



Published by the American Sociological Association
1722 N St. N.W. Washington, D.C. 20036 • (202) 833-3410

Footnotes

ISSN 0749-6931

Non-profit Org.
U.S. POSTAGE
PAID
Permit No. 43089
Washington, D.C.

December 1984 • Vol. 12, No. 9

President's Report

Looking Backward, Looking Forward—Reflections on a Rewarding Year

by James F. Short, Jr.

Reporting on one's term in any office is a retrospective exercise, while evaluation is often prospective, reflecting one's hoped-for legacy to the future. The latter is likely to be colored by one's feelings and aspirations, as well as by what happened and is happening. My hopes, when I was elected to the ASA presidency, centered on three major goals: (1) to focus the attention of sociologists and others on what I believe to be the most fundamental objectives of the discipline—summarized metaphorically as concern for the social fabric; (2) to continue, and build upon, recent initiatives undertaken by the Association with respect to our professional status; and (3) to work with the Committee on Executive Office and Budget (EOB), the Council, and the Executive Officer and staff at 1722 N Street, toward reorganization and stabilization of the Executive Office of the Association.

Pursuit of the first of these goals was both the most intellectually challenging and the most rewarding. Aided by a stimulating and supportive group of colleagues (the 1984 Program Committee and the Executive Office staff), and by dozens of others who agreed to participate by organizing sessions, conducting seminars and workshops, preparing thematic papers, and enhancing the social side of our annual gathering, the program assembled for the San Antonio meetings was a success by almost any standard. The tone

of the meetings was upbeat, the result of many factors, I am sure, including the setting and the hard work of many dedicated people. But I think the theme also was responsible, because we were demonstrating anew our commitment to the most fundamental of sociological concerns.

I aspired to be a sociologist long ago, even before I was fully aware of the nature of the discipline, and I have been proud and happy to be a sociologist, despite our many problems. The San Antonio meetings strongly confirmed both feelings, and more.

The second goal has occupied a large part of the agenda of Council and of several other Association groups. At the direction of Council, I appointed a distinguished group of our colleagues to the Ad Hoc Committee on Certification. The Committee's report, tentatively approved by Council and described by Bettina Huber in the October 1984 issue of FOOTNOTES, will be the subject of extensive analysis and debate before it is finally acted upon. Certification and licensure are extremely important, and controversial, matters. This is not the first time the Association has engaged the issues. Nor will the proposed certification program solve all the dilemmas we face, regardless of the reception accorded the program by our membership. The proposal is intelligent and thoughtful, and represents a first step in our efforts to deal with important needs among practicing sociologists. I look forward to the debate and to further Council consideration of the complex issues involved.

The third goal was to resolve long-standing problems of organization and leadership within the ASA Executive Office. The Executive Office has "grown like Top-sie," as an old nursery tale has it. Organization of both sociologists and the staff, authority relations and the division of labor among them, were often ad hoc, with little rationale save personal preference or equally ad hoc precedent. Remarkably, the office has served

New Nominations for 1985 Elections

The candidates for positions on Council, the Committee on Publications, the Committee on Nominations, and the Committee on Committees in the 1985 election have been selected. They are:

Council
Charles Bonjean, University of Texas, Austin
Paul J. DiMaggio, Yale University
Nancy DiTomaso, Rutgers Graduate School of Management
Marie R. Haug, Case Western Reserve University
Travis Hirschi, University of Arizona

David Knoke, Indiana University
Adeline Levine, SUNY, Buffalo
Valerie Oppenheimer, University of California, Los Angeles

Committee on Publications
Fred Block, University of Pennsylvania
Janet Chafetz, University of Houston
David Gold, University of California, Santa Barbara
Barbara Reskin, University of Michigan

Committee on Nominations
District 1:
John Meyer, Stanford University
Karen Miller, Arizona State University

District 2:
George Bohrnstedt, Indiana University

Elena Yu, University of Illinois

District 3:
Jill Quadagno, University of Kansas

Teresa Sullivan, University of Texas, Austin

District 4:
Elijah Anderson, University of Pennsylvania

Robert B. Hill, Bureau of Social Science Research

District 5:
Zelda Ganson, University of Michigan

Barrie Thorne, Michigan State University

District 6:
Nan Lin, SUNY, Albany
Carolyn H. Persell, New York University

Committee on Committees

District 1:
Clarence Lo, University of California, Los Angeles

A. Wade Smith, Arizona State University

District 2:
Gary Fine, University of Minnesota

Dennis Hogan, University of Chicago

District 3:
John Sibley Butler, University of Texas, Austin

Cookie Stephan, New Mexico State University

District 4:
Ronald W. Manderscheid, National Institute of Mental Health

Margali Sarfatti-Larson, Temple University

District 5:
Aidon D. Morris, University of Michigan

Susan R. Takata, University of Wisconsin, Parkside

District 6:
Deborah Davis-Friedmann, Yale University

Walter Powell, Yale University

Additional candidates may be nominated through the open nominations procedure. Petitions supporting candidates for the above positions must be signed by at least fifty (50) voting members of the Association and must be received at the ASA Executive Office, 1722 N Street NW, Washington, DC 20036, no later than January 31, 1985.

Intellectual Pleasures in Nation's Capital during Annual Meeting

by Carla B. Howery

As if the national monuments and museums are not enough, there are plenty of other reasons to plan your summer visit to the ASA 1985 Annual Meeting in Washington, DC. The Annual Meeting will draw heavily on the resources of the sociological community in the metropolitan area. Many events will lead you away from the hotel to meet with sociologists at work within the government and private settings and to explore the resources for research and teaching that are located in the nation's capital.

ASA President Kai Erikson has appointed a committee to handle "intellectual local arrangements" in addition to the Executive Office efforts to provide transportation to the airport, child care and all the other logistics of managing a successful meeting. This group is coordinating with the District of Columbia Sociological Society, a regional society of sociologists that meets monthly. Some of the plans for the 1985 Annual Meeting include:

- Sociologists at Work: Field Trips to Work Sites:** Groups of sociologists may sign up to visit the work sites of colleagues in Washington, including major government "shops" for sociologists such as NIMH and National Institute on Aging, the National Academy of Sciences, the General Accounting Office, the Bureau of the Census, and sites in the private sector. The preliminary program will list the sites and the procedure for pre-registration.
- Thematic Panels and Regular Sessions** will feature prominent Washington, DC policymakers, including congressional staff, journalists and important staff from "think tanks" and private research firms.
- Special Sessions** on federal funding for sociologists' work and a session on "Sociology—the View from Washington," drawing on the expertise of members of the District of Columbia Sociological Society.
- A booklet on *Resources for Sociologists in Washington, DC* that describes units of the federal government, associations and other organizations that are relevant to our work.

The Executive Office is working with the local arrangements committee of the Society for the Study of Social Problems and Sociologists for Women in Society to make your visit to Washington, DC a very satisfying one. To make your visit even more enjoyable, colleagues at the Bureau of the Census are surveying and tabulating the best restaurants in the area. Where do you want to begin: with Ethiopian, Thai, Hunan, Nepalese, French or burger cuisine?

Please contact the Executive Office about the 1985 Annual Meeting, scheduled for August 26-30 at the Washington Hilton Hotel.

Inside FOOTNOTES

| | |
|----------------------------------|---|
| NSF Opening | 2 |
| Observing | 3 |
| Teaching Workshops | 3 |
| FOOTNOTES Policy | 3 |
| Teaching Visits | 4 |
| Coupon Listing Corrections | 4 |
| User Groups | 4 |
| Sociology and Media | 5 |
| Call for Syllabi | 5 |
| Sociologists' Job Titles | 6 |
| Teaching Column | 8 |

Columns are found throughout the issue.

See President, page 2

Holiday Greetings!

Funding Opportunities

The American Foundation for the Blind, Inc., Social Research Department, announces its ninth year of competition for partial funding of doctoral dissertation research in the areas of its concerns. The application deadline of January 2, 1985 is for research that is proposed to be undertaken, or that will be underway, during the year April 1, 1985-March 31, 1986. For information on topical priorities and specifications for submissions, contact: Corinne Kirschner, Director, Social Research Department, American Foundation for the Blind, 15 West 16th Street, New York, NY 10011; (212) 620-2140.

National Science Foundation Program for Law and Social Sciences seeks proposals for research funding for the scientific study of law and law-like rule systems, e.g., the impact of law on human behavior and interaction, the dynamics of legal decision-making and the nature of change in legal institutions. Deadline: February 1, 1985. Contact: Felice J. Levine, Program Director, Law and Social Sciences Program, National Science Foundation, Washington, DC 20550; (202) 357-9567.

The Center for Russian and East European Studies, University of Michigan, will offer one or more postdoctoral fellowships to support significant research projects in any area of the center, funded by a grant from the Andrew W. Mellon Foundation. Preference will be given to younger scholars, although applications at all levels are invited. The stipend will be \$18,000 and may be used in lieu of salary or in conjunction with other fellowships awards or research grants. Fellows must be in residence for the major portion of their terms and will be expected

to participate in Center activities. Applications must be received by February 15, 1985; awards will be announced by April 1, 1985. Submit curriculum vita, statement of current research and teaching interests, proposal describing how these interests would be pursued under an award, and three letters of recommendation to: William G. Rosenberg, Director, Center for Russian and East European Studies, University of Michigan 208 Lane Hall, Ann Arbor, MI 48109.

The Center for the Study of Women in Society, University of Oregon, announces the Visiting Scholar Program for 1985-86 and invites applications from scholars working on issues of feminist theory. The Center will make one award of up to \$25,000 and is open to scholars in any discipline. The scholar will be expected to reside in Eugene, OR for the academic year, conduct research on a proposed project, teach one upper-division seminar, and give two public lectures. Send vita, research proposal, syllabus for seminar, and addresses of three referees by February 15, 1985 to: Joan Acker, Director, Center for the Study of Women in Society, University of Oregon, Eugene, OR 97403.

The National Institute on Aging has received a significant increase in budget for Fiscal Year 1985, which began October 1, 1984. Information about the Institute's Behavioral Science Research program is available in program announcements. Research applications received for the February 1 (small grants, fellowships, training grants) and March 1, 1985 deadlines will complete for FY1985 funds. Contact: Behavioral Science Research Program, National Institute on Aging, Building 31, Room 4C-32, Bethesda, MD 20205; (301) 496-3136.

The American Association for the Advancement of Science sponsors fel-

lowships in the social sciences for work in a variety of governmental agencies. The next deadline is February 1, 1985. Information can be obtained from: Science, Engineering and Diplomacy Fellows Program, AAAS, 1776 Massachusetts Avenue NW, Washington, DC 20036; (212) 467-4475.

