

Footnotes



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1988 Annual Meeting Theme

Cross-National Research in Sociology

by Melvin L. Kohn, ASA President

In the years immediately following World War II, the United States enjoyed a dominant position in world sociology. Sociology had been largely destroyed on the continent of Europe by the Nazis and had not yet developed to any marked degree in the rest of the world. In the following years, partly as a result of the European nations' re-importing their own sociologies back from the United States, partly as a result of sociologists everywhere learning from our sociology, partly as a result of indigenous developments, sociology developed rapidly, not only in the countries where it had been well-established before the War, but in many other countries as well. Today, U.S. sociology no longer holds a hegemonic position, but instead is part of a flourishing world sociology. I believe that this is a development to be applauded and encouraged. U.S. sociology and U.S. sociologists have much to learn from the sociologies and sociologists of other countries.

Even more important, we have much to learn from explicitly cross-national research. The time has long passed, if it ever existed, when it is sensible to generalize from findings based on studies done entirely within the United States, without asking whether our findings are descriptive only of the U.S. or would apply as well to other developed countries, to other Western countries, to other capitalist countries, to other countries in general.

U.S. sociologists are coming to understand and appreciate the importance of cross-national research and the value of keeping abreast of sociological research done by our colleagues in other countries.

Yet, in my opinion, we are still a bit parochial. The time is ripe to impress upon U.S. sociology — not just on the area specialists and those already engaged in cross-national research, but upon U.S. sociology in general—the value of cross-national research and of seeing our country in comparative perspective. As Chair of the 1987 ASA Program Committee, I would like the 1987

ASA Convention to contribute to accomplishing this purpose. I have therefore selected "Cross-National Research in Sociology" as the convention theme.

My intent, and the intent of the other members of the 1987 ASA Program Committee, has been to fashion a rather large set of thematic sessions that will deal with most of the major topics in sociology in terms of what is to be learned from a cross-national perspective and from cross-national research. We shall deal with many of the major social institutions — medical institutions, the law, social stratification, social class, education, formal organizations, science — and many of the major social problems—immigration and ethnicity, gender inequality, problems of the welfare state, world conflict — from this perspective. We shall also deal with some of the principal methodological and conceptual issues in doing such research. We thus mean to bring cross-national research prominently into the vision of

See Theme, page 5

ASA Reaffirms Atlanta in 1988

After careful consideration of the resolution to relocate the 1988 Annual Meeting, ASA Officers and Council have decided that the 1988 Meeting will be held in Atlanta as scheduled.

The issue of relocation came about following passage of a resolution to that effect at the ASA Business Meeting on September 2. The resolution was sponsored by the Gay Caucus in response to the U.S. Supreme Court's decision upholding the constitutionality of state sodomy statutes. At its subsequent meeting, Council directed the Executive Office to explore the feasibility of changing the Atlanta location and to ascertain the costs of such a change. The Office was also to negotiate all facets of the issue with Marriott Hotel and Atlanta city officials and report its findings to Council. Council also passed two other related motions. Regardless of the outcome of the Atlanta relocation issue, Council moved to endorse plans of the 1988 Program Committee to organize special sessions on the discrimination issues involved. Further, Council directed the President and Executive Officer to see that the issue of civil liberties and privacy rights be placed on the agenda of COSSA and ACLS.

In late October, Executive Officer D'Antonio reported to Council the outcome of deliberations with the ASA legal counsel, the Gay Caucus, and the relevant officials from Marriott and Atlanta. The decision to remain in Atlanta was based on the high cost of reimbursing Marriott for losses that would be sustained in a relocation, assessments of the risk to members meeting in Atlanta, and a general sensitivity on the part of all parties to the issues at hand. □

Candidates Announced for 1987 Election

The candidates for positions on ASA Council, the Committee on Publications, the Committee on Nominations, and the Committee on Committees in the 1987 election have been selected. They are:

COUNCIL

Richard T. Campbell, University of Illinois-Chicago

Randall Collins, University of California-Riverside

Lois B. DeFleur, University of Missouri
Bonnie T. Dill, Memphis State University
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Paul J. DiMaggio, Yale University
Barry R. Glassner, Syracuse University
Howard F. Taylor, Princeton University
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COMMITTEE ON NOMINATIONS

District 1
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Carroll Estes, University of California-San Francisco

District 2

Joann Aidous, University of Notre Dame
Marejjoyce Green, Cleveland State University

District 3

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District 4

John P. Fernandez, AT&T Communications
Sally B. Kilgore, Emory University

District 5

Janet Z. Giele, Brandeis University
Marta Tienda, University of Wisconsin

District 6

Sally T. Hillsman, Vera Institute of Justice
Eduard W. Lehman, New York University

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District 1

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A. Wade Smith, Arizona State University

District 2

Jae-On Kim, University of Iowa

Mildred A. Schwartz, University of Illinois-Chicago

District 3

J. Michael Armer, Florida State University
Patricia Martin, Florida State University

District 4

Suzanne M. Bianchi, U.S. Bureau of the Census
Ruth A. Wallace, George Washington University

District 5

Maxine Baca-Zinn, University of Michigan-Flint
Murray A. Straus, University of New Hampshire

District 6

Victor G. Nee, Cornell University
Barbara Katz Rothman, CUNY-Baruch College

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, 1987. □

INSIDE

Footnotes

- 2 Observing, TSP Field Coordinator Report
- 3 Past-President's Report, Distinguished Career Award for the Practice of Sociology
- 4 COSSA Acts as Catalyst in OMB Investigation, Career of Distinguished Scholarship Award
- 5 Update on Certification
- 7 Researching the Church
- 8 Sociological Perspectives on AIDS
- 9 ASA/NSF/Census Research Program
- 10 Teaching Column
- 11 Open Forum
- 12 Sociologists Receive Grants, Awards
- 13 The Greatest Books of Sociology
- 14 ASA Department and Business Columns, Obituaries



Observing

The Undergraduate Program in Sociology

In this issue, we introduce a series of "Letters to the Editor" focused on the Undergraduate Program in Sociology. The series begins with an "invited" letter from Gerald Marwell of Wisconsin-Madison. It is inspired by the fact that in the past year or so, I have received letters and participated in discussions that ran the gamut of opinion about the state of undergraduate sociology in the USA. I have listened to faculty in a good small college bemoan the state of the discipline, the decline in numbers of majors, the need to make the program more "practical" to attract students, and their own unwillingness to recommend that students go on to graduate school in sociology because of their perception of a dismal job market, already flooded with unemployed and underemployed PhDs.

Students majoring in sociology have told me they're going on in law or social work, but not in sociology. On the more positive side, students in the ASA A.M. Honors Program have grown in numbers and in quality over the past four years. And they show enthusiasm for sociology that heartens the spirit.

It is time to open a dialogue in *Footnotes* about the undergraduate program; the careful reader of *Teaching Sociology* will know that something of a dialogue has been featured in that journal over the years. And we would hope that the Forum in *Footnotes* will spread into the pages of *TS*, as there is need for as much dialogue as our energies and imagination can foster.

As I see it, the issue may be sketched as follows:

(1) Sociology has a body of theories, a tool kit of research methods, and a rich lode of sociological research that provide understanding, explanation and ways of knowing about human group life that are intellectually stimulating and unique from those of other disciplines. These theories, methods, and research data are also found to be useful in managing, and occasionally controlling and often influencing decision-making, and solving problems.

(2) For a variety of reasons the public image of sociology (including that held by students and some faculty) is vague at best and suspect at worst.

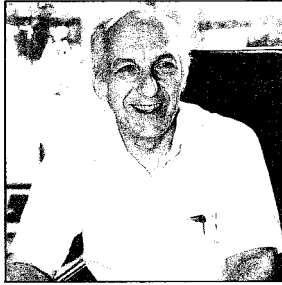
(3) The fields of communications, market research and management and organization analysis have borrowed heavily from sociology, with little gain or credit to sociology as parent.

(4) Some departments of sociology have met the challenge head-on, revamped curricula and enjoyed new growth in general enrollments and/or in numbers of majors.

(5) Other departments languish in despair, and their members wonder out loud about their strength and sociology's future.

(6) Little has yet been done to evaluate sociology offerings at the pre-college level. It may well be sociology courses in high school are poorly taught and turn off the best and brightest, as well as the less-talented. Or it may be that the content of materials used seems less than challenging, focusing on social issues, with little or no sociological orientation or content. Whatever the reason, it would appear that many of the brightest students enter college already committed to the humanities or the physical-biological sciences, and never take a sociology course, or give serious consideration to sociology as a major.

(7) Despite the present setting, it is



beginning to dawn on people that the 1990's may find us facing a shortage of PhDs; estimates are that there may be a shortage of as many as 350,000 in the professoriate alone, covering all disciplines, and not taking into account possible growth in demand in business, government and non-profit associations.

This series, then, addresses the question, what have sociology departments been doing to maintain or increase enrollments, to provide a clear positive image of sociology to the broad mass of students who may simply want to know what the sociological perspective is, and to attract a fair share of the best and brightest to the discipline. In the process, we hope also to be able to assess somewhat the present state of the discipline as seen in the range of undergraduate programs that are to be found in two and four year colleges, public and private universities.

Gerald Marwell was invited to discuss the program at Wisconsin-Madison because I was impressed by the statistics I had heard about this program, for enrollments, majors and faculty winning awards for good teaching. I hope that this series will encourage many of you to write so we can produce a useful discussion over several months.—
WVDA □

Call for Rural Sociology Materials

The Rural Sociological Society has entered into an agreement with the Teaching Resources Center of the American Sociological Association to develop a package of curriculum materials for courses in rural sociology. These teaching modules are provided, at a nominal fee, to sociologists who are developing courses in the different subareas of sociology.

The members of the RSS/ASA Teaching Committee are currently soliciting curriculum/teaching materials from those teaching undergraduate courses in rural sociology. We would very much appreciate receiving a copy of any materials that the readers of *Footnotes* might have that would be relevant to this task. Examples of the kind of materials that we are looking for include course syllabi, lists of films, classroom exercises, and other teaching materials that have been found to be helpful. The types of courses that we are interested in include, but are not limited to, introductory/rural sociology, rural social issues/problems, sociology of agriculture, and upper division rural sociology courses.

Since we are attempting to finish this project by the first of the year, we would appreciate your help as soon as possible. Please send your materials to: Eric O. Hoiberg, Department of Sociology & Anthropology, Iowa State University, Ames, IA 50011. □

Stalking the Undergraduate Credit Hour: Some Ideas and Tactics

by Gerald Marwell, University of Wisconsin-Madison

It is my pleasure to write about Wisconsin's undergraduate program. I don't know what it's like at other institutions, but at Wisconsin we have managed to maintain both our overall course enrollments and the number of our majors. We have about 350 of the latter, and teach over 11,000 student hours (mostly in three-credit courses) per semester. We probably could teach even more undergraduate student hours, but we regularly run out of faculty to put in front of classes. Our high student-faculty ratio means that the Dean loves us. We get to replace all departed faculty. On the other hand, some of our faculty worry that we are purchasing quantity at the cost of quality. Many of our classes are very large. Our best students may drown in the sea of their "lower-half-of-the-class" peers. There is no free lunch.

