

# Footnotes



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## Lipset Elected President, Quadagno VP; Daniels Secretary



Seymour Martin Lipset

Seymour Martin Lipset, Hazel Professor of Public Policy and Sociology, George Mason University, and Caroline Munro Professor of Political Science and Sociology, Stanford University, has been elected the 84th President of the ASA. Lipset will assume office in August of 1992 following a year's service as President-Elect.



Jill S. Quadagno

Jill S. Quadagno, who holds the Mildred and Claude Pepper Chair in Social Gerontology at Florida State University, has been elected Vice-President. Arlene Kaplan Daniels, Professor of Sociology at Northwestern University, will assume the three-year post as ASA Secretary for 1992-95.

The four newly elected Council



Arlene Kaplan Daniels

members-at-large are: Walter R. Allen, Earl R. Babbie, Janet Saltzman Chafetz, and Evelyn Nakano Glenn. Paul Burstein and John Sibley Butler were elected to the Committee on Publications.

In accord with the election districts adopted in 1989, eight (rather than six) new members were elected each to the Committee on Committees and the

Committee on Nominations.

The referendum on changing the status of student membership passed by a margin of three to one. The change gives students full membership privileges.

The total number of ballots cast was 3022, representing 36.8 percent of the 8203 members eligible to vote. Following Council policy adopted in January 1989, vote totals per candidate are not published.

Election results follow:

### President Elect

Seymour Martin Lipset, George Mason University and Stanford University

### Vice President-Elect

Jill S. Quadagno, Florida State University

### Secretary

Arlene Kaplan Daniels, Northwestern University

### Council

Walter R. Allen, University of California-Los Angeles  
Earl Babbie, Chapman College  
Janet Saltzman Chafetz, University of Houston

See Elections, page 3

## Two New ASA Professional Staff Begin in August

by Carla B. Hovery

Brandeis University in 1976 was "a good year." The two new professional staff members at ASA graduated from Brandeis that year, and serendipity finds them working together at ASA in 1991. Janet Mancini Billson now leads the Professional Development Program and Tahi Lani Mottl directs the Minority Affairs Program. Each program involves approximately half of a staff member's time, and the other half is devoted to a range of ASA current (and future) commitments with standing committees, *Footnotes*, work on the Washington scene, and special projects. These two staff join Felice Levine, the new ASA Executive Officer, and Carla Hovery, Deputy Executive Officer, who directs the Teaching Services Program.



Janet Mancini Billson

private consulting and training firm, and an associate with Alpha Research Associates in Providence, a private marketing and social research business. This work



Tahi Lani Mottl

has kept her in contact with an array of public service and corporate clients interested in marketing, organizational

See Staff, page 3

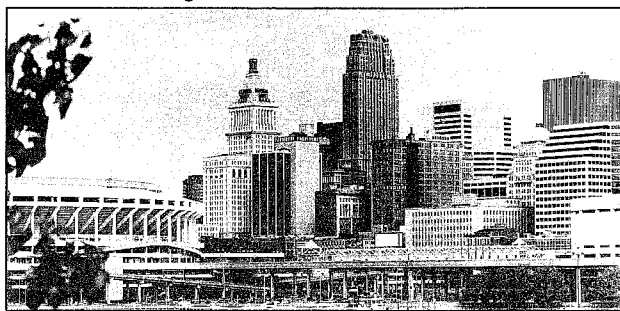
### Billson to Lead Professional Development Program

Janet Mancini Billson has joined the ASA staff as an Assistant Executive Officer and Director of the Professional Development Program. She replaces Stephen A. Buff who is leaving ASA at the end of his five year term.

Janet's background reflects the diversity in the constituents she'll serve. She is an active practicing sociologist who has done extensive small group work, consulting, organizational development, focus groups, and training. She has been a professor of sociology at Rhode Island College, beginning there in 1973 as an instructor. While at Rhode Island College she served as Associate Dean of Students and Director of Student Life as well as Assistant Dean of Arts and Sciences.

For the past seven years, she has been the director of Group Dimensions, a

## We'll see you in Cincinnati!



A panoramic view of Cincinnati's vibrant waterfront.

## New CS, SOE Editorial Offices

Effective on the listed dates, all submissions to *Contemporary Sociology* and *Sociology of Education* should be sent to the editors-elect:

*Contemporary Sociology* (August 1): Walter Powell, Department of Sociology, University of Arizona, Tucson, AZ 85721.

*Sociology of Education* (September 1): Julia Wrigley, PhD Program in Sociology, Box 375m Graduate Center, CUNY, 33 West 42nd Street, New York, NY 10036-8099. □

INSIDE

## Footnotes

- 2 Executive Officer's Report  
1990 Audit
- 3 TRC Needs Your Help
- 4 Update on ASA Sections  
Departmental Prizes Awarded
- 5 Racial and Ethnic Minority Members of ASA
- 8 The Sociology of Children: A New ASA Section?
- 9 AAC Report Highlights
- 10 On Raising Hopes on Raising Sociology
- 15 Mechanic, Wilson Elected to NAS
- 16 ASA Department and Business Columns

## Executive Officer's Report

# Bidding a Fond Farewell to ASA and its Staff

by William V. D'Antonio

This is my ninth and final report to the Association as your Executive Officer. In preparation, I reviewed my prior reports, looking for common themes and special items. Thus, this final report is an overview, summary and reflection upon my nine years in office.

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### Membership

I noted in 1983 that membership had been declining since 1980 (12,868); it reached its low point in 1984 at 11,223, and has climbed steadily if slowly for the past six years. The ASA ended the year 1990 with 12,992 members, averaging about 2.3% growth per year since 1984. This pattern of growth reversed the losses of 18.5% over the previous six year period.

Regular membership grew only by some 600 during this six year time period. On the other hand, student membership grew by more than 1000 to 2,729 in 1990. Still, the latter number represents less than half the number of graduate students enrolled in U.S. MA and PhD programs. Even if the majority of members in the low income category are enrolled graduate students, the proportion of students who are members is still only half the total. While a number of factors may help account for this fact, it is also the case that a significant number of departments seem to make little or no effort to socialize graduate students to the important role the ASA plays in the life of the discipline. The Membership Committee has taken a number of initiatives to address the problem this year.

As significant as membership growth itself has been the growth in the number of members reporting annual incomes in the two highest categories, \$40,000-\$49,999, and \$50,000+ (from about 700 members in 1984 to more than 2,500 in 1990). Meanwhile, there was a dramatic decrease in the number reporting incomes in the ranges from \$15,000 through \$29,999 (from a total of 6,466 in 1983 to only 2,596 in 1990). The number in the low dues category, under \$15,000 has remained steady at about 1,050.

## 1990 ASA Audit

The 1990 Audit of the Association's Accounts, with comparative data from 1989, is reproduced in full on this and following pages. Once again, record attendance at the Annual Meeting in Washington, DC, continued growth in membership, mailing list rentals, and stability in other revenue items helped the Association further its goal of rebuilding its reserves.

In 1980, the Association's reserves stood at \$395,345, approximately 34% of that year's expenditures. The inflation, loss of membership, and recession of the early 1980s reduced reserves to a low of \$262,817 in 1982. Modest growth, accompanied by more stable conditions during the past six years, has led to gradual improvement in the Association's financial condition as it moves into the 1990s. Reserves totaled \$649,662 as of December 31, 1990, just over 25% of that year's expenditures. The desired goal for associ-

We may expect the number of emeriti to continue to grow, as it has from less than 426 in 1984 to 715 in 1990. Insofar as retirements are replaced by new young faculty and appointments in business and government, the process of slow, steady growth should continue through the decade.

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### Finances and Journals

Reports in the early part of the decade were concerned with deficits and the declining reserves. With surpluses of various amounts during the past six years, the Association has been able to rebuild its reserves, even as it has embarked on a number of important new projects and programs (the Professional Development Program, the *Sociological Practice Review*, and *Teaching Sociology* to name three examples).

A considerable amount of time, energy and financial support have been invested in Association publications during this nine year period. Journal print size has been enlarged for readability, paper and cover quality have been enhanced, and the journals now are mailed in a protective covering. That we have been able to make these enhancements without incurring exorbitant new costs is due in great part to the gracious cooperation of ASA's printer for the past 40 years, Boyd Printing Co. of Albany, NY. I am happy to acknowledge their help with a warm and hearty "thank you."

In addition to the above enhancements, the Association took on full responsibility for three other journals: *Teaching Sociology*, *Sociological Theory*, and *Sociological Methodology*. It bought *Teaching Sociology* from Sage Publications, and under the aggressive leadership of Theodore Wagenaar, has achieved a member/subscriber count of more than 1,300 while greatly expanding the range of articles on teaching sociology.

When Jossey-Bass decided to cease publication of *Sociological Methodology (SM)* and *Sociological Theory (ST)*, ASA took on the responsibility of publishing them, and building a stable readership. Under Bettina Huber's guidance in the

ations like the ASA is to have the equivalent of 50% of annual expenditures in reserves.

The Balance Sheets (Table 2) show that both the Operating and Restricted Accounts remained stable during 1989 and 1990. At the same time, as Notes A1 and D suggest, the Assets of the Association are understated, as the land and building at 1722 N Street NW are worth much more than is implied by the official depreciation figure of \$248,425. The Real Estate Taxes, \$29,929 in 1990, suggest the Association's property may be worth about \$1.4 million.

Table 3 (Statements of Revenue and Expenditures) shows five areas in which 1990 revenues greatly exceeded those of 1989: member dues, subscriptions, annual meeting, interest, and journal advertising. In the case of dues, the

Executive Office, and working with editors Nancy Tuma and Clifford Clogg for *SM*, and Norbert Wiley for *ST*, both journals became financially and intellectually sound investments. They are currently being printed by Basil Blackwell.

Finally, and most recently, ASA began the production of *Sociological Practice Review*, now in its second year, and first year as a quarterly. Under the editorship of Robert Dentler, it has gotten off to a good start. One of the challenges facing Dentler and his editorial board is the fact that there is no easily identifiable readership for this journal. Whether there is a sufficient audience to support it remains to be seen. It is increasingly difficult to obtain library subscriptions for new journals; thus, we must find twice as many member and non-member subscribers if the journal is to survive.

In the minutes of Council of January 1991, President Lieberman "noted that the Association lost \$45,000 in 1990 on its new journal, *Sociological Practice Review*." I would like to offer a clarification to that statement. Council had agreed to support the journal for a period up to three years to a total of \$55,000 in subsidy money. A significant proportion of that amount involved start-up costs and an extensive promotional campaign. Those expenses were incurred in 1990 and totaled \$45,430. The promotional campaign yielded member-subscriber income of \$11,439. Thus, when the journal income is subtracted from the expenses, the portion of the subsidy "lost" or used in 1990 was about \$34,000.

So far this year *SPR* has almost 800 member and non-member subscriptions, which will generate about \$15,000 in income. Expenses for the year will approach \$40,000. Unless there is substantially more income generated between now and December, the subsidy will have been exhausted by the end of this year. Thus, the question of *SPR*'s future may center not on its quality but on its ability to generate 400-500 more subscriptions in the coming months.

The decision to fund *SPR* on a three year trial basis was made with the recognition that there was no certain audience large enough to sustain it. The promotional campaigns of 1990 and 1991 have reached out to all known audiences. If the journal fails to sustain itself financially, it will not be because of lack of effort. To all those who contributed to the effort to create a journal with its primary focus on applied and policy issues, I offer my thanks and appreciation. The Budget and Publications Committees and Council will have to decide its future in the coming months.

In sum, during the 1980s ASA made a number of important investments to develop and enhance its publications and expand in new directions; despite daunting financial challenges, it came through the period with some important successes.

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### Sections

ASA sections also experienced considerable growth during the period 1982-1990. Members now have 27 sections to choose among, with three more in formation, as compared with 19 in 1982. And contrary to fears expressed early on

in the process of expansion, the growth has been achieved not primarily by people dropping one to join another, but rather by an absolute growth in the number of section memberships, from 8,500 in 1982 to 13,000 in 1990. This has been accomplished by more members joining sections, and more taking on multiple memberships. Sections are popular, a source of identification for many members, an intermediary group and a way to become active in the Association, as well as to meet people of similar interests. The question of how much sections should be subsidized by annual dues, and the percentage of the annual meeting sessions that are now assigned to sections (about 40%) provide opportunities for stimulating discussion and occasional concern. But overall, I would say sections have been a boon to the Association, and the structure of relations between the sections and the larger Association, and among the sections themselves bodes well for the future. For those who may have missed the issue, a special feature on Sections, prepared by Randall Collins was published in the September 1989 issue of *Footnotes*.

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### Teaching Services Program

I have already mentioned the purchase of *Teaching Sociology* by the ASA. That served as the culmination of a fifteen year period of activity designed to make teaching a central part of Association activities. It is heartening now to hear leaders of other associations point to the ASA's Teaching Services Program as a model. The inspiration for the program lies with Hans Mauksch, Executive Officer in 1975-76. In the 1980's the task fell to Carla Howerly in the Executive Office to see the Program through to fruition, with crucial support from the late Tad Blalock and other officers as well as a host of supportive committee members.

While money is not always everything, it can be a good indicator of the health of a program. No where is this more evident than in the case of the Teaching Resources Center. The Center produces more than 75 syllabi sets and related materials to help classroom teachers. In the past nine years, sales have soared from \$12,000 to more than \$35,000 in 1990. To all those who have contributed to this part of ASA's activities I offer a ringing "well done!"

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### Minority Affairs Program

The Minority Affairs Program has been expanded under the dynamic leadership of Lionel Maldonado and the Program's Manager, Frances Foster. Lionel has stretched NIMH funds by negotiating shared costs with many universities, and encouraging a wide range of donors to support special fellowships. He capped his tenure with ASA with the implementation of the Minority Opportunity Summer Training Program (MOST), now in its second year. The success of the 1990 programs at Delaware and Wisconsin have been widely reported. ASA hopes to continue to expand programs designed to encourage undergraduates to think seriously about sociology as a career option.

Efforts to increase the percentage of minorities in sociology have been stymied by a variety of factors. The discipline has held its own only because of the

## New Executive Office Staff, from page 1

analysis, assertiveness training, race/class/gender bias workshops, and social research.

Within sociology, Janet has been particularly active in the Sociological Practice Association (formerly Clinical Sociology Association) and was one of the first members to receive certification as a Clinical Sociologist (1984). She was the editor of the *Clinical Sociology Review* in 1984. In 1989, she coordinated the annual meeting of SPA. Part of the Professional Development Program position is curriculum revision in academic departments. Janet has written many articles on teaching sociological practice and has consulted with departments on making curricular changes. The department at Rhode Island and Janet as an individual have been in the forefront of attention to undergraduate education, with several important grants and demonstration projects.

Before she joined the staff on August 1, Janet celebrated the release of her new book (with Richard Majors) *Cool Pose: Dilemmas of Black Manhood in America*. In addition to studying Black youth culture, she has a passionate interest in Canadian studies and has written several important papers on native people in Canada. We hope that ASA work will permit her to continue progress on a manuscript in progress: *Journeys into the Heart: A Cross Cultural View of Canadian Women in Transition*. She puts her Brandeis PhD and qualitative research talents to good use in this project. She has interviewed women in Can-

ada of Chinese, Mennonite, Blood, Scottish, Mohawk, Jamaican, Ukranian, Inuit, and French-Canadian ancestry.

In addition to professional development work, Janet will be tapped for her talents in writing and media relations. She'll play an active role in *Footnotes* and in our increasing contacts with print and visual media. We welcome Janet to the professional staff. Janet will attend the annual meeting, and with Steve Buff's mentoring, will meet the ASA committees with which she'll work, as well as new and familiar faces in the membership.

### Mottl to Lead Minority Affairs Program

Tahi Lani Mottl has begun her appointment as Assistant Executive Officer and Director of the Minority Affairs Program. The Program includes management and vision for the Minority Fellowship Program and the Minority Opportunity Summer Training (MOST) for graduate and undergraduate students respectively. She replaces Lionel Maldonado who left the post last year to join the Department of Ethnic Studies at California State University-San Marcos. Most recently Tahi has been teaching at the Department of Sociology at the Catholic University of America. She held prior faculty positions at Occidental College and in Afro-American Studies at Harvard University.

Tahi has a rich background of research in gender and ethnic studies, and in collective behavior. She received her BA at

the University of Hawaii before travelling to the other end of the states to attend Brandeis University. After completing her PhD, she received a postdoctoral research fellowship on Women and Work at CUNY Graduate Center, another on Urban Studies and Race Relations at the University of Chicago, and a Rockefeller Foundation Fellowship at the W.E.B. DuBois Institute at Harvard University.

Active in the Eastern Sociological Society, Tahi is also an enthusiastic officer of the Section on Collective Behavior and Social Movements and a member of the Section on Racial and Ethnic Minorities. She has been a faculty member, a researcher, a practitioner and an activist working with community organizations. She has taught in both Afro-American Studies and Sociology, an experience which she says "has strengthened my ability to advance the teaching of sociology through a multi-disciplinary perspective. My coordination of a team of historians and social psychologists in research at Radcliffe placed me on the cutting edge of multi-disciplinary research on careers of minority group members and the life course, combining quantitative and qualitative techniques. I have worked on large campuses with extensive graduate programs and at a four-year liberal arts college and have experienced the unique circumstances of each."

With talents in grant writing, student advising, multi-disciplinary and multi-ethnic work, and eclectic research approaches, Tahi's leadership can only enhance the Minority Affairs Program. □

## The Teaching Resources Center Needs Your Help!

The ASA Teaching Resources Center is looking for editors to work on revisions of two of its projects. Any of the material from previous editions can be used in the revision, with proper crediting of earlier authors and editors. The purpose of the revisions, of course, is to update books, get new ideas, add new material, involve new teachers, and generally review and upgrade materials.

The two products in need of a revision editor are:

(1) *Film Guide for Sociology Courses*—a listing of films, with annotations on content, that are appropriate for sociology courses.

(2) *Curriculum Collection for Comparative-Historical Sociology*—a set of syllabi, course assignments and projects, films and other aids for teaching comparative-historical sociology as a separate course, or as a module within other courses.

In addition, the Center is commissioning a new product, a *Catalogue of Software for Sociology Courses*, which would list, with annotations, software from sociology and from any other discipline that pertains to instructional use in sociology courses.

If you are interested in working on any of these projects, please contact Carla B. Howery, Director, Teaching Services Program, ASA, 1722 N Street NW, Washington, DC 20036. □

## Election, from page 1

*Evelyn Nakano Glenn*, University of California-Berkeley (Visiting) and SUNY-Binghamton

### Committee on Publications

*Paul Burststein*, University of Washington  
*John Sibley Butler*, University of Texas-Austin

### Committee on Nominations

**District 1**  
*Richard Flacks*, University of California-Santa Barbara

**District 2**  
*Norval D. Glenn*, University of Texas-Austin

**District 3**  
*Joane Nagel*, University of Kansas

**District 4**  
*Angela O'Rand*, Duke University

**District 5**  
*James E. Conyers*, Indiana State University  
University

**District 6**  
*Magali Sarfatti-Larson*, Temple University

**District 7**  
*Mark Mizruchi*, Columbia University

**District 8**  
*Jay Demerath*, University of Massachusetts-Amherst

### Committee on Committees

**District 1**  
*Ann S. Sundgren*, Tacoma Community College

**District 2**  
*Susan Marshall*, University of Texas-Austin

**District 3**  
*C. Matthew Snipp*, University of Wisconsin-Madison

**District 4**  
*Lynn Weber Cannon*, Memphis State University

### District 5

*Jeanne H. Ballantine*, Wright State University

### District 6

*Carole C. Marks*, University of Delaware

### District 7

*Clara E. Rodriguez*, Fordham University-Lincoln Center

### District 8

*Ronald L. Taylor*, University of Connecticut

### Referendum on By-Laws

Change in the status of student membership  
Approve-1730; Disapprove-568 □



Walter R. Allen



Earl R. Babbie



Janet Saltzman Chafetz



Evelyn Nakano Glenn

## Consider a Teaching Endowment Fund Memorial

The ASA Teaching Endowment Fund (TEF) is part of the Teaching Services Program, a multifaceted effort to improve teaching of sociology. The Fund is a source of support for teaching-related projects that do not get funded from other sources.

When a colleague dies, many friends wish to remember him or her with a memorial. However, it is cumbersome and difficult to establish, manage, and maintain an endowment within a department. One alternative is to memorialize a colleague with contributions to the Teaching Endowment Fund. All contributions will be acknowledged.

Consider this special way to remember a colleague while supporting the effective teaching of our discipline. Contributions should be sent to the ASA Teaching Endowment Fund c/o the Executive Office. □

## Good Ideas

In order to impress upon students the variety of successful careers of Illinois State University alumni, the Department of Sociology asks for the business cards of alumni. They post the cards on a bulletin board outside the department. The volume of cards makes a visual impression, and students can use the information on the card to make contacts for internships and jobs. The department also keeps a notebook of resumes of recent graduates to show how a resume is written and the jobs the people behind the resumes now hold. For more information, contact: Robert Walsh, Chair, Department of Sociology, Illinois State University, Normal, IL 61761. □

## Update on ASA Sections

### New Section on Latina/o Sociology

The interest in Latino issues is increasing rapidly among sociologists and non-sociologists alike due to the evolving characteristics of Latinos in the United States. It is a rapidly growing population encompassing a diversity of groups and an array of social, economic, and political problems—fertile ground for sociological inquiry. Additionally, the status of Latinos in this country can be linked to social, economic, and political problems in their increasingly diverse countries of origin, adding an international dimension to our research.