The National Science Foundation has a program designed to assist four-year colleges acquire laboratory and instructional equipment to implement new or improved undergraduate programs in science. The College and Science Instrumentation Program (CSIP) provides matching funds (no less than \$500 and no more than \$50,000) to colleges that want to acquire new, state-of-the-art instructional scientific equipment or renovate, replace or upgrade existing equipment. The program is directed to those institutions without PhD programs in science. Social sciences are eligible for this program. Proposals are due January 11, 1985. For further information, contact: College Science Instrumentation Program, Directorate for Science and Engineering Program, National Science Foundation, 1800 G Street NW, Washington, DC 20550.

Classified Ads

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

For Sale: Books in urban sociology. 125 books (29 hard cover, 16 published since 1979), \$200 plus shipping. Emory Burton, McMurry College, Abilene, TX 79697.

NSF Seeks Sociologists for Two Positions

The National Science Foundation (NSF) Division of Social and Economic Science seeks qualified applicants for two positions—Program Director and Associate Program Director for Sociology. The positions are excepted from the competitive civil service and will be filled on a one- or two-year rotational or temporary basis. The per annum salary range for Program Director is \$40,000 to \$66,400 and for Associate Program Director, \$35,000 to \$55,000. Salaries for temporary employees are set at NSF's CG/GH schedule, which is equivalent to the GS schedule.

Candidates should have a PhD in sociology or equivalent experience. At least six to eight years of successful scientific research experience in sociology or a closely related field is required for the Program Director and four to six years is the requirement for the Associate Program Director. A broad, general understanding of current sociological research is required and some administrative experience is desirable.

Responsibilities include all aspects of proposal development, review and evaluation, grants and program administration, and representing sociology with the NSF and to the research community.

Candidates should submit a curriculum vitae no later than February 1, 1985 for the Program Director position and April 15, 1985 for the Associate Program Director slot to NSF, Personnel Administration Branch, Room 212, 1800 G Street NW, Washington, DC 20550; attention Mrs. Catherine Miller. For further information, contact Joanne Miller, (202) 357-7802. NSF is an Equal Opportunity Employer.

Nominations Sought for North Central Region Award

The North Central Sociological Association (NCSA) solicits nominations for its Aida K. Tomeh Distinguished Professional Service Award. The award is given to a person who has contributed significantly to the advancement of sociology in the NCSA region and has served NCSA in many capacities. Service includes both contributions which enhanced the professional stature of NCSA as

well as to developing sociology programs within the region. The award will be presented at the NCSA Annual Meeting, April 24-26, 1985, in Louisville, KY.

The deadline for submitting nominations is January 15, 1985. Nominations should be mailed to: Robert G. Newby, Department of Sociology, Wayne State University, Detroit, MI 48202.

Humanities Ph.D.'s: Campus to Corporation

Business Can Use Your Skills

Careers in Business, an innovative and successful program, is being offered for the eighth consecutive summer by New York University's Graduate School of Business Administration.

Recent Ph.D.'s and A.B.D.'s in the humanities and related social sciences are invited to enter the national competition for sixty places in the intensive seven-week summer program designed to orient them in substantive areas of business administration. Graduates are successfully pursuing careers in areas such as corporate lending, strategic planning, financial analysis, human resource management, public relations, marketing, and organizational development. Placement services are offered by the school, and interviews with major corporations and organizations in the public sector are provided.



Program dates: June 6-July 26, 1985
Application deadline: February 1, 1985
Tuition: \$2,000

For an application, please call (212) 285-6234 or return the coupon below.

Careers in Business Program
Graduate School of Business Administration
New York University
100 Trinity Place
New York, N.Y. 10006

Attn.: Dr. Ernest Kurnow

New York University is an affirmative action/equal opportunity institution.

Please send me an application for the Careers in Business Program.

Name _____

Address _____

City/State/Zip _____

President, from page 1

the Association extremely well in all essential matters, especially with respect to publications, governance, and the Annual Meeting, the result primarily of a lot of good will on the part of intelligent people. Over the years conflicts had arisen and remained unresolved, however, to the detriment of both interpersonal relationships within the office and of service to the Association. With the advice of consultants, and the active participation of the Executive Officer and the staff, EOB recommended certain changes which were subsequently approved by Council. As a result, I believe we have successfully resolved many of the problems within the office. With the continued good will of all involved, I am confident the Executive Office will continue the high level of service we have come to expect.

I admit to feelings of *déjà vu* with respect to all of these goals and the problems they represent. I suspect that they will—and indeed they must—continue to occupy our agenda, as we struggle for a stronger discipline and a better profession. Many other activities took place during my year as ASA President: successful negotiation of the Minority Fellowship Pro-

gram grant from NIMH, for example; appointment of a vigorous and highly successful Committee on Society and Persons with Disabilities; and the successful launching of the most ambitious membership campaign ever undertaken by the Association—and much, much more. All represent continued commitment to our collective responsibilities for the discipline and the profession. The Association is a vitally important enterprise, for the profession and the discipline. It can be even more so, with the continued dedication and goodwill of the membership, and of sociologists who are not yet members.

I am deeply honored to have had the privilege of serving as President of the American Sociological Association; and grateful for the support of colleagues in all phases of the Association's activities. My gratitude for the hospitality shown my family at the San Antonio meetings is quite beyond telling—though it came as no surprise in view of experiences at previous gatherings of sociologists. I hope we can continue the upbeat tone of our recently concluded meetings, and our grappling with problems and issues concerning the nature and welfare of the social fabric. If we do, I am confident that the future will vindicate our message and our mission.

OBSERVING

In my November column, I urged readers to notify me if they could help us enlarge the COSSA network of contacts with members of the House and Senate. The election results have made the request all the more urgent. To help you focus on this issue, I quote extensively from the *COSSA Washington Update*, November 9, 1984. If you know or have access to any of the congressional leaders discussed below or any others from your state or region and would be willing to be part of the COSSA network, please write to me at once.

"The landslide re-election victory of President Reagan may pose some troubling questions for the fate of social and behavioral science research budgets during the second term. The President told the nation on election night that 'You ain't seen nothing yet.' Since his major campaign promise was to continue what he set out to do in 1981, it appears that budget cuts are in store for non-defense discretionary items.

"In 1981, the President's first budget asked for 75 percent reductions in the social and behavioral science budget at the National Science Foundation (NSF) and deep cuts in other social and behavioral science research programs in other agencies of the government. Congress, after hearing from COSSA and social scientists, refused such large cuts. Since 1981 the budgets for most social and behavioral science research have been increased: modestly at NSF; substantially at the National Institutes of Health (NIH); not at all in some of the mission agencies.

"The results of the Senate and House races indicate that with the strong support of social and behavioral scientists, Congress may be able to resist significant cuts again. The situation in the Senate has changed very little. New Democratic Senators Tom Harkin (IA), Al Gore (TN) and Paul Simon (IL) are friends of the social and behavioral sciences. The committee chairman situation in the Senate is in a state of flux until the selection in late November of the new Republican leader and the decision of Jesse Helms (NC) on whether he wishes to switch from Agriculture committee chairman to Foreign Relations committee chair. The loss of Walter Huddleston (KY) will mean a new ranking Democratic member of the appropriations subcommittee with jurisdiction over the HUD and NSF budgets.

"In the House of Representatives it appears that the Republicans did not pick up enough seats to re-establish the coalition of conservative Republicans and Democrats that controlled the House in 1981. Two long-time supporters on the Science and Technology Committee, Don Fuqua (FL) and Doug Walgren (PA), will remain as chairman of the full Committee and the Science, Research and Technology Subcommittee, respectively. Those friends of the social and behavioral sciences on the Committee thought to be in electoral trouble have survived—George Brown (CA), Robert Young (MO), Harold Volkmer (MO), Stan Lundine (NY), Dick Durbin (IL), and Harry Reid (NV). The retirement of Larry Winn (KS) means that Manual Lujan (NM) will be the new ranking Republican on this committee. The Science and Technology Committee has attracted many freshmen members in the past and should do so again.

"With the death of Carl Perkins (KY), the retirement of John Erlenborn (IL), the move to the Senate of Paul Simon (IL), and the defeat of Ike Andrews (NC), the House Education and Labor Committee will undergo a significant transformation. Rep. Augustus Hawkins (CA) has been the committee chairman since Mr. Perkins' death. It appears that William Ford (MI) will re-gain the chairmanship of the Postsecondary Education Subcommittee, which will be responsible for reauthorizing the Higher Education Act in 1985. The replacement for Andrews as chairman of the Human Resources Subcommittee is unclear. This subcommittee has oversight responsibility for research programs at the Department of Health and Human Services and the Juvenile Justice Program.

"Shifts in committee memberships and freshmen assignments will occur after the party organizational meetings in late November and early December."

—WVD/A

Teaching Workshops to Focus on Basic Skills and More

Kennesaw College, Atlanta, GA, will host ASA's first teaching workshop for 1985. The three-day event will focus on "Basic Skills: Teaching Reading, Writing and Sociology to Non-majors." Applications are being accepted now for this workshop, which will be held February 28-March 2, 1985.

The staff for the workshop include: Sharon McPherron, St. Louis Community College; Linda Saltzman, Centers for Disease Control; Brian Sherman, Voter Education Project; and Ronald Watcke, Wayne County Community College. Barbara Karcher is the local host. These staff have written on the basic skills issues and have worked on strategies to enhance students' skills in the sociology classroom.

At the workshop, participants will:

- develop ways to efficiently and effectively teach writing within sociology courses;

- learn about library user skills that will help students complete better term papers and class projects;

- work on methods to help the

underprepared student improve reading and writing skills;

- identify core concepts in sociology and how to teach them to the non-major.

The fee for the workshop is \$165 for ASA members and \$200 for non-members. Applications and additional information are available from the Teaching Services Program, ASA, 1722 N Street NW, Washington, DC 20036.

This workshop is the first in the 1985 series of workshops that will cover various aspects of teaching sociology. Other workshops will look at graduate education, using the computer in teaching sociology, developing applied sociology programs, evaluating teaching and learning, and alternatives to lecturing. All of these events are described in a brochure that was included in ASA members' dues renewal notice. In addition, Friday, March 8 is ASA Teaching Day. There will be a dozen one-day workshops on teaching at locations around the country. These short, accessible workshops should allow everyone to attend.

FOOTNOTES Policy

Note to the Reader: As a matter of policy, ASA will edit articles received for *FOOTNOTES* for what is perceived as sexist language.

Please note new guidelines on length of submitted articles in the masthead box on page 4.

Coming and Going

In an ongoing effort to enhance contact between North American sociologists and sociologists elsewhere in the world, a listing of both sorts of visitors will appear at irregular intervals in *FOOTNOTES*. This is a project of the ASA Committee on World Sociology.

Visiting in North America

Anthony Giddens, Cambridge University, will be a Visiting Professor in the Department of Sociology, University of California-Santa Barbara, February 11-28, 1985. He will participate in an advanced theory seminar and present several lectures to the campus community.