And there is no formula for a "successful" undergraduate teaching program in sociology. Even if we could all agree on what we mean by "successful," the conditions under which each department must mount its program vary enormously. We have different student bodies to serve, different research missions to integrate with our teaching, different levels of resources, different graduate students and different kinds of graduate programs competing for our time and effort. The design of a successful undergraduate program is therefore

a kind of engineering job. You must be clear about your goals, understand the needs, character and expectations of your clients, be fortunate enough to be able to afford the right kinds of materials, and then be clever about making the arrangement of the materials fit the problem at hand. As in any engineering job, it may be that some principles or tricks that worked elsewhere would also work in your situation. For what they are worth, I offer a few of the features of Wisconsin's program that I think (or perhaps guess) are related to our numerical success.

(1) *Introduction to Sociology*. The heroes of my first story are Theodore D. Kemper (now at St. Johns) and Jerald Hage (now at Maryland). In the early 1960's we were all at Wisconsin, and were assigned to a committee charged with worrying about a paradox; many non-sociologists were taking our Introductory course, but they were giving it poor evaluations. Even worse, the faculty teaching Introductory were having trouble dealing with the majors and non-majors at the same time. These two groups of students seemed to have very different interests.

The solution we came up with was considered fairly revolutionary by most of our colleagues—it was, after all, more than twenty years ago. I think it was Ted who cut the knot by suggesting that we abandon Introductory as a requirement for other sociology courses. Instead, Jerry argued, why not develop

See *Wisconsin*, page 6

TSP Field Coordinator: Report on the First Year

by William Ewens

July 1, 1986 marks the first anniversary of the new position of the Teaching Services Program Field Coordinator, and the year has been a busy one. During this year, this office handled 528 requests for information and has been involved in arranging 23 departmental visitation and evaluation visits around the country.

This office has also coordinated seven teaching workshops during the 1986 year. All of these workshops were attended with between 16 and 35 participants and all of them were very successful according to the written evaluations of the attending participants. Below are listed the seven workshops and the staff:

March 13-15, 1986—"Vivifying the Classroom: Teaching Sociology Using Media, Visuals, Simulations, and Other Methods." The workshop was held at Florissant Valley Community College in St. Louis, Missouri. The local arrangements and staff members included Sharon McPherron, Walter Clark, Paul Baker, Raymond Olson, and William Ewens.

March 23-25, 1986—"Improving Sociology Programs: Changing the Sociology Curriculum to Better Meet the Needs of a Changing Generation of Students." This workshop was hosted by the University of Central Florida in Orlando, Florida. Local arrangements and staff members included David Fabianic, William Brown, Lee Bowker, Bryce Johnson, Charles Green, and William Ewens.

April 4, 1986—"Teaching the Sociology of Law." This workshop was held in New York City and was jointly sponsored with the American Bar Association Advisory Commission on Non-professional Legal Studies and the East-

ern Sociological Society. Local arrangements and staff members included John Paul Ryan, Robert Kidder, Craig McEwen, and Ronald Berger.

April 24-25, 1986—"Two Year/Four Year Articulation and the Improvement of Undergraduate Education in Sociology." This workshop was held in Seattle, Washington, on the campus of the University of Washington. Local arrangements and staff members included Anne Martin, Frederick Campbell, and Joseph DeMartini.

June 9-13, 1986—"The Computer as a Basic Teaching Tool." This workshop was held at California State University at Sacramento, California. Local arrangements and staff members included Carole Barnes, Richard Shaffer, Bryce Johnson, Kathy Lieben, Sheila Cordray, and John Kory.

June 14-16, 1986—"Using Computers in Qualitative Research." This workshop was held at Macalester College in St. Paul, Minnesota. Local arrangements and staff members included Jeffrey Nash, Howard S. Becker, Peter Lyman and John Sidel.

July 31-August 2, 1986—"Field Experience and Teaching: Learning Through Participatory Research." This workshop was held on the campus of the University of Los Angeles. Staff members included Paulo Freire, William F. Whyte, Peter Park, Edna Bonacich, Paul Baker, John Caventa, and William Ewens.

Current activities include the formulations of a 1987 teaching workshop schedule. If you have ideas about the nature of the workshops and/or would be willing to host such a workshop, send your ideas to: William Ewens, ASA Teaching Services Program Field Coordinator, Department of Sociology, Michigan State University, East Lansing, MI 48824; (517)355-6639. □

From the Past President: Report on 1986

Integrative Impulses in the Discipline

Of all positions in the American Sociological Association, that of Past President is the most rewarding. While occupying it, one can recover from the predictable turmoil of the Presidency, enjoy the fruits of the Annual Meeting program just past and, as elder statesperson, help in implementing the work of the previous year—having transferred responsibility to one's successor. With the establishment this year of the American Sociological Foundation, one can even look toward a future in which the Association and discipline are secure.

The year 1986 is, of course, most memorable to me. I want to comment on just a few of its many significant aspects, beginning with the extraordinary vitality and vigor of the Association. Only from the perspective of the Presidency can one fully appreciate the impressive work of our Committees (often drawing on their own resources): the imagination and dedication

of the Association's Editors and their Boards; the enthusiasm of the Sections, which, while pursuing their own interests, bring these together for the enrichment of the Association as a whole. Equally impressive is the vision of the staff at the Executive Office, to say nothing of its remarkable resilience and hard work. No President could properly serve the Association without the help of these dedicated staff members.

The major task assigned to Presidents and their Program Committees is creation of the Annual Meeting Program. Among the exciting new features of the 1986 Program were the combined Business Meeting and Award Ceremonies; the Distinguished Lectureships, in which foreign scholars addressed American sociologists and highlighted interdisciplinary as well as international foci; the Poster Sessions, with their face-to-face conversation between authors and interested others; the sessions on both public and private sources of research

funding; and the added program component on "Uses of Sociology." Building on the 1985 meeting's emphasis on sociologists in government, this year's sessions on the multiple uses of sociology practice dealt with "Sociological Issues in Business and Industry" and were devoted to selected topics of basic sociological concern that are also relevant to business and industry. This program component complements the Association's inauguration of a Professional Development Program and its plans for a new journal on sociological practice.

The theme of the program, "Social Structures and Human Lives," stimulated a wide range of outstanding papers, as well as two plenary sessions in which sociologists from widely disparate corners of the discipline reflected on how their own professional lives have been influenced by changing social structures.

Most striking, in my view, were the depth and scope of the program as a whole. In contrast with the early days when we were overjoyed when 400 members convened in the then-distant Denver for the 1950 meetings, nearly 3400 participants came to New York.

They could choose among some 250 sessions, including didactic seminars, roundtables, professional workshops, teaching workshops, short courses, special sessions, and the many regular sessions which form the core of the program. As the President who called upon all these participants, both inside and outside of sociology, to share their ideas, time, and expertise, I feel lasting appreciation and admiration.

Although the press of Association business allowed me to sample no more than a few of the varied sessions, I came away with a high sense of exhilaration over the dedication of our membership and the power of our discipline. We have endured periods of disension and strain, but the year 1986 was marked by important integrative impulses: to combine dynamic with static approaches; to interrelate micro- and macro-levels; to utilize qualitative as well as quantitative methods; to recognize the relevance of other disciplines, including the psychological and biological; to nurture the interplay between basic science, application, policy, and practice.

Apart from our personal recollections, the 1986 experience will be preserved through publication of selected papers and a volume in the ASA Presidential Series. If progress on the volume is deliberate, it is because—here lies the irony—Past Presidents, even with the splendid aid of a Program Committee and Editorial Associates, are confronted with all those "regular" tasks that were postponed during the year of Presidency, but can no longer be put off.

Meantime, I am sure you join me in looking forward to 1987 and 1988. Mel Kohn and Herb Gans are telling us about new ideas and the further evolution of our common enterprise.

Matilda White Riley

1987 Annual Meeting
Palmer House and Towers
Chicago, Illinois
August 17-21, 1987

"Lost" Authors

The following is a list of past authors in ASA journals currently owed \$25.00 or more in reprint permission fees by the Association. We have been unable to locate these authors through our membership, subscriber, or department records. If your name is listed below, or if you have information on the whereabouts of any of these authors, please write the ASA office and provide a current address so we may make arrangements to clear our records of money owed (no phone calls, please).

Shirley Davidson Adams
Abe Arkoff
Robert L. Arms
James C. Baxter
Leonard Berkowitz
Barbara Blackwell
Alfred Blumstein
Raymond Boudon
John Braithwaite
John C. Brigham
Clay V. Brittain
Margaret M. Clifford
Lester D. Crow
Janet Dean
Dewitt C. Dearborn
Bernard De Grandpre
Louise De Leeuwe
Chester W. Douglass
John M. Ellis
David C. Epperson
David D. Francis
E. Franklin Frazer
Richard C. Fuller
B.G. Glaser
Elizabeth Gustafson
A. Irving Hallowell
Clyde W. Hart
William W. Haythorn
Christine Heimg
Joseph Hellog
Harold L. Hodgkinson
Patrick Howell
Alice M. Isen
Joyce S. Johnson
James D. Kaul
Norman D. Kerr
Arnold I. Kisch
Gerald S. Lesser
Paula F. Levin
Veronica R. Liederman
Lewis Lipsitz
George D. Maddox
Rose Maurer
Robert E. Merelman
Nancy C. Morse
Richard D. Myers
William Petersen
Natalie R. Ramsoy
Frederick C. Redlich
Ramon Rivera
S.S. Sargent
Edgar J. Schein
Lola Romaniucci Schwartz
Phyllis Scott
B.A. Seyfried
Abraham Shumsky
Sam D. Sieber
Robert Sommer
Ray A. Tennyson
Margaret Voysey
Nigel Walker
Robert Frank Weiss
Martin Wengilnsky
David Wilder
Richard H. Willis
Marn Kalko Yarnus
M. Zan York

Distinguished Career Award for the Practice of Sociology

The first ASA Distinguished Career Award for the Practice of Sociology was given to Conrad Taeuber at the 1986 Annual Meeting. The Selection Committee for the ASA Distinguished Career Award for the Practice of Sociology now invites nominations for the Award, which will be conferred in 1988. This deadline permits the Committee adequate time to collect supporting materials on nominees and to notify the winner a year in advance of the award ceremony.

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

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

Settings: The work can have been carried out as a member of or consultant to private or public organizations, agencies

or associations, or as a solo practitioner.

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

(a) Work that has facilitated or served as a model for the work of others engaged in sociological practice, i.e., the application of sociological knowledge, concepts or methods.

(b) Work that has significantly advanced the utility of one or more specialty areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole.

(c) Work that has been honored or widely recognized outside the discipline (locally or nationally) for its significant impact, particularly in advancing human welfare.

(d) Work that has stimulated significant research and scholarship within the academic discipline of sociology.

Please make nominations no later than April 30, 1987, using the form below.

