of Quantification in Conversation Analysis." Volume 26/no. 3 will contain an essay, "Backstage with Erving Goffman," by Jef Verhoeven and the transcript of a previously unpublished interview with the late President, "An Interview with Erving Goffman, 1980." For subscrip-

tion information and call-for-papers, contact Stuart J. Sigman, Associate Editor, Department of Communication - BA 119, SUNY Albany, Albany, NY 12222, E-mail: SJ597@ALBANYVM.SUNY.EDU.

Politics and the Individual is an interdisciplinary journal dedicated to investigate the relationship between individuals and politics. The general aim of the journal is to achieve a better scientific understanding of the political beliefs and behaviors of individuals and groups. The journal is published twice a year. The circulation of the journal is worldwide and contributions in standard English are invited from authors throughout the world. Annual subscription is open for individuals (DM 64,-) and for institutions (libraries, research centres and others (DM 78,-). For more information contact Verlag Dr. Reinhold Kramer, Rothenbaumchaussee 103 F, Postfach 13 05 84, D-2000 Hamburg 13, phone 040/4101429.

Deaths

Brewton Berry, professor emeritus of sociology at Ohio State University, March 4 in Columbus, Ohio.

Kenneth Boulding, Boulder, CO, died in March.

Joseph R. DeMartini, Washington State University, died April 13.

Martin P. Levine, New York City, died on April 3, 1993.

Obituaries

Sidney H. Aronson (1925-1993)

Sidney H. Aronson, recently retired Professor of Sociology at Brooklyn College and at the Graduate Center, CUNY, died suddenly on March 6, 1993. He was 68 years of age. The Sociology Department mourns the passing of a distinguished scholar, esteemed

colleague, and friend.

Aronson was chairman of the Sociology Department at New York University from 1967 to 1970, of the Behavioral Sciences Division at John Jay College from 1970 to 1972, and of the Sociology Department at Brooklyn College from 1975 to 1978. Most of his career was at Brooklyn College, where he was on the faculty for 33 years.

He wrote or edited many articles, journals, and books. Among his studies were those on the popularity and effect on society of the telephone and of bicycle riding. He also analyzed the Federal civil service in early American history. He has made major contributions to urban sociology, writing about living in New York from 1880 to 1914, about the city during the 1970s, and about life in the borough of Brooklyn. More recently, he has turned his attention to India, where he went as a Fulbright Professor in 1979 and in 1983. He studied the caste system, the emergence of new occupations, and India's affirmative action system.

Aronson, a native of Boston, graduated from Harvard and earned a master's degree in history there and at Tufts and a doctorate in sociology from Columbia. He was a former treasurer of the Society for the Study of Social Problems and chairman of the Committee on Sociological History.

His presence at Brooklyn College and at the Graduate Center was marked by his commitment to his students. There was probably no one who enjoyed teaching and students as much as Sidney Aronson did. There are countless sociologists whose careers were molded by his guidance and counsel. Those of us who worked with him have had our lives enriched by his presence. Those of us who studied with him will forever be grateful for his generosity of time and spirit. All of us will miss his intelligence, his wit, and his compassion.

Aronson is survived by his wife of 43 years, Selma, of Larchmont, New York; a son, Mark, of New Haven; and a daughter, Nancy, of Pittsburgh.

Laura W. Kitch, Brooklyn College

Jann Adel Ackert Azumi (1939-1993)

Jann Adel Eckert Azumi, born April 29, 1939, died January 30, 1993, of multiple myeloma.

Jann Azumi believed in the powerful liberating potential of formal education. She believed that schools could promote tolerance, empathy, and understanding. She also believed that public schools could act as ladders of social mobility, even though she recognized that they often merely reproduce inequality.

Her own education began in a one-room schoolhouse in the rural farming community of Belleville, Illinois. An "A" student throughout elementary and secondary school, it was natural that she would go to college. She received an AA degree from Stephens College, then proceeded on to the University of Illinois. At the University of Illinois she studied with Alvin Gouldner and graduated as a sociology major in 1957. At that point she finally left the Midwest and came to New York City to continue her studies as a graduate student at Columbia University. There she worked in the Bureau of Applied Social Research. It was not long before she met, and then married, another sociology student, a foreign student from Japan, Koya Azumi.

For fifteen years after receiving her MA from Columbia (1961), Jann's studies were interrupted as she followed her husband and took primary responsibility for raising their two children, Eric and Elise. Although she greatly enjoyed and took great pride in being a mother, Jann also sought part-time teaching and research positions when

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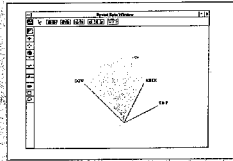
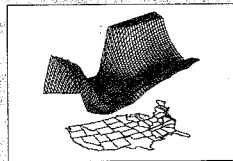
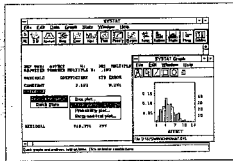
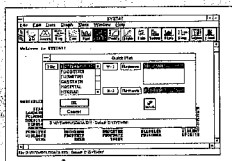
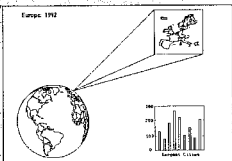
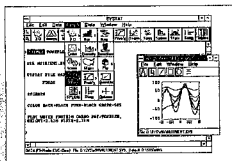
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Obituaries, continued

she could find them. In 1962-63 she lectured at Adelphi College. During the following academic year she worked as a research assistant for Jackson Toby at Rutgers College. In 1968-69 she lectured at the Madison Area Technical and Vocational College. She served as a part-time lecturer at Fairleigh Dickinson University between 1971-75.

She resumed her graduate studies at the New Brunswick campus of Rutgers University in 1976. It was then that I got to know her as a student of the sociology of education. She was the ideal student: independent, bright, sophisticated, interested, and highly motivated. She moved swiftly through our graduate program and completed her dissertation with dispatch. The thesis was entitled, "Organizational Effectiveness: A Study of New Jersey School Districts." While working with her it became clear that her interest in educational institutions was policy-oriented, rather than purely academic. She wanted her work to be useful. She wanted to contribute to the improvement of urban education. After completing her doctorate, Jann taught for a brief period in the Department of Sociology at Fairleigh Dickinson University.

Then in 1981 she began what was to be the most fulfilling part of her professional career, not in academia, but at the Newark Board of Education. From 1981 to 1988 Jann worked as a Senior Research Assistant in the Office of Research, Evaluation and Testing of the Newark Board of Education. Then she worked for one year as a Management Specialist, Long Range Planning, in the Office of the Executive Superintendent. During the last four years of her life, she was the Director of the Office of Planning, Evaluation and Testing. She was extraordinarily productive during this final phase of her career. She presented papers at eleven professional meetings, authored thirteen monographs, and published several papers in professional journals. From all accounts she was beloved and

respected by her coworkers at the Newark Board of Education.

Her contributions to education during this final phase of her life were not limited to her job. In 1984 she served as a member of the State Commission on Alternative Teacher Certification for the New Jersey State Department of Education. She also made time to serve on the Englewood Board of Education from 1980-1987, serving terms as vice-president and president.

Jann Eckert Azumi managed to maintain traditional domestic roles and a nontraditional, applied sociological career. She devoted much of her life to the improvement of public education, and in the process enriched the lives of many of us who share her ideals.

Robert J. Parelius, Rutgers University

August P. Baetke
(1899-1993)

The Rev. August P. Baetke, professor emeritus of sociology at Wartburg College, died February 1 at the age of 94. He had been a resident of Bartels Lutheran Home in Waverly since 1990.

Baetke taught sociology at Wartburg from 1946 to 1968. He was a graduate of Wartburg Academy and Wartburg College in Clinton, Iowa. He attended Wartburg Seminary, Dubuque, Iowa, and was ordained into the Lutheran ministry in 1921. He pursued graduate studies at the Universities of Leipzig and Erlangen in Germany and earned an MA degree from the University of Chicago in 1939. Luther College awarded him an honorary Doctor of Letters degree in 1975.

"It has never been easy for me as a former student to speak of this giant of a man as Gus," said President Robert Vogel at the February 5 funeral. "He was always Professor Baetke. In fact, until I graduated, I was always Mr. Vogel. Students today would not understand the formality that was followed in previous days. It seems now to be rigid and cold, but in truth, the love and respect that was shared for each other in formal and informal settings on campus was every bit as deep

and meaningful to us as it is for students today.

"And the first time I was back on campus after graduation, Gus called me Bob as if he had been calling me Bob all my life."

Baetke was pastor and superintendent of the Lutheran Deaconess Motherhouse in Milwaukee, Wisconsin, prior to joining the Wartburg faculty. Following his retirement in 1968, he and his wife moved to Port Charlotte, Florida, where he and two other retired pastors organized a mission congregation in Northport, Florida. He remained an active member of the pastorate there until 1988, when he returned to Waverly.

He is survived by his widow, Ellen Baetke, one daughter, Helen Rizzi, two grandchildren and seven great-grandchildren.