Since 1985, a group of sociologists concerned with Latino issues has been meeting at the American Sociological Association annual conferences to socialize and share information. Three years ago, in Atlanta, this group was formalized into the Association for Latina/o Sociology (ALS), which has subsequently continued to meet yearly. In 1989 in San Francisco, an executive board was elected, and for the last two years, a

newsletter and directory have been distributed to dues-paying ALS members. During last year's meeting in Washington, the ALS membership decided that the organization should seek section status in the ASA. Section-in-formation status was granted this past January.

We invite you to become a member of the new ASA Section on Latina/Latino Sociology. Our goal is to make the Section as inclusive as the ALS has been. We want to include Latinos and non-Latinos, scholars and practitioners, students and those finished with their formal education—all of you interested in the sociological study of Latinos.

We wish to create a section which will bring Latinos and those who focus on Latino research more firmly within the family of the ASA. We also hope to facilitate increasing interest in Latina/o issues, to promote increased Latino participation in the ASA, and to encourage networking cooperation of Latinos and non-Latinos in research.

ALS wants to create an additional, not an exclusive, avenue for the exchange of ideas on Latinos in the United States and

abroad. We are advising our members and those who have supported us to maintain their memberships in sections which have traditionally encouraged research in our areas of interest, specifically the Section on Race and Ethnic Minorities. Our goal is to complement and cooperate with existing sections, not to isolate ourselves in any way.

It is our hope that by creating a section focusing on Latina/Latino Sociology we can strengthen the ASA and the discipline of sociology as a whole.

Please come join us. For more information, please contact Homer D.C. Garcia, Division of Sociology, Baylor University, Waco, TX 76798-7326.

### New Sections Hold Meetings in Cincinnati

The three new Sections-in-formation will hold organizational meetings in Cincinnati:

*Section on Alcohol and Drugs*—Sunday, August 25 at 2:30 p.m. Contact: Helene Raskin White, Rutgers University

*Section on Latina/Latino Sociology*—Sunday, August 25 at 10:30 a.m. Contact: Homer D.C. Garcia, Baylor University

*Section on Sociology of Mental Health*—Saturday, August 24 at 10:30 a.m. Contact: R. Jay Turner, University of Toronto

If you are interested in joining these new Sections-in-Formation, you may do so at the Annual Meeting or on your 1992 dues renewal form. □

### Annual Meeting Section Update

Please note these Section activities to be held at the 1991 Annual Meeting: *Collective Behavior & Social Movements*—Reception, Sunday, August 25, 6:30 p.m. *Political Sociology*—Reception, Sunday, August 25, 6:30 p.m.

*Science, Knowledge & Technology*—Council Meeting, Monday, August 26, 4:40 p.m. Reception (co-sponsored with Community & Urban Sociology) Monday, August 26, 6:30 p.m. □

### Survey of Senior Sociologists

by James G. Houglund, Jr., University of Kentucky; and Joyce Lutovich, Keystone University Research Corporation; for the ASA Membership Committee

It will not surprise any social demographer that one of the changes confronting ASA is an increasing number and proportion of members who have reached retirement age. Reaching retirement age, of course, does not necessarily signify an end to paid employment. Many sociologists are delaying their retirement from their original job, others are embarking on new careers. Regardless of the specific situation being faced by an individual member, however, it is unlikely that the member's needs at age 65 or beyond are identical to what they were as a graduate student or a new PhD. The American Sociological Association hopes to be able to respond to these changing needs. As a first step, the Membership Committee is surveying samples of sociologists who have either retired or reached advanced stages of their careers. The survey covers a number of topics, including the value of various ASA services, attendance at recent annual meetings, and the potential attractiveness of several possible innovations in the format of the annual meeting as well as other services offered by ASA.

The survey will be an invaluable first step in taking a careful look at the array of ASA services and their ability to speak to the needs of all segments of the membership. While ASA certainly will not be decreasing its commitment to the professional development of sociologists at earlier points in their careers, it cannot afford to overlook the needs of the growing numbers of senior sociologists. After decades of loyal support of ASA, senior sociologists should expect their professional organization to be aware of and responsive to their needs and interests. The Membership Committee is attempting to insure that this will be the case. □

### Correction

The correct title of the book by Henry Etzkowitz and Ronald Glassman ("New Book," April Footnotes) is *The Renaissance of Sociological Theory: Classical and Contemporary* (F.E. Peacock Publishers). □

## NORC Establishes Washington, DC, Office

The National Opinion Research Center, an independent social science research institution affiliated with the University of Chicago, has established an office at 1350 Connecticut Avenue, NW, in Washington, DC. The Office Director is Dean R. Gerstein, formerly study director with the Institute of Medicine and the National Research Council of the National Academy of Sciences. Joining Gerstein are Senior Scientist Roger Tourangeau and Staff Scientist Timothy Ryan. Beverly Blakey is the Office Administrator.

The new facility will enhance NORC's ability to provide technical consultation and survey research services to federal statistical and scientific agencies. During Gerstein's twelve-year tenure with the National Academy of Sciences he served as senior researcher for a number of drug and alcohol studies and examinations of the uses and progress of the behavioral and social sciences. The appointment of Gerstein underlines the expansion of NORC research focused on alcohol, tobacco, and drug use patterns and consequences, and the effects of treatment, policy innovations, and other interventions. Gerstein, a sociologist, was educated at Reed College, Harvard University, and UCLA.

Tourangeau, a psychologist, is an expert in survey methods, especially sampling techniques and questionnaire design. He will initiate and carry out research on survey methods, design new surveys, and provide statistical consulting to NORC's clients. Tourangeau has been associated with NORC for almost ten years, having worked in both its Chicago and New York offices. He recently returned to NORC after a stint with CODA, Inc., a consulting firm in Silver Spring, Maryland, of which he was a founder. Tourangeau was educated at Cornell and Yale Universities.

Ryan has conducted epidemiological research on drug use patterns (especially intravenous drug use) and has studied education issues in South Africa. He received training in psychology, special education, and public policy at UCLA, Vanderbilt University, and the University of Chicago.

NORC, founded in 1941, is a not-for-

profit organization dedicated to social science research in the public interest. In its Chicago headquarters NORC employs a staff of over 200 survey research professionals. NORC conducts dozens of national and local surveys and numerous data analysis projects each year for the federal, state, and municipal governments, universities, and private foundations. NORC research is focused on such topics as education, health care, labor market

experience, survey research methods, and trends in attitudes and behavior. The NORC has a field staff of 1,000 professionally-trained interviewers who are located across the country and a state-of-the-art telephone interviewing facility in Chicago.

The telephone number of the NORC Washington office is (202) 223-6040. The NORC offices in Chicago can be contacted at (312) 753-7500. □

## Congratulations to Departmental Prize Winning Students

The ASA Membership Committee initiated a Departmental Prize for Outstanding Sociology Students. Any department, using its own criteria, could identify one or more outstanding students. The departments forwarded those names to the ASA and in return received a parchment certificate signed by the ASA Executive Officer and the Department Chair reflecting the honor. Each department purchased an ASA student membership (\$29) for the students.

Following is a list of students who received Departmental Prizes this Spring:

- Lora Lyn Anderson, Ohio State University
- Robert J. Asher, Hobart and William Smith Colleges
- Omar Barriga, Ohio State University
- Lauren J. Beaumont, Skidmore College
- Henrietta Bourgeois, University of Massachusetts-Boston
- Marjorie D. Cloud, McMurray University
- Margaret Desmarais, Lehman College-CUNY
- Susan Fournier, University of Minnesota
- Elbis Fraser, Ohio State University
- Alyce M. Gray, Roanoke College
- Nancy Grothouse, Butler University
- Willa Holloman, North Carolina Wesleyan College
- Kristen E. Howlett, Guilford College
- Laura Huber, Butler University
- Michael Edwin Karunas, Butler University

- April Lynn Kirk, Randolph-Macon Woman's College
- Karen Lewis, University of Idaho
- Eric Ling, Ohio State University
- Daniel Martin, University of Minnesota
- Heather G. Merrill, Mount Holyoke College
- Julianne E. Murphy, Butler University
- Selena Mobbs, University of North Carolina-Greensboro
- Floyd Orrell, University of Arkansas
- Sarah Phillips, University of Minnesota
- Holly Roberts, University of North Carolina-Greensboro
- Ivonne Serrano, Skidmore College
- Fran C. Shine, Butler University
- Katherine Love Statham, Guilford College
- Michael A. Thomas, Otterbein College
- Stefan Timmermans, University of Minnesota
- Carolyn Tyson, Spelman College
- Margaret M. Walsh, Wheaton College
- Nancy Whittier, Ohio State University
- Donna Rae Williams, Southern Oregon State College
- Rebekah Willman, Mississippi State University
- Alyce Wimbish, University of North Carolina-Greensboro

Departmental prizes can be awarded at any time. If you wish to make an award, complete a student membership application (available on request) and send it with payment to the Executive Office. Mark on the application or envelope "Departmental Prize." □

## Committee on Membership Constituency Survey #1

# Racial and Ethnic Minority Members of ASA

by Gregory Weiss, Roanoke College; and Dennis Rome, Wright State University

An obvious objective of ASA's Committee on Membership is the recruitment and retention of members for the Association. A key strategy for achieving this objective is to ensure that ASA offers significant benefits to its members and that these benefits are recognized by members. Implementation of this strategy requires the Membership Committee constantly to have its antennae activated to ascertain membership satisfactions and dissatisfactions and to apply its collective abilities in strengthening the membership program. As one might guess, this activity is simultaneously intriguing, fun, frustrating, and challenging.

In recent years the Membership Committee has discussed formalizing this information collection process in the form of various "constituency surveys." These surveys have been visualized as techniques to understand better prevailing perceptions of the ASA and its various programs and services and to generate specific ways that the Association could better serve its members. It was determined at the January 1990 Membership Committee meeting that the initial survey would focus on racial and ethnic minority members of ASA.

During the last several months, we conducted this research project in two phases.

The first phase consisted of a self-administered questionnaire mailed to a random sample of racial and ethnic minority members of ASA. Ideas for questions for the survey were contributed from members of the Membership Committee as well as Margaret Andersen and Carole Marks (University of Delaware), Mareyjoyce Green (Cleveland State University), Lionel Maldonado (California State University-San Marcos), and Cora Marrett (University of Wisconsin-Madison). The questionnaire was sent to 340 (five turned out to be undeliverable) of the 680 persons listed in the ASA Roster of Minority Sociologists who lived in the United States, Mexico, and Canada (those living elsewhere will be a target of a future survey). The questionnaire was sent in November, 1990 with a follow-up reminder two weeks later. The response rate was 57%.

The second phase of the project consisted of a series of telephone calls to officers of professional associations that include racial and ethnic minority sociologists. Some, but not all, of these respondents are ASA members.

While the final report for this project will be considered by a variety of ASA committees (including a joint meeting of the Committee on the Status of Racial and Ethnic Minorities in Sociology and the Committee on Membership) at the August meeting, we wished to take this opportunity to share a brief summary of findings with Footnotes readers.

Survey respondents consider ASA an important professional affiliation (19.0% identify ASA as the most important affiliation; 42.3% as a very important affiliation). Most attend the national meeting periodically, though 10% have attended each of

the last three meetings. High levels of satisfaction are reported for items related to the annual meeting, various ASA programs, ASA publications, the structure of ASA, and with the Executive Office. The items provoking the largest percentage of dissatisfaction relate to office nomination procedures (19.7% dissatisfied or very dissatisfied; 53.5% satisfied or very satisfied) and the fairness of committee appointments (19.2% dissatisfied or very dissatisfied; 45.6% satisfied or very satisfied).

Perhaps the most interesting and helpful information was provided in response to open-ended items regarding ways that ASA could better serve its racial and ethnic minority members. While the level of specificity in these responses varies, four major themes are discernible.

(1) *The ASA should help establish more contact among the racial and ethnic minority members of ASA.* Several respondents described a need for increased networking with minority sociologist in other institutions. This networking might be helpful in such ways as intellectual stimulation, exchanges of information, and assistance with publication and the tenure-promotion process. Several respondents encouraged the development of a "mentoring" program whereby new members of ASA would be linked with veteran members. The difficulties of getting to know people, finding colleagues with similar interests, and breaking into leadership positions in the ASA were repeatedly identified.

(2) *The ASA should ensure that minority members play a larger role in the Association.* While some respondents noted specific, existing activities consistent with this theme, several respondents encouraged more efforts to broaden the group of minority scholars selected for office nomi-

nations, committee positions, and program participation.

(3) *The ASA should help increase the visibility of minority sociologists and the legitimacy of a minority perspective in sociological research.* Many respondents expressed concern that minority sociologists and minority perspectives are given inadequate visibility within the discipline. While several noted that much of this was not under the jurisdiction of the ASA, a frequent desire was expressed that the ASA might help implement some changes. Suggestions included: more of a multi-cultural focus at ASA meetings, an ASA journal on ethnic relations and efforts to promote acceptance of minority perspectives in research in the most prestigious journals (as opposed to channeling such research into forums primarily viewed by minority audiences).

(4) *The ASA should offer assistance in dealing with specific career issues.* More than half of the respondents indicate a belief that racial and ethnic minority sociologists have special needs other than those faced by all sociologists. An example is the pressure placed on minority sociologists in institutions employing few minority faculty. While these faculty might give considerable time and emotional energy as an unofficial advisor to minority students, this activity is not recognized typically in evaluation procedures. Several respondents indicated that efforts within ASA to recognize these kinds of issues and to offer assistance in dealing with them would be appreciated.

As the saying goes, now the work begins. Respondents have shared many important, and sometimes very personal, experiences and ideas with the ASA. In the coming months, the Committee on Membership will be working with ASA staff, officers, and other committees in creating and modifying programs to respond to the sentiments shared by respondents in this survey. □



by Janet Onnie, Child Care Coordinator

We feel fortunate to announce that the location of "Kidvention 91" has been changed from the Clarion Hotel to the "Green Room" in the Convention Center. This room is next to Meeting Room 301, giving parents more convenient access to their children and the children direct access to the outdoors. Now we can really get into the sand and water and paints!

We would also like to gratefully acknowledge the following people and organizations who have contributed so generously to our program:

Marion and Henry Quellmalz  
Sociological Abstracts  
Jack and Jane Carey  
Austin Travel  
Greenwood Publishing  
Mutual Insurance Company  
ILR Press  
City National Bank of Washington  
Baliles Contracting  
Wadsworth Publishing  
Cincinnati Convention Center  
Gumpy Copy Center  
We appreciate all of them and hope they will be able to visit us in the Green Room in August.

Please remember that you and/or your convention companion can also be part of "Kidvention 91". Just let me know if you save a 2-hour time slot you would like to spend with the children and we will work around your schedule. The number at ASA is (202) 833-3410, extension 321 (note the new extension).

See you in Cincinnati! □

## A Clarification on ASA's Investment Policy

Some years ago the Council ruled that no investments should be made in companies doing business in South Africa. Whatever one's personal view is about investing in such companies, the policy established by the ASA should be followed. Based on the data supplied in the most recent investment report, I find \$170,000 of ASA funds invested in three companies actively doing business in South Africa. One company, British Airways, provides excellent international airline connections with South Africa; another company, Phillips New York, manufactures cables, lights and a wide variety of other products in South Africa. The third company, American Express, provides travel services to tourists, sells its travelers checks to some of the banks in South Africa, and maintains bank accounts with South African banks. Its credit card is also available for use in South Africa. These assertions are conservative, since my figure excludes stock in companies that we directly own stock in. It gives me no pleasure to additionally report that the accounting firm used by the ASA, Grant Thornton, also has an affiliate operating in South Africa.

I am writing this letter to set the record straight and start a dialogue, not to alarm members of our Association. The investment policies set out by the council some years ago are prudent and proper, and probably reflect an ethical

outlook shared by many members of the Association.

Stanley Lieberman, President

□□□□

ASA investment policy is set by Council and monitored by the Committee on the Executive Office and Budget, chaired by the Secretary of the Association. The guidelines set by Council in 1987 were conveyed to our broker, John Rudolf, Managing Director of the Seattle Office of Oppenheimer & Co., by Secretary Michael Aiken, and then reiterated by me in 1990.

There are two sets of guidelines: one concerns the mix of holdings—roughly 20% money market funds; 30% value-oriented equity investments; and 50% high-yield bonds, preferred stock and the like. The other constraints cover the type of companies in which we should invest, the subject of President Lieberman's letter, namely: those doing business in South Africa, those with "notorious" anti-labor policies, and those primarily engaged in defense contracting (excepting the U.S. government itself).

In our 1990 review, it was noted that some investments appear to breach the guidelines, and we requested that they be sold. We also looked closely at the wording of our original prescription, which turned out to be less clear than we assumed at first glance, and drafted a clarifying memo for John Rudolf. We undoubtedly erred in not making a greater effort to

find a list of acceptable and unacceptable investments as additional assistance to our broker.

But even Homer nods. John Rudolf fully acknowledges the error of purchasing the Phillips stock, and I did not notice its acquisition; certainly, we both should have been more alert. I am satisfied that neither this investment nor the other two mentioned by Lieberman constitutes a willful disregard of our guidelines. To the contrary, EOB has on several occasions commended John Rudolf for his stewardship of our funds. Nonetheless, the investment policy, as customary, will once again be reviewed with John Rudolf at the August 1991 meeting of EOB.

Beth B. Hess, ASA Secretary □

## Give an ASA Gift Membership

Do you have a student who was elected president of the sociology club, who is finishing a stint as your research assistant, or who is receiving his/her degree? Consider giving a gift membership in the ASA. For only \$29, student members receive Footnotes, one journal, and other ASA membership benefits. Students join 13,000 other sociologists in their national professional association. Send a check for \$29 for each gift, with the student's name and address. ASA will acknowledge all gifts. □

## Open Forum

### More on the Seville Statement: Three Views

In response to Robert M. Marsh's "Critique of the Seville Statement on Violence" (Open Forum, April *Footnotes*), I would like to make three points.

(1) Robert Marsh missed the point of why the Peace and War Section "enthusiastically endorsed" the Seville Statement on Violence. According to research conducted in the United States and in Europe, forty percent of college students believe that war is inherent in human nature. It is incumbent upon our discipline to join other scientists in educating the public about this subject. Does it not occur to Professor Marsh that this belief in the inevitability of war is one of the non-biological reasons for the continuation of such forms of violence? Research has also shown that these beliefs influence actions regarding the use of war as a method of solving social conflict. I cannot agree with Professor Marsh who considers this information "irrelevant," since belief in the inevitability of war is one of the critical variables that influence the regular occurrence of war.

(2) Of course, the dissemination of such information for educational purposes does not preclude us from continuing our efforts to determine the social causes of war and violence. The Seville Statement on Violence specifically states that "we are aware that there are many other issues about violence and war that could be fruitfully addressed from the standpoint of our disciplines, but we restrict ourselves here to what we consider a most important first step."

(3) The members of the Peace and War Section are quite aware of the "robustness of the non-biological causes of war." That is why we have a Section dedicated to the research of the sociology of peace and war, which is composed of a diverse group of military sociologists, international conflict specialists, ethnic conflict specialists, peace researchers, etc. We invite more sociologists to join us in our efforts, and we encourage ASA members to attend our paper sessions at the meetings in Cincinnati where there will be much discussion of these social causes and their consequences.

Jen Hlavacek, University of Colorado

□□□□□

The letter of Robert M. Marsh in the April 1991 *Footnotes* criticizes ASA endorsement of the Seville Statement on Violence on the grounds that the Seville Statement does not address the political and economic causes of violence and war. Although this assertion is correct, he then draws what I believe is an incorrect conclusion that, therefore, the Statement is irrelevant.

Marsh seems to see the only task confronting social scientists to be the understanding and explanation of the causes of war and violence. I disagree; beyond explanation, we need involvement in the promotion of peaceful alternatives to conflict, in other words, action as well as study.

It is on the level of action that the Seville Statement is so important. As pointed out in the article in the March 1991 *Footnotes* on ASA Council endorsement of the Statement, "the need for such a statement on conflict is highlighted by research demonstrating a widespread belief among young people that war is inevitable. This belief affects

behavior in that individuals believing in the inevitability of war will (1) do more to prepare for war, (2) be less outraged when war actually occurs because they expected it, or (3) be less inclined to engage in peaceful activity." Having done research on the last of these three effects, I am in a position to say that the Seville Statement can have a real effect on the activity of people for peace.

The solutions to the burning problems of our time require an all-out, active, and multi-disciplinary approach, as William V. D'Antonio pointed out in his editorial in the March *Footnotes*. As a psychologist, I believe that there are psychological tasks, as well as the very real political and economic tasks that need to be addressed in this work of making a peaceful and just world. Peace,

David Adams, Seville Statement Signatory,  
Wesleyan University

□□□□□

Robert M. Marsh, in his letter in the April 1991 *Footnotes* quotes me, but the reported words in quotation marks are not mine nor are the expectations he attributes to me.

More significantly, the ASA Council has requested the Section on the Sociology of Peace and War to prepare a statement, based on sociological research and theory, about the issues addressed in the Seville Statement.