John Hund, Centre for Intergroup Studies, University of Cape Town, South Africa, will tour the U.S. between June 15 and July 31, 1985. He is prepared to lecture on "South Africa as the 51st American State."

Isidor Walliman, School of Social Work, Basle, Switzerland, will teach at Kansas State University during the 1985 spring term.



Career Opportunities Institute for PhDs

June 8-July 19, 1985
 University of Virginia

Designed to assist PhDs in the arts and sciences explore and assess potential career transitions in business, industry, and government. Now in its sixth year, this six-week program combines rigorous training in management principles with a thorough career development plan. Over 200 classroom contact hours include Finance, Marketing, MIS/Computer Applications, Accounting, Organizational Management, Business Policy, Career Assessment, Resume Development, Job Search Strategies and Interview Preparation. Interviews with major corporations also arranged. Program offered jointly by the University of Virginia's Graduate School of Arts and Sciences, McIntire School of Commerce and Office of Career Planning and Placement.

Write or call:
 Career Opportunities Institute
 4445 Cabell Hall
 University of Virginia
 Charlottesville, VA 22903
 (804) 924-3838

An Affirmative Action/Equal Opportunity Employer

Open Forum

Sociologists write sentences as complicated as the maze of Boston's one-way streets. Perhaps in doing so, we pay symbolic homage to the German of our discipline's founders, but we do not write good English. Must we compel our readers to wander in a slum of decaying jargon, dangling modifiers and broken sentences before chancing upon what we want to tell them?

If we do so, many readers simply will not bother. According to one report, "For every person who reads the whole of a text of a scientific paper, 20 read through the summary and 500 read the title and stop there." A good deal of this non-communication results from obscure, impenetrable prose style. The popularity and social impact of sociology decreases thereby.

How to improve this deplorable situation? On May 12 and 13, 1984, ASA sponsored a workshop in Washington, DC on "Effective Writing Skills for Sociologists." Workshop leader Carolyn Mullins has written several highly acclaimed books on the subject.* She gave the 13 participants a bag of tricks to improve our writing, which even a sociologist like me, who stands as a bewildered immigrant on the Ellis Island of the Land of Writing, found easy to use and most helpful.

The "Smog Index" formed my first vista of this new land. Take 10 sentences each from the beginning, middle and end of your paper; count the number of words with three or more syllables; add up the total; take the square root of the total, add three. Result: the readability or grade level of your paper. For clarity, it is best if even scientific papers score 10 or 11. The all-time sociological bestseller, *Street Corner Society*, has a Smog Index level of nine. My sample paper had a level of 17—fit only for master's degree candidates. One of Talcott Parsons' works, we discovered, had a level 26—beyond human ken.

In the era when poor immigrants came to New York, smog was a welcome sign of factory jobs. Similarly, my writing exemplified such smokestack chasing. I equated "word smog," lots of long words and sentences, with a paper's significance. Mullins taught us to play a kind of "reverse Scrabble" with our papers, systematically replacing jargon with clear words, long sentences with short and pithy ones and, most fun of all, passive sentences with active ones: "tell who is the kicker and who is the kickée." Her advice—write strong sentences that grab the reader and demand attention.

To do so, we must first banish forms of the verb "to be." Just go through your paper and circle all of them: am, be, being, is, are, was, and were. Then rewrite your sentences with active constructions. Less than 10 percent of the sentences should use the passive voice. Using the active voice gives vitality to prose, so much so that it may cause an "identity crisis" for introverted academics (Mullins, 1980, p. 186). Then go on to replace wordy phrases: for "accordingly," use "so;" for "depressed socioeconomic area," use "slum;" for "not of a higher accuracy," use "inaccurate." Delete unnecessary summaries and quotations. If possible, do not use a table unless it has at least 16 cells.

Once the smog cleared a little, Mullins went on to teach us many other writing-related skills, covering the entire process from recording data to outlining, writing and publishing a paper. I found many jewels of insight; for instance, she advised us to "write from the interest, not the capital" of our ideas—to follow the implications of our core ideas and develop papers on those themes. She noted that the length of sections in a paper carries hidden messages about what is important; if we get too long-winded in the introductory review, the impact of the creative parts will dwindle. To handle this, she gave us basic outlines for different types of writing and explained how to expand and shrink them.

The complexity of social reality leads to both complex and imprecise results; our discipline suffers from a "structural anxiety" that causes authors to view their naked ideas with concern and want to dress them in the elegant cloth of jargon. Mullins's workshop gave us the courage to remove jargon and face that nakedness. Rewriting the expression of basic ideas led to much better products, from the scientific as well as the literary standpoint. Clarity forces us to rethink analysis and conclusions. It makes the naked little idea stand forth without shame, or beat a red-faced retreat.

We all submitted writing samples to Mullins beforehand; these were used anonymously in the workshop as revision exercises. Then we passed our work to partners for comment. In this way, a strong camaraderie arose, vital to the process. Enthusiasm for the work mounted throughout the weekend, culminating at the end in a veritable orgy of revising. Mullins showed us some sample corrections she had made; to her happy dismay, the group gleefully attacked one, tore it apart according to her principles and reconstructed it in better form. We felt empowered.

Sociologists need to acquire the skills taught in this workshop. The ASA did a great service in providing it. I highly recommend that sociology departments contact ASA to set up such workshops on their own campuses, which would save travel money and, more importantly, would create on-campus groups to read and edit each other's papers. The entire discipline would benefit.

Jeff Broadbent
 University of Michigan

(*A Complete Guide to Writing and Publishing in the Social and Behavioral Sciences and A Complete Guide to Manuscript Preparation.)

(Editor's Note: Mullins will offer the writing workshop again March 23-24, 1985. Call Carla Hovey at ASA for details.)

Campus Visits Called Helpful to Departments

by Hans O. Mauksch

"We anticipated your visit with some trepidation and were pleasantly surprised by how your resource visitor combined a comfortable and relaxed atmosphere with some hard-hitting results. It seemed to us that we discovered our own problems and the needed actions without ever feeling that the visitor was telling us what to do." This statement is one of many similar comments which reflect the reaction of sociology or social science departments to resource visits made by members of the ASA Teaching Services Program. For the last seven years, this departmental visiting program has responded to invitations from two-and four-year colleges and universities. These visits have included resource services to sociology departments, multi-disciplinary academic units and faculty groups representing multi-disciplinary colleges or divisions.

Varying factors have triggered requests for resource visits. Departmental assessments and evaluations initiated by a department or by an administrative officer have accounted for an increasing number of requests. General assistance with either faculty development or teaching competence or work with course and curriculum assessment account for many other visits. Some visits are for specific purposes such as learning to use audiovisual, computer literacy or developing applied undergraduate programs.

Other departments, however, use this visitation service as a way of obtaining a general picture of where they fit nationally and as a way of communicating with the general sociological teaching enterprise. This motivation is particularly evident in sociology settings which feel fairly isolated and removed from the sociological mainstream.

These visits, available through the ASA Teaching Services Program, are anchored fundamentally in the philosophy of colleagues serving fellow academics. The approximately 40 sociologists provide this service on a volunteer basis and have combined special areas of expertise with the competence required to conduct effective institutional visits. Notwithstanding the collegial resource nature, these visits have been used in many instances by departments as a means of professional legitimization and in communicating with institutional administrators or faculty committees through the prestige of ASA.

"We considered the visit to be helpful and even enjoyable, but we were surprised when we discovered over the next three semesters that, by incorporating some suggestions and by examining our teaching more deliberately, we increased enrollment in lower division courses by over 20 percent." Not all visits can claim to have been as dramatically successful, but all have been positively received. This general tenor of approval, and even enthusiasm, is gratifying and serves as a strong motivator for those who serve as staff to the ASA Teaching Services Program departmental visitation resource.

Institutions which are interested in a resource visit may call or write to Carla Howery, Director, Teaching Services Program, American Sociological Association, 1722 N Street NW, Washington, DC 20036. The general purpose to be accomplished by a visit should be indicated. In consultation between the inviting institution and Carla Howery, visitors will be selected and dates established. Further details are worked out between the inviting institution and the visitors. Institutions pay for the expenses incurred by the visitors and also pay an honorarium of \$200 per day per visitor. A written report or follow-up letter frequently is included in the agreement.

Contact

Syllabi Needed

Have you taught a course on the Sociology of Business? Do you have curriculum materials, syllabi, readings, and other ideas to share? I am introducing such a course and would like help from others who have taught modules or whole courses on this topic. Send materials to Dean Purdy, Department of Sociology, Bowling Green State University, Bowling Green, OH 43403.

ASA FOOTNOTES

Published monthly except June, July and September. Distributed to all persons with membership in the ASA. Annual Subscriptions to non-members: \$13. Single copy: \$1.50.

Contributions to "Open Forum" should be limited to 800 words; "Obituaries," 500 words; and "Letters to the Editor," 400 words. News items and announcements are due the first of the month preceding publication (e.g., April 1 for May issue) and are printed once only on a space available basis.

Editor: William V. D'Antonio
Associate Editors: Carla Howery, Bettina Haber
Managing Editor: Ruth E. Thaler
Production Manager: Karen Gray Edwards
Secretary: Theodore Caplow

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

Copyright 1984, ASA. Third class postage paid at Washington, DC and additional mailing offices. ISSN 0749-6931.

Coupon Listing Corrections

The following entries were listed incorrectly in the 1985 Coupon Listing, which all members should have received with their dues renewal notices. Please make note of the changes.

Health Psychology (bi-monthly journal)

Regular Rate \$40.00
ASA Member Rate \$34.00
Order from: Lawrence Erlbaum Associates, ATTN: Journal Subscription, 365 Broadway, Hillsdale, NJ 07642

Journal of Community Health Nursing (quarterly journal)

Regular Rate \$20.00
ASA Member Rate \$17.00
Order from: Lawrence Erlbaum Associates, ATTN: Journal Subscription, 365 Broadway, Hillsdale, NJ 07642

Sociologist Review (bi-monthly journal)

Regular Rate \$19.50
ASA Member Rate \$15.00
Order from: Sociologist Review, 3202 Adeline Street, Berkeley, CA 94703

Commuter Marriage: A Study of Work and Family (book from Guilford Press)

Naomi Gerstel and Harriet Gross (1984, 228 pages)
List Price \$17.50
ASA Member Price \$14.00
Order from: The Guilford Press, 200 Park Avenue South, New York, NY 10003

We apologize for the errors.

Plug into Microcomputer Users' Groups through ASA

The ASA is helping form microcomputer users' groups for sociologists. Although users' groups are in place in many communities and on campuses, they are usually not organized around academic disciplines. There is considerable potential for collaboration among sociologists and social scientists on teaching and research projects that use microcomputers.