He was a member of the American Sociological Association and a past member of the Board of Publications of the former American Lutheran Church, the Waverly City Planning Commission, and the Waverly and Port Charlotte Rotary Clubs.

Baetke's professional accomplishments were recognized with a Wartburg College Teacher of the Year Award and an Alumni citation from the Wartburg College Alumni Association. He was once a Democratic candidate for the Iowa State Legislature.

Reprinted from *Wartburg Magazine*, Wartburg College, Winter, 1993

Blanche Geer
(1920-1993)

Blanche Geer died on March 12th at Cove's Edge Nursing Home in Damariscotta, Maine. While she maintained her home in Edgecomb, Maine, Blanche required in-patient care for chronic lung disease intermittently during the past year.

Born in New York City, Blanche graduated from Mount Holyoke College in 1942 with a B.A. in English literature. She served in the Navy as a "statistical analyst" from 1942-1946, reaching the rank of Lt. Commander. After the war Blanche did graduate work in anthropology at Columbia, later enrolling at Johns Hopkins where she received her M.Ed. (1953) and Ph.D. (1956) in education.

In 1956, Blanche joined Community Studies, Inc., in Kansas City as Research Associate on a study of the organization of a medical school. This began her career as a sociologist and her rich collaboration with Everett C. Hughes and Howard S. Becker. Pioneer methodological theorists for symbolic interaction, Becker, Geer, Hughes and Anselm Strauss published *Boys in White: Student Culture in Medical School* in 1961. Later fieldwork studies included *Making the Grade: The Academic Side of College Life* (with Becker and Hughes) and *Learning to Work* (edited by Geer). According to Howard Becker, "She was not trained in sociology, but she had a natural gift for it, an intuitive flair for finding the sociological kernel in whatever was going on. She was fastidious in language and, in the things we wrote together, always kept me honest by insisting that our language reflect accurately and completely what we really knew and meant. I remember a lengthy discussion in which she explored which verb best described what people "did" with a perspective: did they "hold" it or "enact" it or just "have" it? Her students know better than I do what a great teacher she was, but the results of her teaching are there for the rest of us to see in the many wonderful sociologists who worked with her."

Blanche was Associate Professor of Sociology at Syracuse from 1963-68 and Professor of Sociology at Northeastern from 1968 until she retired in 1980. She considered herself a symbolic interactionist fieldworker, indebted to her

much-loved mentor, Everett Hughes, for his perspective on institutions and groups in interaction with each other. *Institutions and the Person: Papers Presented to Everett Hughes*, edited by Becker, Geer, David Riesman and Robert Weiss, explicates and honors Hughes' influence on Blanche and her colleagues.

Blanche thrilled students in her fieldwork courses with her inspired elucidation of the philosophy of George Herbert Mead. In her articles on fieldwork, e.g., "First Days in the Field" and "Studying a College," and her teaching, Blanche worked out a philosophy of science for symbolic interaction, connecting theory, method and observation. Bogdan and Taylor, her students at Syracuse, incorporated Blanche's perspective on sociology in their text, *Introduction to Qualitative Research Methods*. She was a stimulating and demanding teacher, insisting that students "get out into the field" to grapple with discovering meaning empirically. When we exhibited understanding of a fieldwork situation, we were bountifully rewarded as she flew from her chair to her feet, eyes blazing, thrusting her fist to the sky, exclaiming "YES!"

Blanche opened her life and her home to her students, generously sharing her wisdom, not only intellectual, but including sailing, fishing, weather forecasting, and cooking. In 1980, she joyfully retired to a farmhouse on Sheepscot Bay in Edgecomb, Maine. She reveled in every element of country life, content with her first dog, Honey, her John Deere tractor and "having each day music and reading and thinking."

Blanche was prolific: an astute social observer, brilliant philosopher, zealous civil rights activist and feminist, accomplished painter, ecstatic singer (especially of Bach), poet, gardener, expert sailor, and a woman passionately engaged in the "senuous present." Espousing G.H. Mead's premise that "scientific research does not differ essentially from everyday life", Blanche was perpetually learning. She delighted in observing herself and others acting in a new situation, confronting a problem, whether it be plowing snow with a tractor, discovering her dog's perspective on stick-throwing, or becoming weak with illness. She met every new experience, including the illness which contracted her world, with curiosity, wonder, strength, humor, and an undaunted will to learn something valuable.

She wrote: "Every age, many epiphanies. I find my good, trained mind helpful. Every learned-delight a bulwark: music, books, seasons, Honey..."

Mary Jo Steckewicz, Portland, ME

Ralph G. Hurlin
(1888-1992)

Ralph G. Hurlin died in Savannah, Georgia, on November 14, 1992, at the age of 104.

He was born in Antrim, New Hampshire, September 30, 1888. He graduated from Antrim High School in 1907, Colby Academy, New London, New Hampshire, in 1908, and Brown University in the class of 1912. He was a member of Phi Beta Kappa. He received a PhD from Brown in 1915.

Following three years of teaching at Clark College in Worcester, Massachusetts, he entered the U.S. Army in 1918 as a member of a statistical unit of the general staff which prepared weekly reports on the state of the armed services for the secretary of war and the chief of staff. He was discharged with the rank of major in 1919.

He was a member of the staff of the Russell Sage Foundation for the following 49 years, its acting director 1946-47, and its secretary and assistant treasurer. In 1935 he was loaned by the foundation for one year to the city of New York as statistician for the New York City Emergency Relief Bureau. He retired in 1958.

In 1964, he was presented the first Mason H. Bigelow Award by the National Society for the Prevention of Blindness. He was cited as "A pioneer in the development and the standardization of statistics on blindness in the United States."

His retirement years were spent in Niantic, Connecticut. In 1989, he moved to Savannah, Georgia.

He is survived by his wife of 24 years, Marian Clifton Hurlin, daughters Barbara H. Zovickian, Mary H. Glen, four grandchildren, and six great grandchildren.

Barbara Zovickian and Mary Glen

Olga Scarpetta
(1938-1992)

Olga Scarpetta, ASA Area Representative for membership for Greater New York, passed away on December 8, 1992, at age 54. A much-beloved teacher and skilled researcher, Olga had a career that was as diverse as it was multi-national.

Olga was born on May 13, 1938, in Medellin, Colombia, the third of four daughters of Leonor and Luis Scarpetta. Her father Luis was a civil engineer noted for his pioneering road and rail construction in Colombia, as well as his business acumen (representing General Motors in Colombia) and public service. After growing up in Colom-

Continued on next page

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EXAMPLE: (From study by Dodge, Bates and Pettit in 12/21/90 *Science*, reported in 1/12, 1991 *Science News*) Do abused children display aggression more than non-abused children? 309 kindergarten boys were studied. 46 had been subjected to consistent abuse at home; of these, 16 (33%) displayed unusual aggression in school. Of remaining 263, 23 (12.5%) displayed such behavior. Is this difference in proportions (20%) statistically significant? REPEAT Tolly GENERATE resamples of sizes 46 and 263 from null hypothesis model of no difference, represented by random numbers between 1-309 where 1-46 means "aggressive behavior," COUNT how many "aggressors" in each group, DIVIDE to get proportions, and SUBTRACT for difference in proportions. SCORE the difference and produce a HISTOGRAM of these resample results. RESULTS: Chance variation (represented by resampling) clearly can't be responsible for the .205 difference between groups.

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REPEAT 1000
GENERATE 46 1,309 A
COUNT A ←48 AA
DIVIDE AA 46 AAA
GENERATE 263 1,309 B
COUNT B ←48 BB
DIVIDE BB 263 BBB
SUBTRACT AAA BBB C
SCORE C Z
END
HISTOGRAM Z

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THE ABE FELLOWSHIP PROGRAM

The Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), and the Japan Foundation Center for Global Partnership (GCP) are now accepting applications for the 1993-1994 Abe Fellowship Program. The Program's aim is to encourage international multidisciplinary research on topics of pressing global concern in order to foster development of a new generation of researchers interested in long-range policy-relevant topics. The Abe Fellowship Program seeks especially to encourage a new level of intellectual cooperation between Japanese and American research communities in order to build an international network of scholars committed to and trained for advancing global understanding and problem solving.

► Abe Fellowships are designed to provide support for Japanese and American research professionals with a doctorate or with an equivalent level of professional training as well as third country nationals affiliated with an American or Japanese institution. Applicants should be interested in conducting research in the social sciences and the humanities relevant to any one or combination of the following themes: *global issues, problems common to advanced industrial societies, and issues that relate to improving U.S.-Japan relations.*

► Abe Fellows will be eligible for up to 12 months of full-time support although fellowship tenure need not be continuous. Terms of the fellowship are flexible, and are aimed at meeting the differing needs of Japanese and American researchers at different stages in their careers.

► Fellows will be expected to affiliate with an American or Japanese institution appropriate to their study aim, and the Fellowship will typically be used for extended residence in the country of their research and research.