That assignment appears attractive and appropriate to me and to many Section members; I believe it is also so viewed by Robert Marsh. I and several Section members are working on a new statement. We welcome the suggestions of Robert M. Marsh and all other ASA members. Send them to me.

Louis Kriesberg, Department of Sociology,  
Maxwell School of Citizenship and Public  
Affairs, 100 Sims IV, Syracuse University,  
Syracuse, NY 13244-1230

### Why Are All ASA Managing Editors Women?

The old Chinese adage has it that a picture is worth 10,000 words. The one on page 6 of the April *Footnotes* ("First Meeting of Managing Editors Held in Albany") is worth at least that much—or more—in reflecting reality in the real world of sociological official business. All the ASA managing editors of journals are women. (One can note that the *American Journal of Sociology's* equivalent post is also held by a woman. Only *Social Forces* breaks the mold with a male managing editor (but he has two assistants who are women). That makes it 100% female in ASA and 90% in these ten national journals; if we include *Social Problems* (SSSP always creates problems!), we find that after a decade of female managing editors, a new editor who is female has a male managing editor. Actually, to be just, *Social Problems* for many years had male associate editors who doubled as business managers.

When I entered sociology, Helen Hughes was managing editor of *AJS* and was so for a long time . . . but we know about Chicago and women faculty in those olden days. Is the exclusively female ASA managing editors club the result of affirmative action, discrimination or benign sexism? Can it be that there is a pattern in this? Are

there no males who seek such a rewarding position?

Harold L. Orbach

(Editor's note: As this issue of *Footnotes* neared completion, the Executive Office was informed that Walter Powell, editor-elect for *Contemporary Sociology* has hired a male managing editor.)

### Winning the Peace

In the perspective of my life-long career as a social scientist and active participant in Middle East affairs, I wish to commend and fully support your editorial, "War in the Gulf: A Challenge for the Social Sciences" (*Footnotes*, March 1991). Your call upon us to proclaim the profound knowledge of our disciplines about the resolution of international conflict and other global crises is indeed timely. I do hope, therefore, that you will receive an overwhelmingly supportive response.

Alas, the "Gulf War" has taken its brutal course, and we social scientists were not there in time to make a difference. Instead, we stand now to be indicted by its horrible destruction of human life, material wealth and natural environment. Nevertheless, as you emphasize, we have the challenge of winning the peace and thus redeeming ourselves. It must be a creative peace, reaching deeply into the roots of the Middle East mess, not again the false peace of the past "status-quo and stability." It must be a peace anchored on international moral principles, in the light and spirit of the "hopefully" emergent "New World Order."

I recommend the following steps toward this noble objective: (1) Give top priority to the main source of the Middle East malaise and crises—the Arab-Israeli conflict: 43 years of seething violence and four wars, resulting in three million homeless Palestinians; (2) At the same time, aim at the liberation of Lebanon. This is a most worthy cause, for Lebanon was unique in the Arab world as a pluralistic democracy, where Islam and Christianity met on the basis of equality and creative interaction; (3) Provide for an equitable redistribution of the great regional wealth through sound programs of socio-economic development; (4) With the authority of our comprehensive knowledge as social scientists, with our substantial numbers, and with our dedication to human well-being at the center of our scientific endeavors, let us reach out to our centers of national power and to the recently empowered United Nations, and offer to make our positive contributions.

Like you, I don't fear a burn-out as a result of this venture. In fact, it could amount to a historical breakthrough. Also, like you, I have made my call along similar lines in my article "New Paradigm Manifesto" (AHP *Perspective*, November 1989), hoping that the Association of Humanistic Psychology would take the lead. I was much encouraged, therefore, when AHP's President-elect Maurine O'Hara came forward with her challenging article, "In Search of a New Story: AHP's Mission in the Post-Modern Era," in the December 1990 *Perspective*. Now I hope that our ASA will join hands with AHP on this breakthrough trail.

Afif I. Tannous, Social Scientist

### Preserve Sociology's History

Stephen Turner's article about the importance of historical archives of sociologists and sociological organizations raises important issues with regard to the earlier "folk history" level upon which many events in the history of sociology have rested. For some reason, sociologists have remained resistant to careful and precise historical research of their own profession. The absence of access to official records and documents (and perhaps a certain disregard for their importance) have not been of much help. For example, a few years ago I wrote the Executive Office inquiring for information regarding a former ASS member whose name as a full member I had found in numerous early lists of the 1920's (as well as on the program of a national meeting), only to be told that there was no record of this person's ever having been a member. The essential non-existence of American versions of the European complete collected works of significant sociologists (or other social scientists) attests to an historic mentality and concern with the "newest and latest model."

To add to Stephen Turner's record of current materials and work, I would like to note, as Chair of the Society for the Study of Social Problems' Archives Oversight Committee (1987-1990), that, after evaluation by a professional archivist, the archival records of the SSSP have been deposited in the Brooklyn College Library's Special Collections along with the papers of Alfred McLung Lee and Elizabeth Bryant Lee. To make the historical record more useful and accessible, former officers of SSSP are also being asked to deposit their own records pertaining to the SSSP at the Brooklyn College Library; Joseph Gusfeld is making his presidential papers available.

Turner's list of important archives should be enlarged with other sizeable important ones: Herbert Blumer, Ernest W. Burgess, Charles H. Cooley, C. Wright Mills, Robert E. Park, E. A. Ross, Louis Wirth, and Florian Znaniecki, to mention some of the most prominent past figures; and it should be noted that there are published historical volumes and studies based on the Cooley, Mills, Park and Ross archives, as well as unpublished works some of which will be published in the coming years. Characteristically, these are largely by non-sociologists. In addition, some archives, even when limited in correspondence and other personal materials, have been and are yielding valuable unpublished manuscripts, papers and research reports. Many are now being published and some will undoubtedly effect currently accepted views of historical developments in the field.

In addition to the records of individual sociologists, all sociological organizations should act to preserve and make available their records to suitable archival depositories. We should all take heed, however, that most records and archives are "pruned" to varying degrees, either by the original individual, by assistants, secretaries, family members, friends and significant others. Few archives are as "complete" and organized as they were during the lifetime of the individual as the Mills' archives; but then Mills did not live to the point of having the luxury to cull his papers and eliminate what he might have found "embarrassing," "indiscreet" or "impolitic." We all have the problem of "missing data."

Harold Orbach □

## Teaching

### The Backlash Against Democratic Education: The Illiberal Construction of Imaginary Enemies

by Becky Wangsgarrd Thompson, Bowdoin College

In her now classic article "Problems of Language in a Democratic State," June Jordan describes a timely parable about living in the land of Polyphemus.<sup>1</sup> Polyphemus was a one-eyed Cyclops who was blinded by Ulysses. When Polyphemus demanded to know the name of the man who had blinded him, Ulysses answered, "My name is No One." Accepting this answer without question, Polyphemus told the other Cyclops in the land that No One did this to him. Since No One had done it, it didn't occur to anyone that anything could be done. Ulysses escaped never to be held accountable for his uncivilized behavior.

The reason I retell this parable is that this confusion about agency reminds me of the current conservative construction of the academic debates about multicultural curricula and pedagogy. The arguments of Dinesh D'Souza, one of the current leading writers, buttressed by the National Association of Scholars and other right wing organizations, rest on the dangerous assumption that historically, No One is responsible for racism or sexism in general and exclusionary practices in education in particular. In Ulyssian fashion, D'Souza and others have failed to hold institutions responsible for these exclusionary practices and instead have created a new, imaginary enemy—"the politically correct thought police."<sup>2</sup> In a striking projection, D'Souza accuses this imaginary enemy of being illiberal, a term that, according to the American Heritage Dictionary describes something narrow-minded and bigoted. With this convoluted logic, D'Souza sidesteps the unequal distribution of power that continues to limit the possibilities of a democratic educational system.<sup>3</sup>

My personal interest in understanding the dangers of this No One mentality partly comes from a March 1991 article in *The Atlantic Monthly*, "Illiberal Education," written by D'Souza, which bemoans affirmative action, multicultural education, and political activism within university settings.<sup>4</sup> In the article D'Souza quoted a passage from an introduction I wrote for a Feminist Theory syllabus published by the American Sociological Association.<sup>5</sup> In his article he quoted me as saying, "I begin the course with the basic feminist principle that in a racist, classist and sexist society we have all swallowed oppressive ways of being, whether intentionally or not. Specifically, this means it is not open to debate whether a white student is racist or a male student is sexist. He/she simply is. Rather, the focus is on the social forces that keep these distortions in place."<sup>6</sup>

Although it remains unclear exactly why he quoted this passage (since he simply stacked it among many other quotations) he seemed to use it to exemplify methods of teaching that, in his words, are "diluting" and "disparaging" the core curriculum in the "great works of Western civilization." (D'Souza, March, 1991, page 52).

I am troubled by his use of my words on a number of different accounts. First by choosing this passage without explaining the rest of my argument he implies that I do not allow debate in my classes and that my pedagogical philosophy rests on blam-

ing individual white people for racism and individual men for sexism. Less than two lines following the passage he quoted I explain how my teaching approach "avoids blaming individuals and so helps defuse defensiveness" since I focus on the social forces which shape people's attitudes about race and gender. Later in the same paragraph of my introduction I explain that I use a teaching method in which students are afforded power to help determine their grades, design course projects, and facilitate class discussions. This shift in power hardly suggests I am an authoritarian teacher. With a student-based teaching model, animated and intellectually rigorous debates provide the core of the learning process, which sharply contrasts the way the passage sounds when he selectively decontextualized my work.

Far more damaging than his misinterpretation of one individual sociologist's writing is D'Souza's attempt to employ the No One approach to hide realities about institutional power. For this reason, it is worth addressing the meaning behind the passage even though it was taken out of context. When I wrote that men are sexist and white people are racist I was referring to the reality that men as a group and white people as a group, by definition of their group membership have access to unearned privileges not afforded to women of color, men of color, and white women.<sup>6</sup> This is not to say that some individual women do not act in frightfully prejudicial ways toward men. And, certainly, having white skin does not lock one into being automatically bigoted. But from my perspective, the compelling issue at this historical time is not whether or not racism or sexism exists. Discrepancies in the standard of living between white people and people of color, the epidemic of sexual abuse of girl children, and a class and race stratified health care system are among the many material conditions illustrating the reality of racial and sexual oppression.

More relevant than debating the existence of discrimination is analyzing how it is institutionalized and can be eliminated. This requires acknowledging that real people have and continue to enforce discrimination. To me, accepting that exclusionary policies do not come out of thin air requires understanding each person's possible complicity in discriminatory practices. For example, after a lecture and lengthy class discussion on affirmative action in a race and ethnic relations course, a female white student reported that she had noticed that all of the people employed at the supermarket where she works are white although the supermarket is in a racially mixed neighborhood. Prior to the lecture, she had not thought this peculiar and had believed that people could basically work where they wanted. She had never thought of her bosses' or the store's hiring policies as racist nor understood how her own ignorance about race may have limited her understanding of employment patterns. Her consciousness may help her avoid being discriminatory when she has the power to hire others.

This brings me back to Polyphemus and the No One approach. Ultimately, D'Souza's argument rests on false notions of the current distribution of power in the Uni-

ted States. He claims that attempts to revise curricula so that they are less exclusionary are causing "revolutionary" pedagogical changes. By definition, "revolution" involves drastic changes in power relations which is hardly the case to date within the academy. Approximately 11% of tenured faculty are women. Less than 2% of the graduate students at Harvard are African-American. Approximately one-third of the students at the state college where I taught last year are seriously worried about whether they will be able to afford continuing their education next year. The number of lesbians and gay men faculty who can afford to be public regarding their sexuality is still abysmally low. From my vantage point, many of the people who are trying to incorporate new curricula and teaching methods are still on the margins in terms of the power they hold. In most situations they are not the college presidents, deans or even tenured, although some deans, presidents and tenured faculty have embraced the richness of multicultural visions.

There are many implications regarding the backlash against democratizing education for sociologists, particularly for teachers whose work has been shaped by the scholarship of people of color, white women, gay men, lesbians and working class people. When D'Souza's article first appeared, the American Sociological Association received two or three calls each day from the media (*The New Republic*, *New York Times*, *Christian Science Monitor*, *Wall Street Journal*, etc.) inquiring about my academic credentials and affiliation. Until the spring of 1991, I was a graduate student and had not become a member of the ASA, which meant that ASA had a difficult time locating me when reporters called. In my opinion it is a good sign that ASA continued to claim me as one of their own although they could not locate me personally. This stance is useful not only for me as a individual, but also because it upholds the profession's commitment to politically engaged, critical sociological inquiry (developed by such sociological giants as C.W. Mills, W.E.B. DuBois, Maury Stein, Jessie Bernard, Karl Marx, and many others).

From my humble perspective, slapping the label "politically correct" on teachers and writers attempts to silence timely ethical questions. The use of this label undermines the freedom of speech that D'Souza and the National Association of Scholars profess to support. By creating this monolithic label conservatives continue to, in Alexander Cockburn's words, "whack away at affirmative action, racial justice and civil rights while claiming . . . that they are speaking in the name of tolerance and free speech." ("Bush and P.C.—A Conspiracy so Immense . . ." *The Nation*, May 27, 1991, page 704). To me, sociological imagination requires upholding what existing free speech there is while simultaneously problematizing who has, to date, been granted the possibilities of speech. This imagination goes far beyond the artificial confines of the label politically correct.<sup>7</sup>

#### Footnotes

<sup>1</sup>Jordan, June 1985. *On Call: Political Essays*. Boston: South End Press.

<sup>2</sup>See the December 24 edition of *Newsweek*

for their cover story "Thought Police." For a helpful description of the origins of the term "politically correct" see Catherine Stimpson's "New 'Politically Correct' Metaphors Insult History and Our Campuses," *The Chronicle of Higher Education*, May 29, 1991.

<sup>3</sup>Commitments to a democratic educational system include expanding the composition of the student body and faculty so that it more closely reflects the demographics of the population and understanding that Western civilization includes Latin American, Asian American, African-American, Native American, gay and lesbian cultures, among others.

<sup>4</sup>This article is excerpted from his recently released book *Illiberal Education: The Politics of Race and Sex on Campus* (Free Press, 1991). For reviews of this book see Louis Menand, "Illiberalism," *The New Yorker*, May 1991, pages 101-106; Walter Shapiro, "Failing to Make the Grade," *Time*, May 6, 1991, page 71.

<sup>5</sup>*An Inclusive Curriculum: Race, Class, and Gender in Sociological Instruction*. Patricia Hill Collins and Margaret Andersen, editors. American Sociological Association, 1987, pages 97-105.

<sup>6</sup>For an insightful analysis of unearned privileges granted white men and women as a consequence of racism see Peggy McIntosh, 1988, *White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies*, Working Paper No. 189. Wellesley, MA: Center for Research on Women, Wellesley College.

<sup>7</sup>*Editor's Note:* The curriculum collection "An Inclusive Curriculum: Race, Class, and Gender" listed in this article's footnotes is available for \$10 to ASA members, \$13.00 to non-members, from the ASA Teaching Resources Center. Prepayment is required.) □

### Inmates Graduate from Oklahoma Colleges

On May 16, 11 Oklahoma Department of Corrections inmates received degrees in a graduation ceremony at the Lexington Assessment and Reception Center.

The degree program is possible through cooperation of the Televised Instruction System of the Oklahoma Regents for Higher Education, Central State University, Oklahoma City Community College, United Methodist Church Prison Ministries (Rev. William Henry Bentley), and the Oklahoma Department of Corrections.

Sidney A. Worthen, who received his Masters degree in Criminal Justice Management and Administration, says that he "would like to continue my education to the PhD or Juris Doctor level. With membership in the American Correctional Association, American Society of Criminology, and the American Sociological Association, staying up-to-date with the profession requires time and dedication, which I have! I'd like to help others to better themselves."

Ten other graduates received degrees in Sociology and Business at both the Associate and Bachelor levels. All degrees were awarded by professors from the cooperating colleges. □

## The Sociology of Children: A New ASA Section?

# Is There Sufficient Interest to Establish a Sociology of Children?

by Gertrud Lenzer, Brooklyn College and the Graduate Center, CUNY

In recent years it has become apparent that children have increasingly come to occupy the focus of scholarly as well as social interest and concern. Research data and empirical investigations on the conditions of children in a variety of contexts and perspectives have been rapidly growing. An increasing number of scholars in the social sciences, law and the public health sectors are inquiring into the cultural, social, economic and political circumstances that shape infant development and the lives of children in our societies.

These research interests suggest a strong relationship to a growing awareness in the public at large of the vicissitudes and predicaments of contemporary childhood. Virtually no day passes in which such concerns are not manifested clearly in the national media. The first week in June alone provides a good example of the issues relating to children as they were represented in a variety of public forms. On June 4th, NBC televised the first of five hour long reports by the former United States Surgeon General, Dr. C. Everett Koop, on "Children at Risk" this first program addresses the extreme inadequacies of health care for millions of American children. In the same week, SCIENCE reported on recent sociological and psychological research in England and the U.S. on children and divorce. On virtually every day, the *New York Times* carries a front page article on issues that have children as a primary focus. One of these articles dealt with the social and bioethical implications of the increasing number of children who are conceived for the sole purpose of becoming organ donors for sick family members. Another article reported on sociological research dealing with fundamental changes in American households: according to this report, 15.8 million children (or 25.9 percent) today are living in single-parent households. Other issues and research findings discussed regularly in the media involve the increasing rates of poverty and homelessness among children, the failures of our public school system to educate all children in ways that will maximize their future life and occupational chances, and the particularly severe plight of inner-city Black and Hispanic children.

Even an impressionistic survey of current social science research and public discussions that involve, in a multitude of contexts, the conditions of children suggests that the time may have come when sociologists might wish to take the lead and begin to integrate these various and mostly atomistic endeavors through establishing the Sociology of Children as a theoretical and empirical part of our discipline. To be sure, a variety of special fields in sociology, such as the sociology of the family or the sociology of education, have traditionally dealt with children. In other words, we have, customarily and quite accurately, conceived on children as a social category or group to be understood through its dependencies upon a variety of social institutions. However, as these social institutions to whose care children are entrusted have themselves undergone fundamental changes or encountered problems of a kind that no longer appear to enable them to adequately discharge their obligations to children, children have clearly emerged as a major social cohort and category who are in need of being taken as the primary focus of analytic and empirical attention. In other words, the social and historical realities of

childhood have undergone such profound changes that such a new approach appears to be both warranted and desirable. (For example, business, advertising and the mass media have fully recognized these new realities in the way they target children and adolescents in their advertising and programming activities.)

The establishment of the Sociology of Children as a new special field of study within sociology would promote new theoretical perspectives, facilitate the synthesis and integration of existing research interests and provide better opportunities for sociologists to contribute to and play a role in the shaping of public policies as they affect children. Moreover, the existence of a Sociology of Children would be a first step in the direction of bringing together research efforts relating to children in other disciplines of the social and medical sciences and the humanities.

At this point, one should perhaps directly address the question as to whether the establishment of a Sociology of Children both as a substantive new field in sociology and a new section within the ASA would unnecessarily duplicate efforts already undertaken in existing sub-disciplines, such as the Sociology of the Family? Conversations with colleagues have led to the conclusion that such fears are unwarranted. The Sociology of the Family, for example, would continue very much as it does now. In fact, a great deal of the sociologically relevant research on children is not specialty-based in the sense that it can be accommodated fully and neatly within any of the existing sociological sub-fields. Moreover, a great deal of sociological work is conducted in the context of multi-disciplinary research projects which, for example, investigate children and poverty, or children and health issues. In such situations, however, sociologists bring their general sociological expertise to bear upon the subject matter without the focus of a more integrated sociological perspective on children. Hence, sociologically relevant research findings in the area of children remain scattered and are less accessible than they should be. The Sociology of Children would allow many colleagues to share their findings and to combine their efforts.

As far as the introduction of courses on the Sociology of Children in our curriculum is concerned, my own experience over the last few years has been very encouraging. Students appeared to be very interested and did splendid work in two seminars with an interdisciplinary emphasis on the topic of "The Sociology of Children: Children and Social Responsibility." Moreover, and in the long run, we can expect that colleagues who will be teaching courses in the Sociology of Children will also be able to join forces with scholars from other disciplines in cross-disciplinary endeavors and courses on children.

The purpose then of this communication is to inquire from colleagues whether indeed there exists sufficient completed or ongoing research on as well as research interests in the topic of children to warrant the establishment of the Sociology of Children both as a special undertaking and a new section within the American Sociological Association. Preliminary discussions with colleagues in sociology and other social sciences have been extremely positive and encouraging and have suggested this first step. The ASA has offered to provide sign-up sheets at the meetings in Cincinnati for all those colleagues who wish to indicate their interest in establishing the Sociology of Children. In addition,

I would like to encourage interested colleagues to get in touch with me directly (39 Claremont Avenue, New York, New York 10027).

□□□□

### Addendum

by James S. Coleman, ASA President-Elect

As an addendum to Gertrud Lenzer's communication, I would like to add my encouragement of further discussion concerning the merits of a section on Sociology of Children. I am personally not certain what my own stand on the question would be, because I haven't resolved all the pros and cons. What is clear, however, is that insufficient attention is given to children by sociologists, just as insufficient attention is given to children in society as a whole.

## Matilda White Riley Honored

The rank of Meritorious Executive in the Senior Executive Service was conferred on Dr. Riley by the President of the United States at a formal ceremony on April 2, 1991. She was one of nineteen members of the Department of Health and Human Services to be so honored.