We are collecting the names of colleagues who want to be on the microcomputer users' group list. Please send the following information to Carla B. Howery, ASA Executive Office, 1722 N Street NW, Washington, DC 20036: name; mailing address; home phone; work phone; type(s) of microcomputer(s) most frequently used; software packages used or in which you are interested; substantive specialties in sociology, teaching interests, topics for research about which you want to communicate with other sociologists using microcomputer; and other notes about microcomputers.

The master list will be assembled and distributed to all respondents, and to anyone who requests the list, around January 1.

Meeting Calendar

January 18-20. Media Network Sponsored Northeast Regional Conference, State University of New York, Albany, NY. Theme: "Promoting Alternatives: Grassroots Media and Social Change." Contact: Media Network, 208 West 13th Street, New York, NY 10011; (212) 620-0877.

February 1-3. Sociology of Education Association Thirteenth Annual Conference, Asilomar Conference Center, Pacific Grove, Monterey, CA. Theme: "School Renewal: Competing Perspectives and Change Strategies." Contact: David O'Shea, Program Chair, School of Education, University of California, Los Angeles, CA 90024; (213) 825-1791.

Annual Meeting

Submissions for the 1985 program sessions of the **Section on Organizations and Occupations** should be sent to: Stanley H. Udy, Department of Sociology, Dartmouth College, Hanover, NH 03755.

The **Marxist Section** will sponsor three sessions at the 1985 Annual Meeting in Washington, DC. Completed papers should be submitted directly to the following organizers: (1) **Old Left, New Left: Lessons from the Past**—Martin J. Murray, Department of Sociology, SUNY-Binghamton, Binghamton, NY 13901; (2) **Beyond the Rainbow: Radical Strategies for the Future**—T. R. Young, Red Feather Institute, Route 1, Livermore, CO 80545; (3) **Roundtable Session**—Terry Boswell, Department of Sociology, Emory University, Atlanta, GA 30322.

Why-Bred Press, Inc., a mimscale force in the field of psychology publishing, is proud to announce the release and unloading of the Fall issue of the

Journal of Polymorphous Perversity

a humorous and satirical journal of Psychology

Volume 1, Number 2
Fall 1984

Nicholas Claus: A Case Study in Psychometrics
E. M. Bard, Ph.D.
A Brief Report of a Psychodiagnostic System for Mental Health
Clinic Patients: Parking By Diagnosis
Leon J. Schaefer, Jr., Ph.D.
The Nasal Complex and Other Recent Advances in
Psychanalytic Theory
Felix Barys, Ph.D.
First Impicker: Reasons Why I Missed the Test
Lillian M. Range, Ph.D., Morgan Banks M.A., and Timothy Leontyev, M.S.
Journal [sick] of Schizophrenic Processes
Ernst von Krafft-Ernst, Ph.D. and Hene Bernheim
Prescriptions For Fame in the History of Psychology
W. Scott Terry, Ph.D.
Sexuality Survey
Stephen D. Fabrick, Ed.D.
Cancer and Tobacco: A Bum Rat
Jack L. Nasar, Ph.D. and Nick Ingolia, Ph.D.

| Subscription Rates: | 1 year | 2 years |
|---------------------|--------------|--------------|
| Individual | U.S. \$ 8.70 | U.S. \$16.00 |
| United States | U.S. 18.00 | U.S. 27.00 |
| Canada | U.S. 10.70 | U.S. 27.00 |
| Foreign | U.S. 19.70 | U.S. 40.00 |
| Library Rate | U.S. 25.00 | |

Subscriptions are by volume (year) only, with two issues (Spring and Fall) per volume.
All subscriptions received in the calendar year 1984 begin with the Spring, 1984 (Vol. 1, No. 1) issue.
20 Windsor Plaza
New York, NY 10010
State 24-H
Send for a free brochure or other Why-Bred Press publications.
Editor: Glenn C. Blalock, Ph.D.
Associate Editor: William Scott, Ph.D.
Circulation: Edward B. Cross, Ph.D.
Computerized/Physiological: Gregory N. Keating, Ph.D.
Consulting:
Los Report: Ph.D. Department: Richard J. Koppelaar, Ph.D. Department: Robert Perle, Ph.D. Department:
Lecturer: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department:
President: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department:
Secretary: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department:
Analyst: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department:
Manager: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department:
Editor: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department: Ph.D. Department:

Publicizing Sociological Activities Serves Important Function for the Discipline

by Albert E. Gollin

Whether sociology is considered as a scientific discipline or as a profession, housed in academe or practiced in a variety of settings, its fate is intimately bound up with its public image in the society it seeks to study. Its economic base long has been largely dependent upon public funds, especially to support sociological research. This support, in turn, has been predicated in varying degrees on the promise held out by sociological knowledge both to diagnose and mitigate social problems and to firmly grasp the dynamics of social systems and cultures, the prime objective of sociology as a scholarly discipline. Thus, the public image of sociology is an important element in legitimizing sociological teaching, scholarship and applied activities, and in the continuing flow of support for sociological work.

The history of the American Sociological Society (and Association) bears ample witness to the fact that this linkage was identified as critical even in its earliest days. E.A. Ross, for example, in arguing for a new organization of sociologists in 1905, noted that "such an association could...exalt the dignity of sociology in the public eye." (Rhoades, 1981:2) By the 1930s, the concern with sociology's public standing had taken on a more concrete significance. A Committee on Press Relations, chaired by Alfred McClung Lee, reporting in 1939 on the need to follow the example of physical scientists in developing better relations with the popular press, argued in part that:

"...for the theories of social scientists to gain wide acceptance, they must finally reach the columns of popular periodicals, the speeches of popular leaders, and the discussions of Everyman. Or, if you will, since we are so fortunate as to live in a democracy, and since many of us draw our salaries from governmental units, our facts and theories are subject to popular scrutiny *whether they are ready for such scrutiny or not*. In fact, to a large degree, the future of our science and of our profession depends upon the sort of personality-stereotype popularly held of the sociologist and the institution-stereotype popularly held of sociology." (Rhoades, 1981:21)

In the ensuing decades, sociology's public image as conveyed or shaped by the mass media has undergone numerous changes. Many sociological concepts have achieved wide currency, its modes and methods of analysis have diffused into many sectors of the society and its identity as a distinct field of inquiry with special intellectual and practical contributions has become more firmly seated. Individual sociologists have gained public prominence and appointments to national commissions, and have been sought out as consultants to numerous public and private agencies. Yet, the problem per-

sists of assuring wider dissemination of sociological knowledge to increase public understanding and build esteem for sociology, notwithstanding the progress that has been made over the past eight decades.

That sociology's public face has a crucial bearing on its current status and prospects, seen in light of this history, would seem self-evident. Yet, there is a body of opinion within the discipline that adheres to a contrary view. Among the arguments made against undertaking special publicity efforts are:

1. Sociological concepts, methods and findings are too complex to be readily or accurately summarized by the mass media. The inevitable result is that one's work will be oversimplified and sociology's substance trivialized.

2. Sociology as a discipline is too youthful to be exposed to the pitiless light of publicity. Its promise is still largely unfulfilled, and publicity might be damaging to its future development.

3. Publicity carries with it the danger of posturing by individual sociologists, who might seek wider recognition at the expense of more conventional, professionally sanctioned means of acquiring prestige within the discipline.

4. However beneficial publicity might be, no mechanism exists to meet the demand by the media for authoritative information about relevant sociological work or for sociologist-informants as "sources;" any referral system that might be established would work to the advantage of some at the expense of others.

Such arguments display a mixture of uncertainty about the value of publicity, disdain for or fear of the effects of publicity and doubt about the efficiency and fairness of an organized effort to gain greater public exposure for sociology and sociologists. These viewpoints can be answered by pointing out that:

1. Complex subject matter, methods and findings (and their implications) have not hampered the physical and biological sciences in their efforts to respond to requests for public information and by doing so, to build public esteem and deepen public understanding of scientific discovery and application processes.

2. Publicity for sociological work is in any case unavoidable, given the controversial character of much of its subject matter and the demand for accountability that accompanies sociological research support by public funding. The issue, as the Lee Committee noted in 1939, is not whether but *how* to deal with "popular scrutiny."

3. Prestige within sociology is acquired through status-conferring mechanisms that are largely unrelated to building popular esteem for the discipline. The risk that some may find publicity to be a heady brew does not outweigh the benefits for sociology of taking steps to gain greater public awareness of and support for the best that is being thought and done

within the field, especially when such achievements have important implications for what Etzioni (1968) has referred to as "societal guidance."

4. Any organized program to meet the existing demand for information about sociological contributions would be better than the *ad hoc* responses now being made with insufficient resources or through about how to increase this demand to benefit the sociological enterprise as a whole. Any system for meeting the demand is likely to be based on individual sociologists' demonstrated capacity to speak authoritatively about the work of others in specialized areas of inquiry, and to represent the best that the field has to offer. Expertise, in short, must be earned according to tested principles before it can be tapped on behalf of the discipline to promote greater public understanding and support. Thus, the path to prominence *within* sociology is the road that must be taken first by those most likely to speak for sociology in the mass media.

Publicity Functions for Individual Sociologists

One good way to answer doubts about whether the mass media can deal adequately with one's sociological work and achievements would be to conduct research on the experiences of those whose work has gained publicity. Fortunately, the results of such a study are available, and they clearly demonstrate that the forebodings of those who see serious drawbacks in publicizing sociological work are largely groundless. Carol Weiss (1983), in a paper on "Social Scientists Cited in the Elite Media," after interviewing 129 social scientists, reported that (perhaps the most surprising is the high level of satisfaction evidenced by social scientists with media coverage of their work) the vast majority gave high marks to the media for accuracy and emphasis in coverage, and all but one were willing to cooperate with the media in the future. Some complaints were registered, especially in cases when reporters added interpretations of their own; about one-third eluded to "oversimplification." In most cases, the latter problem was more a wish that reports of their research had been given more space rather than a desire for a different kind of treatment or to avoid sensationalism.

When the cited social scientists were asked to weigh the advantages and disadvantages of publicity, the former far exceeded the latter in their estimation. Here are the prime advantages they noted:

- Career advancement benefits of publicity such as obtaining promotions, becoming better known for their work on their own campuses or at their place of work as well as among the general public, and aid in getting research funding.

- Enhanced institutional prestige—the benefit is shared between the cited researcher and his

or her employing organization, one that advances the interests of both.

By contrast, the perceived disadvantages carried much less force or conviction. About one in eight noted the likelihood (not the reality) of having one's work distorted by the media. And, as a sad commentary on the undue sensitivity of a few academics, a handful mentioned the fear that publicity might give them an image of "not being a serious scholar" in the eyes of their colleagues.

This evidence of the considerable benefits of publicity in terms of professional pride and self is strengthened by the fact that most of the coverage was initiated by the social scientists themselves, who were far from novices at the publicity game. Clearly, the spotlight that the mass media can focus on one's work must be sought rather than awaited, which argues for an active program of public information on behalf of sociology rather than an stance of passivity, simply responding to occasional requests.