► Application forms may be obtained from the Social Science Research Council and must be accompanied by a ten page statement of the proposed research activity. The deadline for submission of applications is September 1, 1993. For further information about eligibility or to request an application contact:

The Abe Fellowship Program
The Social Science Research Council
605 Third Avenue, New York, NY 10158 Tel: (212) 661-0280 Fax: (212) 370-7896

Obituaries, continued

bia, Olga earned her high school diploma at Mount St. Dominick in Caldwell, New Jersey. For college, Olga studied in Bogota, then at the Sorbonne in Paris, before completing her BS in Social Sciences in 1965 at California State Polytechnic University in San Luis Obispo. She worked for years in Banco de Bogota as founder and manager of the bank's social services department for employees. She also was a co-founder and partner in a charm school in Bogota (which continues to operate in 1993). After a year of postgraduate study in 1969 at Universidad de Los Andes in Bogota, Olga moved to New York City, where she worked as a personnel manager in the International Basic Economic Corporation while earning her Masters in Sociology at the New School for Social Research.

Olga loved sociology, and immersed herself in it. Upon completing her MA in 1975, she put her business career behind her to teach sociology part-time in New York area colleges—Seton Hall, Jersey City, Wagner, then Fordham and John Jay College CUNY. In 1990 she completed her doctorate at the New School, with a thesis on "Religious symbolism and the structure of politics in Colombia: A content analysis of the Declaration of Benidorm," with Arthur J. Vidich. It was during those 15 years from 1975-1990 that Olga developed a sterling reputation as a devoted teacher whose enthusiasm for sociology inspired her students—several of whom entered careers in sociology. In 1989, Olga joined the full-time faculty in sociology at John Jay College CUNY, where Chairperson David Goddard later described her as "widely known as a devoted teacher and a wonderful colleague, very active in the Faculty Senate and the Women's Studies Committee." In a 1992 interview, Olga told the campus newspaper, "I love it here at John Jay, my colleagues are interesting and congenial...I like the students very much. John Jay has always been my favorite place to teach."

As a researcher, Olga is best known for her sociological work on Latino culture, on religion, and on the intersection of these two—the primary foci of her nine published monographs and articles. She was a frequent speaker at US and overseas conferences. Olga also had a remarkably diverse and energetic career as a practicing sociologist and consultant with some half-dozen government and nonprofit organizations, such as the NYS Civil Service Commission and NYC Board of Education. Since 1980, Olga served the NY Archdiocese as Field Director in its Office of Pastoral Research and Planning, studying the role of Catholicism among New York ethnic communities—Latinos, Blacks, Asians—and among prison inmates. She co-authored several Church research reports with sociologists Ruth Doyle, Thomas M. McDonald, and others. She served as rapporteur of the Columbia University Seminar on Content and Methods in the Social Sciences. Since 1988, Olga was Director of the Clinton Community Dispute Resolution Program, and a trainer/consultant in the bilingual mediation services program of the Washington Heights-Inwood Coalition. She was increasingly active in PARAL, the Project for the Analysis of Religion Among Latinos; with Tony Stevens Arroyo of Brooklyn College, they received \$370,000 in foundation grants to expand PARAL nation-wide—including an April 1993 conference at Princeton University. She was also founder of MIRAS, Multicultural Instructional Research and Advisory Services, a consulting firm serving the corporate sector.

Recognizing underemployment as a problem in New York, she tapped her

extensive network of local friends and colleagues to organize a first-ever New York ASA panel on Careers in Applied Sociology, which brought together some 80 sociologists to hear about high-employment specialties, and what ASA membership could do for them. She ably served the local committee from 1988 till 1990, when she agreed to become its chair. As ASA membership Area Representative in New York for 1990-1993, she worked with local ASA colleagues to co-direct the Greater New York Conference on Social Research, a yearly conference introducing research-oriented students to ASA. Sadly, weakened by two years of cancer and chemotherapy, Olga was unable to attend the November 1992 Conference at Fordham University, four weeks before her passing; yet from her hospital she phoned in her warm wishes, which were passed on to her ASA colleagues at the Conference.

Olga is survived by her beloved husband of 18 years, Jerome G. Schenkman, senior clinical psychologist in the NYS Health Department; her sisters Lia Lloyd-Clare in Puerto Monte, Chile, and Amparo Rocha and Lucia Gutierrez in Bogota. Memorials in Olga's memory are planned at the New School, John Jay College, and Fordham. Any contributions in Olga's memory may be directed to: Dr. J. Schenkman, 102 West 14th Street #2, New York, NY 10011.

Harold Takochian, Fordham University

Official Reports and Proceedings

Editors' Reports

American Sociological Review

Introduction

This is the last report that I will be filing as Editor of the *American Sociological Review*. Beginning in July, new submissions should be sent to the new Editor, Paula England, at the University of Arizona. For reasons that will become clear later in this report, resubmissions will continue to come to me at Wisconsin until September. Hopefully, we will finalize the contents of the December 1993 issue in or before October, and my participation in the process will be close to over.

Paula will need your help. Producing the *ASR* is a collective activity of the members of the discipline, not just a responsibility of the people on the masthead. Paula will need you to accept reviewing assignments and to complete them in a timely and competent fashion. And, as indicated by the statistics below, she will need you to write good articles and send them to *ASR* for consideration.

Editorial Activity for 1992

The Summary of Editorial Activity for 1992 (Table 1) indicates the journal's most pressing problem. New submissions to *ASR* continue to decline; in 1990 there were 386, in 1991 there were 371, and in 1992 there were only 327. Resubmissions, which had been up in 1991, continued at about the same pace. Our data suggest that resubmissions have increased in 1993, perhaps because authors are scrambling to be certain that the Editor who requested the revisions is the Editor who evaluates them. Of course, it is the resubmissions that provide most of our accepted papers. If the overall quality of papers improves, a decline in the number of new submissions would not be entirely unwelcome. We can publish only so many papers, and would love to be able to increase our acceptance rate. So far, the increase in quality has been slight.

I continue to believe that the decline

in submissions has mostly structural roots. One of the more gratifying aspects of the past three years has been the virtual cessation of rancorous complaints to the Editor and of public claims that the *ASR* follows exclusionist "policies" or tastes. I have tried to signal the diversity of the discipline and of the journal by highlighting on the cover the areas featured in each issue. I hope this public calm reflects private understandings that *ASR* is indeed a comprehensive journal, not an exclusive one.

My own preferred explanation for the decline in manuscripts comprises two elements. (1) There has been a continuing increase in the number of books composed of invited chapters. These require neither peer review nor long waits for "acceptance." Hence, they attract sociologists who are concerned with improving their vita and/or are unwilling to suffer the hassles of peer review required by professional journals. (2) The market for Assistant Professors has been poor for a decade and has reduced the number of academics who are at the most productive article-producing ages. My guess is that if the economy ever improves, the filling of what are in effect position vacancies will lead to a boom in hirings and might end this part of the problem.

Table 1 also shows that the mean editorial lag, which had declined between 1990 and 1991, shot back up during 1992, past the 1990 figure. Perhaps we are getting burned out—another reason for replacing the Editor every few years.

On the other hand, the lag between acceptance and actual publication (production lag) continued to decline. This reflects our continuing, even worsening problem with finding enough acceptable papers to build up a backlog. Ultimately, we do receive enough to fill a volume with papers of which we are proud. But the end of the production cycle for each issue continues to be a stressful time, and our Copy Editor and production staff (especially the Managing Editor) continue to be under quite a lot of pressure, trying to meet deadlines so you get your issue on time. Nevertheless, they have managed to mail every issue so far in the month it is scheduled to appear. They deserve our thanks and admiration.

Original Papers

We continue to have some problems with submissions that are not entirely original. *ASR*'s policy is that it will not publish material that has already appeared elsewhere in full or in substantial part. This does not apply just to word-for-word reproductions. If the key ideas and/or analyses have already been published, *ASR* does not want the paper. This policy is not unique to *ASR*; *AJS* policy, for example, definitely agrees.

Several papers have been submitted that did not meet this originality standard, and the situations became somewhat difficult. Therefore, to clarify the issue I have amended the statement of ethics for manuscript submissions to include: "Significant findings or contributions that have already appeared (or will appear) elsewhere must be clearly identified." In addition, when I request that an author revise a paper, I now include an explicit statement of our policy and ask authors to be certain that their papers meet our standard of originality.

Thanks

I want to take this opportunity to thank the people who have made the more than three and one-half years I have already been on the job enjoyable, educational and, to tell the truth, possible. First and foremost, Karen Bloom, our Managing Editor, has been everything that one could hope for. She computerized manuscript tracking,

instituted desktop publishing, dealt calmly and supportively with everyone, worked overtime to get the job done when necessary, and was a major source of emotional strength. Paula England and the Association are fortunate that she will continue with *ASR*. Karina Davenport provided Karen with skilled, pleasant, and responsible assistance, as did two cohorts of student help. Like all editors of *ASR* journals, I am indebted to Jane Carey of Boyd Printing and to Karen Edwards, Publications Manager of *ASA*, for their competence and helpfulness.