Dr. Riley was recognized for her pioneering work in the sociology of age, and the development of an internationally recognized program of social and behavioral research at the National Institute on Aging.

In presenting the Awards on behalf of the President, Secretary Sullivan congratulated the recipients for their "tremendous contributions and leadership." □

Much of my own empirical research has been on children and youth. That choice of research, has been dictated by the fact that a central task of any society is to produce and to shape the next generation, those who will replace its current members. As this task becomes increasingly one that takes place outside the family, it becomes increasingly evident that neither the incentives nor the skills for addressing the needs of children are sufficient. Thus it becomes important for sociologists to provide knowledge that can help repair this deficiency. This includes, of course, educational institutions, but certainly goes beyond research in education.

In short, I believe that the call for increased attention to the sociology of children is well-placed, and it may be that a new section of the ASA is the best way to do that. □



Matilda White Riley

## Purdue University Honors Perrucci

Carolyn C. Perrucci, professor of sociology at Purdue University, is the first winner of the Violet Hass Recognition Award given by the Council on the Status of Women at Purdue.

The Council established the annual tribute earlier this year to recognize people and programs of the university that have encouraged and supported activities permitting women to achieve their full potential. It is named in memory of Hass, a professor of electrical engineering at Purdue from 1962 until her death in 1986.

An award plaque was presented to Perrucci at a public ceremony and reception in April.

Perrucci's career has included several initiatives to advance the status of women at Purdue. She was a founding member of the Purdue Committee on Women's Studies and served as the program's first chair during 1980-81. That year, she also worked as a member of the committee that planned and organized a national conference at Purdue, "Women in the Profession: Science, Social Science, Engineering." In addition, Perrucci was co-chair of the Committee on Women's Studies from 1986-88 and has continued to be an active member of the committee.

"I've worked with Carolyn Perrucci since 1972, when I began my doctoral studies," said Dena Targ, associate professor of child development and family studies and Perrucci's nominator. "She was my major professor and a mentor. At a time when 'women's studies' was an unfamiliar term to most university profes-

sors, she encouraged me to give an academic focus to my concern with women's issues."

Perrucci also was cited for being active in projects aimed at building the status of women outside her academic work. She has served as Assistant Equal Employment Officer at Purdue, a member of the Tippecanoe County Task Force on the Status of Women, and founding member of the Women's Center, formerly located near the Purdue campus.

In 1984 Perrucci and Hass were co-editors of a book titled *Women in Scientific and Engineering Professions*. □

## Sociologists Named Wilson Fellows

Congratulations to these three sociologists, who will work at the Wilson Center in Washington, DC, on the projects named below.

Jonathan B. Imber, Associate Professor of Sociology, Wellesley College: "A Life's Work: Authority and Vocation in Modern Medicine" (September 1991-June 1992).

Jerzy Szacki, Professor of Sociology, Warsaw University, Poland: "Liberalism in Eastern Europe" (September 1991-May 1992).

Dennis H. Wrong, Professor of Sociology, New York University: "The Problem of Order in Society and Social Theory" (September 1991-June 1992). □



# Highlighting the AAC Report: Levels in Sequenced Major

This article summarizes a section of the report of ASA's Task Force on the Undergraduate Major in Sociology, a project sponsored by the Association of American Colleges (AAC) and funded by the fund for the Improvement of Postsecondary Education and the Ford Foundation. The members of the ASA Task Force included: Catherine White Berheide, Skidmore College; Kathleen Crittenden, University of Illinois-Chicago; Robert Davis, North Carolina A&T University; Paul Roberts, Cornell University, scribe; Zelda Gamson, University of Massachusetts-Boston; Carla Howery, ASA, chair; and Theodore C. Wagenaar, Miami University. All chairpersons will receive a copy of the complete report. Footnotes will highlight other sections in future issues.

by Carla B. Howery

January 1991 Footnotes' synopsis of the AAC report describes the importance of a sequenced major. Although the subject matter of sociology does not have an inherent sequence, all departments should develop a sequence based on their own collective goals. The fourth recommendation of the AAC sociology report states: *Departments should have at least four levels in a sequence of courses in the major.*

## Current Practices: The Ferris Wheel

Our review of current practices shows a "ferris wheel" model of sequencing. Anyone, freshman to senior, who has the "ticket" (the introductory course prerequisite) can hop on at any point. The few courses required for the major (usually methods, statistics, and theory) require this single prerequisite and rarely are students expected to take the required courses in any order.

It seems sociology programs sequence

even fewer courses than our sister disciplines. As Goldsmid and Wilson (1980:12) note, "Our scanning of college and university catalogues suggests that sociology has far fewer prerequisites for advanced courses than do psychology and economics."

See Figure 1 for a visual presentation of current practices.

## The Four Level Sequence

### The first level

The first level consists of introductory level courses designed to give an overall picture of the discipline, including basic questions asked, basic concepts, and typical answers to the questions. The Task Force recognizes the difficulty and importance of teaching this course. We recommend that departments:

- consider introductory sociology a lab course, with some small group experience (e.g., discussion groups or other experiences with quality interaction among students) especially for courses taught in a mass class setting; departments should negotiate with administrators to bring down class sizes to under 40 students, or to arrangements comparable to natural science laboratory courses;

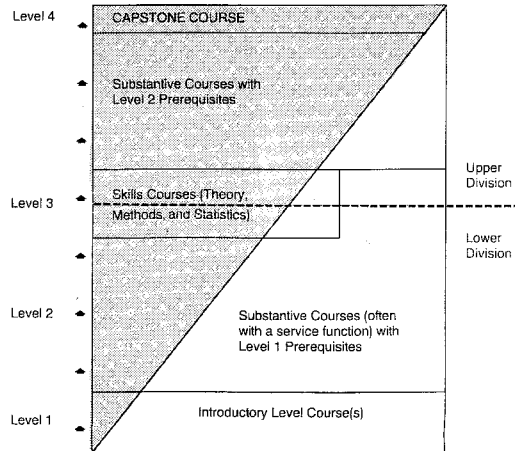
- put their best teachers in the introductory course; those could be senior or junior faculty. Those graduate students who show promise as teachers should receive teacher training and peer review as a part of their teaching assignments. The same type of support and feedback should be accorded part-time, temporary instructors, who should be used as infrequently as possible.

- move the introductory course toward an understanding of society and its interrelated parts more than an explanation of the intricacies of the discipline of

sociology. The course should be less encyclopedic or fact and name oriented. Instead, faculty should identify the powerful ideas and concepts in sociology and empirical generalizations that explain society. The courses should have repeated illustrations of and active learning experiences using and developing the general sociological perspective. Such emphases come at the expense of coverage. Our best estimate is that 90% of students in introductory sociology never take another

theory), and (b) substantive courses (e.g., sociology of the family, social stratification) designed to provide breadth of knowledge without assuming prior exposure to research training or sociological theory. These substantive courses enroll a lot of non-majors, some of whom enjoyed introductory sociology and others for whom these courses are required for another major. The Task Force considers Level 1 and Level 2 courses to be lower division courses.

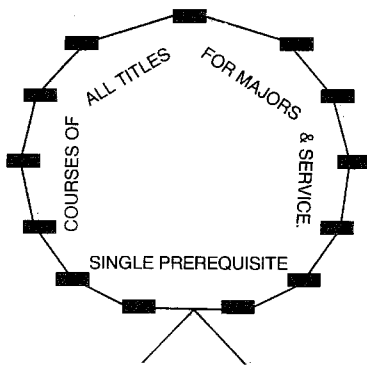
FIGURE 2: FOUR LEVELS OF SEQUENCING



shaded area = sociology majors  
white area = non-majors

The vertical dimension, shown by the four levels, implies increasing: involvement in the community of discourse, methodological sophistication, theoretical sophistication, intellectual functioning and critical thinking skills, substantive knowledge about sociology.

FIGURE 1: CURRENT PRACTICE—THE FERRIS WHEEL



Introductory Sociology is the ticket for students, freshman to senior, to get on board, selecting courses as they come by.

- Even courses required for the major do not have a prerequisite beyond Introductory Sociology.
- Courses required for the major are not sequenced, so majors take them at any time and in any order.
- The distinction between lower and upper division courses is undermined by a lack of meaningful prerequisites and sequencing.
- The proportion of majors and non-majors is almost random.

sociology course. While we'd like to lower that number, departments need to consider the non-major as the audience for the introductory course.

- model "sociological thinking," preferably through active learning. In every introductory course, students should be asked to read some original writing (even in addition to a textbook), do some writing (even short answers), and should create and/or evaluate a piece of sociological work. Paul Baker, Illinois State University, has students contrast a sociological view on a social problem with a journalistic account and with common sense.

Other faculty pose a question at the beginning of a class period and then walk through how sociologists might pursue it. James Davis, Harvard University, poses questions that can be addressed with data on a personal computer (a subset of the General Social Survey). Students toss out suggestions for intervening variables and those models can be projected almost instantly on a large screen for discussion. Diane Barthel, SUNY, shows architectural slides as evidence for cultural assumptions (Barthel, 1987). In short, show students that sociology is a creative process.

### The second level

The second level in the sequence includes (a) required courses in basic sociological skills (statistics, methods, and

### The third level

At the third level are advanced substantive courses that continue to develop breadth and depth. These courses assume a background in social research methods and theory; they ask students to apply and develop the analytical skills they have acquired at Level 2, at the same time that they are increasing their substantive information. In short, Level 2 courses are firm prerequisites for these upper division courses. Students in these courses are mostly majors, minors, and fellow travellers.

### The fourth level

The fourth level includes one or more capstone courses in which students are encouraged to integrate the diverse elements of the coursework into a coherent and mature conception of sociology as an approach to inquiry and to life.

Figure 2 depicts the four level sequence and the shift in proportions of non-majors to majors.

### Implications of the Four Levels

The fact that many students commit themselves to the sociology major late in their undergraduate careers limits the time to meet sequences and requirements. Thus department faculty must sequence

See Report, page B

# On Raising Hopes on Raising Sociology: ASA Membership in the 90's and Beyond

by Stephen F. Steele, Chair, ASA Committee on Membership

The "end of sociology?" If ASA membership data are indicators of the discipline's health, the facts simply do not substantiate such an assertion. In fact, we have every reason to be optimistic about growth in the organization and in the field in general. After a dip in the mid-1980's, total ASA membership by November 1990 was 12,841, rebounding to a point not reached since the early 80's. While part of this resurgence may be explained by a grand membership cycle, credit needs to be extended to the ASA Committee on Membership and supportive ASA staffers who have actively recruited new members, retained old ones and researched the factors which influence membership in general. For some six years the committee has tackled a variety of tough issues with apparent success. What "membership" challenges face the ASA in the '90's and beyond?

Where are we going and what do we need to do to enhance the growth of our professional organization? What are the challenges? There are at least six; let's take them in turn.

**The Recession . . .** The ASA Committee in Membership openly uses the "R"-word

and its likely impact on our operations. Responsible fiscal management and committee reorganization are initial responses. The Committee emphasizes the importance of keeping members "in" when cash is short. We encourage Associate Membership on a temporary basis. The Committee will emphasize retention, but will not suspend its recruitment efforts.

**The Old . . .** ASA will not escape the impact of an aging American population. Retirement (Figure 1) from the workforce will pose a challenge to ASA membership. This demographic factor is certain, but its impact may be muted by skillful integration of emeritus members into the organization. ASA Council has already moved to make emeritus membership more attractive. The 1990's and 2000's will demand increased attention to older sociologists. The Committee on membership is currently addressing pre-retirement workshops and a needs assessment of retiring members.

**The Young . . .** As members retire and/or become emeritus members an orchestrated "youth" recruitment campaign makes sense. Growth in student membership figures over the last four years is an encouraging sign (Figure 2). The Committee encourages student membership in the ASA as early in an academic career as

reasonable. Across the next two decades we must make a concrete effort to introduce sociology as a professional pursuit as early as high school and certainly through the freshman and sophomore college years. The Committee supports departmental recruitment efforts at all post-secondary institutions (universities, four year and two-year). In addition, Committee members support sociology mentoring and sociology clubs (Sociology On Campus, SOC for example) as avenues for socialization in sociology.

**Developing and Strengthening for Professional Identity.** Encouraging steps have been taken to enhance professional development and identity. The perspective and the practice of sociology must be articulated more directly, perhaps "packaged" more clearly for understanding. Few of us would doubt the validity of our perspective, but expressing it clearly will continue to be a challenge. The Committee has created a variety of brochures which communicate sociology's message to an assortment of audiences.

**Broadening and Opening.** Sociology is characterized by its breadth. This may be a strength and a weakness, but to the

extent that we maintain a healthy growing pluralism within the ASA, we provide portals for entry, support and involvement. The Committee encourages involvement among women and minorities. Recruitment initiatives among two-year college faculty and applied sociologists have opened the organization to these segments of the discipline. On the horizon is a view toward further expansion of the range of eligible members.

**Monitoring and Addressing Needs.** A more diverse membership will need constant monitoring. Dynamic systems for assessing needs of sociologists in and outside the ASA are essential if old and new members are to derive benefit from the association. The Committee has only begun to monitor and evaluate ASA data.

After one-half decade, the ASA Membership Committee is off to a good start; yet, the ASA membership challenges of the future are extraordinary. The Committee needs the help of each ASA member in recruiting new members, retaining old ones, and making the Committee aware of areas which need attention. The Membership effort is ably directed at the Washington, DC, office by Carla Howery. Your comments, ideas, and concerns should be directed to her attention c/o the ASA by phone on (202) 833-3410, ext. 323. □

## AAC Report, from page A

FIGURE 1: ASA RETIRING MEMBERS, 1987-2020—PROJECTED (ASSUMES RETIREMENT AT AGE 65)

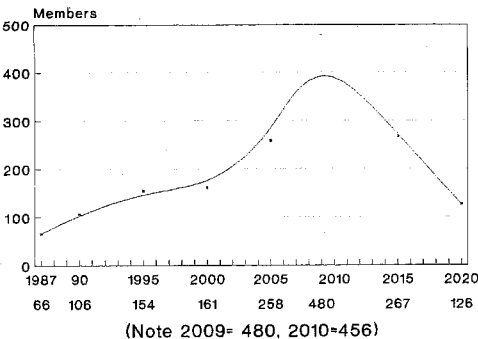
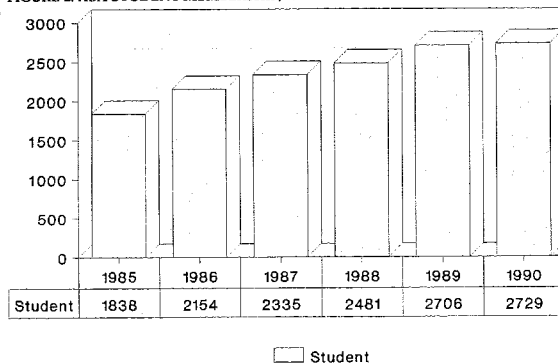


FIGURE 2: ASA STUDENT MEMBERSHIP, 1985-1990—A CLOSE-UP



programs and impose requirements that students can realistically complete. The Task Force takes the hard nosed approach that students who declare a late major may have to add a semester or two to their education to fulfill requirements in the required sequence.

This recommendation suggests a second modification of the sequencing found in most programs: the organization of advanced topics courses. Departments must consider which courses are required and which are optional. Require enough courses to insure some study in depth, breadth, and coverage for the major. Non-majors should not be allowed in these courses unless they meet prerequisites.

Non-majors who need upper division credits would need to meet the prerequisites for upper division material. In most departments, this reality means that upper division courses required for the major would have very few non-majors in them (because they could not meet the prerequisites, except possibly as double majors). If an upper division course is designed with a service function in mind (e.g., sociology of work and occupations for business students) then the material would be rigorous enough to be upper division but would include some review of principles of sociology given the high percentage of non-majors. Those courses should not be required for majors, although majors could take them as electives.

A third modification is the capstone course for senior majors. Few programs currently offer such a course. Some departments offer internships (optional or required), internship seminars, independent study, honors seminars, career seminars, research assistantships, or special topics courses. All of these opportunities have merit, but frequently are not a capstone experience. The capstone course should be a regular required seminar course, in the catalogue, with credit to students and faculty loads, focusing on synthesizing information. The capstone experience should emphasize pulling the disparate pieces of the sociology major together rather

than pursuing a narrow specialty, as might occur in a special topics course. Students may concentrate on certain monographs or write on a specific topic, but their work should bring all their preparation in the major to bear on the topic at hand. As part of the capstone, students should write a senior paper or thesis or complete some other kind of a professional "product" (e.g., a videotape or photo display). The capstone should be required of all majors.

The ASA Teaching Resources Center is collecting examples of capstone courses. If you have a capstone course in place, please send the syllabus and description to: Theodore C. Wagenaar, Department of Sociology, Miami University, Oxford, OH 45056.

The AAC report on the twelve undergraduates majors is in print and for sale. The volume is entitled *Reports from the Field* and can be purchased for \$17 from the Association of American Colleges, 1818R Street NW, Washington, DC 20009. Prepaid orders only, please.

The Association of American Colleges held its annual meeting last January. Carla Howery (ASA), Theodore C. Wagenaar (Miami University), and Zeldia Gamson (University of Massachusetts-Boston) represented the sociology task force at a number of presentations and meetings.

Sociology departments should know that many deans and presidents, the primary constituency of the AAC, have received the *Reports from the Field* and heard many sessions about it at the annual meeting. They may well inquire to your department about the extent to which you agree or diverge from the report and why. The sociology report is not intended to be prescriptive. Please call on the ASA Teaching Services Program for assistance in setting and meeting your department's goals, while cognizant that this report is out and on the desk of most deans.

### References

- Barthel, Diane. 1987. "Using Art and Architectural Slides in Sociology," *Teaching Sociology* 15:21-26.
- Goldsmid, Charles A. and Everett K. Wilson. 1980. *Passing on Sociology* Washington, DC: American Sociological Association. □

## Open Forum

### A Response to Van Valey

It is hard to disagree with Van Valey's thesis (February 1991 *Footnotes*) that sociologists often show a lack of professionalism by submitting papers filled with spelling errors and grammatical errors.

Typographical errors I can understand—we all make and read over them—yet writers lose credibility when they use "affect" and "effect" interchangeably, when they say "complimentary" when they mean "complementary," when they confuse "imply" and "infer," and when they use sociological buzzwords (such as "articulate" as a verb) to the point that the words have become nearly vacuous.

I am nonetheless wary of Van Valey's proposal that submitted manuscripts that "have not been properly edited" should be "rejected out-of-hand, and returned to the authors, without a review of their content." First, a quibble: I assume editors currently do, at their discretion, return unintelligible manuscripts without review. So the "proper editing" Van Valey refers to must involve more than simply making a paper readable. But how much more? How many mistakes are allowed?

More importantly, the policy Van Valey proposes penalizes those who speak English as a second language. It is my impression—based on involvement in faculty recruitment—that a growing number of our better graduate students are international students, most of whom are not native English speakers. I fear that the implementation of Van Valey's suggestion would hinder such scholars. True, as Van Valey points out, many word processors have spelling and grammar checks. For those whose English is not already fairly good, however, these checks are (I suspect) inadequate, and must be supplemented by the work of human copy editors. Surely not all sociologists have ready access to such services. But journal editors do.

In short, though we are all annoyed by ungrammatical prose, I fear that the proposed cure may be worse than the disease. If sociologists don't write well, then ultimately those of us involved in training graduate students must bear some of the responsibility. Perhaps we should encourage our international students—or at least those who want to pursue academic careers here—to take undergraduate writing courses. And all entering graduate students should be given a copy of the *The Elements of Style* (Strunk and White, 1979).

Glenn Firebaugh, Pennsylvania State University

### From the University of Central America

Many thanks for your letter of January 31 in which you communicated the solidarity of the American Sociological Association, headed by President Stanley Lieberman and Executive Officer William V. D'Antonio, and your promise of assistance in strengthening our sociology department which suffered the loss of its chair, Segundo Montes, SJ, in the assassination of November 16, 1989.

We are grateful for the news that you will be sending back issues of your major journals. Our department and our library will be happy to receive such resources.

I am sending your correspondence to Professor Zoila de Innocenti who now heads the department. She will be in touch with you about our needs, and she

will keep me informed of progress in communication. I would have done all this sooner, but I had left for four weeks in the States just before your letter arrived.

Once again my thanks to you and the Association. With all best wishes, I remain,

Charles J. Beirne, SJ, Vice Rector

### Czechoslovak Sociological Association News

I would like to let you know that owing to the political changes that have taken place in Czechoslovakia recently, the structure, name, and administration of the Czechoslovak Sociological Association have changed, too. Our association is called "The Masaryk's Czech Sociological Association." Its address remains the 1 Husova 4. The new President of the asso-

ciation is the undersigned Dr. Miloslav Petrusk. Vice presidents are Josef Alan, Ivo Mozny, and Michal Illner.

The Masaryk's Czech Sociological Association would like to develop intensive scientific comradesly relations with all the sociological associations. We would appreciate, if you could send us all possible information concerning your activity (doesn't matter, in what language it is), because we would like to spread this information on the state of sociology in different countries of the world among our members. We are also interested in the problems of sociological tuition in your country, in professional application of sociologists, in structure of sociological association, etc. We look forward to future cooperation.