Publicity Functions for the Sociological Enterprise

The benefits of publicity extend beyond the specific advantages it can have for individuals or organizations. For the discipline as a whole, publicity can materially affect the flow of recruits into sociology at the undergraduate and graduate levels; improve the morale of sociologists, who can derive gratifications from the enhanced importance accorded to their field as a result of publicity and the sense of excitement that accompanies public recognition that its contributions are valuable; and increase resources flowing to sociology as a consequence of increased public esteem and the demonstrated usefulness of sociological work. And, in turn, with an enhanced flow of highly-qualified recruits and financial support, the capacity of the field to achieve more that is of both scientific and practical import will grow. This point was made 35 years ago by Robert K. Merton, reflecting on the experience gained during World War II, who referred to

"...an interlocking system in which social status and esteem interact endlessly. Not only does utilization affect esteem, but esteem affects utilization. The higher the social standing of a discipline, the more likely it will recruit able talents, the greater the measure of its financial support, and the greater its actual accomplishments. And closing the circle, the greater its utilization, the higher, ordinarily, its social standing." (Merton, 1949:164).

Thus, from both individual and institutional perspectives, the public face of sociology is a matter deserving the most serious consideration and careful planning. The mass media offer many fruitful opportunities for attracting greater public attention to sociological work and enhancing the prestige of the discipline. The issue is not whether publicity will be given to sociological work but how much and what kind. To derive the greatest benefit of publicity, sociologists must become more active in bringing sociologi-

cal contributions to the attention of the mass media and in interpreting sociology's significance to the wider public. To do these tasks well, they also need to learn how the mass media work, and how journalistic reporting practices differ from the norms of scholarly and professional communication.

NOTES

- Etzioni, Amitai. *The Active Society*. 1968. New York: Free Press
- Merton, Robert K. "The Role of Applied Social Science in the Formation of Policy: A Research Memorandum." 1949. *Philosophy of Science*, Vol. 16, No. 3, 161-181.
- Rhoades, Lawrence J. *A History of the American Sociological Association, 1905-1980*. 1981. Washington, DC: ASA
- Weiss, Carol H. "Social Scientists Cited in the Elite Media." Paper presented at the Annual Meeting of the American Association for Public Opinion Research, Buck Hill Falls, PA.

Editor's Note: This article was written as the rationale for the ASA Task Force on the Media's report to ASA Council, and in response to letters in FOOTNOTES about the problems associated with the press covering sociological work.

Call for Syllabi

The ASA Teaching Resources Center (TRC) offers more than 60 titles about teaching sociology. The collection is updated and improved continually. The Center also looks for new publications and has products under development.

Please share your syllabi, course assignments, test items, research projects, film and textbook reviews, and any other curricular materials with the editors of the syllabi sets listed below.

- *Syllabi and Instructional Materials for Sociology of the Future*. Nancy W. Stein, Normandale Community College, 9200 France Avenue S., Bloomington, MN 55431.

- *Syllabi and Instructional Materials for Deviance and Social Control*. R.J.M. Lavizzo-Mourey, Philadelphia College of Textiles and Science, Philadelphia, PA 19144.

- *Syllabi and Instructional Materials for Sociology of Sport*. William Whit, Aquinas College, Grand Rapids, MI 59406.

- *Syllabi and Instructional Materials for Medical Sociology (revision)*. Kathy Charmaz, 623 Spencer Avenue, Santa Rosa, CA 95404.

Do not write the authors for these new products at this time. When the materials are available, they will be advertised widely in FOOTNOTES and the *Teaching Journal*. Write for the 1985 catalog of TRC materials, including 13 new products that debuted at the 1984 ASA Annual Meeting in San Antonio.

Career Possibilities for Sociology Graduates

by Bettina J. Huber

The question most frequently asked by sociology students, both graduate and undergraduate, is "what can I do with a degree in sociology?" Many faculty members struggle to respond, since they are largely unaware of employment opportunities outside academia. Although teaching jobs are in short supply, the notion that all sociologists are teacher/researchers is still prevalent in academic circles. This view is no longer accurate, however, since increasing numbers are moving beyond the confines of the university and taking up a wide variety of occupations. The data summarized in the following paragraphs reveal that, far from equipping people only for teaching and life in the academy, sociological skills are useful in an almost unlimited assortment of occupations. The range of choices is sufficiently broad to accommodate people with widely divergent interests.

During the course of 1981 the American Sociological Association compiled a biographical directory. In addition to asking about members' addresses and areas of specialization, data were collected on job titles and employers. Using the responses of the approximately 2000 members employed in applied settings, two lists were generated.¹ These yielded 1435 intelligible job titles and 674 recognizable employers. Similar titles and types of employers were grouped together and arranged in terms of major employment sectors. There is no certainty that the resulting array of job titles and employers is representative of the employment patterns of all sociologists working in applied occupations. But the array does provide some insight into the diverse career paths that those with graduate training in sociology have pursued.

Table 1 shows the proportion of respondents located in each employment sector and lists those job titles most frequently used in each.² In most major employment sectors frequently used job titles vary for MAs and PhDs. Table 1 suggests that sociologists with PhD degrees tend to occupy higher ranking positions than do those with Master's Degrees. Although not surprising, it is a

TABLE 1: FREQUENCY OF SELECTED POSITION TITLES BY DEGREE LEVEL

| Position Title | PhD | MA |
|---------------------------------------|-------------|-------------|
| Federal Employers: | 20.8 | 21.7 |
| Director/Chief/Coordinator | 5.2 | 3.8 |
| Statistician | 2.4 | 0.0 |
| Statistician/Demographer | 1.7 | 3.0 |
| Research Sociologist/Social Scientist | 2.4 | 3.0 |
| Researcher | 2.7 | 3.2 |
| Analyst/Specialist | 1.2 | 4.6 |
| State Government Employers: | 10.1 | 14.8 |
| Director/Chief/Coordinator | 3.3 | 2.9 |
| Research Scientist | 1.1 | 1.7 |
| Researcher | 0.5 | 3.4 |
| Analyst/Specialist | 1.5 | 3.0 |
| Local Government Employers: | 4.6 | 9.3 |
| Director/Chief/Coordinator | 1.0 | 2.3 |
| Researcher | 0.7 | 1.5 |
| Analyst/Specialist | 0.9 | 1.1 |
| Criminal Justice | 0.0 | 1.1 |
| Private Sector Employers: | 21.2 | 18.6 |
| President | 1.5 | 0.8 |
| Vice President | 1.6 | 1.2 |
| Director/Manager/Supervisor | 5.1 | 3.9 |
| Project Manager/Director/Coordinator | 0.8 | 1.7 |
| (Senior/Management) Consultant | 1.2 | 1.0 |
| Social Scientist/Sociologist | 2.0 | 1.0 |
| Researcher | 3.4 | 3.4 |
| Analyst/Specialist | 1.4 | 2.3 |
| Editor | 0.4 | 1.5 |
| Non-Profit Sector Employers: | 31.2 | 25.7 |
| President | 1.0 | 0.4 |
| Vice President | 0.9 | 0.4 |
| Executive Director | 1.1 | 0.3 |
| Director/Coordinator/Chief | 4.9 | 4.0 |
| Director of Research | 3.6 | 1.3 |
| Associate/Assistant Director | 1.5 | 1.9 |
| Research Scientist/Sociologist | 4.5 | 1.9 |
| Project Director | 1.8 | 6.6 |
| Researcher | 5.9 | 6.1 |
| Analyst/Specialist | 1.2 | 1.9 |
| Clinical/Social Work | 0.5 | 1.7 |
| Self-Employed: | 12.1 | 9.7 |
| Consultant | 5.5 | 2.7 |
| Clinical/Psychotherapy | 2.3 | 1.5 |
| Author/Writer/Editor | 0.8 | 1.3 |
| TOTAL (number of cases) | 100.0 (910) | 100.0 (525) |

sign that additional graduate training has a pay-off in terms of occupational status. The reasons why MAs are more likely to be employed in state and local government, while PhDs tend to cluster in the non-profit sector, are less clear-cut.

Table 2 delineates those major categories of employers who most frequently hire sociologists with graduate training.³ As was the case with job titles, there are some differences between the work settings of MAs and PhDs. The clearest divergences emerge in the non-profit sector. PhDs clearly predominate in Research Institutes, and to a lesser extent Education, while MAs are over-represented in Health Services and Research and Community Welfare. Within the federal government, PhDs are more frequently employed by Public Health Service divisions, in particular the National Institute of Mental Health, while MAs are relatively more numerous in the Department of Defense.

TABLE 2: SELECTED EMPLOYERS BY DEGREE LEVEL

| Employer | PhD | MA |
|---|-------|-------|
| Federal Employers: | | |
| National Institute of Mental Health (HHS) | 4.0 | 2.3 |
| National Center for Health Statistics (HHS) | 1.8 | 0.9 |
| Independent Federal Agencies | 4.2 | 3.2 |
| Bureau of the Census (Commerce) | 2.6 | 2.7 |
| Department of Defense | 2.6 | 5.0 |
| State Government Employers: | | |
| Department/Bureau of Health | 3.1 | 2.3 |
| Department of Social Services | 0.2 | 2.7 |
| Research Institutes/Agencies | 1.3 | 1.4 |
| Department of Corrections | 1.3 | 1.8 |
| Local Government Employers: | | |
| Education | 1.3 | 0.5 |
| Health | 1.3 | 0.9 |
| Human/Social Services | 0.2 | 1.8 |
| Private Sector Employers: | | |
| Contract Research | 6.8 | 5.5 |
| Communications | 3.1 | 4.1 |
| Corporations | 2.2 | 3.7 |
| Non-Profit Sector Employers: | | |
| Research Institutes | 17.4 | 6.4 |
| Population and Demography | 2.4 | 0.0 |
| Urban Research | 1.8 | 0.0 |
| Health Services and Research | 4.6 | 8.7 |
| Religious Organizations | 3.7 | 4.1 |
| Education | 3.1 | 1.4 |
| Professional Associations | 2.4 | 1.8 |
| Community Welfare | 1.5 | 4.6 |
| (Number of Cases on which Percent Based) | (455) | (219) |

The data from the ASA biographical directory yielded almost no job titles for Bachelor's Degree recipients. Thus, it was necessary to look elsewhere for a picture of the jobs that BA graduates are currently getting. During the past few years a number of departments have conducted surveys of their own majors several years after graduation. Such studies generally have multiple purposes, one of which is to determine graduates' occupational and career choices. In addition, former students may be asked to assess the effectiveness of the department's program and specify what career skills or additional education they deem important and useful. By combining the data from several surveys, it proved possible to arrive at a more general, albeit imperfect, overview of BA graduates' initial occupational choices.⁴ Since the purpose is to present information about jobs that BA graduates are getting immediately after graduation, early job choices are more relevant than long-term career outcomes. Consequently, respondents who graduated prior to 1975 were eliminated from consideration whenever possible. The following were used to generate Table 3: a 1981 mail survey at the University of Wisconsin, Madison; a 1981 study at North Dakota State University; a 1980 survey done at Winona State University in Minnesota; and a 1982 questionnaire sent to graduates of Florida State University.