If you think the writing in *ASR* has improved, much of the thanks goes to Alma Taeuber, our Copy Editor. A professional sociologist, with a substantial research reputation, she has been a very active editor whose work generally amazed me, and who was frequently thanked by authors. Occasionally, authors were taken aback by her activism (invasiveness, as some saw it) and would disagree with her approach. My basic reaction, however, can be summarized by a truism from golf: never up, never in, i.e., in my opinion it was better to do too much and have it undone by the authors than to do too little.

Each of the Deputy Editors, my colleagues Warren Hagstrom, Chuck Halaby, and Betty Thomson, would be a marvelous Editor for *ASR*. I thank them for serving with the lesser title, for their consistent effort and good humor—and for understanding lots of things that I would have misjudged, thus preventing me from making a fool of myself. I also thank the four cohorts of graduate students who have been so much help as *ASR* Student Interns. The current cohort includes Kurt Bauman, Yvonne Brandreth, Vivek Chibber, Leslie McCall, James O'Leary, Jose Padin, Douglas B. Smith, and Christopher Uggen.

I thank my Chairman, Jim Sweet, my other colleagues in the Department of Sociology at the University of Wisconsin-Madison, and two Deans who have been unfailingly supportive of *ASR*.

And finally, I thank the latest cohort of Associate Editors to retire: Frances K. Goldscheider, Barbara Meeker, Joane Nagel, Orlando Patterson, Robert Sampson, David Snow, and Axel van den Berg. May their successors be as much help to the next Editor.

Gerald Marwell, Editor

Contemporary Sociology

Volume 21 of *Contemporary Sociology* was edited and produced at the University of Arizona, but the contents of the six issues were rather evenly split between Arizona and Duke. Roughly half of the reviews published this past year were commissioned by Ida Harper Simpson, the previous editor. This report on editorial activity for 1992 shows some strong strands of continuity, as well as several sharp changes. The most dramatic change occurred in the number of new books received, 2268, up markedly from 1659 in 1991 and 1831 in 1990. Whether this increase reflects an upsurge in social science publishing, more active seeking of new books on our part, or both, I cannot say. We have been somewhat more selective (or restrictive from the viewpoint of authors) in what we review, accepting 38% (if you count only books that we have placed with reviewers) or 40% (if you count books we want to review but include books for which we are still seeking reviewers). In 1991, 47% of books received were reviewed, and in 1990, 44%. But since the number of books sent to CS is up 37%, the bottom line is that we sent well over a hundred more books out for review in 1992 than in 1991.

I am, frankly, surprised by these numbers. We must do a more thorough and regular job tracking our work activity in the future. These numbers

are complicated by our practice of asking for many more reviews that cover several books in a review, so we need to start counting reviews of multiple books. Still, despite the growing number of such reviews, we will have to be more selective in 1993 about what we review. The basic problem is too many books, too large a backlog of reviews, and not enough journal pages. We inherited a backlog (reviews in hand) of approximately two issues, and a carryover (reviews commissioned by Professor Simpson and received here) of approximately one issue. Thus far we have not reduced this backlog appreciably. The *ASA* Publications Committee has asked that when I step down as editor we should have a one issue backlog and one issue of carryover reviews. To meet those reasonable goals, we will have to review fewer books over the next two years.

Otherwise, the numbers show familiar patterns. In 1991, it took an average of 1.73 requests per book to secure a reviewer, in 1992 it was 1.71. There continues to be wide variation across subfields in the number of new books (see Table 1), with the areas of political processes, macrosociology, organizations, the sociology of culture, and theory and methods the most active. In contrast, the areas of demography and microsociology had relatively few new books. Clearly some subfields are more journal-oriented, while new work in other areas is much more likely to appear in book form.

Let me close on a more substantive note. Ours plans for 1993 include doing more symposia on topics where there are important new books (e.g., qualitative methods, the sociology of science, law and criminology, nationalism and collective identity, AIDS, violence); more featured review essays of books we deem fundamental; and more synthetic survey reviews. Finally, we have not been doing a very good job of getting the journal out on schedule; our aim is to do much better in 1993.

Walter W. Powell, Editor

The Journal of Health and Social Behavior

Volume 33 represents the third volume of *JHSB* under my editorship; Volume 34 will be my last. Ronald J. Angel is the new editor-elect of *JHSB*; the *JHSB* editorial office is looking forward to working with the incoming editorial team during 1993. We are quite hopeful (and fairly confident) that this transition year will proceed smoothly. The data contained in this report lead me to believe that we are handing over a jewel, and I hope the new editor can share that enthusiasm.

Manuscript flow remains very strong; the number of manuscripts considered is up slightly over last year's total (271, compared to 267). We are again seeing a large proportion of papers through multiple revisions, and at least 45% of the manuscripts we see actually come back in revised form within the year. Our reviewers continue to produce reviews that are probably of the highest quality found in the discipline. I base this claim on my own subjective experience (I wish I could get reviews of my work that were as constructive and helpful as those written for *JHSB*), and on many comments from authors and colleagues who marvel at both the detail and the writing quality observed in *JHSB* reviews.

Our acceptance rate continues to hover at about 10% (26 papers published, from a pool of 271), and may be getting a bit tighter compared to last year. Competition for space in *JHSB* is strong. This year has seen an increase in the number of papers rejected without review, which reflects both an increase in the range of authors submitting to *JHSB*, and my own decision to more quickly channel inappropriate

continued on next page

Reports, continued

papers to other journals where the fit may be better. The editorial lag is still about eleven weeks, and the production lag has edged up to around six months. In order to stem the production-lag "creep," I have appointed an ad-hoc committee to develop a formal petition to the ASA for a permanent page allocation increase for *JHSB*. The committee is composed of Bob Johnson, Fred Wolinsky, myself, and the editor-elect.

At the last meeting of the ASA Publications Committee we were given statistics on journal subscriptions over the 1990-1992 period. Although yearly totals fluctuate somewhat, subscriptions to *JHSB* are up over 5% during this three year period. Most of that increase is due to nonmember subscriptions and institutional subscriptions. Since most libraries nationwide are reducing their journal collections, I would wager that most of the new *JHSB* subscriptions are non-member subscriptions. This modest increase in subscriptions is in fact quite noteworthy, given an average decline in subscriptions to all other ASA journals of 3% during the same period. Shifting ASA membership demographics and the weak economy are understandable drags on most of the scholarly journal market. Against this comparison, *JHSB* is doing quite well indeed.

The substantive topics covered in Volume 33 are as broad ranging as last year's volume, covering at least 12 distinct areas. The mix of topics is quite different from last year. Four papers (the largest total) were published on substance abuse, and new areas represented this year include environmental health risks, social networks and health, and socialization to death and dying. Of special note is the reappearance of the "Comment and Reply" format in the September issue, highlighting debate over quantitative modeling and over-interpretation of cross-sectional data. This format will be used again in the next volume on several different topics.

Finally, I would like to thank a number of people for their contributions to Volume 33. Finishing their terms as Associate Editors at the end of 1992 were David Bass, Richard Rogers, Paul Clearly, Robert Johnson, Nancy Clare Lennon, Paul Benson, Nancy Andes, Ann Barry Flood, Susan Bell, and William McAuliffe. My sincere thanks and appreciation for three years of hard work go with them. Newly added to the roster of Associate Editors are Carol Aneshensel, Walter Ensel, Christine Himes, Baila Miller, Christian Ritter, Sarah Rosenfield, Diane Taub, R. Jay Turner, Howard Waitzkin, and Elaine Wethington.

The Penn State editorial staff has been headed throughout my editorship by Terry Glantz—living proof that low job turnover leads to superior mental health (at least for ASA editors who are so lucky as to enjoy the same incredible managing editor for the length of their editorship). Kelly Grotzinger is the 1992-93 *JHSB* intern, and Lee Carpenter continues as our on-site copy-editor. These people are very good at their jobs. I would also like to thank Karen Gray Edwards, Publications Manager for the ASA, and Jane Carey of Boyd Printing Company, who have both thrown significant editorial "life preservers" to me at various times this past year. Bravo.