Dr. Miloslav Petrusk, CSC

## ASA's International Outreach

The internationalization of sociology is proceeding rapidly, as evidenced by the increasing number of international research projects undertaken by U.S. sociologists, the growing number of international graduate students being trained in the U.S., and the expanding use of sociological work by governments, non-profit organizations, and businesses around the globe.

In the last year the ASA has responded to this development by funding mid-year meetings of the Committee on International Sociology (formerly the Committee on World Sociology). The Chair's term has also been extended (to three years), and the size of the committee decreased so that it could become a more active and effective working group.

In the committee's recent mid-year meeting, it increased the number of area liaison coordinators to twelve. Each liaison coordinator is responsible for subdividing her or his world area into appropriate regions and appointing representatives for these regions. The liaison coordinators and the representatives are ready to aid the Association and its individual members by, (1) providing information on opportunities for participation in professional and scholarly activities to U.S. sociologists going abroad, (2) notifying the Association and relevant institutions about visits of international sociologists to the U.S., and (3) advising the Association on any developments affecting sociology or sociologists in their world area, including human rights concerns.

The new liaison coordinators for the following areas are:

▫ *Africa*: David S. Wiley, African Studies Center, 100 CIP, Michigan State University, East Lansing, MI 48824.

▫ *Arab Middle East*: Ali-Akbar Mahdi, Department of Sociology/Anthropology, North Hall, Adrian College, Adrian, MI 49221.

▫ *Canada*: Thelma H. McCormack, 205 Chaplin Crescent, Toronto, Ontario M5P 1B1, Canada.

▫ *East Asia*: Gary G. Hamilton, Department of Sociology, University of California-Davis, Davis, CA 95616.

▫ *Europe, Eastern*: Marilyn R. Rueschmeyer, Division of Liberal Arts, Rhode Island School of Design, 2 College Street, Providence, RI 02903.

▫ *Europe, Western*: Ron Aminzade, Department of Sociology, University of Minnesota, 909 Social Sciences, 267 19th Avenue, Minneapolis, MN 55455.

▫ *Latin America*: Cornelia Flora, Department of Sociology, College of Arts and Sciences, Virginia Polytechnical Institute, Blacksburg, VA 24061-0137.

▫ *Pacific Australia*: Philip McMichael,

Department of Rural Sociology, Cornell University, Warren Hall, Ithaca, NY 14853-7801.

▫ *South Asia*: Joseph W. Elder, Department of Sociology, Social Sciences Building, 1180 Observatory Drive, University of Wisconsin-Madison, Madison, WI 53706.

▫ *Soviet Union*: Michael S. Swafford, 511 Fairfax Avenue, Nashville, TN 37212.

Liaison coordinations for remaining regions will appear in later editions of *Footnotes*. If any of these people can be of help to you, please contact them.

The members of the Committee on International Sociology are: Craig H. Calhoun, University of North Carolina (Chair); Joan Aldous, University of Notre Dame; S.A. Arjomand, SUNY-Stony Brook; Lucie Cheng, UCLA; Norma Stoltz Chinchilla, California State University-Long Beach; Linda O. Fuller, University of Oregon; Archibald Haller, University of Wisconsin-Madison; Carla B. Howery, ASA; Marilyn Rueschmeyer, Rhode Island School of Design; and Vera L. Zolberg, New School for Social Research. □

### Fulbright Winners

The following sociologists received Fulbright Awards. The country where each will work is noted after the name and affiliation.

Nancy Antles, University of Connecticut; Peru.  
Howard S. Becker, Northwestern University; Brazil.

Richard Biernacki, University of California at San Diego; Germany and United Kingdom.

Ted K. Bradshaw, University of California at Berkeley; Sweden.

Daniel J. Curran, St. Joseph's University (Pennsylvania); Australia.

Mauricio A. Font, Queens College, City University of New York; Brazil.

Joseph B. Gitter, George Mason University; Israel.

Barbara L. Heyns, New York University; Poland.

Alex Inkeles, Stanford University; Soviet Union.

Elmer H. Johnson, Southern Illinois University at Carbondale; Japan.

Lynn D. Nelson, Virginia Commonwealth University; Soviet Union.

Jeffrey M. Paige, University of Michigan; El Salvador.

James W. Russell, Eastern Connecticut State University; Mexico.

Adam B. Seligman, University of California at Los Angeles; Hungary.

Donald J. Shoemaker, Virginia Polytechnic Institute and State University; Philippines.

Richard T. Smith, University of Maryland at Baltimore; Finland.

Randall G. Stokes, University of Massachusetts at Amherst; Thailand.

David A. Swanson, Pacific Lutheran University; India. □

## Good Ideas

▀ The Department of Sociology at the Illinois State University sends letters of congratulations to students who receive an "A" grade in introductory Sociology. The letter encourages the students to take additional sociology courses and gives information about the current offerings. For more information, contact: Department of Sociology, Illinois State University, Normal, IL 61761.

▀ Graduate students enrolled in a seminar on teaching sociology at Indiana University have done a careful review of the ASA *Code of Ethics* and its implications for teaching assistants and sociology faculty. They reviewed articles (in the public domain) for which plagiarism charges had been documented. For more information, contact: Bernice Pescosolido, Department of Sociology, Indiana University, Bloomington, IN 47405.

▀ The Gerontological Society of America gives an annual award for mentoring. Winners are credited for helping students through advising, mentoring, placement advice, writing critiques, etc.

▀ Columbia University's Institute for Research on Women and Gender received a Ford Foundation Grant to develop a more "diverse and less eurocentric multi-cultural curriculum." The staff of the institute "set out to compile a master syllabus which would emphasize the experiences and scholarship of 'groups' who have historically been marginalized out of, or homogenized into, the 'western tradition.'" Faculty members from humanities and social sciences came up with "an in-depth series of questions and readings to familiarize our students with the various systems of sex/gender, race, and class hierarchies which stratify the modern West." The culmination of our labors resulted in three new course offerings, "Social Hierarchies in the Contemporary West." One is taught from the humanities and two from the social sciences; they can be taken to fulfill Columbia University's core requirements. The sociology department is an active participant in these courses and several faculty teams teach the new courses. For more information, contact: Sue A. Rosenstock, Institute for Research on Women and Gender, Columbia University, New York, NY 10027; (212) 854-3275.

▀ The Center for the Study of Local Issues (Anne Arundel Community College) plays an important role in the elections in the county. The Center conducts a community phone survey, asking voters about key issues in the county. They compile the data in useful graphs and charts, and offer the data to candidates for office. At the end of October 1990, the Center sponsored "An Evening with the Candidates," when the candidates for county executive met to discuss the survey's results, and their positions on these issues. Two year college students do the survey and write up the results. For more information, contact: Stephen F. Steele, Anne Arundel Community College, Arnold, MD 21012. □

▀ For a listing of International Centers for Research on Women, compiled by Marian K. Chamberlain, write to the National Council for Research on Women, Sara Delano Roosevelt House, 47-49 East 65th Street, New York, NY 10021; (212) 570-5001. □

## Farewell, from page 2

strong efforts made by ASA and individual departments. Meanwhile, the number of women in sociology has continued to grow. Since 1980 more than half of all students enrolled in sociology have been women. Since 1989 a majority of all PhDs have been awarded to women. The Executive Office has documented the still somewhat uneven participation of minorities and women in the affairs of the Association. The decade was one of significant accomplishments.

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### Sociological Practice

The other area of major growth and development during the past decade is that which the Association calls "Sociological Practice." The term refers to all those sociologists who work in business, government, non-profit associations or are self-employed. Some are high level administrators, others carry on research or run agencies which dispense funds for research; still others carry on survey research, develop demographic tables, or work in personnel, while a growing number are self-employed as clinical or applied sociologists. No single term such as applied or policy-oriented quite covers their work, so the term Practice is used to describe this growing category of members. In 1981, then Executive Officer Russell Dynes organized a conference on Applied Sociology resulting in an edited volume by that title, edited by Russ, William F. Whyte, Peter Rossi and Howard E. Freeman. The decade has seen much development both at that conference and book. A recent study by the Membership Committee reports that some 24% of the membership now qualifies as within the Practice category. That contrasts with a 1976 figure of only 10%.

With the growth of practice has come acknowledgement in the form of a new award for a Career of Contributions to the Practice of Sociology, the Certification Program, the establishment of a line item in the budget for the Professional Development Program with an Assistant Executive Officer position, and at least for now the journal *SPR*. In addition, there is the campaign to establish a Congressional Fellowship, and a general acknowledgement that sociological practice is an area of legitimate Association activity, just as is teaching and research.

I find most encouraging the idea that these three facets of our discipline are closely and inevitably intertwined. Whether sociologists focus their energies on one or the other, or in some combination, they are seen now as part of a larger whole. Dr. William Darrow, Chief of the Behavioral and Prevention Research Branch of the Centers for Disease Control, and one of the key researchers in the AIDS Program at CDC, commented recently on the positive change in attitude toward those who work in applied settings. He no longer feels he has to either hide his identity as a sociologist in those settings, or feel that his work is somehow less valuable because it is not "basic." Amen!

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### The Image of Sociology

On numerous occasions during recent years I have reminded readers and listeners of the dramatic change in attitudes and behavior toward sociology and the social sciences in Washington and in general. I have found this in the contacts my social science colleagues and I experience at the American Association for the Advancement of Science, and in Sigma Xi, the

National Research Society, to cite two examples. Recent events in Washington illustrate the point. On June 3, the Consortium of Social Science Associations (COSSA) celebrated its 10th birthday with a luncheon and series of seminars on Capitol Hill.

The luncheon speaker was Dr. Thomas Mann, Director of Governmental Studies at the Brookings Institution. Dr. Mann was himself one of the 10 original members of the COSSA Executive Committee. He reflected on how adversity in the form of the antipathy of the Reagan Administration toward the social sciences became the "mother" of COSSA. COSSA was formed with the cooperation of 10 social science associations; it now includes some 80 additional affiliates including major universities, and a range of other social science associations. Mann noted that as COSSA has made its case for the social sciences it has won new friends on Capitol Hill and elsewhere.

Evidence for Mann's statements came on June 4 at an afternoon meeting called by D. Allan Bromley in the Old Executive Office Building. Dr. Bromley is the Assistant to the President for Science and Technology. The meeting was attended by some 50 representatives of the major social science organizations, the Social Science Research Council, and the National Research Council. In the first part of the program, the senior officials of the Office of Science and Technology Policy, described the scope of the policy issues under their respective domains, and how social science research would be relevant.

Dr. Bromley spoke for almost an hour, noting that before World War II, most of the scientific work within the government was fostered by social scientists. He pointed especially to the Ogburn Report, *Recent Social Trends*, as an early example of the government's efforts to confront problems of social change. Bromley then went on to cite several problems that will require major input from the social sciences if there is to be any hope of solving or ameliorating them. The problems he cited: (a) Modern medical technology and its social and ethical implications and consequences; (b) Global Change, including the complex interplay of demographic, environmental, technological, cultural and structural factors; and (c) Education from K-12, and on into the undergraduate and then graduate years, with focus on cultural, structural and psychological factors that may impede or encourage learning, as well as a host of economic concerns affecting education at all levels.

I was particularly struck by Dr. Bromley's statement that "Long before I came here I was convinced that the great problems facing the world are social science problems." He added that in most cases the technology is available to do things, but without an understanding of the "value systems" that are at the heart of the world's societies, he sees technological efforts to bring about change as futile. I take the phrase value systems to be a metaphor for structural, economic, political, cultural, psychological and linguistic factors. At any rate, the challenge of 1991 is clear: are we prepared to work with the other social sciences and with the physical sciences and engineers to tackle the major problems of our times? This challenge is indeed enormous when compared with the accomplishments of the past decade. We've demanded our chance to show "our stuff" and the Administration in the persona of Dr. Bromley has responded, "great, let's get on with it!" Our efforts to improve the quality of the undergraduate major in sociology and to prepare graduate stu-

dents for a demanding world of research, policy and teaching will now be put to the test.

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### The American Sociological Foundation

In 1983 Theodore Caplow, then Secretary of the Association, developed plans for a Memorial Fund for the ASA, with the goal of achieving an endowment of \$1 million. Interest money would be used to sponsor sociological initiatives in new directions. The fund eventually became structured as the American Sociological Foundation, with a current endowment of close to \$250,000. In addition, the Foundation is currently embarked on a campaign to create a Congressional Fellowship. All signs indicate that additional monies have been designated for the Foundation, thus adding another element of strength to the Association as it moves toward the 21st century.

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### The Executive Office Staff

During the nine years of my tenure in this office the staff has grown from 17 to 19 full-time persons, and from two to six part-timers. This growth has simply been a response to the activities discussed above, and that have resulted in a doubling of the annual budget in the nine year period. In addition, the Population Association of America has moved into the building, with two full time staff persons, Jen Suter as Administrator, and Jennifer Kilroy as her Assistant. That arrangement has worked extremely well, providing yet another opportunity for collaborative efforts in coming years. And while ASA no longer can call upon Jen Suter's talents for ASA work, we take comfort in the fact that we have been able to help PAA in such an important way.

There has been much turnover in staff during these nine years. Sharon Gray, who had served the Association with dedication for 25 years, retired as Office Manager in April of this year. Now Janet Astner, Conventions Manager, holds the honor of senior status, having joined the ASA as a part-time employee in November of 1975. Everyone who has worked with her on a Program or in other capacity is aware of her professional skills. It has been a pleasure for me to have learned from her about site selection and convention management. And now Judy Clark is learning as her assistant.

Karen Gray Edwards, now in her 12th year with the Association, has shown herself to be a multi-talented Publications Manager, and with Michele Walczak as her able assistant, there seem to be no ASA challenges they can't meet. Nancy Sylvester is in her 11th year, having recently given up her post as Receptionist to Gail Ivey in order to take on some of the tasks such as Convention Exhibits formerly the province of Jen Suter. But Nancy continues to mentor Gail, and to use her "people skills" in an augmented membership services department.

The mail room and inventory control have never been in better hands, and those hands belong to Don Stanley, who also has charge of supplies and building maintenance. In his free time, he plays golf competitively. We discovered the limits of his skills when he tried to help me improve my game. His assistant is David Mathews, who splits time between ASA and PAA. We'd each like to have more of David's time.

Cass Twardowski has been Business Manager since 1984, and with Barbara Bouquet as her assistant has managed to maintain the books in good order despite having the work load double, including the addition of Foundation, PAA, MOST and other new activities. We have worked hard to bring the Business Office into closer linkage

with the Membership/Subscriptions and Sections Offices. One aspect of that effort has been to locate their offices on the first floor. Sulu Ghoting, who handles Membership Services, is in her first year with ASA, as is Cecilia Anderson, the Subscriptions Administrator. They especially face a challenging year as ASA prepares to move to a new computer system, which is being coordinated by Maru Corrada, our Computer Systems Manager. An ASA employee since 1989, Maru also administers the fulfillment program of the Teaching Resources Center, using her computer skills to develop a inventory and sales database for teaching and professional development publications.

Lionel Maldonado has continued to direct the Minority Affairs Program from a distance under a special contract. He will help orient the new MAP Director and Assistant Executive Officer during the annual meeting. Meanwhile, Frances Foster, Manager of the Program, did an outstanding job of keeping MAP on an even keel within the office. While Frances and all of us are proud of her work in MAP this year, we are even more proud of her contribution to the population of suburban Maryland—her son, Rushaad, was born in July.

Steve Buff's five-year tenure as Assistant Executive Officer in charge of the Professional Development Program and Media Relations has witnessed many accomplishments which have been reported in other issues of *Footnotes*. His assistant, Janet Onnie, is also in charge of Child Care at the Annual Meeting, and has worked hard on the promotion of *SPR*. She and Steve are already working to acquaint his successor, Dr. Janet Mancini Billson, with the intricacies of the office. Steve, warmest best wishes as both of us head down new paths.

Juanita Hampton, Executive Secretary, monitors the work flow among the support staff. Now in her fifth year, she has learned to read my handwriting, and to keep me on schedule. She will be an invaluable aid to Felice, as she along knows where all of the files are.

Bill Martineau has served since 1986 as Executive Associate, in many ways my alter ego. But in addition he has had to master all aspects of governance including committee appointments, and the vital minutes of EOB and Council. In 1001 ways he has used his low key approach to help resolve problems, get difficult letters answered, agendas set, and recalcitrant members to respond to important ASA requests. Thanks for taking on a job that had ill-defined boundaries, and making it possible for this EO to get his job done. Working with Bill is Caroline Bugno, Assistant Manager for Governance and Section Coordinator, capably handling all section activities for the past five years.

I have left for last Carla Howerly, now one of the senior staff members, moving into her 11th year with the ASA. I have already indicated how much the Teaching Services Program owes to her energy, dedication and determination. It is appropriate and necessary also to note how much the Association owes to those same talents. I don't know anyone who knows more important information about more members of the Association than does Carla. It is not always easy to work with Carla; she has too many good ideas, and much more energy than the rest of us combined. But when she sees our energy flagging, she turns on her wit and humor. She comes close to being a serious challenge to her favorite storyteller, Garrison Keillor. Some of us think she could handle herself well in a one-to-one with Garrison. Carla, it's been an ennobling experience. Thanks.

And to any readers who may have stayed with this report to this point, I add a special word of thanks for letting me play at this job for nine years.—WVD/A □

**Audit**, from page 2

increases reflect both the cost-of-living inflation factor and membership growth. In the case of subscriptions, the increase reflects very small growth plus the inflation factor. The annual meeting increase reflected the record attendance.

On the expenditures side, journal printing costs declined slightly as some costs were transferred to clerical costs in the journal editorial office. The increased printing costs also included the addition of *Sociological Practice Review* to the list of ASA publications, and increased page allocations to several journals. A detailed comparative statement of General and Administrative Expenditures from the Operating Fund is found in Table 4.

Executive Office salaries increased by an average of 6% during the year, one full-time and two part-time employees were added to accommodate the growing workload. Building maintenance costs were lower, but membership-related services were notably higher, as were a number of governance expenses.

Table 5 presents an overview of the Association's Restricted Funds Activities. The two largest expenditures in 1990 involved the NIMH funds in support of the Minority Fellowship Program and the Ford funds for the Minority Opportunity Summer Training Program (MOST). The two largest restricted funds from which only interest is used are the Rose Fund, valued at \$486,356, and the Fund for the Advancement of the Discipline (FAD), valued at \$101,388. Many of the sections have developed small, restricted funds for their own use.

Overall, it is fair to say that the financial health of the Association is good. Nevertheless, the fiscal constraints facing so many colleges and universities in the 1990s must be a cause for concern, as 75% of ASA members draw their income from these sources. Of course, the 25% in government, business, nonprofit, and self-employment face their own uncertainties.

I end my final commentary on the Auditor's Report with the happy thought that the ASA, along with the other social science associations, has lived through a difficult decade and is ready to face the remaining years of the 20th century in good shape financially.—WVDA □

We have audited the accompanying balance sheets of the American Sociological Association (a District of Columbia not-for-profit corporation) as of December 31, 1990 and 1989, and the related statements of revenue and expenditures, operating fund balance and cash flows for the years then ended. These financial statements are the responsibility of the Association. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes exam-

ining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material

respects, the financial position of the American Sociological Association as of December 31, 1990 and 1989, and the results of its operations and its cash flow for the years then ended in conformity with generally accepted accounting principles.