Table 3 presents the job titles or categories most frequently appearing in the combined sample of BA graduates.⁵ A glance at the table indicates that the occupational titles tend to be less precisely defined than was the case for the MA and PhD data discussed earlier. This is due to the fact that the data from two of the surveys used (i.e., Wisconsin and Florida State) were presented in terms of fairly broad job categories rather than in terms of specific job titles.

Table 3 clearly indicates that recent BA graduates in sociology are pursuing a wide range of occupations. A third are employed in the professional sector, while close to a quarter are in service occupations. In addition, 26% are involved in sales or management/administration. Clearly, not all BA graduates in sociology are employed in jobs that make full use of their skills. Approximately 15-20% are employed in positions that appear to

require no college education (e.g., retail sales, restaurant service, clerical). The broader significance of this finding is difficult to judge for several reasons.

For one thing, sales, service and clerical occupations encompass a wide range of jobs which require varying degrees of expertise. Thus, for example, most department store clerks need few skills, while selling computers requires a good deal of knowledge and expertise. In the absence of comparative data, there is no way of judging whether sociology graduates are having greater difficulty utilizing their college skills on the job than are students with other social science majors. Initial job patterns among BA sociology graduates may simply reflect the diminishing occupational value of a college degree.

TABLE 3: FREQUENCY OF SELECTED POSITION TITLES HELD BY BA GRADUATES

| Employer | Percentage |
|----------------------------------|-------------|
| Professions: | 35.7 |
| Social Work | 9.9 |
| Counseling | 5.4 |
| Researcher | 5.4 |
| Elementary/Secondary Teacher | 4.7 |
| Nursing | 1.1 |
| Management/Administration | 12.5 |
| Sales | 13.3 |
| Retail Sales | 7.4 |
| Insurance | 1.6 |
| Service Occupations | 23.5 |
| Restaurant Service | 2.2 |
| Planning | 2.1 |
| Parole/Probation Agent/Officer | 1.9 |
| Police Officer | 1.4 |
| Day Care/Child Care Worker | 1.8 |
| Clerical | 11.3 |
| Secretary | 2.6 |
| Construction and Trades | 3.2 |
| Miscellaneous | 2.4 |
| TOTAL (Number of Cases) | 100.0 (759) |

Using the data summarized above, Table 4 presents a more detailed array of job titles for sociologists with various levels of education. In presenting the specific job titles two conventions are followed: words separated by a slash (/) are interchangeable and words presented in parentheses may or may not be part of a title. Thus, for example, the term "Research Director/Coordinator" indicates that a specific job title may take the form of Research Director or Research Coordinator. The phrase "(Senior) Social Scientist," on the other hand, means that some people have the title Social Scientist, while others are Senior Social Scientists.

Table 4 provides graphic evidence that sociologists are employed in all sectors of the economy and in a diverse array of positions. Although some, especially those with PhDs, are concentrated in certain types of applied work, the range of possibilities is broad enough to accommodate people with the most varied preferences and interests. Thus, the answer to the question, "What can I do with a sociology degree?," is "any number of things."

FOOTNOTES

¹ My thanks to Roberta Cohen of Bell Labs for her assistance in generating the initial lists of job titles and employers.

² The percentages for major employment sectors sum to 100%, but those to the right for specific job titles do not. This is the case because only the most frequently used job titles are listed. Table 4 presents a more complete listing of job titles.

³ The percentages in Table 2 do not sum to 100% because not all employers identified are listed.

⁴ My thanks to Diane Colasanto, Joann Elder and Elaine Lindgren for making their data available to me.

⁵ As with Table 1, the percentages for major employment sectors sum to 100%, but those to the right for specific job categories do not. Since only some of the latter are listed this is as it should be. Table 4 presents a more detailed listing of BA job titles.

Continued next page

A brochure containing a considerably more detailed version of Table 4 and the article accompanying it is available from the ASA Executive Office (1722 N Street NW, Washington, DC 20036). This brochure is intended for distribution to sociology students through their teachers. Single copies are free and multiple copies are 15¢ each.

Sociologist Honored for Contributions to Women of Color

Esther Ngan-Ling Chow was one of the seven recipients of the "Outstanding Women of Color" Award given by the National Institute of Women of Color recently. She was honored at a special luncheon, the highlight of a two-day national conference sponsored by the

National Institute of Women of Color, held on October 19-20, 1984 in Reno, NV.

Her contributions leading to this national award are summarized as follows.

Esther Ngan-Ling Chow:
—has accomplished and promoted scholarly research

on Chinese American women, Asian American women and women of color;

—has shown consistent dedication and devotion to community services for the Chinese and Asian communities locally, regionally and nationally;

—is one of the founders of the Organization of Pan Asian Women, a national association for Asian American women;

—has been serving actively as a board member and a principal consultant for the Organization of Chinese American Women for several years;

—is an outstanding teacher and trainer in career education, job advancement, and work/family management workshops for both professional and non-professional Chinese and Asian women;

—has been singled out as an outstanding role model and mentor to Asian American women as well as other women of color.

TABLE 4: LISTING OF JOB TITLES AND EMPLOYERS

JOB TITLES AND MAJOR EMPLOYERS OF MA AND PHD SOCIOLOGISTS

FEDERAL GOVERNMENT

Director/Chief/Head
 Chief (eg, Chief of: Research; Statistical Analysis; Aging and Retirement; Program Evaluation; Research Grants, etc.)
 Division Director/Chief (eg, Director of Statistical Branch; Director of Social Science Research; Director of Office Publications; etc.)
 Program/Section Head (Social Sciences)
 Program Director/Manager (eg, Health Services, etc.)
 Research Director/Coordinator
 Director of Research and Development/Evaluation/Planning
 Associate/Co/Deputy (Division) Director
 Assistant Chief/Director (eg, for Health Services; Personnel)
 Statistician
 Survey Statistician
 Health Statistician
 Demographer/Statistician
 Statistician/Demographer
 Demographer/Senior Demographer
 Sociologist/Social Scientist
 (Senior) Social Scientist
 (Senior) Social Science Researcher
 Behavioral/Social Science Advisor
 Chief/Principal Scientist
 (Medical) Sociologist
 Research Sociologist/Senior Research Sociologist
 Statistician/Demographer
 Statistician
 (Senior) Survey Statistician
 Demographic Statistician
 Researcher
 Senior Researcher
 Research Associate
 (Senior) Research Fellow
 Social Science (Research) Analyst
 Analyst
 Management Analyst
 Program Analyst
 Data Analyst
 Community Analyst/Planner
 Manpower Analyst
 Operations Research Analyst
 Policy Analyst
 Specialist
 Education Specialist
 Employee Relations/Development Specialist
 Evaluation Specialist/Analyst (eg, for General Accounting Office, etc.)
 Planner/Social Policy Planner
 Postdoctoral Fellow/Scholar
 Archivist/Data Archivist
 Military Officer

Major Federal Employers

U.S. Forest Service
 Bureau of the Census
 Department of Defense (eg, Army Research Institute; Corps of Engineers; Argonne National Laboratory)
 Department of Education (eg, National Center for Education Statistics; National Institute of Education)
 National Institutes of Health (eg, National Institute on Aging; National Cancer Institute)
 National Institute of Mental Health
 National Center for Health Statistics
 Social Security Administration
 Department of Housing and Human Development
 Bureau of Labor Statistics
 Independent Federal Agencies (eg, NSF, AID, NASA, U.S. Commission on Civil Rights; Veterans Administration; General Accounting Office)

STATE GOVERNMENT

Administrator
 Deputy Minister/Secretary
 Director/Chief
 Director/Coordinator/Chief of Research (and Evaluation)
 Director of (Education and) Training
 Director of Program Evaluation/Evaluation Projects
 Director of Policy Planning
 Program/Division Director
 Supervisor, Sociology Program
 Associate/Deputy/Assistant Director/Commissioner/Manager (eg, of Health; Research)
 Principal Investigator/Demographer
 Project Coordinator/Director/Manager
 Research Scientist
 Research Sociologist
 Staff Sociologist
 Researcher
 Research Officer
 Research Analyst
 Research Associate
 Research Assistant
 Public Health Behavioral Scientist
 Analyst/Specialist
 Senior Systems Analyst
 (Senior) Program Analyst/Specialist
 (Senior/Associate) Research Analyst
 Planning Analyst
 Program Evaluation Specialist
 Social Research Analyst
 Statistical Analyst
 Senior Management Analyst
 Program Policy Analyst
 Manpower Planning Specialist
 State Demographer/Statistician
 Criminal Justice Specialist/Parole Agent

Major State Employers

Department/Bureau of Health (eg, Division/Department/Office of Mental Health; Psychiatric Services)
 Department of Corrections (eg, Youth Authority; Narcotics and Drug Abuse)
 Department of Social Services (eg, Youth Commission)
 Research Institutes/Agencies (eg, Institute for Juvenile Research)

LOCAL GOVERNMENT

Program Director/Coordinator/Chief
 Director/Coordinator of Research (and Evaluation)
 Director of Program Evaluation
 Head, Data Division
 Human Relations Consultant/Director
 Project Director/Grant Coordinator
 (Senior) Planner
 Researcher
 Evaluation Researcher/Specialist
 Research Associate
 Analyst/Specialist
 (Senior) Research Analyst
 Program Analyst/Evaluator
 Organizational Development Specialist
 Social Science Analyst
 Senior/Associate Staff Analyst
 Senior Management Systems Analyst
 Criminal Justice
 Police Officer
 Production Officer
 Mental Health
 Alcoholism Counselor
 Clinic Examiner

Major Local Employers

Human/Social Services (eg, Juvenile Welfare; Senior Citizen Services)
 Health (eg, Community Mental Health Center; Health Department)
 Education (eg, Board of Education; School District)
 Police/Courts
 City Government
 County Government