Mary L. Fennell, Editor

Social Psychology Quarterly

This was a transition year for the journal. I began receiving papers August 1, 1992, and Karen Cook and I worked closely to ensure that few authors were "caught" in or disadvantaged by the editorial transition. I

Summary of Editorial Activity: January 1-December 31, 1992

	ASR	CS ¹	JHSB	ROSE	SPQ	ST	SOE	TS
A. Manuscripts Considered								
Submitted in 1992	431	2268	47	17	143	84	128	147
Carried over	122	300	224	17	42	17	35	33
B. Review Process								
1. Screened by editor/accepted for review								
a. Rejected outright	278	*	96	5	66	4	42	22
b. Rejected—revise/resubmit	116	*	105	2	50	34	38	86
c. Conditional acceptance	18	*	0		21	28	2	6
d. Outright acceptance	42	*	1		18	2	17	33
e. Withdrawn	15	*	2	6	0	2	3	0
f. Pending	79	85	25	12	25	18	32	20
2. Screened by editor/rejected								
	5	1354	42	6	5	3	27	13
C. Editorial Lag (weeks)	14.78	17.4	11.5	*	11.77	13.0	15.16	8.0
D. Production Lag (months)	3.73	4.9	6.0	*	9.0	6.0	*	8.0
E. Items Published								
Articles	58	623	28	3	28	29	20	73
Book reviews	55	0	26	*	16	15	18	53
Symposium reviews	0	527	0	*	0	0	0	17
Review Essays	0	*	0	*	0	0	0	0
Comments	0	78	0	*	0	0	0	0
Other	2	*	1	*	0	14	0	3
F. Reviewers	1	18	1	3	12	0	2	0
F. Reviewers								
Males	468	380	96	25	*	54	*	80
Females	164	196	91	9	*	15	*	47
Minorities	*	*	12	*	*	*	*	17
G. Editorial Board Members								
Males	15	19	17	5	21	9	*	18
Females	8	13	12	1	8	5	*	18
Minorities	*	*	2	1	*	*	*	6

¹Figures provided for Contemporary Sociology apply to books received and reviews.

*Information not applicable, not known, or not provided by editor

would like to express special appreciation to Karen Cook for helping make this a very smooth transition. I also thank Judy Howard and Jodi O'Brien from the University of Washington journal staff. Judy Howard is on leave and visiting my department, and Jodi O'Brien is a new member of our faculty. Having them right down the hall has been a major help. After several years of valuable service to the journal, they probably hoped that their ties to the journal would be a little more distant this year.

The change of editorship from Karen Cook to me will not result in major changes of policy or procedures for the journal. The journal will operate with a broad, inclusive concept of social psychology, strive to publish work of high quality regardless of theoretical or methodological orientation, and attempt to represent the diversity of social psychological traditions within and outside of our parent discipline of sociology. Karen Cook has left the journal in excellent condition, for which we all should be grateful, and I feel fortunate to assume the editorship at this time. Under my editorship, we will attempt to maintain the current mix of articles from the various sociological and psychological traditions and also to branch out by attracting even more diverse work.

The two new Deputy Editors are Peggy Thoits (Vanderbilt University) and Barry Markovsky (University of Iowa). They complement me in important ways and will be a significant asset to the journal. The new Managing Editor is Jo Ann Beard, who comes to the job with substantial experience in a similar position with a physics journal. The graduate assistant for the journal is Jeongko Yoon, who is an advanced graduate student in our department. I am also pleased to note that Karen Feinberg will stay on as copyeditor for the journal.

The journal accepted 180 papers for review during 1992, with 143 being new or revised submissions and 42 being carryovers from the previous year. Of the 180 papers subject to review, 13.4 percent have been accepted for publication and 25 remain under review. From August 1 to December 31, the median time to deci-

sion was nine weeks; the mean was 11.8 weeks. The current lag between acceptance and actual publication is six months or less.

From August 1-December 31, 1992, I made decisions on 35 papers and sent over 40 out for review. I have been impressed by the promptness and quality of the reviews. I take this as evidence of the commitment social psychologists have to this journal and thank those of you who have supported our efforts in this way. In my first six months, I also have been struck by the diversity of theoretical and methodological approaches in the papers submitted to the journal, though I believe there is still room for improvement here. One way for sociological social psychologists of all stripes to support the journal is to send us your work for review.

There are several priorities that I will have as editor. First, I would like to do what is within the legitimate power of an editor to encourage theoretical development in the field, while also maintaining the current rigorous methodological standards of the journal. I am truly interested in having more purely theoretical articles submitted to the journal. One small step that signals this interest is a change of the "research notes" section to a "theory and research notes" section.

Second, I would like to continue to develop closer connections between social psychology and the larger discipline of sociology. One step is to use special issues to highlight the work of social psychologists on fundamental sociological issues. To this end, the first special issue of the journal under my editorship is "Conceptualizing Social Structure in Social Psychology." The Guest Editor is Cecilia Ridgeway, and submissions are due by July 1, 1993. Another step is to encourage more submissions from scholars who do not define themselves as social psychologists but who do social psychological work. I invite such scholars to consider *Social Psychology Quarterly* as a possible outlet for their work. Examples include some conversational analyses, empirical tests of rational-choice theory, and urban ethnographies. The journal also might help to push the prevailing boundaries of social psychology out-

ward a bit and be an important point of contact with scholars from other countries and with those in allied fields such as organizational behavior and communication studies.

Third, I would like to see the journal stimulate dialogue between persons from the different traditions of social psychology. For this reason, I am adding periodic symposia on single books of general interest as a new feature for the journal. Each symposium will consist of two or three review essays and possibly a response from the author. These will be invited, but also subject to a review process before a final decision about publication.

There are several incoming and outgoing members of the Editorial Board. I welcome the following new members: Victor Benassi, Noah Friedkin, Maureen Hallinan, Ross Matsueda, Charlan Nemeth, Jacob Robbie (International Board), Cynthia Robbins, Michael Schwalbe, David Sears, Susan Sprecher, and Murray Webster. Let me also express appreciation to those whose terms on the board have expired: Lawrence Bobo, Richard Felson, Gary Fine, John Harvey, Charles Hill, Stan Kaplowitz, Karen Rook, and Henry Walker. I have appreciated their help during the transition and will continue to call on their experience and wisdom in the future.

I look forward to working with the sociological and social psychological community to maintain and strengthen the quality and visibility of *Social Psychology Quarterly*.

Edward J. Lawler, Editor

Rose Monograph Series

The Rose Monograph Series recommended three manuscripts for publication in 1992. The authors and their provisional titles are: John Boies, "Buying for Armageddon: Factors Influencing Weapons Purchases since the Cuban Missile Crisis"; Robert Parker, "Flesh Peddlers and Warm Bodies: The Temporary Help Industry and Its Workers"; and John Walsh, "The Development of the Market: Innovation in a Service Organization." In some cases, titles may change slightly before publication. Professor Walsh's book is due from Rutgers University Press in

March 1993. Also due about March is a previously recommended manuscript, Peter Bearman's "Relations into Rhetoric: Elite Transformation and the Eclipse of Localism in England, 1540-1640."

It is quite common for manuscripts to go through at least one revision at the suggestion of our referees. One manuscript accepted this year was first submitted in 1989, and another was submitted in 1990. Authors of active manuscripts at the end of 1992 were given the option of withdrawing manuscripts for later resubmission or of having the manuscript files transferred to Judith Blau, who is the new Editor of the Series. I am very pleased at her selection, and Rose Monograph Series authors will be well served by her careful editing and sound judgment.

I would like to thank my diligent Editorial Board for their hard work and good advice. Lewis F. Carter, Helen Rose Ebaugh, Anthony M. Orum, Dudley L. Poston, Michael Schudson, and Russell Thornton deserve special thanks for their service on the Editorial Board. Most of them have read a number of manuscripts, and each has provided advice in a timely fashion.

I would also like to thank the many referees who have read manuscripts for the Rose Monograph Series during the past five years. I would like to thank my Editorial Assistants, Douglas Forbes, Audrey Singer, and Jeff Peterson, and office assistants Jay Harper and Matthew Ploeger. They were a pleasure with whom to work. Marlie Wasserman at Rutgers University Press has been a constant source of useful information and sound advice. Cecilia Dean has kept our books for the past five years. Finally, the ASA office, especially Karen Edwards, has provided timely and efficient help to our office. They do a great deal for which they never receive adequate recognition. For all those who have helped the Rose Monograph Series during the past five years, I extend my whole-hearted thanks.

Teresa A. Sullivan, Editor

Sociological Theory

For the first time since I became editor in September 1989, *Sociological Theory* has spent an entire calendar year in one place. Facilities at Penn State have proven quite adequate, and processing submitted manuscripts has become much easier with the implementation of an improved software program. Turn-around time has dropped substantially for most manuscripts, although prodding reviewers is a perpetual problem that slows down reviewing, especially for papers in certain areas of theorizing.

The editorial board, which originally served from 1989 through 1992, has now been replaced with a new one, which includes Randall Collins, Paul Colomy, James Farr, Carol Heimer, Jennifer Lehmann, Douglas Maynard, Steven Seidman, Ruth Wallace, and David Weller. (Several others will be added soon.) Once again I've tried to balance my Board so that papers which are submitted from virtually every sub-specialty within theory can be handled fairly. And I continue to draw on the talent and opinion of a hundred referees who, for the most part, supply authors with cogent and timely critiques.

Blackwell Publishers, after one fiasco to my mass, stopped sending the journal for typesetting to Singapore, and began using a domestic firm near the editorial office in Cambridge, MA. This has improved quality-control and sped up production time. Along with this, Blackwell and the ASA finally signed a mutually satisfying contract that increased ST's page allocation from 240 to 336 per year, and has also allowed us

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Reports, continued

to publish three issues each year instead of two. The first issue in this new arrangement, 11:1, will be out in March, on schedule.