Return by April 30, 1987, to: Larry E. Suter
Center for Education Statistics
Room 308
555 New Jersey Avenue NW
Washington, DC 20208

I nominate the following person as a candidate for the 1988 ASA Distinguished Career Award for the Practice of Sociology:

Name _____

Address _____

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

(Print name) _____

Address _____

Phone (with area code) _____

(Signed) _____

NAE/NRC Fellows

The National Academy of Education announced winners of their 30 Spencer Fellowships for education research, including the following sociologists: *David P. Baker*, Catholic University of America; *Brian Powell*, Indiana University; and *Pamela Walters*, Indiana University.

The National Research Council has announced its first recipients of graduate fellowships designed to increase the number of minority group students in graduate school. Sociology students and their schools include: *Sharon M. Collins*, Northwestern University; and *Margaret Echavarría*, University of California-Los Angeles.

COSSA Acts as Catalyst for OMB Investigation

On October 9 the influential Washington newsletter, *Inside the Administration*, reported that the "OMB data collection process [is] to be the target of an incisive GAO inquiry." The General Accounting Office (GAO) will investigate the Office of Management and Budget (OMB), in particular its Office of Information and Regulatory Affairs (OIRA), to determine if OMB is "improperly and unnecessarily limiting executive branch agencies in collecting, analyzing and disseminating information."

The purpose of the GAO study is to establish the facts. Congress, cognizant of increasing concern among the scientific community and federal research managers, wants answers to broad and difficult questions about how OMB and OIRA operate in handling information collection requests. The Paperwork Reduction Act of 1980, under which OMB claims the power to review information collection requests, was passed to reduce paperwork and prevent needless or dangerous intrusion by government into the affairs of the public.

The request for the GAO investigation came from the House Science and Technology Committee, chaired by Don Fuqua (D-FL). A major source of information for the *Inside the Administration* article was the Consortium of Social Science Associations. The Consortium has quietly but assiduously investigated the OMB information collection problem for more than a year. After receiving numerous, widespread tips from university-based researchers and from moderate- to high-level agency officials that something was wrong with OIRA's basic attitude towards, and procedures regarding, the collecting of information by federal agencies, COSSA decided to collect its own information. In classic Washington style, COSSA assembled a compelling dossier, protecting its sources; persuaded other groups that the issue was one of common concern; and set about convincing various Congressional offices that the matter needed further investigation. Until some means was found for pursuing the matter in an authoritative, objective way, COSSA did not feel it prudent to publicize its efforts: while OMB has little power over COSSA, it has great power over many of the individuals who were experiencing the problem.

The whole issue is complex because it focuses not only on practice but on political philosophy as well. No administrative views information as an unalloyed good: some information is more valuable, substantively or politically, than other. Under the Paperwork

Reduction Act, government-sponsored information collection was limited to that which is of "practical utility" to federal agencies. Requests for voluntary responses to a myriad of questionnaires should not make information gathering a "burden" on the public. (Legally required information gathering is not an issue in this context.) While all of these values are, abstractly, ones that the research community subscribes to, it becomes a matter of judgment when protection of the public becomes an excuse for cutting off the collection of information for the rational conduct of government.

The problem affects the intramural research staffs of agencies and those extramural researchers who work under contracts and cooperative agreements—a substantial proportion of the research community. By and large, information collection under grants has not been interfered with, though there are ambiguous instances and various loopholes in the OIRA regulations and in the original legislation. However, the university-based contract research enterprise is obviously impaired when, for example, the Department of Transportation's University Research Program announcement for competitive projects gives explicit warning of the OMB clearance procedure and requires researchers at the proposal stage to submit a complete survey instrument with full justification for each question.

A major part of the problem is the chilling effect of the actions of OMB may be having on the agencies. The congressional request for the investigation notes: "...we think that, in anticipation of OMB's restrictive actions, data gathering efforts may have been suspended or altered within executive agencies." Officially, the moment of truth arrives when agencies submit to OIRA their plans to collect information voluntarily from more than 10 persons or entities (e.g., businesses). However, COSSA has been told that the problem is less that OIRA delays or misuses the clearance procedure (though there is some evidence of that and a general resentment of arrogant and technically incompetent reviewers), but rather that agencies themselves are so demoralized by the process and the climate that they fail to submit reasonable requests.

It is important to keep in mind that this problem (to the extent it is confirmed) is not intrinsically a social science problem, but it has a particular relevance there. The typical means of information collection—surveys, questionnaires, interviews, and the like—are major tools of social science research. To have them questioned by OMB review-

ers, many not trained in their development or use, raises questions about OMB's real purpose. However, the substantive nature of the information collection requests OIRA has blocked ranges across all areas: nutritional labeling of foods, the state of research facilities in universities, the racial composition of those using public housing, the use of federally owned wilderness and recreational lands, the use of emergency medical services on the highways.

Despite the diversity of targets, there is an overarching social science issue that COSSA has been concerned with. OIRA has often asserted that the voluntary collection of information from the public by government (or researchers contracted by government) is *inherently* burdensome. COSSA disagrees with this assertion both on philosophical and empirical grounds, and believes that the bulk of research conducted on this issue supports its position.

Sociologist Writes for *Scientific American*

Donald W. Light, of the Graduate Faculty of Rutgers University and Professor of Social Medicine and Psychiatry at the University of Medicine and Dentistry of New Jersey recently authored the lead article in *Scientific American* on investor-owned hospital chains as an important new social institution.

"For the past several years, I have been trying to reach audiences beyond the community of sociologists," Light remarked, "and when the editors of *Scientific American* invited me to write this article, I was delighted."

In his article, Light argues that the investor-owned hospital chains have deep roots in commercial activity among hospitals as well as in the insurance system that physicians insisted be open-ended and reimburse whatever costs arose during treatment. These antecedents, along with the increasingly capital-intensive character of modern medicine, provided an open invitation for investors to come in. "Physicians wanted an open-ended system so that their clinical decisions would be unfettered by finances," Light observed. "But investors saw this as an opportunity where almost any costs would be ultimately reimbursed."

The article reviews the research evidence on a number of charges brought by critics against the investor-owned chains. The evidence indicates that the hospitals in these chains deliver health care of comparable quality to non-profit hospitals, but that their costs and charges are substantially higher. Charges that they are neglecting teaching and research are not well founded. The hospitals acquired by the chains never had much teaching and research, and what programs existed have been continued or replaced by more appropriate ones.

The for-profit chains have also been accused of not treating their share of the 35 million uninsured people in the United States. Evidence from research on this question is mixed and complex. The for-profit chains have bought hospitals in areas with fewer uninsured people, but given that context, they do not seem to have provided significantly less indigent care than comparable non-profit hospitals.

"The larger point, however, is that

Congress has attempted to force OMB to give ground in a number of areas. The House voted to cut off funding for OIRA in FY 1987—a move the Senate refused. OIRA has not been authorized for many years, and is operating under appropriated authority. COSSA hopes the results of the GAO study will be available in time to affect any reauthorization of OIRA or other congressional actions relevant to OMB's role in the information collection process.

Addendum: In the last hours of the 99th Congress, OIRA was unexpectedly reauthorized for three years. This was apparently the result of a compromise under which OIRA agreed to back off from interfering with the regulatory process in ways the House Government Operations Committee had found objectionable. Congress remains suspicious of OIRA; reauthorization will not be the end of the matter. □

these 35 million people are not insured as they would be in every other industrialized country except South Africa," Light emphasized. "There is something hypocritical about a nation which does not vote for national health insurance, establishes public hospitals and a partial welfare system, and then expects corporations to pick up and pay for the victims of these decisions."

As a social institution, the investor-owned hospital chains exploited an open-ended reimbursement system and hastened any cost crisis that has led to policies to contain hospital costs. Those policies are now in turn forcing the hospital chains to restructure themselves into vertically integrated managed health care systems that can sell a complete line of health insurance and health services. The investor-owned hospital chains, Light concludes, are a transitional social institution between one health care system and another. In the process, they have helped to transform the rest of the hospital industry as well. □

Career of Distinguished Scholarship Award

The ASA Award for a Career of Distinguished Scholarship is an annual award honoring scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work has contributed significantly to the advancement of the discipline. Nominations are open for the 1988 Award. Previous award recipients were: Morris Janowitz, Reinhard Bendix, and Edward Shils. The recipient of the 1987 award will be announced in the Annual Program, with presentation of a certificate of recognition at the Annual Meeting in Chicago.

Members of ASA or other interested parties may submit nominations to: Career of Distinguished Scholarship Award Committee, c/o ASA, 1722 N Street NW, Washington, DC 20036.

The deadline for nominations for the 1988 award is March 1, 1987.

Subscribe to COSSA *Washington Update*

The COSSA WASHINGTON UPDATE is the biweekly newsletter of the Consortium of Social Science Associations, keeping readers informed of the latest developments in Washington that could affect federally-funded social and behavioral science research. The *Update* reports on current issues of science policy, funding, and management in many federal agencies, including the National Science Foundation, the National Institutes of Health, the National Institute of Mental Health, the Departments of Justice, Labor, Agriculture, and others. A regular feature of the *Update* is "Sources of Research Support" which gives specific information on federal

funding opportunities for social and behavioral scientists. In addition, the *Update* reports news of general interest to the social and behavioral science community, including articles on developments in other nations. Annual subscription rates are \$40 for individuals; \$90 for institutions/libraries; and \$50 for overseas subscribers. To subscribe to the *Update*, send a check or purchase order to: Consortium of Social Science Associations, 1200 17th Street, NW, Suite 520, Washington, DC 20036; (202) 887-6166. Sample copies may be requested by contacting the COSSA office. □

Update on Certification

by Lionel A. Maldonado

Certification procedures have been in place since February, 1985, when ASA Council approved the implementation of a PhD Certification Program for interested members of the Association. Since then, forty-six (46) individuals have been certified in six areas: Medical Sociology, 10; Social Psychology, 9; Law and Social Control, 6; Demography, 8; Social Policy & Evaluation Research, 7; Organizational Analysis, 6.

Recent interest in certification pre-dates implementation by a year. In January, 1984, ASA Council received the first of several reports regarding potential and actual difficulties sociologists face as a result of licensing activities of various social science organizations. These various organizations have pressed for licensure of their members and, in the process, attempted to define certain job categories as their exclusive domain. This has resulted in a disadvantage to sociologists in the competitive scramble for work in government, business, and industry.

In response to this situation, Council created an Ad Hoc Committee on Certification. Its mandate was to draft guidelines and procedures for an ASA program designed to confer the title "certified sociologist" on qualified members of the Association. Chaired by Edgar Borgatta and including Otto Larsen, Katherine Marconi, Barbara Williams, and Mayer Zald, the committee worked at its task for the balance of 1984 and submitted a report to Council that August. Articles have appeared regularly in *Footnotes* summarizing the work of the committee and its recommendations (March and October 1984, April 1985, and April 1986).

Specific procedures and requirements have been in place for the certification of sociological practitioners at the PhD level since 1985. Modeled on the certification guidelines developed by the Social Psychology Section of ASA in 1960, these general procedures serve as the basis for granting certification in the following broadly defined specialty areas: Demography, Law & Social Control, Medical Sociology, Organizational Analysis, Social Policy & Evaluation Research, and Social Psychology.