Grant Thornton  
Washington, DC  
April 22, 1991

**NOTES TO FINANCIAL STATEMENTS**

**NOTE A—SUMMARY OF ACCOUNTING POLICIES**

A summary of the Association's significant accounting policies applied in the preparation

See *Audit*, page 14

**TABLE 2. BALANCE SHEETS**

	December 31, 1990			December 31, 1989		
	Operating	Restricted (note B)	Total	Operating	Restricted (note B)	Total
<b>CURRENT ASSETS</b>						
Cash	\$622,695	\$177,466	\$800,161	\$381,799	\$298,499	\$680,298
Certificates of deposit, plus accrued interest	398,010	—	398,010	498,478	—	498,478
Investments (at cost, market value of \$1,188,369 and \$1,098,734, respectively) (note A3)	613,256	544,573	1,157,829	569,370	431,344	1,000,714
Accounts receivable, net of allowance for doubtful accounts of \$8,164 in 1990 and 1989	135,381	—	135,381	76,515	—	76,515
Inventories (note A5)	5,000	—	5,000	5,000	—	5,000
Prepaid expenses	171,091	—	171,091	145,370	—	145,370
<b>TOTAL CURRENT ASSETS</b>	<b>1,945,433</b>	<b>722,039</b>	<b>2,667,472</b>	<b>1,676,532</b>	<b>729,843</b>	<b>2,406,375</b>
<b>PROPERTY, PLANT AND EQUIPMENT—</b>						
At cost, net of accumulated appreciation (notes A1 and D)	248,425	—	248,425	249,895	—	249,895
	\$2,193,858	\$722,039	\$2,915,897	\$1,926,427	\$729,843	\$2,656,270
<b>CURRENT LIABILITIES</b>						
Accounts payable—trade	\$238,413	\$ —	\$238,413	\$85,241	\$ —	\$85,241
Accrued liabilities	84,710	—	84,710	84,554	—	84,554
Deferred income (note A2)	1,214,073	—	1,214,073	1,205,987	—	1,205,987
Deferred revenue	—	722,039	722,039	—	729,843	729,843
Income taxes payable (note A3)	7,000	—	7,000	3,400	—	3,400
<b>TOTAL CURRENT LIABILITIES</b>	<b>1,544,196</b>	<b>722,039</b>	<b>2,266,235</b>	<b>1,379,192</b>	<b>729,843</b>	<b>2,109,035</b>
<b>FUND BALANCE</b>	<b>649,662</b>	<b>—</b>	<b>649,662</b>	<b>547,235</b>	<b>—</b>	<b>547,235</b>
	\$2,193,858	\$722,039	\$2,915,897	\$1,926,427	\$729,843	\$2,656,270

**TABLE 3. STATEMENTS OF REVENUE AND EXPENDITURES**

	December 31, 1990			December 31, 1989		
	Operating	Restricted	Total	Operating	Restricted	Total
<b>REVENUE</b>						
Member dues	\$835,211	\$ —	\$835,211	\$757,456	\$ —	\$757,456
Section dues	97,125	66,395	163,520	96,744	59,682	156,426
Subscriptions	785,037	—	785,037	743,429	—	743,429
Grants	—	290,629	290,629	—	139,058	139,058
Advertising						
Journals	80,558	—	80,558	63,329	—	63,329
Employment Bulletin listings	84,122	—	84,122	87,514	—	87,514
Coupon and Guide Listings	35,925	—	35,925	31,746	—	31,746
Reprint permissions	3,777	—	3,777	6,910	—	6,910
Processing fees and voluntary page charges	14,839	—	14,839	14,982	—	14,982
Basil Blackwell contributions—ST/SM	17,128	—	17,128	18,843	—	18,843
Sales—back issues	12,717	—	12,717	15,172	—	15,172
Sales—other publications	84,349	—	84,349	73,451	—	73,451
Annual meeting	332,725	—	332,725	295,667	—	295,667
Workshops/conferences	9,195	—	9,195	18,040	—	18,040
Reimbursement of administrative costs	32,881	—	32,881	26,923	—	26,923
Mailing list rentals	69,863	—	69,863	62,541	—	62,541
Interest	116,975	135,201	252,176	91,421	35,638	127,059
Consultant fees	10,000	—	10,000	—	—	—
Rental income	4,320	—	4,320	—	—	—
Contributions	9	27,459	27,459	4,079	144,395	148,474
Gain on sale of investments	—	—	—	10,375	7,547	17,922
Other income	5,863	30,997	36,860	1,222	—	1,222
<b>TOTAL REVENUE</b>	<b>\$2,632,649</b>	<b>550,681</b>	<b>\$3,183,330</b>	<b>\$2,419,844</b>	<b>\$386,320</b>	<b>\$2,806,164</b>
<b>EXPENDITURES</b>						
Publications						
Journal printing and mailing	455,522	—	455,522	461,593	—	461,593
Journal clerical	195,153	—	195,153	148,671	—	148,671
Other editorial and publication cost	180,051	—	180,051	143,284	—	143,284
	830,726	—	830,726	753,548	—	753,548
Program services	—	509,190	509,190	—	359,397	359,397
Annual meeting	163,000	—	163,000	146,892	—	146,892
General and administrative	1,506,861	32,881	1,539,742	1,410,532	26,923	1,437,455
Loss on sale of investments	22,635	8,610	31,245	—	—	—
<b>TOTAL EXPENDITURES</b>	<b>2,523,222</b>	<b>550,681</b>	<b>3,073,903</b>	<b>2,310,972</b>	<b>386,320</b>	<b>2,697,292</b>
Excess of revenue over expenditures before income taxes	109,427	—	109,427	108,872	—	108,872
Income taxes (note A3)	(7,000)	—	(7,000)	(3,400)	—	(3,400)
<b>EXCESS OF REVENUE OVER EXPENDITURES</b>	<b>\$102,427</b>	<b>\$ —</b>	<b>\$102,427</b>	<b>\$105,472</b>	<b>\$ —</b>	<b>\$105,472</b>

**TABLE 1. STATEMENTS OF OPERATING FUND BALANCE**

Years ended December 31, 1990 and 1989	
Balance at January 1, 1989	\$441,763
Excess of revenue over expenditures	105,472
Balance at December 31, 1989	547,235
Excess of revenue over expenditures	102,427
Balance at December 31, 1990	\$649,662



## Mechanic, Wilson Elected to National Academy of Sciences

The National Academy of Sciences, elected sixty new members, including two sociologists, in recognition of their distinguished and continuing achievements in original research. The April election brings the total number of current members to 1626. Election to membership in the Academy is considered one of the highest honors that can be accorded a U.S. scientist or engineer.

The sociologists honored are David Mechanic, Rene Dubos Professor of Behavioral Sciences and Director, Institute for Health, Health Care Policy, and Aging Research at Rutgers University and William Julius Wilson, Lucy Flower Professor of Sociology and Social Policy, University of Chicago.

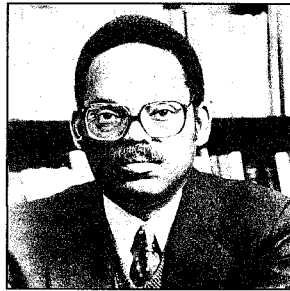
David Mechanic grew up in New York City and graduated from City College. After receiving his MA and PhD (1959) from Stanford University, he did postdoctoral work at UNC-Chapel Hill and then joined the University of Wisconsin faculty in 1960. He moved to Rutgers in 1979, reorganized the Rutgers faculty as its first Dean of the Faculty of Arts and Sciences (1980-84), and established the Rutgers Institute for Health, Health Care Policy, and Aging Research which he directs.

He has performed in many important capacities with federal agencies, particularly with the Department of Health, Education, and Welfare (now Health and Human Services), the National Institutes of Health and the National Institute of Mental Health. In 1971, Mechanic was elected to the Institute of Medicine of the National Academy of Sciences, served on its governing council and program committees, and more than a dozen special study and other committees. He is a member of the Commission on Behavioral and Social Sciences and Education of the



David Mechanic

National Research Council, a Fellow of the American Association for the Advancement of Science, and was the chair of its section on Social, Economic, and Political Sciences. In 1990, he received the first Carl Taube Award of the Mental Health Section of the American Public Health Association. Other awards include the Distinguished Medical Sociologist Award from the ASA's Medical Sociology Section, a Guggenheim Fellowship, and a Fellowship at the Center for Advanced Study in the Behavioral Sciences at Stanford. He is President-elect of the Sociological Research Association and chair of the ASA's Committee on Publications. As a consultant, Mechanic has worked with many non-profit organizations. He is a member of the Robert Wood Johnson Foundation Commission on Medical Education, and has been on several Robert Wood Johnson advisory panels. He has also consulted or served on advisory panels of the William T. Grant Foundation, the John D. and Catherine T. MacArthur Foundation, the Hogg Foundation for



William Julius Wilson

Mental Health, the Macy Foundation, the Alan Guttmacher Institute, and the National Bureau for Economic Research. He has written or edited 23 books and more than 250 research articles, chapters, and other publications in the fields of medical sociology, health policy, health services research, and the social and behavioral sciences.

William Julius Wilson is the past president of the American Sociological Association. He currently holds the Lucy Flower University Professor of Sociology and Public Policy and Director of the Center for the Study of Urban Inequality at the University of Chicago. He is former chair of that department. He was a Fellow (1981-82) at the Center for the Advanced Study in the Behavioral Sciences at Stanford University. During the 1989-90 academic year he was the holder of the French-American Foundation's American Studies Chair at the Ecole des Hautes Etudes en Sciences Sociales in Paris.

Professor Wilson previously taught at the University of Massachusetts-Amherst

where he received the Distinguished Teacher of the Year Award in 1970. In 1982 he was awarded an honorary doctorate at that university. He has also been awarded honorary doctorates at Long Island University, Columbia College in Chicago, Santa Clara University, Loyola College in Maryland, Marquette University, Mt. Holyoke College, and DePaul University. In 1988 he received the Regents Distinguished Alumnus Award at Washington State University, where he received his PhD in 1966. Wilson is a MacArthur Prize Fellow, a Fellow of the American Academy of Arts and Sciences, a Fellow of the American Association of the Advancement of Science, and a member of the American Philosophical Society.

He is author of *Power, Racism, and Privilege; Race Relations in Theoretical and Sociohistorical Perspectives; The Declining Significance of Race; Blacks and Changing American Institutions*, which received ASA's Spivack Award; and *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. In addition to these and other co-authored books, Wilson has written numerous journal articles and items for the popular press. His service record is vast and varied, with many past and current positions on editorial boards, college boards, social agencies and community service groups, government agencies, and foundation boards and committees. Finally, he is currently directing a \$2.8 million study on Poverty, Joblessness, and Family Structure in the inner city, funded by a consortium of foundations. □

## Perrucci Named 1991 Distinguished Alumnus

Robert Perrucci, professor of sociology/anthropology at Purdue University, has been selected by Purdue's Liberal Arts Alumni Group as a 1991 Distinguished Alumnus.

Perrucci was presented this award at the Annual Awards Banquet at Purdue University in April.

"Perrucci's contributions to the university, the sociology profession and the Lafayette community during his 29-year tenure have been outstanding in every respect," says Perrucci's nominator, a former student.

After earning an undergraduate degree in education from the State University of New York, Perrucci earned an MS in 1959 and PhD in 1962 from Purdue University. From 1977-1987 he served as head of the Department of Sociology/Anthropology at Purdue.

Perrucci's major interests include social stratification, organizations, social networks, and political economy. He has published 58 chapters and articles, 11 books, and presented 35 papers on these topics.

In addition, Perrucci has been associate editor of several professional journals and written numerous book reviews.

Active in the Lafayette community, Perrucci has served on the board of the Indiana Center on Law and Poverty and was a consultant to the Northwest Indiana Central Labor Council for the Development of job clubs for displaced workers.

"I have personally experienced the quality of his teaching, the depth of his research, and his commitment to the ongoing welfare of his students for decades beyond their graduation," states Perrucci's nominator. □

## Late Breaking News about the Annual Meeting

### Special Events for Students

The ASA Honors Program Student Association and the Membership Committee have made some special efforts to make undergraduate and graduate students feel welcome at the Annual Meeting.

- Students should visit the student hospitality room—Convention Center Room 235—as their headquarters. It's the place to relax, meet other students, have some refreshments, and plan your convention activities. The student hospitality room will be open from 8:00 a.m. to 8:00 p.m. Friday through Monday, and from 8:00 a.m. to 4:00 p.m. on Tuesday. Refreshments will be provided each day. In addition, students can look through graduate bulletins from various sociology programs around the country. If you wish to go to dinner with other students, please come by to sign up for group dinners at interesting, and inexpensive, restaurants.

- Students are invited attend the ASA welcoming and orientation party on August 23 at 6:30 p.m. to learn about the ASA governance and opportunities to become more involved.

- Many sections have special programs for students, including "dissertation-in-progress" sessions, roundtables, awards, and positions on their council. Feel free to attend any of the sections' events.

- The exhibit area contains booths from major book publishers, computer vendors, non-profit groups, and other companies that supply products for your professional work. Stop by and see what's new.

- The student services table, staffed by students, is located in the registration area.

Meet other students, ask questions, make dinner plans, and find your niche!

- The HPSA and the Membership Committee will host a reception for students on Sunday, August 12 from 6:30-8:20 p.m. in Convention Center Room 235. Join us to meet other students attending the meeting! All students registered to attend the Annual Meeting are welcome to use Room 235.

- Professional workshops relating to the job market will again be an important part of the Annual Meeting. Students are encouraged to attend one or more of these workshops, as they provide valuable insights into the many facets of today's job market and can better prepare you for your own job search. Most workshops are open to all convention registrants; however, some are limited to only paid registrants. Check your program for complete details on times and applicable fees.

- An annual feature of the ASA meeting, the Employment Service lists job openings in academic and sociological practice sectors. While this service is only open to paid registrants (\$15 members, \$30 non-members), you may want to participate to see what types of positions are currently available to those with sociology degrees.

Attending the Annual Meeting is important to your growth as a future sociologist. Plan to be an active participant!

### Special Session on Participatory Research

Edna Bonacich, University of California-Riverside and Randy Stoeker, University of Toledo have organized a major effort within

the ASA to promote participatory research. They are interested in hearing from colleagues who do research with community groups. In Cincinnati, a special session called "Participatory Research with Community Groups" is slated from Sunday, August 25 at 10:30 a.m. (session 142). Join them to hear from community groups and to make contacts for future directions in participatory research.

### Sociology on Campus—Student Clubs

Join Stephen F. Steele to talk about a national network of student sociology club. Steve and students at Anne Arundel Community College have put together a model for student clubs around the country. Learn about what they have done and how to start an SOC chapter yourself. Meet on Sunday, August 25 at 8:30 p.m.

### Welcoming & Orientation Party

Everyone attending the meeting is invited to the Welcoming and Orientation Party on Friday, August 23 from 6:30-8:20 p.m. in the Convention Center Ballroom. Around the perimeter of the room you'll find booths for all the ASA Sections. Find out what the sections are doing and how you can become involved. In addition, we'll have booths for the ASA journal editors, the Membership Committee, the Task Force on Participation and the Committee on Committees, and information on the 1992 annual meeting. Learn more about the ASA, meet your colleagues, and get the meeting off to a good start.

## Call for Papers

### CONFERENCES

The Albert Salomon Memorial Symposium will be held on December 6, 1991. Papers that are appropriate for the occasion are being solicited. The deadline for submission of papers is September 1. Contact: Sondra Farganis, The New School for Social Research, 66 West 12th Street, New York, NY 10011; (212) 741-5684.

Association for the Advancement of Policy, Research and Development in the Third World, November 15-20, 1992. Theme: "The New World Order: A Challenge To International Leadership." Proposals for papers and biogra-

phical professional statements should be submitted by November 15, 1991. Contact: Mekki Mtewa, Executive Director, Association for the Advancement of Policy, Research and Development in the Third World, P.O. Box 70257, Washington, DC 20024-0257; (202) 723-7010; Telefax: (202) 723-7010.

Black Film Center/Archive, Summer 1992, Indianapolis, IN. Theme: "In Touch With the Spirit: Black Religious and Musical Expression in American Cinema." Scholars will examine three major genres—documentary, ethnographic, and feature film from various disciplinary perspectives. Scholars interested in participating should send 1-2 page abstracts of papers by January 15, 1992 to: Phyllis Klotman, Black Film Center/

Archives Conference '92, Department of Afro-American Studies, Memorial Hall East, Indiana University, Bloomington, IN 47405.

California Sociological Association, October 18-19, 1991. Theme: "New Ways of Examining Ethnic and Cultural Diversity in California." Submit paper proposals to: Pete Suczak, CSA Program Committee Chair, Behavioral Sciences Department, Imperial Valley College, Imperial, CA 92251; (619) 352-3820 or Charles Hohn, Department of Sociology, San Diego State University, San Diego, CA 92182—0383.

International Conference on Social Science Methodology, June 22-26, 1992, Trento, Italy. Papers are invited in the

areas of fundamentals of social science methodology, research design, data collection methods and data analysis techniques. Contact: H. Schadee/J. van Puffelen, Dipartimento di Politica Sociale, Via Verdi, 26, 38100 TRENTO, Italy; +39 461 881313.

International Institute, January 5-11, Dubrovnik, Yugoslavia. Theme: "Nation Building: Yesterday, Today, and Tomorrow." Proposals for sessions, panels, discussion groups, and papers are invited. The deadline is June 15, 1991. Contact: Karol H. Borowski, International Institute, P.O. Box 28060, Baltimore, MD 21239; (301) 426-6062.

International Institute for Suburban and Regional Studies, October 17-20,

1991, Baltimore, MD. Theme: "Suburban Development and Quality of Life in the USA. The deadline for submission of proposals and abstracts is June 15, 1991. Contact: Karol H. Borowski, International Institute for Suburban and Regional Studies, The Maryland Center, P.O. Box 28060, Baltimore, MD 21239; Telephone and Fax: (301) 426-6062.

International Union for the Scientific Study of Population, March/April 1992, Veracruz, Mexico. Theme: "The Peopling of the Americas." The conference is held in commemoration of the 500th anniversary of Christopher Columbus' landing in the Americas. Research will be presented on the processes of population settlement and growth in the Americas from pre-Columbian times to the present. Contact: Bruno Remiche, International Union for the Scientific Study of Population, rue des Augustins, 34, 4000 Liege Belgium; (041) 224080.

Institute for the Study of the Human-Animal Relationship and SISWO, March 5-7, 1992, Amsterdam, The Netherlands. Theme: "Science and the Human-Animal Relationship." Contact: E.K. Hicks, SISWO, P.O. Box 19079, 1000 GB Amsterdam, The Netherlands, (31) (20-)5270600; FAX (31) (20-) 6229430.

Society for Cross-Cultural Research 21st Annual Meeting, February 26-March 1, Santa Fe, NM. Abstracts and proposals must be submitted by December 1. Contact: Ralph Bolton, Department of Anthropology, Pomona College, Claremont, CA 91711; (714) 621-8000 x2228; FAX: (714) 621-8403.

Society for the Advancement of Socio-Economics Fourth Annual Conference, March 27-29, 1992, Irvine, CA. The conference will address issues which include business ethics, theoretical analyses, empirical studies, and the psychological, sociological, and political aspects of our economic and choice behavior. Individuals interested in preparing a session or submitting a proposal contact: SASE, 714H Gelman Library, 2130 H Street NW, Washington, DC 20052; (202) 994-8167.

Sociologists for Women in Society Conference and Midyear Meeting, February 28-29, Minneapolis, MN. Theme: "Social Change in Feminist Directions." Individuals interested in leading a working group and writing a resource paper should contact: Carla B. Howerly, SWS President-Elect, 8008 Maple Avenue, Takoma Park, MD 20912; (202) 833-3410 x323.

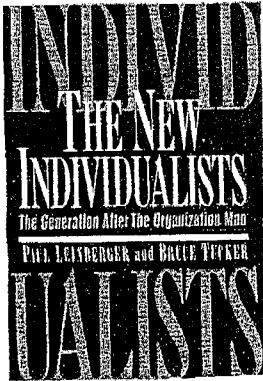
Southwestern Sociological Association 70th Annual Meeting, March 18-21, 1992, Austin, TX. Theme: "1492-1992: New Worlds, New Directions & New Challenges." Papers and/or abstracts of papers, as well as proposals for panels are requested by October 15, 1991. Contact: H. Paul Chalfant, Program Chair, Department of Sociology, Box 4590, Texas Tech University, Lubbock, TX 79409-1012; (806) 742-2400.

The Academy of Criminal Justice Sciences, March 10-14, Pittsburgh, PA. Theme: "The Legacy of the Conservative Ideology." The deadline for abstracts is October 1. For further information contact: Linda Zupan, 1992 ACJS Program Co-Chair, Criminal Justice Sciences Department, Illinois State University, 401 Schroeder Hall, Normal, IL 61761-6901; (309) 438-7626.

The Collective Behavior/Social Movement Workshop on Culture, June 18-20, 1992, San Diego, CA. Theme: "Collective Behavior and Social Movement Research." The call for papers applies to round table sessions only. Submissions may be sent to: Stella Capek, Department of Sociology, Hendrix College, Conway, AR 72032. For further information contact: Joe Gusfield, University of California-San Diego, La

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Continued on next page



**Call for Papers, continued**

Jolla, CA 92093-0102; or Hank Johnston, San Diego State University, San Diego, CA 92182-0383; (619) 673-0356; FAX (619) 594-1358.

**The Fourth North American Symposium on Society and Resource Management**, May 17-20, Madison, WI. Theme: "Integrated Resource Management." Individuals interested in presenting papers or posters must submit an abstract by December 1. Contact: Mary Miron, Symposium Coordinator, School of Natural Resources, 1450 Linden Drive, University of Wisconsin, Madison, WI 53706; (608) 262-6968; FAX: (608) 262-6055.

**The Society for Applied Anthropology**, March 25-29, Memphis, TN. Theme: "Regional Research and Development: Domestic and International Perspectives." The deadline for abstracts is October 31. Contact: Linda Bennett, Program Chair, Department of Anthropology, Memphis State University, Memphis, TN 38152; (901) 678-2958 or 278-8252.

**The Southern Sociological Society**, April 9-12, 1992, New Orleans, LA. Theme: "Will the Center Hold? Linking Sociology to its Specialties and Other Disciplines." Proposals or requests for information should be sent to: Charles E. Frazier, 1992 SSS Program Committee Chair, Department of Sociology, University of Florida, Gainesville, FL 32611; (904) 392-0254.

**The Wisconsin Sociological Association**, October 18, 1991, Eau Claire, WI. Theme: "Facing the Future: Social Action or Status Quo?" Proposed sessions or papers may be sent to: David L. Iaquinta, President WSA, Department of Sociology, Nebraska Wesleyan University, Lincoln, NE 68504-2796; (402) 465-2426.

**PUBLICATIONS**

**Adult Basic Education: An Interdisciplinary Journal for Adult Literacy Educators** publishes scholarly works in adult literacy education. The journal is soliciting articles from a sociological perspective. Contact: Thomas Valentine, Editor, *Adult Basic Education*, 416 Tucker Hall, College of Education, University of Georgia, Athens, GA 30602.