PRIVATE SECTOR

President
 Owner
 Executive/Senior Vice President
 Vice President (eg, for Human Resources; Industrial and Personnel Relations, etc.)
 (Managing) Executive Director
 Administrator
 Director/Coordinator
 Director of Research
 Division Director/Manager
 Director of Information Services
 Other (eg, of Operations; Corporate Research; Data Collection; Personnel; Training; Productivity; Employee Development, etc.)
 Manager/Supervisor (eg, of Research; Technical Services; (Corporate) Training and Development; Public Opinion Research; Public Policy Research; Market Research; etc.)
 Associate/Deputy Director/Manager (eg, of: Marketing; Health Services, etc.)
 Senior Project/Study Director/Analyst
 Project/Study Director/Manager
 (Senior/Management) Consultant
 Social Scientist/Sociologist
 Senior Research Scientist
 (Associate) Research Scientist
 Senior Scientist/Statistician
 (Senior) Sociologist
 Survey Statistician
 Researcher
 Senior Research Associate
 Research Associate
 (Senior) Research Specialist
 (Senior) Research Analyst
 (Senior) Research Consultant
 Research and Evaluation Officer
 Survey Researcher
 Analyst/Specialist
 (Senior) Systems Analyst/Consultant
 Market (Research) Analyst
 Quantitative/Statistical (Data) Analyst
 Human Resources Analyst/Specialist
 Staff Specialist
 Editor
 Executive Editor
 Social Science Editor
 Senior Editor/Journalist

Major Private Sector Employers

Contract Research (eg, Abt Associates; Mathematica Policy Research; Westat Research; Decision Research Corporation; Development Associates; Response Analysis Corporation; Wyoming Research Corporation)
 Other Applied Social Science Research (eg, Health Research; Environmental Research; Systems Research; Evaluation Research; Market Research; Public Opinion Polling; Applied Management/Marketing/Science)
 Telecommunications (eg, AT&T Long Lines; Bell Laboratories; Bell Telephone)
 Publishing
 Advertising and Public Relations
 Banking and Insurance (eg, Equitable Life)
 Automotive (eg, General Motors Research Laboratory)
 High Tech (eg, Advanced Technologies; Control Data Corporation)
 Food Processing
 Corporations (eg, JWK International Corporation)

NON-PROFIT SECTOR

Chair (Board of Directors)
 President
 Administrator (eg, for Research and Evaluation)
 (Executive/Assistant) Vice President
 Executive Director
 General Secretary
 Director/Coordinator/Chief
 Clinical Director/Chief
 Program Director
 Program Officer/Coordinator/Manager/Supervisor
 Division Director
 Field Director
 Survey Director
 Director of Social Services
 Director/Coordinator of Education Program/Department
 Director of Research (Division/Unit)
 Research Director/Coordinator
 Director of Social Research
 (Managing) Director of Research and Development/Statistics
 Director of Research and Planning
 Evaluation (and Research) Coordinator/Officer
 Deputy/Associate/Co-Director (of Research)
 Assistant Director/Coordinator (for Research)
 Research Scientist
 Senior/Associate Research/Social Scientist
 Senior (Research) Sociologist
 Research Sociologist
 Social (Science) Researcher
 (Senior) Study Director
 Project Director
 Researcher
 Senior Research Associate
 Research Associate
 Senior Researcher
 (Senior) Research Analyst
 Research Fellow/Officer
 Planner/Senior Health Planner
 Program (Evaluation) Consultant
 Analyst/Specialist
 Research/Data Analyst/Specialist
 (Planning and) Research Specialist
 Senior (Program Development) Analyst
 Research and Evaluation Specialist
 Evaluation Analyst
 Information (& Research) Specialist
 Community Development Specialist
 Pastor
 Counselor
 Staff Associate
 Editorial
 Acquisitions Editor
 Assistant Editor

Major Employers in the Non-Profit Sector

Research Institutes (eg, Battelle Human Affairs Research Center; Boys Town Center; Rand Corporation; Research Triangle Institute; National Academy of Sciences; Social Science Research Council; Resources for the Future; SKI International)
 University Research Centers (eg, Columbia Bureau of Social Science Research; National Opinion Research Center)
 Legal and Criminal Justice
 Policy Research (eg, Center for Policy Studies; Center for Policy Research)
 Population and Demography (eg, Alan Guttmacher Institute; Population Council)
 Urban Research (eg, The Urban Institute)
 Health Services and Research
 Health Insurance (eg, Blue Cross/Blue Shield; Kaiser Permanente)
 Psychological and Health Services
 Hospitals
 Medical Research
 Education (eg, Educational Testing Service; Research for Better Schools; Far West Lab for Educational Research)
 Community Service (eg, United Way; Human Resources)
 Family Services and Child Welfare (eg, Child Welfare League)

Foundations (eg, A.H. Wilder Foundation; Twentieth Century Fund; Rockefeller Foundation)
 Professional Associations (eg, American Medical Association; American Juridical Society; Chambers of Commerce)
 Journalism and Publishing
 Religious Organizations (eg, Episcopal Church; United Church Board)

SELF-EMPLOYED

Owner
 President
 Director and President/Owner
 Executive Director
 Consultant
 Management Consultant
 Evaluation Consultant
 (Educational) Research Consultant
 Human Relations Consultant
 Clinical/Psychotherapy
 Clinical Sociologist
 Family Therapist
 Marriage and Family Counselor/Therapist
 Social Psychologist
 Pastor
 Writer
 Author (& Researcher)
 Author/Writer and Consultant
 Writer and Editor
 Legal
 Attorney
 Research Attorney
 Project Director/Principal Investigator

JOB TITLES OF BA SOCIOLOGISTS

Professors
 Social Work
 Social Worker (eg, Social Caseworker; Social Worker, County Social Services)
 Medical Social Worker
 Counseling
 Vocational Rehabilitation Counselor
 Family Counseling (eg, Coordinator of Family Counseling, Family Counselor, Hospital)
 Educators
 Elementary/Secondary Teacher
 College Teacher
 Researcher
 (Assistant) Research Director
 Research Associate
 Research Assistant
 Lawyer
 Writing/Publishing
 Editor
 Writer (eg, Freelance Writer; Staff Writer, Technical Writer, Insurance Company)
 Nursing (eg, Head Nurse; Staff Nurse; Registered Nurse; Psychiatric Nurse; Nurse's Aid)
 Computer Programming (eg, Computer Input Operator)
 Management/Administration
 Manager, Retail/Convenience Store
 Management Analyst
 Sales
 Retail Sales (eg, Salesperson; Automobile Salesperson; Sales, Health Food Store; Cosmetics Salesperson; Consultant; Bridal Sales; Cashier; Inventory Control; Credit Assistant; Department Store)
 Insurance (eg, Underwriter/Adjuster; Liability Claims Examiner)
 Service Occupations
 Crime Control and Criminal Justice
 Parole/Probation Agent/Officer
 Invenile Parole/Probation Officer
 Police Officer (eg, Deputy Sheriff; Highway Patrol; State Trooper; Special Agent, FBI)
 Correctional Service Officer, Prison
 Community Service
 Social Services Director
 Volunteer Work (eg, Volunteer Coordinator; Volunteer & Public Education Coordinator, Crisis Center)
 Day Care/Child Care Worker
 Health Related (eg, Assistant Activity Director, Nursing Home; Health Facilities Evaluator; Assistant, Family Planning Clinic; Nutritionist Assistant; Fire Paramedic; Coordinator of Staples, Tri-County Dental Program; Public Health Analyst)
 Government
 Planning (eg, Senior Planner, County Government; Assistant Planner)
 Other (Data Review Technician, Social Security Administration; Licensing Worker; Civil Service Test Examiner; Budget Analyst)
 Restaurant Service (eg, Bartender; Waiter; Waitress)
 Clerical
 Secretary
 Bookkeeper (eg, Bookkeeper/Typewriter, Newspaper; Bookkeeper/Secretary)
 Receptionist (eg, Secretary/Receptionist, Communications/Receptionist)
 Construction and Trades
 Trades (eg, Petroleum Worker)
 Construction (eg, Construction Worker)

Section News

Gordon F. Streib, Professor of Sociology at the University of Florida, Gainesville, FL, was honored by the Section on Aging during the ASA 1984 Annual Meeting "for a long and active career in sociology and in gerontology...The initial focus of his research in the 1950s was the Cornell longitudinal study of Occupational Retirement and the major publication summarizing that study, co-authored by Streib, *Retirement in America: Impact and Process* (1971), made a significant contribution to both the methodology and theory of adaptation to transition in later life.

"Subsequent published research has focused on social structure and multigenerational families, on aging and social stratification and, most recently, on emerging living arrangements of older adults.

"Comparative research has been a continual interest expressed as a Fulbright Professor in both Denmark and Ireland. He was instrumental in initiating studies of the elderly by the Danish Research Institute and in Ireland he did cross-national research on aging, stratification and intergenerational family relationships.

"Professor Streib was a founding member and the third chairperson of the ASA Section on Aging. He chaired the committee of the Gerontological Society of America that developed its Research Fellowship Program which stresses the applications of research in community settings.

"He continues as an active author and editor, has made a major contribution to the development of the field of aging at his university and in his state and region, and has been a consultant to a number of national research organizations."

Teaching

by Carla B. Howery

Monitoring the phone calls and mail reveals a renewed interest in applied sociology programs in sociology departments around the country. Part of the excitement of working in the ASA's Teaching Services Program is the chance to watch the changes in the discipline as they are manifested in curricula. Here are some observations from the cabined seat of the Executive Office in response to the common question, "What is happening with applied sociology programs?"

The well-worn principle that social change occurs slowly holds true. Departments have not overturned a "traditional" curriculum in favor of a heavily vocational focus. Low enrollments and other pressures have put some departments in precarious situations. But no one seems to be going for the "quick fix." On the other hand, some departments run the risk of making an insufficient investment for the return they expect from an applied program. For example, they may ask a faculty member to develop and supervise internships in her spare time, as part of "departmental service." Departments have painfully learned that a critical mass of department members must support and contribute to an applied program and that other resources (secretarial time, course release, etc.) must be devoted to these efforts if they are to be successful.

Departments have retained the commitment to sociology as part of the liberal arts. Applied curricula may reflect more research methods, but not at the expense of standard offerings in theory and substantive specialties of the discipline. The sociology major has not been revamped in content. The changes show up as improvements in the coherence of the curriculum, better advising, internship opportunities, and help with job placement. There is no mass vocationalism with sociology students becoming indistinguishable from computer programmers or MBAs.

Most departments have launched their first "applied" efforts by shoring up the research methods training, which is almost entirely quantitative. Outside of academic work, more sociologists (at all degree levels) are employed in social research jobs than any other single job category (see Huber, 1984). However, the potential for new areas of employment rests with job development efforts in a greater range of roles, including planning and development, organizational consulting, mediation (e.g., labor relations, family conflicts).

Departments are just beginning to incorporate qualitative methodology in the applied curriculum (see Nyden, 1983). Current practitioners have emphasized the importance of qualitative approaches in their work and recommend such training for students at all degree levels. William Brown (1984) surveyed sociologists with applied interests asking them to identify non-research competencies that are important to develop for careers in sociological practice. Some of the most valuable skills include: the ability to clearly conceptualize realistic problems; the ability to communicate effectively in work situations; skills in writing manuals and reports; competence in setting goals and objectives; designing and evaluating programs and team work skills. Few applied programs have carefully articulated these learning goals and the means to help students reach them.