These areas represent domains in which application of sociological knowledge is well developed and a substantial applied literature exists. It does not imply that they represent all such domains or that the boundaries of various areas are perfectly defined. The six areas of specialization simply represent a reasonable starting point for a certification program that may well change over time and contain different, or more narrowly defined, domains of specialized application and practice. The specialty areas are identified in terms of content rather than particular research strategies because major sociological methods are equally applicable to a broad range of topics.

Although the areas of specialization are clearly distinct, they are not meant to be mutually exclusive. In some instances, therefore, applying for certification in one area or another is a matter of individual choice.

Regardless of area of specialization, individuals applying for certification must meet the following requirements:

(1) A PhD from a regionally accredited institution in the United States. Pre- or post-doctoral training should include familiarity with relevant methodological techniques and courses integral

to the area in which certification is sought.

(2) At least two years of post-doctoral experience in the appropriate field of specialization. In most instances, this will have been acquired outside the confines of the university, under competent supervision, in an organization concerned with application of social science knowledge.

(3) Demonstrated professional competence.

(4) Submission of three letters of recommendation, one from an ASA member.

(5) Full membership in the American Sociological Association and explicit agreement to adhere to the Association's Code of Ethics.

(6) Payment of a \$50 application fee.

(7) Payment of a \$50 certification fee upon the positive evaluation by the appropriate Certification Committee that the applicant meets the requirements.

Upon payment of an appropriate recertification fee (\$40 at present), and completion of any requirements for continuing education that ASA Council may mandate, certification will be renewed for additional two year periods.

Applicants who meet all of these requirements except that of experience will be provided a two year "Provisional Certification".

Applications for certification are evaluated by a five member Certification Committee; three members suffice for a quorum.

Individuals interested in applying for certification may obtain materials by writing to: PhD Certification Program, American Sociological Association, 1722 N Street NW, Washington, DC 20036. □

1987 Regional Meetings Schedule

Eastern Sociological Society—May 1-3, Boston, Sheraton Hotel. Contact: Charles Selengut, ESS Executive Director, County College of Morris, Rt. 10, Randolph, NJ 07869.

Mid-south Sociological Association—October 28-31, Memphis, Radisson Inn. Contact: Dennis Peck, Department of Sociology, University of Alabama, University, AL 35486.

Midwest Sociological Society—April 15-19, Chicago, Hyatt Regency Hotel (downtown). Program Chair: Kathleen S. Crittenden, Department of Sociology, University of Illinois-Chicago, Box 4348, Chicago, IL 60680.

North Central Sociological Association—April 1-4, Cincinnati, Westin Hotel. Contact: Barbara Jones Denison, Executive Officer, 2403 Bellevue Road, Harrisburg, PA 17104; (717) 236-7247.

Pacific Sociological Association—April 8-11, Eugene, Oregon, Hilton Hotel. Program Chair: Jose A. Cobas, Department of Sociology, Arizona State University, Tempe, AZ 85287.

Southern Sociological Society—April 8-11, Atlanta, Pierremont Plaza. Program Chair: Nancy G. Kutner, Department of Rehabilitation Medicine, Emory University, 1441 Clifton Rd, NE, Atlanta, GA 30322, (404)727-5561.

Southwestern Sociological Association—March 18-21, Dallas, Downtown Hilton Hotel. Program Chair: Harold Osborne, Department of Sociology, Baylor University, Waco, TX 76798, (817) 755-1165. □

Theme, from page 1

U.S. sociologists in our major national forum.

The thematic sessions will be:

(1) Comparative economic development and its social consequences.

(2) Comparative health systems.

(3) Comparative organizations.

(4) Comparative perspectives on science as an institution.

(5) Comparative research on ethnicity and immigration.

(6) Comparative research on labor markets: internal and secondary labor markets.

(7) Comparative stratification and mobility: new directions.

(8) Comparative urban sociology.

(9) Cross-national research on educational systems.

(10) Cross-national research on law and social control

(11) Cross-national research on population.

(12) Cross-national research on social structure and personality.

(13) Cross-national studies in class analysis.

(14) The international division of labor: implications for working women and working men.

(15) International social surveys.

(16) The nature of sociological research and practice, worldwide.

(17) Protest, dissent, and social change.

(18) Reflections on world conflicts and peace.

(19) Rise and fall of civilizations.

(20) Social change and the life course: cross-national perspectives.

(21) Strategies of cross-national research.

(22) Theoretical implications of comparative research on gender inequality.

(23) Trans-national meaning of concepts.

(24) Weber, Mead, and contemporary

cross-national research.

(25) Welfare states in crisis?

As a major component of this thematic emphasis, we have invited some 40 distinguished scholars from other countries to present papers and to participate more extensively in these sessions. These scholars have been chosen, not only for their stature in the field, but also because they embody a comparative approach. Most of them have done explicitly cross-national research. Their very presence at an ASA Convention should stimulate further U.S. participation in cross-national research.

The foreign scholars invited (as of the time of my writing this note) are: Jens Alber (West Germany), Erik Allardt (Finland), Samir Amin (Senegal), Aaron Antonovsky (Israel), Margaret Archer (Great Britain), Lourdes Arizpe (Mexico), John Caldwell (Australia), Fernando Cardoso (Brazil), David Dickson (France), Robert Erikson (Sweden), Jonathan Friedman (Sweden), John Goldthorpe (Great Britain), Max Haller (Austria), Helga Hernes (Norway), John Irvine (England), Deniz Kandiyoti (Turkey), Jonathan Kelley (Australia), Herbert Kitschelt (W. Germany/Duke), P.G. Klendermans (Netherlands), Bruno Latour (France), Kurt Luscher (W. Germany), Karl Ulrich Mayer (W. Germany), Renate Mayntz (West Germany), Artur Meier (E. Germany), Fatima Merinissi (Morocco), Enzo Mingione (Italy), Bronislaw Misztal (Australia), Atsushi Naoi (Japan), Stefan Nowak (Poland), T.K. Oommen (India), Ray Pahl (Great Britain), Bryan Roberts (Great Britain/Duke), Erwin Scheuch (W. Germany), John Scott (Great Britain) Kazimierz Slomeczynski (Poland), Francis Snyder (Great Britain), Magdalena Sokolowska (Poland), Piotr Sztompka (Poland), Ken'ichi Tominaga (Japan), and Wlodzislaw Wesolowski (Poland).

This will be the first time in the history of the American Sociological Association that cross-national research will be the theme of the national convention. And, although we have had presentations by individual scholars from other countries, and even entire sessions featuring presentations by official delegations from the Soviet Union and the People's Republic of China, this is the first time that foreign scholars will be given so prominent a place on an ASA program.

The one fly in the ointment is that, although many of the foreign invitees can secure funds for travel to the United States from their home institutions or Governments, many cannot. I have applied, on behalf of ASA, for grants from innumerable Foundations and Government Agencies — more than I knew existed a few months ago. Many have turned us down, for reasons ranging from Gramm-Rudman to the parochial rationale that it is in the interest of scholarship to send Americans abroad but not to bring foreign scholars to the United States. Fortunately, we have been given a grant of \$20,000 from the National Science Foundation, another of \$2000 (which may be increased somewhat) from the International Research and Exchange Board, and informal encouragement about the possibility of small-scale support from two other Agencies. That still is not enough, though. I keep learning of other Foundations, and I shall keep trying. I would also like to enlist the support of Departments of Sociology to share travel expenses of foreign scholars who would lecture at their universities en route to or from the Chicago convention. If you are interested, please write to me, either at the ASA Executive Office or at the Department of Sociology, Johns Hopkins University, Baltimore MD 21218; (301) 338-7623. □

TRC Seeks Religion Submissions

The deadline for the ASA Teaching Resources Project in the Sociology of Religion has been extended to December 15, 1986. Although the editors would like to receive additional syllabi, the areas of greatest need are orientation essays and items for an annotated bibliography. For the latter, it would be helpful if individuals sent information about even one book that they have found useful, either for student assignments or as a resource for the instructor in preparing lectures and classroom materials. The orientation essays may concern either an overall approach to teaching the Sociology of Religion or a means of dealing with some specific problem or issue. Persons interested in writing such an essay should send a proposal or abstract.

Judging by early submissions, it also seems likely that there will be a special section on field projects—concerning, for example, instructions on doing field research or on visiting religious rituals as a class assignment.

Syllabi and instructions for field projects may be sent to: Madeleine Adriance, Liberal Arts Division, Mount Ida College, 777 Dedham Street, Newton Centre, MA 02159.

Proposals for orientation essays may be sent to: Dallas Blanchard, Department of Sociology & Anthropology, The University of West Florida, Pensacola, FL 32504.

Items for the annotated bibliography may be sent to: Roger Irls, Department of Sociology, Manchester College, North Manchester, IN 46962. □

Wisconsin, from page 2

a set of service courses aimed at freshmen and sophomores, courses that would not assume any previous exposure to sociology. Service courses would show how sociologists approached various aspects of society in which people, including students, were interested; a suggestion that resonated well with the '60s passion for "relevance." Prospective majors would get a provocative, relaxed, first exposure to the field. Others would see sociology as it applied to society and their lives. "Introduction to Sociology" would then become more of a "principles" course, wholly aimed at the majors. We would expect most students who took Introductory to be juniors who had decided on sociology, or sophomores who were considering sociology as a major.

The solution has worked wonderfully, benefitting us in many ways, some of them unexpected. We already had a few "service" courses: Social Problems, Marriage and the Family, American Society. They no longer had prerequisites, and could be taken by any undergraduate, especially freshmen. We developed several additional courses: Criminal Justice, World Population, Human Sexuality, Women and Society, Organizations and Society. (we did restrict students to taking no more than two service courses). By using these large lectures we can afford to teach the principles course, and our other upper level courses, in smaller classes. We also allow our faculty of specialists to teach more specialized courses than Introductory.

Providing all of these attractive seats to freshmen has not only beefed up our overall enrollments, it has increased our majors. By exposing so many students to sociology we make it a possibility for majoring—students don't usually choose to major in disciplines about which they know nothing. Reading good books by sociologists makes being "turned-on" by them possible; so does hearing a good lecturer. Without firsthand exposure, students know only the rumors and reputations of majors, and sociology has always suffered unduly in this informal marketplace.

(2) *Certification and Employment.* The heroine of my second story is Sonia Wright, who was once at the University of Massachusetts-Amherst. Wisconsin copied her idea of a credential in social research that has proved to be popular, particularly with many of our most able students.

As many of us have bemoaned for several years, it seems that the majority of students today are more interested in their future employment, and the value of their degree in the job market, than they are in the intellectual content of their major. Typically, this has put sociology at a real disadvantage. Sonia Wright's idea was to realize that many of our graduates actually do use their training in their jobs, and that, more specifically, there is a substantial market for students trained in applied social statistics and general social research. Government agencies, not-for-profit organizations, and businesses all need people who know how to collect, organize and/or interpret a variety of kinds of data—to evaluate programs, to anticipate market changes reflected in census and other statistics, to make reports on agency case loads and programs, etc. Many sociology departments have actually been training people for this kind of work, and its time that students knew how much in demand such skills really are, before deciding on a major.