**Research in Race and Ethnic Relations** is soliciting manuscripts for Volume Seven. Papers may address historical and contemporary issues as well as the theoretical, methodological, substantive, and policy-related concerns relevant to the topic. The submission deadline is March 15. Manuscripts must be no longer than 40 pages. Contact: Rutledge Dennis, Department of Sociology and Anthropology, George Mason University, Fairfax, VA 22030; (703) 323-2900.

**Research in Social Stratification and Mobility** invites submissions for Volume 11. Papers are welcome which span a wide variety of related topics and are theoretical and theory-driven. Contact: Robert Althaus, Indiana University, Bloomington, IN 47405.

**Sage Publications, Inc.** seeks theoretically grounded, empirical research papers for its series on "Race and Ethnic Relations." Papers should not exceed 25 pages including notes. Submit all papers and paper proposals to: John H. Stanfield II, Sage Race and Ethnic Relations Series Editor, Department of Sociology, College of William and Mary, Williamsburg, VA 23185.

**Studies in Technological Innovation and Human Resources**, is a book which examines technological innovations and how they affect people in the workplace. Manuscripts will be accepted for Volume Four *Women and Technology*. Submit five copies of your manuscript by October 1 to: Urs E. Gattiker, Editor, Technological Innovation and

Human Resources, Faculty of Management, The University of Lethbridge, Lethbridge, Alberta Canada T1K 3M4; FAX: (403) 329-2038.

**Technology Studies** is accepting articles for its journal scheduled for publication in 1992. Each manuscript must have a concluding section entitled "Implications for Research Management" and the paper must clearly relate to the subject of technology. Submit five copies of your manuscript to: Urs E. Gattiker, Editor, Technology Studies, Faculty of Management, The University of Lethbridge, Lethbridge, Alberta Canada T1K 3M4; (403) 320-6966; FAX: (403) 329-2038.

**The Journal of Comparative Family Studies** is planning a special issue on "Family Violence." Manuscripts are solicited that use cross-cultural and comparative perspectives to examine family violence. Papers should be submitted in triplicate prior to February 15, 1992. Contact: Richard J. Gelles, Director,

Family Violence Research Program, University of Rhode Island, Kingston, RI 02881.

**The Journal of Health Education Research: Theory and Practice** will contain a theme issue on the uses of coalitions in health education and health promotion projects to be published in 1993. Articles for this issue may include focusing on the stages of evolution of coalitions; strategic utilization of resources within coalitions; formation, implementation, maintenance and other operational issues. Articles must be received by February 1. Inquiries and manuscripts should be directed to: Robert M. Goodman, Department of Health Promotion and Education, School of Public Health, University of South Carolina, Columbia, SC 29208; (803) 777-7096.

**The Journal of Political and Military Sociology** is planning two special issues. They are calling for papers which focus on the military, international/

comparative political, economic, and geopolitical issues in Europe, the Middle East and the Gulf states and the effect these changes will have on the world at large in the 21st century. Authors should submit four copies along with an abstract of 100-150 words and a check for \$10.00 for processing. Contact: George A. Kourvetaris, Department of Sociology, Northern Illinois University, DeKalb, IL 60115.

**The University of Notre Dame Press** and the Cushwa Center for the Study of American Catholicism sponsor a publication series, *The Irish in America*. Manuscripts must examine in a scholarly manner some aspect of the Irish experience in the United States. Submit two copies of the manuscript along with the author's resume by December 15, 1992. Contact: Jay P. Dolan, Cushwa Center, 614 Hesburgh Library, University of Notre Dame, Notre Dame, IN 46556.

**Meetings**

**August 4-6, Fourth Annual Black Health Issues Conference**, Greenville, SC. Key-note address: Ralph Nader, Consumer Health Advocate. For further information contact: Greenville Technical College, Continuing Education Division, P.O. Box 5616, Greenville, SC 29606-5616; (803) 250-8463.

**August 19-23, Office of International Criminal Justice Sixth Annual Conference**, Chicago, IL. Theme: "The Terrorist Phenomenon: Approaching the Next Century." Contact: The University of Illinois-Chicago, Office of International Criminal Justice (M/C 777), 715 S. Wood Street, Chicago, IL 60612, Attn: Tonya M. Matz; (312) 996-9267; FAX: (312) 733-3394.

**September 26-28, Criminal Justice Statistics Association**, Chicago, IL. Theme: "Spanning Boundaries: Forging Part-

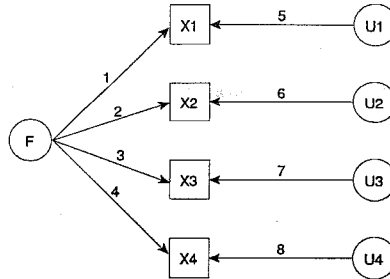
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 -4->[X4],

(U1) -5->[X1],  
 (U2) -6->[X2],  
 (U3) -7->[X3],  
 (U4) -8->[X4]

and output like this:

(F) -1 { 0.320 SE= 0.112 }->[X1],  
 -2 { 0.674 SE= 0.133 }->[X2],  
 -3 { 0.431 SE= 0.114 }->[X3],  
 -4 { 0.520 SE= 0.119 }->[X4],

(U1) -5 { 0.947 SE= 0.064 }->[X1],  
 (U2) -6 { 0.739 SE= 0.109 }->[X2],  
 (U3) -7 { 0.520 SE= 0.119 }->[X3],  
 (U4) -8 { 0.854 SE= 0.075 }->[X4]

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## Publications, continued

room use in Black Studies, Race and Class, Stratification and Political Sociology courses. It is by Black sociologists who work with and for the Black underclass. For further information contact: T.R. Young, Director, The Red Feather Institute, 8085 Essex, Weidman, MI 48893; (517) 644-5176.

The *Journal of Mental Imagery*, is the only extant forum for original thought on mental imagery. The major contributor to the contents of this issue is Gloria Count-van Manen, Howard University. This issue of the *Journal* includes several topics and offers an opportunity for dialogue and debate. The individual subscription price is \$40. The institutional price is \$75. To order contact: Brandon House, P.O. Box 240, Bronx, NY 10471.

The *NEH 1990 Annual Report* is available and contains brief descriptions of Endowment programs as well as a complete listing of all Endowment grants for fiscal year 1990. The report is free and may be obtained by sending a request to: NEH 1990 Annual Report, Room 406, 1100 Pennsylvania Avenue NW, Washington, DC 20506.

The *United States Government Manual* is the official handbook of the Federal Government which provides comprehensive information on the agencies of the legislative, judicial, and executive branches of government as well as quasi-official agencies. The cost is \$21 and prepayment may be sent to: Superintendent of Documents, Washington, DC 20402-9325; (202) 783-3238.

*Transforming Sociology Series* contains three new articles by The Red Feather Institutes' T.R. Young. The essays are entitled "Paradigm Theory," "An Essay on Artificially Stupid Societies," and "Postmodern Understandings of the God Concept." Red Feather articles are free to graduate students in sociology. All others send \$2.00 per article to: RFI, 8085 Essex, Weidman, MI 48893.

## Deaths

Albert D'Antonio, brother of William D'Antonio, died on May 10, 1991, in New York.

Jerzy Kosinski died in Manhattan, NY. Isabel Cary Lundberg, died in May 1991 at Lenox Hill Hospital in Manhattan.

Allen R. Potter died on April 22, 1991.

John Shope, Salisbury State University, died on December 22, 1990.

## Obituaries

Philip Whitney Blumstein (1944-1991)

Philip Whitney Blumstein, Professor of Sociology at the University of Washington, died of AIDS at the age of 46 in his home, on March 15, 1991. His life partner, Garry D. Jordan, as well as several of his closest friends, were at his side. His parents, Louis and Myrtle Blumstein, died in February, 1989 from separate causes.

Philip was born in New York City on October 2, 1944. He was a gifted student at all stages in his educational career. He was valedictorian of his Bronx Science high school class and went on to Reed College in Portland, Oregon. His experiences at Reed especially his coursework with Sociology Professor John Pock, were an early and major influence on his intellectual development. It was there he became interested in the social sciences, and it

was also those years in Portland that created a love of the Northwest that eventually brought him back. After Reed, he went on to earn his PhD at Vanderbilt University in under four years—record time even then. He commenced a deeply significant collaboration with Eugene Weinstein. His thesis, "An Experiment in Identity Bargaining," began his life long interest in one of the most unique aspects of Philip's work, a marriage of a Goffmanesque symbolic interaction with experimental social psychology. He worked with Weinstein both at Vanderbilt and then later at SUNY-Stony Brook. He left SUNY in 1969 to accept a position as Assistant Professor of Sociology at the University of Washington. He remained at the University of Washington his entire career, working his way up the ranks to full professor in 1988.

Philip's earliest research and publications applied experimental social psychological techniques to the study of strategies of impression management. One of his best known publications from his intellectual era was an article published with students from the departmental honors program, which he advised for seven years: "The Honoring of Accounts," which appeared in the *ASR* in 1974. Other publications from this era addressed topics such as distributive justice, tactics of identity bargaining, and normative evaluations.

Philip's next wave of intellectual energies were directed to his collaboration with Pepper Schwartz. This was a personal and professional partnership that spanned almost two decades of research on gender, sexuality, power, and relationships. Their early research was on the acquisition of sexual identity and bisexuality. The study that received the most notice, however, both in and out of the profession, was a project funded by the National Science Foundation. This study compared large numbers of heterosexual married and cohabiting couples with homosexual male and lesbian couples. The book that resulted from this study, *American Couples* (1983), captured the attention of both academia and the mass media. The authors were called upon to do many TV, radio, and newspaper interviews. Philip, a rather private person, rose to the challenge and became an adept handler of the odd question and unprepared interviewer. Nonetheless, he much preferred academic discussions of his work.

In recent years, Philip's attention began to turn to the study of personal relationships and the management of interpersonal and cognitive stresses of maintaining them. Together with Peter Kollock, he prepared an article on this topic for the *Annual Review of Sociology* (Volume 14, 1988). He also had begun to synthesize his interests in personal relationships with his longstanding research emphasis on self-identity. In this vein, he had recently completed a paper with his student Susan McWilliams on evaluative hierarchy in personal relationships (to appear in *Advances in Group Processes*).

Although he was better known for his research, Philip was also a superb teacher. Perhaps this was because Philip was a true intellectual. He loved questions. He saw them everywhere. Any moment in everyday life was occasion for an hypothesis. He had an extraordinary quality in the classroom, a capacity to energize and motivate students, using a Socratic-type method that led students to discover for themselves the conclusions he was surreptitiously leading them toward. Philip also had remarkable administrative talents and gave them generously to his department and profession. He served *ASA*, serving over the years on the Council of the Social Psychology Section, the Council of the Sociologist's Gay and Lesbian Caucus, and at the

time of his death was a member of the Committee on Committees. He was also an Advisory Editor to *Symbolic Interaction*, the *Journal of Homosexuality*, and *Deviant Behavior*.

Philip had many close friends. Yet, he was a private person. But over time he became more open as a gay man, a step associated in part with carrying out the *American Couples* study. Gay groups asked Philip to be more active in gay causes and he obliged. He was involved in the active gay community in Seattle, putting his energies into several political campaigns against anti-homosexual legislation. He was a steady and major contributor to gay organizations in Seattle and nationally. He was a member of the advisory board of Parents and Friends of Lesbians and Gays, as well as of local gay groups.

Most of all Philip loved his friends. His sometimes abrupt or cynical exterior hid—never too well—an extraordinarily sensitive, emotional, generous soul. He gave great gifts of all kinds, most lastingly of himself. This was most evident in his relationship with Gerry. For the last seven years of his life he built an exceptional partnership, a model for anyone's marriage. This was a deep and true love and friendship. Gerry tended Philip with extraordinary tenderness and care in his last months.

Philip is sorely missed by his colleagues, his students, his friends, and his partner. We loved him and we mourn the fate that took him too young, in the middle of his life and his work.

Judith A. Howard and Pepper Schwartz,  
University of Washington

Esther Lucile Brown (1898-1990)

The brief obituary in *Footnotes*, October 1990, of Esther Lucile Brown, needs amplification. Until her death on July 6, 1990, Esther Lucile Brown was the one of the last of what I believe was a very special cohort of sociologists who initiated significant trends in sociology during the period between the two world wars. Her work on the sociology of the professions, particularly, was at the center of her scholarly contributions. No less important was the influence she exerted on the profession of sociology itself in her role as an officer of the Russell Sage Foundation for over thirty years beginning in 1932.

Born on May 2, 1898, in Exeter, New Hampshire, she was the only child of parents she described as "English old stock" (Brown 1981). Her father was an industrial chemist with the Amascade Cotton Mills in Manchester, NH. Her mother was a housewife. Born when her parents were "approximately 45 years old," she studied for her BA degree, majoring in English, at the University of New Hampshire and entered Yale University in the "early twenties," to study social anthropology. Her mentors at Yale were Albert G. Keller and Maurice R. Davie. Prior to receiving her PhD in social anthropology in 1929, she taught for several years as an Assistant Professor at the University of New Hampshire and during the year 1929-1930, she studied in France at the Bibliotheque National on a Social Science Research Council Fellowship.

In 1930, she joined the President's Research Committee on Social Trends, known usually as the Ogburn Commission after its director William F. Ogburn. She assisted Ralph G. Hurlin, director of the Department of Statistics of the Russell Sage Foundation in his preparation of the chapter, "Shifting Occupational Patterns," for the Ogburn Commission's final report (1933).

Immediately thereafter, in 1932, Dr. Brown joined the Russell Sage Educational staff and, except for a year as

educational director of the United Parents Associations of New York City in 1933, remained until her retirement in 1963. Although she began as a member of Dr. Hurlin's Department of Statistics, her responsibility from the beginning was to follow up the work for Ogburn Commission on occupations with special emphasis on the professions. Eventually, in 1944, this led to the creation of the Department of Professions in the Foundation, headed by Dr. Brown.

Her first study, *Social Work as a Profession*, was published in 1935, and subsequently in four editions. In rapid succession, Dr. Brown books on the professions included Engineering (1936), Nursing (1936), Physicians (1937), and Lawyers (1938). Another book on lawyers appeared in 1948, and in the same year a book on nursing based on a study for the National Nursing Council, financed by the Carnegie Corporation and Russell Sage. She was co-author in 1955 of a book on mental health care that was to have a powerful influence on psychiatry (Greenblatt, et al. 1955). After her retirement, two further books on nursing appeared (1970 and 1971) based on a study requested and financed by the National League for Nursing.

Her books were translated into Swedish, Portuguese, and Japanese, and especially her books on nursing and social work were reproduced in multiple editions and printings. She had very special relationships with the professions of nursing and social work, but she herself valued the small book on engineering most highly and believed that sociologists neglected that important profession.

When Dr. Donald Young became President in 1950, the focus of the Russell Sage Foundation shifted sharply toward the linking of academic behavioral science with its applications in fields of social practice. Esther Lucile Brown was seen as a key figure in this program and Young asked her to concentrate her work on the health field.

Subsequent years saw a long list of Russell Sage sponsored sociologists and anthropologists working in medical settings. Most wrote pioneering books from their experiences. In the history of sociology, this was a remarkably rich chapter, in which Esther Lucile Brown played, along with Donald Young and Leonard A. (Slats) Cottrell, a central role.

At the 1989 ASA Annual Meeting where I last saw Esther Lucile Brown, she was, in her 92nd year, only slightly less imposing than when I first met her in 1958. The circumstances of that first meeting were auspicious for me, but ordinary for her. Leonard "Slats" Cottrell, my connection at Russell Sage, asked me to meet Esther and to include her as one of the editors for the book I was commissioned to write on the sociology of medicine. I will never forget the first author-editor lunch that we had.

Tall and strongly built, she was, in her own way, elegantly fashionable. There was about her an imposing strength that put a younger person on the mark, as though in the presence of an admired teacher who, though brooking on nonsense, was clearly your friend. She possessed an old fashioned dignity that I associated with myths of frontier women and New England "ladies", but her conversation was a delightful, challengingly intelligent, leavened with good humor. She was a tough but immensely helpful editor. The book, as it finally appeared, owes a debt to Esther who, from sponsor and mentor, became in the best traditions of academic life, my very close friend. I am sure that there are hundreds who knew her who feel the same.

Samuel W. Bloom, Mount Sinai School of Medicine

All subsequent quotations that are not labeled as notes or bibliography specifically are drawn from the 1981 interview with Esther Lucile Brown.

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W. Byron (Casey) Groves (1953-1990)

Casey Groves, Associate Professor of Sociology and Criminology at the University of Wisconsin-Green Bay, was killed in a car accident on December 11, 1990. He was 37 years old and lived in Two Rivers, WI, with his wife, Andrea Lindstrom, and two children—Christopher and Cassandra.

Graduating from the School of Criminal Justice at the State University of New York at Albany in 1982, Casey joined the faculty of the University of Wisconsin-Green Bay. There he began to engage the field of criminology with his incredible depth of knowledge combined with a truly interdisciplinary effort to understand crime and deviance. This intellectual breadth led him

Continued on next page

**Year  
after  
year,  
our  
commitment  
will  
continue**



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1988, 1989, 1990, 1991**

## Obituaries, continued

to fields as diverse as sociology, history, psychology, philosophy, and even the humanities. As a result his scholarship was ambitious and wide-ranging. In addition to two books, he published in the *Journal of Research in Crime and Delinquency*, *American Journal of Sociology*, *Humanity and Society*, *Crime and Social Justice*, *Social Problems*, and many other journals. In almost all his works Casey challenged doctrinaire thought, whether radical or mainstream criminology. His insights and capacity to integrate diverse bodies of knowledge on crime and punishment will not soon be forgotten.

In addition to his scholarship Casey was a brilliant teacher who truly enriched the lives of many. Indeed, Casey loved to teach and bring a book to life—when he read a book, he understood its intellectual content in a profound sense. He felt what he had studied, he taught with pure conviction, and it was this authenticity that his students understood and to which they responded. This is why he was such an amazing teacher, able to motivate students about even the most difficult of social theorists.

In the months before he died, Casey was writing a book on theoretical criminology. Only two chapters had been completed, but already it was apparent that Casey was developing new and complex intellectual arguments. It is hoped that some time soon, this material will be published so that we may all benefit from the mind of a rare and creative individual.

The State University at New York at Albany has established a memorial fund in Casey's name. The fund will be used to provide an award to worthy individuals for their scholarly work in criminal justice at an alumni conference to be held every two or three years. The royalties from any books that are published as a result of these activities will be deposited into the fund. For those interested in making a contribution, please make your check out to "The University at Albany Fund," mark the memo section "Casey Memorial," and mail to: Professor Graeme Newman, School of Criminal Justice, University at Albany, 135 Western Avenue, Albany, NY 12222.

Graeme Newman, State University of New York-Albany, and Robert J. Sampson, University of Illinois

Guy B. Johnson  
(1901-1991)

Guy B. Johnson, Kenan Professor Emeritus of Sociology and Anthropology at the University of North Carolina-Chapel Hill, died May 23, 1991, in his home in Chapel Hill, of chronic anemia. He was 90 years old.

Dr. Johnson was born in Caddo Mills, Texas. He took degrees in sociology from Baylor (AB, 1921), Chicago (MA, 1922), and North Carolina (PhD, 1927). In 1936-37 he did postdoctoral study in anthropology at Chicago and Yale. He was recruited to North Carolina by Howard W. Odum as a graduate research assistant in 1924, and served on the faculty from 1927 until he retired in 1969.

Along with Odum, Rupert B. Vance, Katherine Jocher, Harriet L. Herring, and others, Johnson was one of the remarkable group who put Chapel Hill sociology on the map in the 1920s and 1930s. He also taught the university's first anthropology courses. His main publications were on Southern Black folk culture and U.S. race relations. His other interests included Africa, musicology, and archaeology. As a staff researcher, he analyzed many of the data that went into Gunnar Myrdal's *An American Dilemma*. He was editor of *Social Forces* from 1961-69, and presi-

dent of the Southern Sociology Society in 1933-54.

He was best known as a tireless worker for the betterment of race relations. He served as executive director of the Southern Regional Council from 1944-47, as a trustee of Howard University from 1937-74, as a trustee of the Phelps-Stokes Fund from 1948-75, and as an officer of the North Carolina Council on Human Relations. He received the Anisfield Award for Research in Race Relations in 1937 and the Catholic Committee of the South Award for Work in Human Relations in 1948. In 1975 the University of North Carolina at Chapel Hill honored him and his wife, Guion Giffis Johnson, a noted historian, with Distinguished Alumni Awards.

Guy Johnson was a quiet, gentle man, but courageous and tough when he needed to be. As a pioneer white Southern advocate of racial equality, he took some heat, but it did not slow him down. Once he showed a colleague a desk drawer full of hate mail he had gotten. Most of it called him all manner of ugly names. Much of it strongly advised him to leave the country and stay gone. It included death threats. His only comment on the people who had written it was, "These poor devils must have empty lives if they have to fill them up with trash like this."

As a teacher he was warm and approachable. He had a way of courteously criticizing half-baked work by asking probing questions about it, so that students were not just fed pre-cooked ideas but were helped to develop their own. His classroom lectures were skillfully crafted, and leavened with dry humor and homespun anecdotes.

He is survived by two sons—Benton Johnson, a sociologist at the University of Oregon, and Edward Johnson, a psychologist at Chapel Hill—and five grandchildren.

Richard L. Simpson, University of North Carolina-Chapel Hill

Harald Pedersen  
(-1990)

Washington sociologist Harald A. Pedersen died of cancer in December. Dr. Pedersen was Chief of Family Planning Services in the Office of Population at USAID from 1970 until his retirement in 1982.