A new editor is being sought, so letters have been sent to prospective candidates for the job, both from the ASA Office and Publications Committee, and also from the Editorial Office. The new editor will be named either in August 1993 or, at the latest, in December 1993, and would begin receiving manuscripts in fall 1994. The first issue for which the new editor would be responsible would appear in March 1995, exactly two years from now. I hope to leave some accepted articles as a backlog for the new editor, but not too many.

A special symposium on the work of Harold Garfinkel, for which papers were solicited in fall 1991, and which was scheduled to appear in late 1992, has been shelved for the time being. Agreement could not be reached as to the issue's contents between the Editor and the Guest Editor, and the Guest Editor, with Garfinkel's agreement, has sought other outlets for the material (none of which was solicited to *ST* per the advertisement). I extend my apologies to those authors who submitted papers to be considered for the special issue. As stated in an earlier *Footnote*, any author who would still like his or her paper to be considered, please notify us (if you have not already done so), and send us four copies of your work.

As to the general question of special issues or symposia: After heated debate in Pittsburgh at the Annual Meeting, the then-sitting Editorial Board split definitively between those who view special groups of articles built around one topic as good for the journal and for the discipline, and others who see them less positively. Since that time two Associate Editors have proposed special symposia, one on gay/lesbian theory, and another on gendered inequality. Solicitations for papers should appear in due course.

In sum, the journal is doing well, the quality of papers we receive is steadily improving, the stature of authors who are submitting them is going up (that is, more senior scholars than before are using *ST* as a primary outlet for their work), and the present editor looks forward to his last two years overseeing the journal. As always, any suggestions for improvements in form or content are invited and appreciated.

Alan Sica, Editor

Sociology Of Education

Sociology of Education changed editors in January 1992. Philip Wexler stepped down after five years of dedicated service. He and the editorial staff at Rochester helped the journal make a smooth transition to its new home at the CUNY Graduate Center in New York City. The transition also marked the full computerization of the journal's operations, as the new office began using the excellent manuscript tracking program developed by Terry and Karen Bloom (managing editor of the *ASR*). The journal retained the services of Wendy Alemeleh, *SOE*'s long-term managing editor, and gained the aid of Renate Reimann, the new editorial assistant. *SOE* has two able deputy editors, Kevin Dougherty, appointed a year ago, and Pamela Barnhouse Walters, appointed this January after three years of service on the editorial board.

I am at least the third editor in succession to want to diversify *Sociology of Education*'s contents. For many years, Maureen Hallinan and then Philip Wexler called for this also, and they actively solicited manuscripts from diverse research traditions. Let

me, though, restate once again my objectives: *Sociology of Education* should reflect the full range and diversity of the field. To achieve this, *SOE* needs to publish more articles using ethnographic, historical, and comparative methods as well as the quantitative methods that have long distinguished *SOE*. The journal is open to all research genres and approaches, and we hope to see it become more intellectually varied.

To encourage greater diversity in content, the two previous editors arranged for occasional special issues. I may do this in the future, but at the moment I am more intent on reducing the journal's production backlog. *SOE* operates under severe page constraints (the most severe of any of the ASA journals) and this means that every innovation exacts a clear cost. *SOE* usually can publish only 20 or so articles a year. We nonetheless want very much to make *SOE* a livelier journal and one that is in touch with the major debates about education occurring in the public arena. To this end, we have introduced a new section, titled "Exchange," where authors debate educational issues of social and political concern. Alexander Astin and James Coleman inaugurated the first exchange in the October 1992 issue with a debate on school choice.

While we have not commissioned any special issues, we on occasion have been able to present thematically integrated issues from the papers that have been accepted. This occurred with the July 1992 issue, where all the papers dealt with gender and education. This issue's publication reflected changes in the field. When *SOE*'s previous editor, Philip Wexler, wanted to publish papers on gender and education, he had to commission a special issue and its editors had to actively solicit papers. In the natural course of events, the journal now receives enough high-quality papers on gender-related issues to fill an issue a year and more. We will have another thematic issue appearing in April 1993, this one on international and comparative education, a previously neglected subarea within the sociology of education.

On the marketing front, we have tried to expand the journal's subscription base by sending a brochure on the journal to several thousand people with an expressed interest in the sociology of education or related fields. We have also improved the journal's readability by changing the typeface and format.

The journal's submissions for the year have held roughly steady. The journal received 163 manuscripts, and we accepted 15 percent of these. We have made a special effort to reduce the turnaround time for manuscripts and have had some success. Because of the editorial transition, some manuscripts received at the end of 1991 suffered delays, accounting for an average turnaround time of 15 weeks. For those manuscripts received at the new office, the turnaround time was only 12 weeks. We are very much aware of the need to respond to authors in a reasonable time period and will continue working to make the editorial process as efficient as possible.

The journal has been greatly aided by the support of its editorial board. Four members, Franklin Wilson, Valerie Lee, John Ogbu, and Lois Weis, cycled off the board at the end of 1992, and I would like to acknowledge their contributions. New members appointed starting in 1992 are Jomills Braddock, Annette Lareau, David Lavin, John Meyer, Roslyn Mickelson, Rachel Rosenfeld, Richard Rubinson, and Richard Williams. Those coming on board in January 1993 are Aaron Benavot, Gary Natriello, Caroline Persell, and Elizabeth Useem. We have also relied heavily on the services of special reviewers and would like to thank the 75 of them who contributed

their time and thought to the journal in this past year.

Julia Wrigley, Editor

Teaching Sociology

This is the 20th year of publication and the seventh as an ASA journal. The 20th volume contained 352 pages, down from the normal 446 because 84 pages were "borrowed" in 1991 from this year's allocation to print an accumulating backlog of articles and reviews. The 20th volume contained 18 articles, 35 notes, 11 book reviews, six film and video reviews, two conversations, and one comment and reply. The October issue was devoted to a special issue, GIFTS, and contained 20 great ideas for teaching sociology. A special issue on the capstone course will be published in July 1993.

In 1992, 180 papers were considered. This is down 19% from the 221 considered in 1991, but about average for the last several years. There were 33 carryovers from the previous year; 52 resubmissions (papers previously accepted or rejected on condition of revision); and 95 new submissions. Overall, 180 papers were accepted for review; 33 were accepted; six accepted with revisions; 86 to revise and resubmit; 22 rejected after review; 13 rejected without review; and 20 are still under review. The median editorial lag was eight weeks, which is lower than the average for ASA journals.

Subscriptions to the journal over the last two years are down somewhat (3.6% for 1990-1992), about average for the overall decline in subscriptions to all ASA journals. A promotional mailing was done to all subscribers who had not renewed their subscriptions for 1992. In addition, promotional tables and materials were present at the following professional meetings: The Pacific Sociological Association, the Illinois Sociological Association, the Midwest Sociological Society, and the ASA meeting in Pittsburgh.

Joining the editorial board in 1992 were Kathy Charnaz (Sonoma State University), Jeffrey Chin (LeMoyne College), Robert Davis (North Carolina A & T University), Kathleen Piker King (Mount Union College), Maureen Kelleher (Northeastern University), Laura Nathan (Mills College), Ray Olson (College of DuPage), William Roy (UCLA), Mary Senter (Central Michigan University), Stephen Sharkey (Alverno College), Susan Takata (University of Wisconsin-Parke), and Michael Thornton (University of Wisconsin). The editorial board is comprised of 50% men and 50% women; 16% belong to minority groups. In addition, 127 individuals served as occasional reviewers (37% female; 63% male; 13% minorities).

Council of the ASA has appointed Kathleen McKinney (Illinois State University) as Editor-designate. She will take over as editor on January 1, 1994. After July 1, 1993, all papers submitted to *Teaching Sociology* should be sent to her at the Department of Sociology, Illinois State University, Normal, IL 61761-6901. Phone 309-438-8036. E-mail McKinney@ILSTU.Bitnet. She has appointed Elizabeth Grauerholz (Purdue University) as Deputy Editor. As Editor-designate, McKinney is soliciting papers for two future special issues: "Interpersonal and Interactional Aspects of Teaching," an issue that will include empirical research papers and shorter notes on teaching techniques related to face-to-face interaction between students and teachers (the deadline is December 1, 1993), and "Teaching Social Stratification and Inequality: Age, Class, Gender, and Race/Ethnicity," an issue that will include empirical research papers and shorter notes on teaching techniques related to inequality, issues in gerontology and aging, social class, ageism, sexism, and racism (the deadline is July 1, 1994).

Finally, sometime during 1993, a twenty-year index of *Teaching Sociology* will be available in both print form and on diskette. Details will be forthcoming.

Dean S. Dorn, Editor

Committee Reports

Awards Policy Committee

The American Sociological Association Committee on Awards Policy met on Friday, August 21, at the David Lawrence Convention Center in Pittsburgh from 8:30-9:15 a.m. There were no pressing agenda items this year, as awards seemed to be running well in the Association.