In any case, Diane Colasanto developed a Wisconsin version of this program, which we call a "certificate in analysis and research." For this program we require that students take our two graduate statistics courses after they finish the undergraduate requirement. In addition, they have some other course requirements (complicated by some choices), and must do an internship. Student interns have proven popular. They are now regularly requested by several state agencies and not-for-profit organizations, and a few private research firms have also served as internship sites. Unexpectedly, one of our more difficult tasks has been preventing these organizations from giving the interns too much responsibility too soon. To make the internship academi-

cally meaningful, it is accompanied by a special course for which the students must write a research paper.

The program has been a success. Only juniors and seniors may participate, and we have close to 30 in the program now—which is as many as we can handle. The program attracts many of our best students. As a side benefit, our experience indicates that rather than turn these students into non-intellectuals and vocationalists, almost half of the graduates decide to go on to graduate school. It is, in short, an effective recruiting mechanism for advanced social science. (I should add that we also have a successful internship program in "criminal justice" that we share with other social science departments, for which sociology is currently the

"general partner." This program has more than 80 Juniors and Seniors, and also may be at its reasonable limits.)

(3) *The Undergraduate Advisor.* The heroine of my last story is definitely Joann Elder, our full-time undergraduate advisor, who provides much of the yeast for undergraduate morale, as well as doing much of our recruitment (see Footnotes, May, 1978). I think that she has saved us from ourselves. Before she was hired, the faculty were trying to do the undergraduate advising, each faculty member being responsible for about 10 students. It did give students some contact with faculty, but many of us did poor jobs of advising, and none of us did any outreach. Besides, many of the students were somewhat afraid of faculty, and not at all eager to come to them with questions. We did not keep in touch with students. We kept terrible files. We did not find out about career opportunities. In fact, I suspect that many of us didn't think sociology was a "practical" undergraduate major.

A professional advisor who shares the culture of the faculty gives the students a non-threatening advocate. Joann never grades the students, or evidences a negative opinion of their intellectual capacities. She is always in their corner (she writes more than half of our letters of recommendation for undergraduates). Such a supportive person can make the Department less forbidding, more positive, more enjoyable, and more personal. Joann also sees the positive career possibilities of a sociology major. Unlike the rest of us, she knows that you don't have to become a professor, or be at the top of your class, to use your sociology. She is more enthusiastic and helpful than most professors can let themselves be, if they want to keep their dignity. She also is able to take the student's point of view in discussions of departmental decisions, and help us help the students.

As all sociologists know, the one thing we can count on is that things will change, so we had better be prepared to change with them. We think it is useful to experiment with the undergraduate program, trying new approaches to see if they work for the students, and for other objectives we have for our department—such as maintaining student hours and majors, recruiting excellent students, and keeping our own workloads to reasonable levels. These objectives may seem crass, but with practical engineering they need not be bought at the expense of quality student education in sociology. □

Annual Meeting Media Papers Published

Papers on the media presented at the 1984 Annual Meeting are now the focus of an edited book, *Media, Audience and Social Structure*. Sandra Ball-Rokeach, Washington State University, and Muriel Cantor, American University, contacted the many panelists who presented papers on the media at the San Antonio meetings. The editors wanted to alert readers that the study of the mass media and mass communications requires the recognition that communicator, audience, and content must be studied within the society in which they exist. These papers speak to that system of mutual influence. The book is published by Sage and is now available. The 1984 Annual Meeting has left an important legacy. □

ASF Contributors

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Researching the Church from Within

by Carla B. Howery

Quite a few sociologists once left roles as priests, nuns, rabbis and pastors to enter graduate school in sociology. Some of them use their sociological training to study churches, religiosity, and their former colleagues and communities. Sociology of religion is a viable specialty, supporting several professional organizations and journals. One opportunity for professional work finds sociologists working for church research departments.

Marie Cornwall is part of the research staff for the Church of the Jesus Christ of Latter-day Saints in Salt Lake City, UT. All of the Mormon Church's research is now centralized in the Research and Evaluation Division of the (appropriately named) Correlation Department. Across the country, Stephen Hart calls the Lutheran Church of America his boss. He is the Associate Director for Survey Studies in the Department of Planning, Research, and Evaluation as part of the LCA's Office of the Bishop in Philadelphia. Both have combined personal religious commitments, graduate work in sociology of religion and research methods, into exciting and significant work for a large, formal organization client: a denomination.

The Diverse Possibilities for Church-Based Research

Marie Cornwall began working in the research office when it opened in 1976, after she received her MA from Brigham Young University. The initial staff of three people has grown to twenty in that decade, including four sociologists, a demographer, several psychologists and an anthropologist. Cornwall's work covers the gamut of basic research, demography, evaluation, and cross cultural studies.



Cornwall

For example, much of the evaluation research conducted by the office examines the impact of church sponsored programs and activities. Often a "success", or the intended outcome, is the development of faith, a challenging dependent variable for any researcher. The research team has worked on the measurement of religiosity, religious experiences, and religious change, efforts that have implications for sociological theory and basic research.

As she studied reasons for dropping out of religious activity, Cornwall faced some of the inherent dilemmas of client-oriented research. "We found in the process of talking with people in the organization that there existed very definite assumptions about how people develop religious faith and what caused them to drop out of religious activity. In doing our research, we needed to test

out these assumptions as well examine alternative models." Part of working within an organization and thus having the church as a client is the need to collect the information they are interested in, as well as the kind of questions that arise from current literature and the sociologist's own intellectual curiosity.

Cornwall assisted anthropologists in working on a project in Mexico. The focus of the project checked the "fit" of church programs designed in the U.S.



Hart

to the cultural traditions of Mexican church members.

Perhaps no other religious group has enlisted its professional sociologists to remain active in the faith and contribute to its self-reflection more than the Church of Jesus Christ of the Latterday Saints. Rodney Stark has suggested that:

"The 'miracle' of Mormon success makes them the single most important case on the agenda of the social scientific study of religion. From the Mormons we can see how a successful movement differs from the thousands of failures. Moreover, not only are we fortunate to have such a movement available for study, but we can also hope to profit immensely from the extraordinary efforts of Mormon social scientists to study their faith. Through the years, I have consulted with many denominational research departments and have read countless reports of their results. I have often been very favorably impressed. Yet, the research efforts of other denominations shrink to insignificance when compared with the quality, scope, and sophistication of the work of the Mormon social research movement. One might as well be comparing missionary efforts."

Cornwall embraces this challenge. She has been the President of the Society for the Sociological Study of Mormon Life.

The Lutherans may have a hard act to follow, but they are working diligently. For four years, Stephen Hart has worked in a four person research department attached to the office of the presiding bishop of the Lutheran Church of America. He has found himself in the middle of a social movement as the LCA merges with two other Lutheran synods. He has been able to sit in on the meetings of the Commission for a New Lutheran Church and conduct survey research to test a number of their plans before they become policies. "I've gotten responses, for instance, to proposed guidelines for ethnic/racial and gender representation on governing boards. This is satisfying work in that the results get used right away, and have a real impact on decision-making. It is technically challenging with regard to question wording, given that people on both sides of an issue such as representation

guidelines have their ears pricked for any bias.

Church work poses special methodological dilemmas. Hart works on the surveys that are part of the panel study called the Lutheran Listening Post. Sampling procedures are particularly sticky since all lists of members are in the hands of the congregations, which cherish their independence and also keep records of varying quality. Add the merger of three synods with different procedures and the complexity mushrooms. The research department includes special samples of parish pastors as well as rank-and-file church members. On some topics, they've drawn special samples of parishes with high minority group membership.

Lessons for Graduate Schools

Cornwall and Hart completed their PhDs, at Minnesota and Berkeley, respectively, with specialties in sociology of religion but without plans to have jobs within a church organization. In reflecting on their graduate work, each speaks persuasively for a broad based graduate program with experience in client-oriented work. But they are not disciples of quantitative research. Hart's preparation emphasized qualitative techniques; he's learned most of his survey and sampling skills while on the job. Cornwall says, "probably the most valuable training I received from a course in theory construction. The value of the course was the emphasis on drawing information from a variety of sources, recognizing the interconnections and then identifying appropriate propositions and hypotheses." She also speaks highly of a three course sequence she took in complex organizations, and of course on social policy that wrestled with the political pressures and ethical dilemmas of client-oriented research. Above all, she advised students to resist a narrow research focus in their graduate work. Her recent assignments have used survey research, structured and unstructured interviews, content analysis and cross cultural field work. The phenomenon under study has ranged from the study of factors associated with the performance of local congregations, market research examining why individuals do or do not subscribe to church publications, and research from a social psychological perspective on the processes of faith development.

The Practical Uses of Church Survey Research

Hart's work is equally diverse. He notes several practical functions off the LCA's research, on which it expands almost 2% of its budget. First, the church wants baseline information on its members, including attitude data about upcoming policy decisions. Like many clients, a church wants to minimize conflict and avoid alienation of its members. A second trust is needs assessment. In one of the Lutheran Listening Post surveys, church members were asked about crises and transitions they had experienced in their family lives, what kind of support they had received from the church and what they would like to have received. "In a sense, this is the ecclesiastical equivalent of market research," says Hart. "We find out about unmet needs which the church could better fulfill. A third practical use is to monitor demographic changes in church members such as number of children, work patterns of the parents,

marital status and so on.

The LCA research office evaluates its programs. For example, the LCA has programs designed to educate church members about the root causes of world hunger. Members taking part in the education program were surveyed before it began, at midpoint and at the program's conclusion to see the effect of the lessons. Hart places great importance on the use of survey research to "engender a feeling of participation on the part of our constituency, and the feeling that the church is responsive."

Principled Functions of Research

In a speech to the Lutheran Theological Southern Seminary, Hart made a convincing argument for some of the principled reasons for survey research. The church is a special kind of research client. "If we think of religion as something we market to a group of consumers and customers, we are in danger of a perspective on the church which is inappropriate, he says. Hart argues that survey research expresses the church's commitment to the value of democracy, seeing the church as the People of God. It is important to listen to lay people and how they bear witness to God's World in their daily lives, "in the midst of secular vocations, in the midst of all the dilemmas and situations of ordinary life in our society."

Hart believes that doing surveys "protects us from an overly spiritualized conception of the church. It helps protect from thinking of the church as very different from the world. By doing surveys we emphasize and express the essentially human and imperfect character of the church...we emphasize the fact that the church is rooted in the situations of one particular country at one particular historical moment."

Hart adds the insight of context to his work; he uses sampling techniques to better measure church members' attitudes. Cornwall shows her training in family sociology at Minnesota in articles about religiosity over the life cycle and parental influence on youth religiosity. Both express satisfaction with their positions in applied research. Although Hart reminds us that "church research is intended to serve the church, not the disciplinary development of sociology", he and Cornwall have vitas full of proprietary reports done for their employees, but with articles submitted to sociology publications that clearly came out of that applied research. These two people have struck the exciting blend of mixing religion and practice in organizations where their insights are making a difference.