Dr. Pedersen did his undergraduate work at the New Mexico State University, Las Cruces, and received a Masters Degree from LSU in 1942. He enlisted in the Army during World War II and served as an infantry sergeant in

the Asian Pacific Theater. After the war he returned to school and received his doctorate from the University of Wisconsin in 1949.

He taught sociology at Mississippi State in the 1950s and at Montana State University from 1959 to 1962. From 1957 to 1959 he was a development advisor in Pakistan. Beginning in 1962 he served with U.S. Census Bureau. In the late sixties, Dr. Pedersen devoted most of his energy to family planning, demography, and statistics in Pakistan.

Dr. Peterson's career exemplifies a life of scholarly pursuit and public service in both academic and applied settings, which is the unique hallmark of DCCS. In this he carried a standard of his generation and leaves behind an ideal for younger sociologists attracted to the nation's capital to follow.

Reprinted from the Washington Post

Norman Washburne  
(1927-1991)

Norman Washburne was born in New York on January 24, 1927, and died of cancer on May 29, 1991. He received his PhD in 1953 from Washington University, St. Louis, after studies at the University of Missouri, the University of Notre Dame, the New School for Social Research, and the University of Leeds, in England. This multiple exposure stood him in good stead, and, I am certain, contributed to his broad understanding not only of sociology but of the events and the people around him. He was as much at home when acting as a research consultant to business firms, as he was in the classroom and at faculty meetings. His publications reflected his versatility, ranging from evaluations of community programs to interpretations of social change, from statistical texts to coediting *The Marriage Games*, and from dynamics of the therapeutic communities to methods of treating their members.

Norman knew for some time that he was very ill, but this did not keep him from meeting his classes for as long as he could, or to perform his duties, as the elected president of the Rutgers University chapter of the American Association of University Professors. Before then, he had been the spokesman for the Newark campus, and for many years President of the University Senate. Most recently, he represented the faculty in very complex negotiations, and in one of our last conversations he told me that he was particularly pleased to have received congratulations for the good job he had done by colleagues on the left and on the right, as well as by members of the administration whom he had opposed,

and by the President of the University, Francis L. Lawrence. He lived long enough to know that the AAUP honored him with the Georgina Smith Award, for his creative impact on collective bargaining.

Norman Washburne, a former committeeman in West Windsor Township, was a first-rate sociologist and teacher. Norman, who always argued for rigor, particularly loved teaching our methods courses, and always was ready to advise those of us less able to use quantitative methods. Nevertheless, while he was chair of the department of Sociology and Anthropology at the Newark campus, from 1970 to 1979, he made certain to hire colleagues who would be "diversified," able to teach not only the quantitative but also the applied and theoretical components of the discipline. Just before coming to Newark, he had taught at the University of Akron, and in 1968-1969 was the third Fulbright Professor at the University of Madras, where he helped to institute sociology. When he left, the department was established.

He is survived by his wife, Bernice Washburne; his mother, Vara Washburne Megroth of West Windsor, three sons, Theodore L. Washburne of Mesa, AZ, Daniel J. Hough of Hopewell, NJ, and Christopher J. Washburne of New York City; two daughters, Shelley Mary of Urbana, IL, and Sharon Martynowski of Cleveland; a sister, Antonia Flint of Princeton; and 13 grandchildren. His colleagues at Rutgers will also miss him.

Edith Kurzwel, Rutgers University

Other  
Organizations

**Alpha Kappa Delta International Sociology Honor Society** recently elected its Regional Representatives for 1991-92 as follows: Region I Samuel Sampson, Region II David Dem, Region V Joann Elder, Region VII Julie Almqvist, Region IX James Frey, Region XI Michael Cortello.

**California State University-Fullerton** offers certification programs in gerontology and managing multicultural work environments. The Professional Certificate in Gerontology is a program that provides an opportunity to accomplish in two years or less a measure of specialization in the field of aging. It also offers 18 units of post-baccalaureate credit from which up to six units may be applicable to selected graduate

programs. The recently university-approved Certificate Award in Managing Multicultural Work Environments consists of skill-building activities divided among four core workshops and eight electives that reflect issues specific to education, health, human services, and corporate settings. Fall registration for both programs begins August 1, 1991. Call Cal State-Fullerton's Extended Education Services at (714) 773-2611 for free brochures.

**Center for Child and Adolescent Obesity**, University of California-San Francisco, announces the Advanced Clinical Training in Child and Adolescent Obesity course to be offered in September. For further information write: Center for Child and Adolescent Obesity, Box 0900, University of California, San Francisco, CA 94143; (415) 476-2502.

**The International Sociological Association** announces a call for membership. There are four different membership categories, 45 research committees, seven working groups, and six thematic groups. For membership information write to: International Sociological Association, Secretariat: Pinar 25, 28006 Madrid, Spain.

## Contact

**American Historical Association** is in the process of compiling the 1991-92 edition of *Grants, Fellowships, and Prizes of Interest to Historians*. Submit a flyer, brochure or announcement containing information about your award programs and the 1991-92 deadlines in order to be included in the 1991-92 edition.

**The Charles P. Loomis Festgabe** will be held on October 26, 1991. Friends and former students of Charles P. Loomis are invited to participate in the Festgabe to honor him on his 86th birthday by writing testimonials to be leather bound and presented to him. Contributions of \$20 will be accepted to form a scholarship fund in his name. Contact: Loomis Festgabe, c/o Julius Rivera, Sociology, UTPEP, El Paso, TX 79968.

**Comprehensive Health** is a film which will be distributed to the New York City School System in conjunction with the new contraceptive distribution program. For more information contact: Mildred Pollner (212) 628-0226.

**Data Press** has announced plans for a series of collected readings and anthologies for which they are seeking article submissions. The editions will survey topics in post-industrial economics, business ethics, academic and clinical psychology, post-modern social criticism, and essays on chaos theory or related scientific movements. Contact: Data Press, P.O. Box 2164, Anna Maria, FL 34216.

Continued on next page

The Groves Conference on Marriage and the Family  
Founded 1934  
Announces  
Two Family Awards

## FELDMAN AWARD

\$250 to a beginning professional to attend the Groves Conference and give a presentation based on their completed work in the field of sex roles and/or public policy related to families. Applications are invited from persons who have completed a terminal degree within the last five years. (Dissertations should be summarized or article on dissertation submitted. Do not send complete thesis.)

MARVIN B. SUSSMAN  
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An annual award to a promising individual to conduct a pilot study on a relevant issue in the family field. Such an endeavor should reflect quality research, theory, and scholarship. At time of award, recipient will receive a \$500 prize for undertaking work contained in the successful award application. \$500 additional travel reimbursement will be provided for presentation of a progress report at a special session of the next Groves Conference. A commemorative plaque is awarded. Applicants should be graduates, within the previous five years, of an accredited doctoral program in family studies, sociology, psychology, anthropology, human development, history, or related fields.

For consideration by the Awards Committee, applications should include:

## Feldman Award:

Via or resume plus a copy of completed work.  
Due: September 15, 1991

## Sussman Award:

Via or resume plus maximum five page, double-spaced prospectus.  
Due: September 15, 1991

All applications to be sent to:

Jean E. Veivers  
Department of Sociology  
P O Box 3050  
Victoria, British Columbia  
Canada V8W 3P5  
Telephone: (604) 721-7581  
FAX: 604-721-8653

Sociological  
Theory Moves

The editorial office of ASA's semi-annual journal, *Sociological Theory*, has moved from the University of Kansas to Pennsylvania State University. Please address all correspondence to editor Alan Sica at the new address: Department of Sociology, 211 Oswald Tower, Pennsylvania State University, University Park, PA 16802.

Contact, continued

**Ralph Segalman**, California State University-Northridge, has a collection of books and research background materials on the social and psychological aspects of AIDS. The materials are available to a sociologist or research center interested in receiving them. Contact: Ralph Segalman, P.O. Box 5004, Fine Mountain Club, CA 93222; (805) 242-1128.

**The Data Archive on Adolescent Pregnancy and Pregnancy Prevention (DAAPP)** announces that Sage Publications is now the exclusive marketing agent for NATASHA—the National Archive on Sexuality, Health & Adolescence. NATASHA is a combination of social science research and advanced computer technology provided on compact disc. For further information contact: Data Archive on Adolescent Pregnancy and Pregnancy Prevention, Sociometrics Corporation, 170 State Street, Suite 260, Los Altos, CA 94022-2812; (415) 949-3282.

**The Jewish Peace Lobby** invites your involvement and support in the Middle East Peace Initiative. Contact: The Jewish Peace Lobby, Suite 141, 4431 Lehigh Road, College Park, MD 20740; (301) 589-8764.

Official Reports and Proceedings

Editors' Reports

Sociological Methodology

This report covers developments relating to *Sociological Methodology* (SM) that took place between the time I assumed the editorial duties, October 1, 1989, and December 31, 1990. The editorial transition from Pennsylvania State University to Harvard was accomplished without event; this was the result of both the cooperation of the previous editor, Clifford Clogg, and the

fortunate happenstance that Ann Kremers, who had served as Editorial Manager during Clogg's editorship, moved to the Boston area just before I became Editor-Elect. I am delighted that Kremers has continued her affiliation with this publication.

During this period a total of 40 manuscripts were received for review. Of these, 21 were declined (10 of these with the option to resubmit), 10 were accepted, and 9 were pending as of December 31. These figures do not include three commentaries and one reply that were solicited for SM 1991. The mean lag between receipt and decision was 11.5 weeks for decisions reached during this time.

The SM editorial board is composed of Gerhard Armingier, Aaron Cicourel, Glenn Firebaugh, Jan Hoem, Margaret Mooney Marini, Ronald Schoenberg, Michael Sobel, and Christopher Winship. I am grateful to members of the board for extending their service beyond Clogg's editorship. Ronald Breiger resigned from the board this year in order to serve on another ASA editorial board, and we thank him for his contributions to SM. A total of 61 reviewers reviewed one or more manuscripts this year, and I am very appreciative of their advice and the care they show in their reviews.

Relationships with publisher of SM, Basil Blackwell, Ltd., have been smooth. SM 1990, the final volume of Clogg's editorship, was published in December, 1990. This was later than we would like, and we will improve on it in the future. The manuscript for SM 1991 went to press in the fall of 1990, and the volume is expected to be available by the time of the 1991 ASA meetings. The 1991 volume will see a return to the colorful covers with geometric designs which have been a trademark of SM over the years.

At the editorial board meeting during the August 1990 ASA meetings it was noted that SM has not in the past included a statement about editorial policies and procedures. It was agreed that such a statement could clarify certain misunderstandings about the publication that board members have not-

SUMMARY OF EDITORIAL ACTIVITY: SOCIOLOGICAL METHODOLOGY, JANUARY 1-DECEMBER 31, 1990

<b>A. Manuscripts Considered</b>	
Submitted in 1990	37
Carried over	30
	7
<b>B. Review Process</b>	
1. Screened by editor/accepted for review	
a. Rejected outright	36
b. Rejected—revise/resubmit	9
c. Conditional acceptance	9
d. Outright acceptance	5
e. Withdrawn	4
f. Pending	0
2. Screened by editor/rejected	
	1
<b>C. Editorial Lag (weeks)</b>	
	11.2
<b>D. Production Lag (months)</b>	
	10
<b>E. Items Published</b>	
Articles	10
Book reviews	—
Symposium reviews	—
Review essays	—
Comments	3
Other	1
<b>F. Reviews</b>	
Males	58
Females	3
Minorities	7
<b>G. Editorial Board Members</b>	
Males	7
Females	1
Minorities	0

ed. A statement was prepared and will appear at the beginning of SM 1991, and future volumes. It reads as follows:

*Information for Authors: Sociological Methodology* is an annual volume on methods of research in the social sciences. Sponsored by the American Sociological Association, *Sociological Methodology's* mission is to disseminate material that advances empirical research in sociology and related disciplines. Chapters present original methodological contributions, expository statements and illustrations of recently developed techniques, and critical discussions of

research practice. *Sociological Methodology* seeks contributions that address the full range of problems confronted by empirical work in the contemporary social sciences, including conceptualizing and modelling, research design, data collection, measurement, and data analysis. Work on the methodological problems involved in any approach to empirical social science is appropriate for *Sociological Methodology*. The content of each annual volume of *Sociological Methodology* is driven by submissions initiated by authors; the volumes do not have specific annual themes. Edi-

torial decisions regarding manuscripts submitted are based heavily on the advice of expert referees; each article submitted for consideration is read by two or more editorial consultants. Criteria for evaluation include originality, breadth of interest and applicability, and expository clarity. Discussions of implications for research practice are vital, and authors are urged to include empirical illustrations of the methods they discuss.

Authors should submit four copies of manuscripts to the Editor. Manuscripts should include an informative abstract of not more than one double-spaced page, and should not identify the author within the text. Submission of a manuscript for review by *Sociological Methodology* implies that it has not been previously published and that it is not under review elsewhere.

Inquiries concerning the appropriateness of material and—or other aspects of editorial policies and procedures are welcome; prospective authors should correspond with the Editor.

ASA members wishing to contact SM can write: Department of Sociology, Harvard University, 616 William James Hall, 33 Kirkland Street, Cambridge, MA 02138; phone: (617) 495-3823; FAX (617) 495-5794; E-mail: SOC-METH@HARVUNXT.BITNET.

Peter V. Marsden, Editor

Classified Ads

**Editing:** Specializing in social sciences and humanities, from articles to monographs. Timely, dependable, and thorough editing at competitive rates. Currently managing editor/copy editor of *Contemporary Sociology*; previous editing for other journals and scholarly presses. References available. Martha Dimes Toher, Ph.D, Suite 308, 703 Ninth Street, Durham, NC 27705; (919) 688-0388.

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Teaching Sociology

presents a special issue on Graduate Education

This special issue on the state of graduate education in sociology is offered, in part, as a modest contribution to bringing down the barriers to good teaching. It is based on the idea that the best place to begin to improve undergraduate teaching is graduate school where the faculty of the future both consciously and unconsciously develop their initial attitudes and commitments. It is also based on the idea that good teaching at the graduate level requires an attentive nurturing, and critical look at graduate policies, programs, and curricula. In essence, as we enter the decade of the 90s, the purpose of this special issue is to focus the gaze of the discipline and the profession on improving both teaching and graduate education.

Featured articles include:

- "The Protestant Ethic and the Spirit of Academia: An Essay on Graduate Education," by Eric Plutzer
- "Revising the Canon: Graduate Training in the Two Sociologies," by James J. Dowd
- "The Sociology of the Professions and the Profession of Sociology: Professional Responsibility, Teaching, and Graduate Training," by Bernice A. Pescosolido
- "Making the Graduate Curriculum Explicit," by Teresa A. Sullivan
- "Creating Opportunities for Disciplined Creativity," by Hubert M. Blalock, Jr.

To order, send \$6 per copy (\$10 non-members, \$16 institutions) to:

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To subscribe for 1991, send \$18 (\$32 non-members, \$60 institutions) to:

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# ASA Bulletin Board

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## Keeping in Touch with ASA

To volunteer to serve on a committee, contact: Lawrence Bobo, Chair, Committee on Committees; Department of Sociology, University of Wisconsin, Madison, WI 53706; (608) 262-1217.

For a catalogue of career materials, contact: Professional Development Program, ASA Executive Office.

For a Teaching Resources Center catalogue, contact: Teaching Services Program, ASA Executive Office.

For information and applications on the Minority Fellowship Program and the Minority Opportunity Summer Training, contact: Minority Fellowship Program, ASA Executive Office.

For a poster for the upcoming Annual Meeting, contact: ASA Executive Office.

## Professional Development Program

1990-1991

## Directory of Sociological Practitioners

### Distributed by:

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Janet M. Onnie, Assistant

## New from the ASA

**\$3.00 members/students**  
**\$5.00 non-members**

**Free to ASA Sociological Practice Members**

This directory includes a roster of members of the ASA Section on Sociological Practice, as well as other sociological practitioners. The latter group indicate their willingness to sponsor internships, speak at seminars, or discuss their work with others. A list of major Sociological Practice organizations is also included.

For order information, contact: the ASA Executive Office, PDP Program, 1722 N Street NW, Washington, DC 20036; (202) 893-3410/x321.

## NEW REPRINTS

- *Resources, Instructional Materials, and Syllabi for Courses on the Sociology of Death and Dying*, second edition, edited by Ronald J. Fundis and Gerry R. Cox. 250 pages, 1991. Previous edition: 1986. \$10.50 to ASA members, \$13.50 to non-members.
- *Sociology: The Small College Experience*, edited by Roger A. Bates, Lambuth College. 89 pages, 1991. Previous edition: 1986. \$6.00 to ASA members, \$9.00 to non-members.
- *Syllabi and Instructional Materials for the Sociology of Religion*, by Dallas A. Blanchard and Madeleine Adriance in cooperation with the Association for the Sociology of Religion. 168 pages, 1991. Previous edition: 1987. \$9.00 to ASA members, \$11.50 to non-members.
- *Syllabi and Instructional Materials for Science and Technology*, compiled by Stephen Zehr. A project of the Section on Science, Knowledge, and Technology. 217 pages, 1991. \$10.50 to ASA members; \$13.50 to non-members. (10% discount to SKAT Section members.)
- *Environmental Sociology: A Collection of Course Syllabi*, compiled and edited by AnneMarie Scarisbrick-Hauser and William J. Hauser in cooperation with the ASA Section on Environment and Technology. 248 pages, 1991. Previous editions: 1981, 1985. \$11.00 to ASA members, \$13.50 to non-members. (10% discount to Environment and Technology Section members.)
- *Teaching Food and Society: A Collection of Syllabi and Instructional Materials*, edited by William Whit and Yvonne Lockwood for the Association for the Study of Food and Society. 126 pages, 1990. \$7.50 to ASA members, \$9.00 to non-members.
- *Internationalizing the Sociology Curriculum*, edited by Neal R. Goodman, J. Michael Arner, and Susan M. Carlson, for the ASA Committee on International Sociology, 2nd edition. 99 pages, 1991. Previous editions: 1984. \$7.50 to ASA members, \$9.00 to non-members.
- *Teaching Sociology from a Marxist Perspective*, compiled by Rhonda F. Levine in cooperation with the Marxist Sociology Section. 341 pages, 1991. \$14.50 to ASA members, \$17.50 to non-members. (10% discount for members of the Marxist Sociology Section.)
- *Teaching Sociology of Aging*, third edition, edited by Diana K. Harris and Erdman Palmore. A project of the ASA Section on Aging. 295 pages, 1991. \$13.00 to ASA members, \$16.00 to non-members. (10% discount for members of the Section on Sociology of Aging.)

## Integrating Race, Class, and Gender throughout the Sociology Curriculum

ASA Teaching Workshop



September 26-28, 1991  
Dayton, Ohio

### Participants will:

- discuss how to use race, class, gender, and ethnicity as the central categories of analysis in sociology courses
- develop strategies for overcoming classroom resistance to new materials on race, class, and gender
- examine guidelines for reviewing existing courses and building a more inclusive sociology curriculum
- share resources for teaching inclusive courses

**Staff:** Catherine Berheide, Skidmore College; Elizabeth Higginbotham, Memphis State University; Marcia Segal, Indiana University-Southeast; Carla Howery, American Sociological Association

**Workshop fees:** \$325.00 ASA members; \$375.00 non-members, including lodging.

**Travel.** Participants are responsible for their own transportation. Non-refundable tickets should not be purchased until participant receives confirmation that the workshop will occur as scheduled.

For more information and application forms, contact:

**Before August 1, 1991:** Michael Brooks, ASA Field Coordinator, Center for Academic Services, Texas Christian University, Ft. Worth, TX 76129; (817) 921-7485

**After August 1, 1991:** Jeanne Ballantine, ASA Field Coordinator Designate, Department of Sociology and Anthropology, Wright State University, Dayton, OH 45435; (513) 873-2667



## Advantage

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The ASA Executive Office staff meet frequently with representatives from other professional societies, federal agencies, and advocacy groups. Staff attend Congressional briefings and meet with funding agency representatives to reaffirm the value of sociological work. Recently, the ASA applied for and received funds to support travel grants for sociologists attending the International Sociological Association meetings. Staff respond to calls from the Washington press corps, from other organizations, and from Congressional offices wanting referrals to sociological experts on a range of topics. In short, the Washington location carries a lot of action and the chance to be in the right place at the right time to make the case for our discipline. ASA—alone and in networks—is your voice in Washington!

Membership in ASA benefits *you!*

## Footnotes

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Article submissions are limited to 1,000 words and must have journalistic value (i.e., timeliness, significant impact, general interest) rather than be research-oriented or scholarly in nature. Submissions will be reviewed by the editorial board for possible publication. "Open Forum" contributions are limited to 800 words; "Obituaries," 500 words; "Letters to the Editor," 400 words; and "Departments" announcements, 200 words. Accepted material will appear one time only as space allows. ASA reserves the right to edit for style and length all material published. The deadline for all material is the first of the month preceding publication (e.g., April 1 for May issue).

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1991—August 23-27  
Cincinnati Convention Center  
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1992—August 20-24  
David L. Lawrence Convention/  
Exposition Center  
Pittsburgh, PA

1993—August 13-17  
Fontainebleau Hilton  
Miami Beach, FL

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# Footnotes