The most effective applied programs seem to be at the MA level. The MA degree in sociology and other fields has a history of being a focused degree for specific professional roles. Most MA programs consist of a year of coursework with heavy emphasis on quantitative methodology, an internship and a paper or project related to that placement in lieu of a thesis. Some MA programs have very specific foci, such as Evaluation Research, Urban Planning, Social Gerontology, and may not confer a degree in sociology, even though they are based in or heavily supported by a sociology department. MA graduates seem to have considerably better luck in job placement. They step above the mass of liberal arts baccalaureates and yet have not priced themselves out of middle management professional jobs.

BA applied programs must grapple with the desirability of grounding the sociology major in the liberal arts and yet squeezing in time for training in saleable skills. The PhD programs bring historical baggage of producing knowledge generators, not brokers for that knowledge. Systematizing graduate curricula to create a cohesive applied program runs counter to the free flowing sets of courses and pattern of individual mentorships that characterize most PhD programs. There are good models of BA and PhD applied programs that have dealt with these obstacles.

Waffling and the Need for Legitimacy

Many departments are in the situation of having done too little for too long. They are unwilling or unable to take the leap to invest themselves in applied programs. Departments must reach a minimum consensus about the legitimacy and importance of applied work before beginning a program. This foundation is critical to make the necessary forays to administrators and colleagues in other departments, much less to reach out to the critical groups of clients: students and internship and employment sites. Programs have floundered for lack of this base. The two most common pitfalls are these: (1) a personal fiefdom of an individual who makes an applied program an exercise in empire building; or (2) a department that delegates the applied program to one or two individuals, usually untenured, with insufficient resources (including faculty commitment) to see the program through. The model case is the department that says "sure, you go ahead with an applied program as long as I don't have to change what I teach, we don't have to allocate any resources and you turn our enrollments around." As a rule of thumb, I would recommend that to begin an applied program a department must have 1/3 of its members willing to teach the courses associated with the program, and a tenured faculty member as the program director.

Waffling must be replaced with a quantum leap. Departments must make some major changes if they want applied programs, in whatever incarnation, to be effective. Here is the agenda I propose for discussion:

(a) Applied work and applied programs take more and different resources than the current traditional program requires. Freeman and Rossi (1984) document the need for extra secretarial time, course release, flexible teaching assignments, word processors with high quality printers, and so on. These are tight times for sociology departments who must decide to reallocate, or better yet, to devise strategies to get more resources. Departments have sought seed money support from administrators and alumni funds, have pooled resources with other departments and have brought in money via contract work.

(b) A critical mass of faculty must be willing and able to implement an applied program. A faculty development plan needs to be tailored to each specific situation. Current faculty may have done very little applied work and will have to be supported to try their hand at it. Graduate faculty have done well by their students when preparing them for teaching roles, in an apprentice-like fashion. Now faculty are training students for work they themselves may not have done.

While the apprentice relationship can occur with an internship supervisor, faculty must be informed about the challenges of applied work their students will face. Faculty must be able to use sabbaticals for their own internships. Applied programs should make extensive use of alumni and possibly an advisory board from the community to provide a broad, indirect experience base for faculty.

(c) If recruitment of new faculty is possible, then the criteria for selection should reflect the needs of the applied program. Consider hiring part-time professionals to teach specific courses. These are not "gypsy scholars" who piece together small teaching assignments to form a marginal, exploited career. These adjunct faculty are working, applied sociologists who bring professional expertise to a program in the same way practicing lawyers and physicians contribute to their professional schools. Departments will have to adjust their salary scales for part-time teaching to meet the requirements of these professional people.

If a department can hire a tenure track faculty member, then it will need to assess the talents of applicants using a broader range of criteria. A quick scan of the ASA *Employment Bulletin* advertisements shows "applied sociology" popping up more frequently as a specialty, but it is operationalized in most cases as quantitative research. There is plenty of debate about what constitutes applied sociology. My recommendation to departments is that applied sociology should mean client-oriented work experience, regardless of methodology. Expertise in quantitative methodology may have no relation to a person's interest and experience with non-academic clients. Furthermore, traditional sociological specialties do not conform to applied work settings. The very people departments should hire—those colleagues who have worked effectively in applied settings for several years—might be the hardest to get hired. They will not "fit" academic categories, may not have a traditional vita and will command a different salary scale than colleagues of the same career age.

(d) The traditional reward structure of the academy is out of sync with the work of the applied sociologist and faculty who do primarily client-oriented instead of discipline-oriented work. If colleagues are valued for the applied talents, then the promotion and tenure system must develop special criteria to evaluate technical reports and supervision of interns as important professional contributions. Faculty must be able to use sabbatical time to conduct contract research or work in a governmental office, even if such activities do not produce scholarly publications.

A Focus on Job Development

Some applied programs have a standard curriculum but work diligently in job development and career advising. These efforts pay off in terms of actual job opportunities, better entry level jobs, shorter job search time, and greater satisfaction with the sociology program and its faculty. At the very least, departments should draw on the skills of the placement office to offer career counseling and resume writing for students. The job development process is best approached through an internship organization that might have a job in the future. Indeed students at the University of Wisconsin-Whitewater who had an internship experience reported higher job satisfaction and greater ease in finding work after their BA than alumni who did not do an internship (see Green, 1984).

Most applied program directors agree the internship is an essential component of the applied program, but quickly emphasize the amount of faculty time involved to make it work. Some departments hire a person just for the internship program, or use university-wide advisors via co-op education or a general intern program as a way to gain some support staff. Internship programs have a gestation period and take several years to solidify the right placements and procedures. Estimate the amount of time to locate, manage and supervise internships and double that amount. The benefits will be many: student training, many student jobs post graduation, opportunities for faculty research, community service, and a better understanding of the field of sociology for public and private sector employers.

Beginning an applied sociology program raises basic teaching issues that should be raised about any curriculum: What are the goals of the program and each course within it? How do the talents and interests of the faculty plug into these goals? Is the reward structure for faculty performance consistent with our goals? How do we evaluate student learning? What constitutes "successful outcomes" of the program? One of the latent benefits of departments working on applied curricula is the improvement of the regular offerings. Departments (and students) have benefitted from a systematic look at course offerings. Curricula become a collective statement of what the department is about, rather than a patchwork of courses individual people like to teach.

With all the activity going on in departments, the ASA and other sociological societies must work to support these efforts at applied program building. We need to continue work on job development for graduates at all degree levels. Efforts to improve the public image of sociology and sociologists are pre-conditions for locating top internship and employment sites. Colleagues skilled in writing need to work with publishers to develop new and better curriculum materials to use in our courses. A certification program may soon be in place to facilitate employment in some work sectors. From this vantage point, the efforts going into applied sociology programs and employment in sociological practices are in fits and starts. The outcome can be more pluralistic and healthy sociology departments.

NOTE: The ASA Teaching Services Program will sponsor a workshop on "Teaching Applied Sociology: Preparing BA, MA, and PhD Students for Careers in Sociological Practice" in Dallas, TX, November 14-16, 1985.

REFERENCES

- Brown, William R.
1984 "Executive Report: Identification of Specific Non-Research Competencies to Prepare Sociology Majors for Non-Academic Careers."
- Green, Charles S.
1984 "Report on University of Wisconsin-Whitewater Alumni," Handout for the Association of Humanist Sociology annual meeting.
- Huber, Bettina J.
1984 "Career Possibilities for Sociology Graduates," Washington, DC: American Sociological Association pamphlet.
- Nyden, Philip.
1983 "The Application of Qualitative Skills in Sociology," in *Teaching Applied Sociology: A Resource Book*, Carla B. Howery (ed.), pp. 247-255. Washington, DC: ASA Teaching Resources Center.
- Freeman, Howard and Peter Rossi.
1984 "Furthering the Applied Side of Sociology," *American Sociological Review*, 49: 571-580.
- See also:
Howery, Carla B.
1982 *Teaching Applied Sociology: A Resource Book*. Washington, 1982; DC: ASA Teaching Resources Center.

Call for Papers

CONFERENCES

Conference on Qualitative Research: An Ethnographic/Interactionist Perspective, May 22-24, 1985, McMaster University, Hamilton, Ontario, Canada. Papers are invited focusing on ethnographic research addressing "generic interactional processes" or the ethnographic research process. Contact: William Shaffir, Sociology, McMaster University, Hamilton, Ontario, Canada L8S 4L8; or Robert Prus, Sociology, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1.

Western Anthropology/Sociology Undergraduate Research Twelfth Annual Conference, April 13, 1985, University of Santa Clara, Santa Clara, CA. Empirical, theoretical and review papers are invited. Drafts of papers or detailed abstracts (statement of the problem, theoretical perspective, key literature, methodology, findings, and conclusions) with names of student author(s) and faculty sponsor(s) should be submitted by February 25, 1985 to: W. Krassowski, Department of Anthropology/Sociology, University of Santa Clara, Santa Clara, CA 95053; (408) 554-4508.

Minority Rights Group-Sponsored Conference on Asian and Pacific American Policy Issues, October 4-6, 1985, Columbia University, New York, NY. The Minority Rights Group of New York, Inc. solicits papers for a conference on "Perceptions, Policies and Practices: Asian and Pacific Americans in the 1980s." Papers dealing with Asian and Pacific American policy concerns in civil rights, education, employment, immigration, media and the arts, mental health, race relations, and social services are invited. Submission deadline is February 1, 1985. For submission requirements and further information, contact: Grace Yun, Asian and Pacific American Project, Minority Rights Group, 174 Davis Street, Hamden, CT 06517.

Allegheny Valley Sociological Association Annual Meetings, March 29-30, 1985, University of Pittsburgh. Papers related to various aspects of the theme, "Renaissance and Rustbowl—Structural Change in a Region," are particularly invited, but papers on any topic are welcomed. Deadline for submission is February 1, 1985. Contact: Norm Hummon, Department of Sociology, University of Pittsburgh, Pittsburgh, PA 15260.

Society for Phenomenology and the Human Sciences Annual Meeting, October 18-20, 1985, Chicago, IL. Submissions for papers, symposia, panels, workshops and roundtable discussions should be sent in duplicate to: James J. Valone, SPHS Program Chairperson, Department of Philosophy, Bellarmine College, Louisville, KY 40205. Deadline for proposals is February 15, 1985.

International Sociological Association XI World Congress of Sociology, August 18-23, 1986, New Delhi, India. Papers are invited on theoretical, empirical, historical, and comparative issues of the function of religion in contemporary sociology for the Committee XXII session on "Religion—Oppression—Liberation." Abstracts are welcomed until February 1, 1985. Accepted papers are due December 1, 1985. Contact: Karol H. Borowski, Massachusetts Institute for Social Studies, 15 Fendale Avenue, Boston, MA 02124.

1985 Annual Meeting
August 26-30

Washington Hilton
Washington, D.C.