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Membership Survey

Please return the membership survey that you received (or will receive) when you renewed your ASA membership. When we receive your dues payment, we send you a packet of membership benefits. Watch for it, use them, and please—as fellow researchers—return the survey. Thank you. □

Sociological Perspectives on AIDS

by Ellen Berg

Undeniably a medical emergency, AIDS is also a social crisis. The domains of private troubles and public issues merge in AIDS—thus it demands our sociological attention. This article will highlight some of the work sociologists in a variety of settings are doing on AIDS.

"Life is terminal." These are the words of Albert Chabot, a medical sociologist at Macomb Community College in Detroit, whose specialty is death and dying. Because life is terminal and also social down to its last breath, sociologists, Chabot insists, cannot leave research on dying to the psychologists or intervention to the doctors. Chabot is currently utilizing his previous research with terminally ill cancer patients and their caregivers to develop an intervention program for persons with AIDS.

Chabot, with a physician, and a social worker are the co-founders of an outreach program called Wellness. Chabot characterizes Wellness as a networking organization which provides persons with AIDS (and others) information about relevant medical and social resources in the Detroit community. Wellness operates with volunteers in twenty-four Detroit hospitals. Chabot feels his sociological understanding of complex organizations has been useful in facilitating the introduction of Wellness into existing hospital settings.

An important component of the Wellness program is a trained volunteer cadre of "buddies" who offer one-on-one attention to persons with AIDS. Chabot participates in training these volunteers, sensitizing them to factors which are always present in dying and to factors which are peculiar to the AIDS situation. Generalized factors include: (1) denial, which can help keep a patient committed to life; (2) anger over losing control of one's body and future; (3) isolation because others feel helpless or frightened and stay away; and (4) financial stress. Factors specific to AIDS include: (1) despair on diagnosis because AIDS is almost universally fatal; (2) loss of self-esteem because AIDS is stigmatized as a sexually transmitted disease; and (3) social isolation and curtailment of services because of fear of contagion and/or homophobic attitudes. Educated about dying, and expecting death, Wellness buddies offer friendship and practical help to persons with AIDS. Their contribution, Chabot hopes, will be to secure for the patient as much as possible of comfort, control, and connection with others—of wellness—during the terminal illness.

"Education is our vaccine." AIDS is caused by a virus for which we do not have a vaccine. Therefore it is imperative to know how the virus is transmitted (through the semen or blood of a carrier into the bloodstream of a recipient) and about behavior which puts individuals at risk. And it is imperative to disseminate this information, for, as Martin Levine, former Chair of the ASA Gay Caucus, says: "Education is our vaccine—our only vaccine."

Sociologists are involved in AIDS education at the macro level of program design and the micro level of education within their communities. Because most of the examples offered here are of education efforts directed towards homosexual men it is important to note that other groups are at risk and are the targets of educational campaigns. Intravenous drug users, the heterosexual

partners of bisexual men or drug abusers, infants born to infected mothers, and (to a diminishing extent) hemophiliacs and other recipients of blood transfusions are all at risk. For each of these groups and for a generally anxious public, education is vital.

Levi Kamel, who has been a director of AIDS education for two California organizations and is now a consultant in private practice in Sacramento, works at the macro level. He is called upon by organizations and public health departments to design education programs for local communities.

Kamel says that especially in smaller towns, where the gay population is largely closeted, he draws upon his training in qualitative research methods to enter the community and estimate the size of the gay population, map its structure, and learn about its current level of consciousness about AIDS. This ethnographic research is the first step in designing and costing an appropriate education program. In a closeted community, where few men belong to gay organizations, information must reach them through other channels: bars, adult book stores, and through general public education.

Kamel draws a parallel between educating homosexual men about safe sex and educating adolescent girls about birth control; in both cases education can avert personal tragedy. Personal tragedy writ large is reflected in AIDS morbidity rates: Kamel reports that these are highest in California counties which do not have well-designed and funded AIDS education programs.

Levi Kamel's work on program design is at the macro end of the spectrum of AIDS education activities. At an intermediate position is the work of Martin Levine who tours campuses and communities to speak about AIDS policy. At the micro end of the spectrum is the work Peter Nardi does in his own academic community.

A professor at Pitzer College, Nardi has written on AIDS for the newsletter of the counseling and health service of the Claremont Colleges. He serves on the committee which is presently struggling to articulate a policy for dealing with AIDS if it occurs on campus, and he has responded to homophobic alarms about AIDS in campus and community papers.

A review of Nardi's writing on AIDS reveals that educating the public about AIDS is complicated by two factors: homophobic viewpoints and still sketchy information about AIDS. One of his most frequent responses to homophobic claims is that correlation is not causation: AIDS is caused by a virus and not by homosexuality with which it is merely correlated. Moreover, it is not homosexuality per se which is associated with AIDS (after all, lesbians have the lowest rate of incidence); rather, certain behaviors which occur frequently among gay men are associated with the transmission of the virus.

The sketchiness of our current knowledge is apparent at this point: all the cofactors, their relative importance, and their interaction are not fully understood. Factors Nardi cites as important for the success of the virus include: (a) multiple sexual partners which increases the probability of encountering and being infected by a carrier; (b) anal intercourse which damages tissues and renders the bloodstream vulnerable; and (c) alcohol or drug abuse which damages the immune system, lowering resistance

prior to infection or during incubation.

It is no more appropriate, Nardi cautions, for heterosexuals to write AIDS off as a gay disease than it is for homosexuals to rationalize that it will not affect them. We must all, he insists, move beyond denial and anger to acceptance of AIDS as the viral threat it is. And until another vaccine is found we must all participate, as learners and teachers, in education.

Research is the foundation. Undergirding AIDS education is basic research. William Darrow, Research Sociologist at the Centers for Disease Control, recently summed up the strides medical and sociological AIDS research has made since 1981: "Much has been learned in the five years since the first cases of AIDS were reported: the etiologic agent has been identified, serological tests to protect the blood supply have been developed, and recommendations for the prevention of AIDS have been published. As more is learned current recommendations will be revised."¹

Sociological understanding came first. In early research Darrow and others developed sociograms in which AIDS patients in several far flung cities were linked through sexual contact. These men and others were questioned about their sexual practices, and thus specific behaviors associated with the transmission of AIDS were uncovered. This information was, and continues to be, foundational for AIDS education and prevention programs.

Darrow has participated in research at the Centers for Disease Control which has addressed a number of vital questions: Which segments of the population are at risk? What is the rate of incidence within each high risk group and in the society in general? What factors promote susceptibility? How is the virus transmitted within high risk groups and to low risk groups? What fosters behavioral modification in sexually transmitted diseases? Historically, what social factors account for the spread of AIDS? Methodologically, what effect does the interviewer's gender or the interview setting have on interviews about sexual behavior with gay men?

Some of this research has isolated the behaviors associated with AIDS and led directly to the safe sex guidelines used in AIDS education. Darrow's work on "Health Behavior and Sexually Transmitted Diseases"² probes beyond information to the processes of education and behavior modification. In developing a theoretical model Darrow points first to general factors which research has shown determine health behavior: (a) knowledge, beliefs, and values about health; and (b) sociocultural factors in interaction with personality. Then he points out that sexually transmitted diseases are unique in that behavioral decisions (e.g., to use condoms) are made by a couple. While it is appropriate, he concludes, to study the sociocultural context of AIDS for some purposes and to study the individual risk-taker for others, the couple is the most appropriate unit of analysis for understanding the process of behavior modification.

The Centers for Disease Control does research in-house and funds research done elsewhere. The breadth of its inquiries is unique in AIDS research. Other institutions, with different mandates and resources, may choose instead to concentrate on depth of inquiry. Karolynn Siegel, who directs sociological research on AIDS at Memorial Sloan-Kettering Cancer Center, feels it is

important for a research team to focus its efforts: "to chip away a piece and stay with it for depth."

The processes of AIDS education and behavior modification in homosexual men is the piece of the problem Siegel has chipped away for Memorial Sloan-Kettering. They currently are analyzing the data from a study of sexual behavior of gay men compiled over the past two years from structured interviews and a self-administered questionnaire. Wanting to stay with this problem for depth, they have applied for a grant to do unstructured interviewing directed at understanding the subjects' definition of the situation.

While findings of this survey research are not yet available, Siegel has published several papers in this area. For instance, noting that brochures are the most frequent modality for AIDS education, Siegel and two co-authors did a content analysis of all the brochures they could collect from around the country (22).³ They found that many brochures fail to educate and motivate change as fully they might. For instance, many brochures arouse fear, which provides a stimulus for change, but their descriptions of risky behavior and guidelines for safe behavior are so partial (e.g., not saying why a behavior is risky) or ambiguous (e.g., recommending reducing partners without saying how many would be safe) that the response is an inadequate change or, worse, denial.

Giving up valued behavior requires powerful motivation; denial of risk often precludes this. In another study of 133 asymptomatic gay men, Siegel and sociologist Laurie Bauman report on the frequency with which gay men underestimate the riskiness of their behavior.⁴ They found that despite knowledge of what constitutes a risk, men whose reports of their actual behavior indicates they are at high risk consistently underestimate their risk. Unrealistic optimism, idiosyncratic weighting of risky behavior, and handling their anxiety with denial account for this underestimation.

Siegel keeps coming back to the theme of anxiety: it must be high enough to stimulate change but not so high that it triggers denial. Siegel and Bauman found 47% of their sample engaged in high risk activities, 25% engaged in low risk activities, and 28% engaged in safe activities during the most recent typical month. This suggests both that an educational challenge remains and, more optimistically, that educational efforts have made a difference. The best indication that education has led to behavioral modification comes from the Centers for Disease Control which reports a recent decrease in gonorrhea among homosexual men. Because of its longer incubation period it is too soon to know if the incidence of AIDS will also drop, but it seems logical to think it will.

An area of particular concern to the public is the likelihood of the spread of AIDS from the high risk populations in which it is concentrated to the general populace. One possible conduit is prostitutes. Thus the Centers for Disease Control are sponsoring research on the presence of the HTLV-III virus in prostitutes located in a number of cities. One of the research sites is southern Nevada where the Clark County Health District is participating in the study. Sociologist Carole Campbell, who has just

Continued next page

ASA/NSF/Census Research Program

by Arnold Reznick, Program Coordinator at the Census Bureau

The American Statistical Association/National Science Foundation/Bureau of the Census Research Program brings accomplished researchers and advanced graduate students to the Bureau of the Census to conduct projects related to Census Bureau data or methodology. The program is funded jointly by NSF and the Census Bureau, and is administered by ASA and Census. The first Research Fellows arrived in the summer of 1978, and since then 32 Fellows and 25 Research Associates have participated (counting the current group). They have worked on a broad range of projects in statistics, sociology, demography, and economics.