The Committee asks ASA Council to provide information about what has been done to publicize the Distinguished Scholarly Publication Award, as was requested by this Committee and the Distinguished Publication Awards Committee last year.

The Committee also recommends to the Council that the limit on the number of awards that each section can give be abolished. The Committee felt that there was no justification for preventing sections doing what they feel is best. The current rule says that the sections can give two awards, one of which must go to a student. We believe that some sections would like to give a publication award and a lifetime achievement award, currently impossible under ASA rules. If the Council does not wish to eliminate the limits on sections entirely, we recommend that each section be allowed to give a total of three awards, one of which being designated for students.

Gary Alan Fine, Chair

Committee On Employment

The mission of the Committee on Employment has centered on improving the employability and employment conditions of sociologists. The Committee undertook several measures in implementing this mission during 1992. In March, Committee Co-Chair William Lawson participated in an ASA mid-year meeting of practice related committees in Washington, DC.

At its August meeting in Pittsburgh, the Committee received a report of the "Lost Generation Survey," which was conducted and presented to the Committee by Thomas Lyson and Gregory Squires. Having expressed its appreciation and gratitude to the researchers for their important analysis of sociology employment patterns and conditions, the Committee recommended that preliminary findings be published in *Footnotes*; that ASA provide the survey researchers with ample resources to conduct a second wave of the questionnaire survey among non-respondents; that qualitative comments on the survey questionnaires be distributed among Committee members in order to formulate a recommendation to the ASA Council; and Lyson prepare a work plan for follow-up analysis and submit it to Janet Billson, Executive Office Liaison.

In other actions at its August meeting, the Committee passed unanimously a resolution on temporary and full-time faculty appointments. The resolution recommends that the ASA Council endorse and familiarize sociologists with the position of the American Association of University Professors. Furthermore, the Committee called for the organization of a panel on employment issues at the 1993 Annual Program Meeting.

Daniel B. Cornfield, Co-Chair

Honors Program

The Honors Program of the American Sociological Association completed its nineteenth year of operation with the program at the ASA convention in

Pittsburgh. David Bills of the University of Iowa completed a three-year term as the Director of the Program, and has accepted a second three-year term.

Nearly 70 new students were accepted into the Honors Program this year, with about 60 attending the meetings. These were split fairly evenly between graduate and undergraduate students, representing colleges and universities in 23 different states. To the best of my knowledge, the 1992 cohort was the first in which community college students were represented. Nearly 80% of the new students were female.

Honors students do represent to some degree the next generation of sociologists, and it may be of some interest to chart their areas of interest within sociology. The most commonly expressed interests of the 1992 cohort were in gender, marriage and family, race and ethnic relations, criminology, medical sociology, class analysis, research methods, and stratification. The cohort was a diverse one, however, as other students pursued such areas as international trade, the sociology of advertising, the sociology of literature, and community services.

Several returning members of the Honors Program (the Honors Program Student Association) worked throughout the year to plan the activities at the Pittsburgh meetings. The students learned about the structure and operation of the ASA, were welcomed to the convention by President James Coleman, and participated in workshops presented by a number of prominent sociologists. Many of the students participated in paper sessions or roundtables sponsored by the Honors Program.

In January, the Honors Program Student Association held its midyear meeting at the State University of New York-Buffalo, in conjunction with a student research symposium sponsored by SUNY-Buffalo and several other institutions and individuals. This year's midyear meeting was held in February, hosted by Hanover College in Indiana.

A perennial challenge facing the Honors Program is the recruitment and retention of minority students. My experience as Director has been that finding and recruiting talented minority students is relatively easy but that the difficulty comes in securing the financial resources to permit people to attend the meetings. The Program will continue to seek ways to alleviate this problem for the 1993 Honors Program.

Planning for the 1993 Miami Beach meetings is already underway. The new officers of the Honors Program Student Association (President Jim Guinn of Wayne State and Vice President Susan Moran of East Carolina University, among others) will continue to work with colleagues throughout the ASA to provide a diverse and challenging set of experiences for our twentieth year.

The HPSA newsletter, *The Network*, continued to evolve into an evermore timely and professional publication this year under the editorship of Jeanne Calabro of George Mason University. This year's editor, Tonya Smith of Rutgers University, has already begun to even further expand the scope of *The Network*.

Students who are interested in applying or faculty who wish to nominate students can receive more information from David Bills, N438B Lindquist Center, University of Iowa, Iowa City, IA 52242; (319) 335-5366.

David Bills, Director

Committee On National Statistics

The year was spent building an agenda for the Committee and acting on it at the Annual Meeting.

Carolyn Geda (ICFSR) was invited to

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Reports, continued

join the Committee as an ex-officio member.

Written reports were submitted to the Committee by John Beresford on CD-ROM software issues and by Robert Hauser on NCES data problems.

A Committee-sponsored special session was conducted at the 1992 Annual Meeting on "Is A Census Indispensable?" Speakers were H. Hogan of the U.S. Bureau of the Census, E. Pryor of Statistics Canada, and J. Katus of The Netherlands. H. Choldin was the discussant.

The Committee met at the Annual Meeting and discussed several items: (1) Phil Fulton of the U.S. Bureau of the Census gave a thorough account of the Bureau's 1990 Census data output program; (2) Carolyn Geda reported on ICPSR need to adapt to changing data output forms and increasing costs; and (3) William Chambliss reviewed the deficient state of crime statistics.

The Committee agreed to pursue some of the concerns that emanated from these discussions. It also vowed to explore areas of national statistics of interest to sociologists that tend to be ignored. Further attention to statistics on criminal behavior seems warranted and might be the subject of a 1993 meeting session.

It was proposed that Charles Nam be continued as Chair of the Committee for next year. Stephen Tuch and Bart Landry have completed their terms on the Committee. Gail Cafferata, Ben Aguirre, and Stanley Presser continue on the Committee. (The ASA has subsequently appointed Patricia White and Thomas LaViest to the Committee.)

Charles B. Nam, Chair

Sociological Archives Committee

Because of the pending termination of the availability of the Library of Congress facilities for the storage of the ASA's own archives and the lack of alternative facilities at the ASA itself, the Committee, with Stephen Turner making special visits to the University of Illinois and Penn State University, has been exploring the possibility of using one of these two universities as the future storage place not only for the ASA archives but other sociological archives as well. At its meeting at the ASA Annual Meeting in Pittsburgh, the Committee heard from Professor Robert Jones of Illinois and welcomed its two new members: John Stanfield II, College of William and Mary, and Robert C. Bannister, Swarthmore College (in absentia, on leave in the Netherlands). The Committee reported to the ASA Council at its meeting in Washington in January to help Council make a decision about where the archives storage place should be in the future. Bernard Barber and Stephen Turner attended the meeting.

Bernard Barber, Chair

Committee On Sociology In Elementary And Secondary Schools

This was our first year of operation since being converted from a Task Force to a standing committee. Our tasks included the formation of a national liaison network, ongoing consulting to individual schools and districts, and preparing for the ASA Annual Meeting.

On August 24 in Pittsburgh the Committee sponsored a workshop on "Teaching Sociology in High School." Paul Gray served as Organizer and President. Panelists included Kathleen Piker King of Mt. Union College and Ed Nitowski, a teacher of sociology at Plum Borough High School in the Pittsburgh area. Professor King described the successful workshops which she and Keith Roberts of Hanover College

have conducted for high school teachers in the North Central region. In these workshops the emphasis is on specific, non-lecture techniques for introducing sociological ideas into the classroom.

The annual Committee meeting took place on August 24, 1992. Attending were Paul Gray, Chair; members Dean Dorn, Lincoln Grahls, Carla Howerly, Kathleen Piker King, Paul Lindsay, and Jerry Starr; and two guests, Bill Murphy of Pennsylvania State Department of Education and Steve Steele of Anne Arundel Community College. The agenda focused on three related issues: (1) completing the appointment of local liaisons; (2) improving networking in order to reach teachers and schools; and (3) increasing the pace of the Committee's work.

Over the past year, in response to Carla Howerly's invitation and through the work of Committee members, we have appointed liaisons in 25 states. These individuals are highly motivated and experienced in state curriculum issues and/or in consulting to local schools. We still need contacts in 25 states and the District of Columbia.

The Committee decided to expand its own membership list to include the liaisons themselves, and to have the original 10 members serve as a "steering committee." Therefore, State Liaisons will also be receiving *Sociology in Schools*, our newsletter, and we solicited their suggestions of qualified people in the remaining states. Our goal is to learn from the liaison network as well as to utilize it to publicize ASA's efforts concerning sociology in the schools.

Based upon the Committee's earlier (1989-90) examination of the curriculum materials developed by the ASA (the SRSS Project), it was suggested that we offer support to inform and enrich the social studies curriculum in the following areas: race relations, poverty, crime and urban violence, AIDS, gender roles, aging, family, and understanding the handicapped. In addition, we can offer support for elective or required programs in student community service (voluntarism) or in the area of multi-culturalism. Relating our experience in these areas will form the basis of workshops planned for teachers in local areas over the next few years.