The following is a brief description of each of this year's projects. It is exciting that four of this year's seven Fellows are working on a range of issues related to the Survey of Income and Program Participation. SIPP is a new survey that provides, through personal interviews, detailed monthly information on in-trayear sources of money and non-money income, taxes, assets, and liabilities, as well as a variety of supporting demographic data.

Pat Doyle, of Mathematica Policy Research (Project: "The Potential of SIPP for Studying Serial Multiple Program Participation") is investigating how SIPP data can be used to analyze transitions by program participants among multiple program categories. This project is an example of a type of study that is of great interest to the research community but which has not been pursued extensively due to limitations of data available before SIPP.

Heidi Hartmann, of the National Academy of Sciences (Project: "Black-White Differences in Household Structure, Their Economic Correlates, and Implications for Public Policy") is attempting to use SIPP data to help describe and explain observed changes in family structure and economic well-being, particularly those relating to differences between blacks and whites. The results will yield further understanding of SIPP data and will have policy implications as well.

Daniel Hill of the Survey Research Center, University of Michigan (Project: "Recall Error in the SIPP") is using SIPP data in conjunction with available validating data from such sources as the Panel Study of Income Dynamics' (PSID) validity study, to investigate the effects of length of recall and conditioning on the quality of measurement of several variables in SIPP. Beyond increasing understanding of the data and the reporting process, this project's purpose is to investigate techniques to be employed at the estimation stage to understand and correct for the effects of recall error on monthly reports in SIPP. The SIPP is perhaps unique in that its design makes such an analysis possible.

Martha Hill of the Survey Research Center, University of Michigan (Project: "SIPP-CPS-PSID Income Comparisons and the Role of Household Composition Change") is investigating the sensitivity of income estimates to the treatment of household composition change. The treatment of household change varies considerably across surveys—for example among SIPP, PSID, and the Current Population Survey (CPS)—and these differences can produce differences in the household income estimates obtained from the surveys. This

project should increase understanding of the income estimates obtained from these three surveys.

Steven Hillmer of the University of Kansas (Project: "Time Series Methods for Survey Estimation") is attempting to apply the methods of time series analysis to the problem of estimating the values of a time series at regular intervals (e.g., monthly) based upon the results of a sample survey. The time series approach is to be used to augment the current practice, in which sample survey methods are used that are appropriate when estimating a population value at a fixed point in time. This past summer, Dr. Hillmer worked with researchers at the Census Bureau to estimate the practicality of this approach, the results were encouraging, and he has now returned to Kansas, where the research is being supported with a follow-on grant from the National Science Foundation.

Frank Lichtenberg of Columbia University (Project: "Econometric Investigation of the Reliability of NSF/Census and Other Research and Development (R&D) Survey Data") is using econometric methods to evaluate the reliability of

the NSF-Census R&D survey data and other sources of R&D data at the company level. This project could make a significant contribution to the statistical quality control of the Census Bureau's industrial R&D measurement program.

Frans Willekens of the Netherlands Interuniversity Demographic Institute (Project: "Combining CPS, Decennial Census, and IRS Record Data to Estimate State-to-State Migration") is attempting to develop methods for estimating migration flows between states by combining data from these sources, which provide the required data base for producing consistent annual state and national population projections. This project will contribute to the development of a general statistical theory for the indirect estimation of demographic data.

Applications are currently being sought for 1987-88 fellowships and associateships. For further information, see the fellowship announcement elsewhere in this issue, or contact me at Room 3514-3, Bureau of the Census, Washington DC 20233; (301) 763-3846. □

AIDS, *continued*

moved from the faculty of the University of Nevada to California State University-Long Beach, is the project director at this site.

It was Campbell who originally suggested the inclusion of this site in the study because it offers an opportunity to supplement data gathered from street prostitutes and incarcerated prostitutes in other locales with data from women regularly employed in southern Nevada's legal brothels. The principal advantages of including brothel prostitutes is that they are a fairly stable population who can (a) be a control group for other prostitute populations and (b) be available for longitudinal analysis.

Campbell has just begun interviewing in the brothels; she hopes to collect about 50 interviews from women in half a dozen brothels. The interviews focus on the sexual history and drug history of the women; critical questions of interest to the investigators concern the prevalence of the virus, whether it is more frequently contracted through drug use or encounters with bisexual men, and whether prostitutes are modifying their sexual practices in any way (e.g., supplying their customers with condoms).

Finally, I want to mention the research of Samuel Friedman of Narcotic and Drug Research, Inc., on the potential for self-organization among intravenous drug users. Friedman notes that organizations of gays have been effective in promulgating information on AIDS and expressing the community's demands for research and treatment programs. As a consequence of their better self-organization the gay population is better educated than the IV population about AIDS.

There are several strong inhibitors to self-organization among IV drug users. The addict's time, attention, and money are largely consumed by the addiction leaving few resources for other activities. Moreover, stigmatization and legal repression make organization, and the

visibility that implies, seem dangerous. Nonetheless there is some evidence, in the Dutch junkiebonds and in a New York group called ADAPT, that self-organization is possible.

Friedman urges that the self-organization of IV drug users to combat AIDS be encouraged. Specifically he suggests that the mass media give attention to this idea, that professionals in drug abuse programs facilitate such efforts by their clients, that public agencies contribute financial support and that the gay community and public health community contribute moral support to such efforts.

Where do we stand? A number of the sociologists interviewed for this article had wish-lists of future AIDS research and programs; and a number expressed concern that neither public policy nor the discipline is responding adequately to this social problem. As Martin Levine put it, "Because the population affected by AIDS is stigmatized and devalued there is no groundswell of support for much needed research."

While the contributions of sociologists working on AIDS are impressive, the number of sociologists involved is small, and there has been very scattered attention given to AIDS in our journals. One of the problems faced by sociologists working in this field has been that they often do not know of one another's work. An important step was taken at the Annual Meeting to remedy this problem.

Sociologists working on AIDS as researchers, educators, and activists met and formed the Sociologists' AIDS Network (SAN). A steering committee was elected: Samuel Friedman, Martin Levine, and Karolynn Siegel; and an agenda of activities was planned: the publication of a newsletter, the compilation of a directory of sociologists in the field, and the development of a bibliography on the social dimensions of AIDS. Anyone interested in more information about SAN, or a membership form, should contact Martin Levine, SAN, Department of Sociology, Bloomfield College, Bloomfield, NJ 07003.

Coser Appointed PBK Scholar

Lewis A. Coser, Distinguished Professor of Sociology, Emeritus, at the State University of New York at Stony Brook, has been appointed a Phi Beta Kappa Visiting Scholar for 1986-87. A former president of the American Sociological Association, he has written *The Functions of Social Conflict, Men of Ideas, Masters of Sociological Thought, and Refugee Scholars in America: Their Impact and Their Experiences*.

As a participant in the Visiting School Program, Professor Coser will travel to nine institutions: Luther, Whitman and Lafayette Colleges; Washington State, Texas Christian, and Hamline Universities; and the Universities of Oregon, New Mexico, and Wyoming. During his two-day stay at each institution, he will meet with students and faculty members in a variety of formal and informal sessions, including classroom discussions, seminars and public lectures. His lectures will cover such topics as: Publishers as Gatekeepers; Are Intellectuals Obsolete?; Sociological Theory; and the History of Sociology. □

To conclude: we have seen that sociologists working on AIDS have approached it from several distinct specialties: death and dying, epidemiology, medical sociology, and gender and homosexuality. Peter Nardi suggests that the AIDS phenomenon might offer sociologists from even more specialties opportunities to pursue their interests in the socialization of values, family relationships in the face of stigmatization, the dynamics of changing cultural patterns, the support system in a marginal population, the influence of the media on attitudes, and the underexplored areas of friendship, love, sexuality, and emotion.

Sociologists cannot address the medical emergency called AIDS but they can address the social crisis found in its wake. This article has tried to show the variety of ways this is happening: through direct intervention, through education, and through research.

FOOTNOTES

I want to thank the following individuals for interviews and/or materials helpful in preparing this article: Laurie Bauman, Carole Campbell, Albert Chabot, William Darrow, Samuel Friedman, Michael Gorman, Levi Kamel, Martin Levine, Peter Nardi, Karolynn Siegel, and Beth Schneider.

¹Thomas A. Peterman, MD, and William W. Darrow, PhD., "AIDS: Prevention and Prospects for Control," *SIECUS Report*, May 1986, page 13.

²William W. Darrow and Mary Louis Pauli, "Health Behavior and Sexually Transmitted Diseases," *Sexually Transmitted Diseases*, ed. K.K. Holmes, et al., McGraw-Hill, 1984, pages 65-73.

³Karolynn Siegel, Phyllis B. Grodsky, and Alan Herman, "AIDS Risk-reduction Guidelines: A Review and Analysis," *Journal of Community Health*, September 1986.

⁴Laurie Bauman and Karolynn Siegel, "Misconception Among Gay Men of the Risk of AIDS Associated with Their Sexual Behavior," unpublished manuscript. □

Teaching

Problems Foreign Students Face as Teaching Assistants

by Akbar Mahdi, *Adrian College*; and John Useem and William Evens*, *Michigan State University*

In sociology, like other academic disciplines, many of our teaching assistants are graduate students from other countries. Some of the teaching difficulties of these foreign student assistants may be similar to those experienced by American teaching assistants. But new foreign teaching assistants may not only encounter these general problems of teaching, but also those of teaching classes in a language and environment very different from those they have been used to. For instance, they may confront difficulties that arise from other cultural peculiarities. Concepts, words, symbols, and gestures all have culturally specific meaning that may vary from country to country, culture to culture, and even locality to locality in the same country. The only way one can learn these meanings and overcome likely misunderstandings, is to continually attempt to interact, learn, and appreciate the new culture and its people.

Below is a brief description of some of these unique problems that foreign students may encounter when they assist in teaching American college sociology courses. We will limit ourselves, in this article, to a few general things foreign student teaching assistants can do to better relate themselves to the course instructor and to the structure of the course to which they have been assigned. Here are some suggestions:

Check out the course and the professor. If you are given the opportunity, ask the instructor about the organization, the content, the requirements, and most importantly, the tasks being assigned to you as a teaching assistant. Try to gain some minimum knowledge of the professor's expectations toward you.

What role will you have in the course? Will you be required, for example, to give any lectures in the course? If you have language problems as a new TA, you may prefer working with professors who want you to perform recording, grading, and other administrative tasks which do not require great language proficiency. And, in general, does the professor seem to understand the difficulties of being a new foreign TA?

What are the professor's style, mannerisms, accent, tone of speech, orientation, perspectives, and interests? Are the professor's perspectives and intellectual orientation sufficiently compatible with your own, so that you can present and defend them to students? If you find the professor's accent too difficult to understand, for instance, you may choose to work with that person at a later time when you have become accustomed to various English dialects and feel more comfortable with his/her accent. An early meeting with the professor may clarify issues such as these.

Tape record lectures: Once assigned to a professor, if you have problems understanding the structure of the professor's lectures, tape record the lecture sessions and play them back later. This may help you better understand the main points being made in the lectures, and some of the more subtle subpoints that the instructor is trying to make.