We shall also be using the 27 state sociological associations, and the regional associations (e.g., Eastern, North Central, Southern, etc.) to help publicize what we are doing. In addition, we resolved to work closely with the National Council for the Social Studies (NCSS) in planning workshops and in offering curriculum development assistance to teachers and schools. Finally, it was suggested that we coordinate efforts with the National Diffusion Network in the U.S. Department of Education.

In order to speed up the work of the Committee, some modest support from ASA is needed. We need funding for a 1/3 to 1/2 time staffer at ASA who would keep track of the liaison network, coordinate workshop plans, etc. We also seek support for a semi-annual Steering Committee meeting, because conducting a real working meeting is necessary, but all but impossible in the present yearly format.

Tentative agenda for the first semi-annual meeting of the Steering Committee: (1) Finalize the list of State Liaisons; (2) Decide what we need them to do; (3) Develop questions for the State Liaisons, asking what they need from us, and from ASA; (4) Set the date(s) of Committee activities at the 1993 Miami Meetings; (5) Invite representatives from NCSS and the Association of Black Sociologists (ABS) to the meeting and work with them on programming and planning (e.g., NCSS "Scope and sequence" documents); (6) Finalize the curriculum areas on which we shall concentrate; and (7) Develop a pro-

posal for grant funding of our work.

Paul S. Gray, Chair

Committee On The Status Of Women In Sociology

During the last year, the Committee on the Status of Women has been discussing the extent to which our discipline—particularly graduate education—has incorporated feminist scholarship. The Committee is concerned that a new generation of sociologists are being trained with little sensitivity to gender issues, unless they specialize in certain substantive areas. The Committee decided to assess this question by gathering syllabi used for required graduate curriculum (e.g. theory or methods courses) in which instructors had consciously incorporated feminist scholarship. We were advised both in Footnotes and in appropriate section newsletters for such syllabi. Although we received many syllabi for courses on sociology of gender (which we did not request), we received only ONE syllabi for a required theory course which incorporated feminist scholarship. It is unclear whether few faculty who teach in these core areas are transforming their syllabi, or whether colleagues have simply refrained from sending us their syllabi. Our hope was to compile transformed syllabi and make them available through ASA, but we have abandoned that idea for the present time.

We have instead decided to explore the possibility of applying as an association for outside funding to assess the state of graduate curriculum. We would like to develop pilot programs in which required courses within the graduate curriculum would be consciously and carefully transformed to include new scholarship on gender and ethnicity. We believe that the omission of this new material from required graduate curriculum inhibits the development of the discipline.

On another topic, we request that Council look into the possibility of providing a pre-paid legal program to function as "Discrimination Insurance." That is, if all or even some of ASA members were to voluntarily pay premiums for pre-paid insurance, individuals who find themselves in need of legal assistance because of alleged discrimination will have access to affordable legal representation.

We also request that the Council sponsor an Awareness Training Workshop to familiarize Department Chairpersons with issues of sexual harassment and broader gender equity issues in higher education.

Barbara J. Risman, Chair

Committee On The Status Of Racial And Ethnic Minorities In Sociology

The members of the Committee had several items on its agenda. One issue concerned the ASA staff sociologist with special responsibility for minority affairs. It was the consensus of all members present that a special effort should be made to sustain this position as an integral part of the organizational structure of the Washington office of the American Sociological Association. This position has served well in supporting and representing those persons of the ASA who are members of racial and ethnic minority groups. The Committee appreciates the Executive Officer's commitment to the Minority Affairs Program and this position and stands prepared to assist in recruitment.

The Committee also discussed at some length the issue facing racial and ethnic minorities during this period of economic crisis and consequent retrenchment in academia. Sociologists who are members of racial and ethnic minority groups may be called on to bear an undue burden during these difficult times. We believe that this issue

should continue to be discussed at future meetings of the Committee, and perhaps a strategy can be formulated whereby the ASA can more carefully consider the problems that face sociologists who are members of racial and ethnic minority groups as well as women, who are twice a minority, in the 1990s.

Norma Williams, Chair

Representative Reports

American Association for the Advancement of Science, Section K

Members of Section K who attended the AAAS 1992 annual meetings (myself, Walter Gove, and Murray Webster) in Chicago in February met at that meeting, joined by Bill Freudenberg and Carole Seyfrit (Mississippi State). We resolved to move aggressively in seeking to get sociologists on the program. We also considered ways to improve the review process so that weak symposia by social scientists do not end up on the program. Toward that end Bill Freudenberg agreed to serve as a "clearing house," sending out abstracts to us and other section members to review for AAAS, rather than relying on AAAS's prior procedures. This seemed to work well in review of abstracts for the 1993 meeting. (Several of us submitting proposals also suggested possible reviewers to Robin Woo at AAAS.)

We also agreed to individually contact persons whose work or interests might well fit the AAAS format and encourage them to submit abstracts for symposia, and to submit proposals ourselves, as well. We were quite successful in getting on the 1993 Boston program. I am chairing a symposium on "Socioeconomic Data Needs for the 21st Century," which incorporates the views of both sociologists and economists. Murray Webster put together a symposium on "Status Characteristics and Social Behavior," and Walter Gove has organized one on "How Parenthood Affects One's Psychological Well-Being."

We were less successful in encouraging non-member colleagues to consider the AAAS as a forum for their work. However, there are at least two symposia presented by demographers: Valerie K. Oppenheimer has a session on "The Prosperous Eighties and Rising Inequality: Who Won? Who Lost?" and Jeffrey S. Passel addresses "Adjusting the 1990 Census for Undercount: A Scientific and Political Controversy."

The Committee (attending—Fred Buttel, Walter Gove, Lowell Hargens, Thomas Guterback, Phyllis Moen, Murray Webster) also met at the ASA Annual Meeting in August. We reviewed what took place at the 1992 AAAS as well as evaluated the success of our efforts for the 1993 meetings and the ongoing concern with increasing sociological publications in *Science*. The 1992 program had some social scientists visible on the program. One prominent theme was "Industry and Changing Work Force," with a number of sessions by economists, and the session on "Changing Work and Family Roles in an Aging Society," organized by myself and Matilda White Riley. There were also sessions under the theme, "Patterns of Life in Urban and Rural America," featuring Noel Cazenova, Fred Buttel, and others.

My efforts to contact chairs of sociology departments in the Chicago area didn't increase attendance, very likely because of the costs of registration.

Part of the problem seems to be that AAAS sets program themes that sociologists must try to fit into, frequently unsuccessfully. It would be helpful if we could help shape some of these broad themes to be more amenable to the contributions of social research. Accordingly, Committee members

drew up a list of suggested themes that I then sent to Dr. Robin Yeaton Woo, Director of Meetings, AAAS. They are as follows:

Big Science/Little Science—Could include discussions from a variety of disciplines on the issues of science policy broadly.

Scientific Careers in the '90s—Trends and outlooks by discipline; Career pathways; Race and gender issues.

The Changing Family—International comparisons and contrasts; Family Values; Family Structure and Composition.

War and Peace—This could examine the dramatic shifts in the international scene, as well as the political and economic transformations in Eastern Europe.

The Global Economy—Where's the world economy going in the next ten years?

Plans for the coming year include meeting at AAAS in Boston and continuing to try to shape AAAS focus. The Committee recommended that Felice Levine invite Robin Woo to attend the ASA Annual Meeting, so she can get a better sense of pressing issues in the field. And we have yet to resolve the cost issue of Committee members attending AAAS meetings at their own expense.

Phyllis Moen

Council of Professional Associations on Federal Statistics

As in the past years, the Chair of the Committee on National Statistics has been designated as an ASA Representative to COPAFS and asked to attend its quarterly meetings.

During 1992, the Chair was not able to attend any of the four COPAFS meetings but another CONS member attended one of them.

The difficulty with this representation is that CONS has no travel budget, and the Chair was not able to afford the travel necessary to attend the meetings.

Because the ASA has tried to have at least two CONS members from the Washington Metropolitan Area, there should be members who could attend quarterly COPAFS meetings. In actuality, those members in 1992 could not arrange their schedules to carry out that obligation for three of the meetings.

In order that COPAFS representation can be properly carried out, I recommend that either the Chair be given a travel budget, or the Chair be from the DC area, or members from the DC area be appointed with an agreement that one of them will attend the COPAFS meetings at the direction of the Chair of CONS.

Charles B. Nam

Additional reports will appear in future issues.

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For only \$50 per book, we will display each book face out, and include information on the book in our Combined Book Catalog. The Catalog will include special order forms for attendees to use following the Annual Meeting. The ASA Combined Book Exhibit will be located in a prominent booth in the Exhibit Hall.

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Footnotes

Published monthly except June and July. Distributed to all ASA members. Subscriptions, \$23.00. Single copies, \$3.00.

Editor: Felice J. Levine
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