Arrange periodic course meetings: Arrange to meet at regular intervals—perhaps each week—with the course instructor. In case you are not quite sure

how to interpret and discuss with students the main points of the lectures or the readings, go over these with the instructor. Such a meeting will give you a chance to verbalize and try out your understanding of the main points being made in the course, as well as an opportunity for establishing a healthy scholarly dialogue with that professor.

Ask questions and seek clarifications: Besides the normal fears and uncertainties of being a newcomer and a foreign student, you may also feel embarrassed or awkward about asking questions regarding things you hear but do not understand well. In interactions with your professor and colleagues, do not hesitate to ask further questions and clarifications about these instructions that you cannot understand, or even the words you do not hear clearly. Many times, when a professor is assigning new tasks or explaining the issues to be discussed in your session, you may not follow them well or may not be sure what exactly is being expected of you. Furthermore, you may feel uneasy about asking further questions in front of other teaching assistants. In general, you should try to overcome these disquieting feelings and attempt to eliminate sources of misunderstanding or unclarity as soon as possible. Even if you are not able, for some reason, to get further clarification from the professor, ask your peer TAs for help. Many kinds of slang, jokes, and expressions are unknown to foreign students and can only be understood through seeking clarifications from those who use them.

Understanding the main points: One particular type of clarification is to go through the lectures and assigned readings and outline the main ideas. Unlike some cultures, literal memorization of classroom materials usually is not the main emphasis of American education. Check with the professor to make sure that these are the emphases and generalizations that should be emphasized with students.

Acquiring complementary readings: Sometimes foreign TAs have a very limited knowledge of the literature in the areas dealt with in the course, especially when the topic is culturally specific (e.g., an Appalachian case study). They may, for example, because of this lack of background knowledge not be able to go beyond the course readings. One possibility would be for foreign TAs to ask the instructor for key readings in these new unfamiliar course areas. This would allow TAs to read beyond what's in the assigned course readings, and thereby enrich their own classroom presentations.

Trial grading of papers: Grading papers also presents special problems for some foreign TAs. Some cultures, for instance, have a different range of grades, and stress different student abilities (memorization and repetition, as emphasized above). After grading some papers on the first exam, the new foreign TA might go over them with the instructor to see if they are being evaluated as the instructor intends. Also, the new foreign TA may want to make a provisional grading of the first round of papers and then ask the instructor to read a cross-section of the As, Bs, and Cs, etc. to see if these assessments fit the professor's expectations and evaluation criteria.

Relating to Teaching Assistant Peers

As compared with the course instructor, one's TA peers are often far less threatening and less remote.

Exchanging observations: One useful thing, then, might be to make a bargain with an American teaching assistant for that person to come into your section and listen to how you handle a given topic. Reciprocally, you might arrange to sit in on the class of an American TA and listen to how that person handles specific issues, questions, and topics. One important difference here is that with a TA colleague you may not be subject to the same scrutiny they would be with the course instructor. Or you might prefer to arrange such an exchange with another foreign TA—perhaps a more senior person—to achieve this required feedback.

Admitting ignorance: Foreign TAs often come from cultures which are more authoritarian, and the instructor is expected to be the expert, and to have the answers to all questions that arise. It thus becomes important to learn that instructors in America are not always expected to be the authority on every topic and in every situation. There are in every class some things that we recognize that we don't know or understand. The foreign TA may at first be embarrassed to admit such ignorance, because that might not be the way their instructors behaved when they were undergraduates in their home countries. They thus sometimes need to be reminded that in American schools it is sometimes appropriate to say to students, "I don't know the answer." Instructors might also invite foreign students to talk about the things that they find most difficult to teach or questions they had difficulty handling.

Relating to Oneself

In addition to relating to the outside worlds, below are listed several personal organizing strategies:

Develop a class study plan: Foreign TAs may find it helpful to develop a study plan for individual classes they teach. They should be encouraged to realize that they do not have to cover everything the instructor or the textbook says. This involves writing out in

advance the ideas they are trying to get across in each class. Some foreign students feel they have to jam everything into students' heads in the 50 minute class period. A better strategy sometimes is to concentrate on the three to five points which you want to communicate and concentrate on these main ideas.

Self-assessments: After the class, make a self-assessment of what you tried to teach, and what still needs to be further clarified in another session. Also be reflective on your teaching performance and ways it can be improved in the future. This will give you a beginning guide for self-improvement.

Emphasizing redundancy: Some foreign TAs come from cultures in which the mark of being a highly educated person is to talk as much as you can, and never allow for silence. This is often a strategy for being in control. It is particularly important for them to slow down so students can reflect, take notes, raise questions, and relax occasionally. This may involve adding some measure of redundancy to your teaching style.

Use the blackboard: Assisting students to understand the organization of your presentation may involve writing out the main points on an overhead transparency or blackboard. This can help provide structure, and give students the key ideas in your lecture.

In addition to these issues concerning how foreign TAs can better relate to their teaching assistant peers and to themselves, there are also issues related to the actual teaching process itself. This latter topic will be the focus of the next article in this series.

(*Evens handles the ASA teaching workshops and department visitation program. He can be reached at: Department of Sociology, Michigan State University, East Lansing, MI 48824; (517)355-6639.) □

Correction

The October issue of *Footnotes* had an article on contributions to the Minority Fellowship Program. Inadvertently, it omitted Alfred McClung Lee from the list of contributors. Our apologies. □

Attend the Teaching Workshop on Establishing Research Centers

The Center for the Study of Local Issues, Anne Arundel Community College, Arnold, Maryland and American Sociological Association's Teaching Services Program will sponsor a teaching workshop on "Establishing Local College and University Research Centers" on March 19-20, 1987 at the Holiday Inn of Annapolis, MD.

The workshop begins at 9:00 a.m. on Thursday, March 19, and ends at 4:00 p.m. on Friday, March 20, 1987. Registration is from 6:00-9:00 p.m. on March 18, or from 8 to 9 a.m. on March 19. Please make your own reservations well in advance. The Inn is offering a 20% discount to conference attendees. The Inn provides continental breakfast and lunch as part of its registration fee. Other meals are taken at the participants' expense.

Participants' will: learn about defining local community research needs and

various methods of increasing local public awareness; understand some local research and teaching strategies, including internships and teaching exercises; survey many practical Local Research Center techniques, such as focused groups, oral histories, citizen telephone surveys, citizen face-to-face interview surveys, local business surveys, and a grantwriting overview; define some strategies for merging faculty development with local research; and discuss some alternatives for creating and designing a Local Research Center and creating a national network of such centers.

The staff for this workshop are: Stephen F. Steele, Anne Arundel Community College, and others. The registration fee is \$175 for ASA members who send their deposit before the deadline. After the deadline the workshop fee is \$225 for ASA members. □

Open Forum

An Unanticipated Retirement Obstacle

Before retiring from teaching I participated in a Midwest Sociological Society roundtable on retirement. As I recall, there were five of us. Two of us were planning to continue on beyond "retirement" as professionally active sociologists. The others had already given up on sociology. They would occasionally return to the meetings mainly to renew personal friendships. They complained about current journal articles being incomprehensible. The excitement about sociological research and dialogue on social issues was nearly gone.

This year, two years after my own "retirement," I attended another session on the same subject at the MSS annual meetings. The session had been upgraded to a regular session. Perhaps 20 participants were present.

In contrast to the earlier roundtable participants, nearly everyone there expected to continue on as sociologists. In this sense there would be no retirement. Still there was a concern to avoid a "hard landing" and a hope for a "soft landing."

I suspect that experts on retirement would have found serious weaknesses in our financial preparation. Academic life tends to make us too dependent.

We exaggerate our importance; others should take care of us, if not to give us grant money, at least provide adequate retirement income.

During the discussion, with nearly 100% participation, I imagined myself at the earlier roundtable of two years before, innocently coming to the end of a 20-year appointment at a Wisconsin university. I would retire because one cannot resign without losing accumulated retirement benefits, but indeed I was not going to retire from sociology. I was a sociologist for life. I was going to become Emeritus as fully prepared as possible. Years before there had been financial investments and seven years before land had been purchased in a place in Southwest Texas with a superb climate, a hospital, state university, etc. I could do my work anywhere. I would have an office at home equipped with a word processor, copier, typewriter, files, etc., beyond any office I had ever had.

For more than 10 years I had "practiced retirement" by not teaching in a summer school. Never having had a sabbatical, summers were reserved for independent projects and my own academic papers. The time after "retirement" would be one long sabbatical to

make up for those I did not have.

Near the end I refused to make any final decisions until a barn was built on the land in Texas. While in Wisconsin I had raised dairy goats for many years and some of them would be taken along. I have roots in that farming enterprise. Without a barn for security at night, the animals might be destroyed by coyotes or mountain lions. So much for preparations.

What I did not anticipate were the effects of a pervasive condition in academia. Since the expectations for education are high and the institutional support for learning is not nearly enough, the spectre that threatens people in academia is failure. There are those who try to flee from it by scrambling to the top of status hierarchies and others who lower expectations with an uncompromising bitterness. One can be as pitiful as the other.

A status change to Emeritus professor has a special risk in it because the failures that abound in higher education may catch up with one during the transition period. And it may not be merely a matter of not facing collective realities before retirement. To perform as a creative scholar and to live with students as

need for and goal of inclusiveness is expressed in the newsletters, but is not pursued in the journals or at the meetings. Even when there are relevant meeting sessions, applied or practicing sociologists are still viewed as outsiders—second rate sociologists. The ideas from these papers made me feel all the more distant.

For one thing, my thinking is no longer wholly academic—it's become practical. I rarely read the theoretical literature anymore; the time I have for reading (don't forget, I'm at my job twelve months a year, full-time) is mostly spent instead reading government and privately produced reports on crime and crime processing. My thinking, to my dismay, has become excessively atheoretical (a derogatory term in my graduate school days). I've come to think of research as a practical/policy-oriented matter. In my past life as a college teacher, I thought as I stood in front of my classes or as I conducted the small-scale studies of my own research agenda, of how society was and continues to be constructed. I thought of the relationships of social structure and culture, of how institutions of society were and are created, maintained, and changed. Now I think less often about those things. I think, instead, of the political implications of my work: not of what it contributes to the knowledge, but rather of what it contributes to policy. Reading Page and Perrow, I did not feel part of the tradition of theory building that they reminded me is essential to the study of society.

Also, my activities and projects are no longer academic. My work is policy-oriented. I design projects the value of which are measured against the standard of practical application. This is clear in what I do for the state bureaucracy. I design a survey instrument (that probably will never be used since its political implications may make its utilization unacceptable) to assess attitudes of some group of actors in the system toward some component or process of the system. I write reports

explaining why one evaluation study or another is not feasible. (Sadly, this has become too important a part of my work; people in a bureaucracy seem to like "good" reasons for not doing things.) Fortunately, however, the practical/policy focus has not been fully successful in infiltrating what I consider to be my (as opposed to their) work: the work of nights and weekends when I am away from the bureaucracy. There I like to write conference and journal papers on topics of intellectual rather than practical interest (my personal escape to the academic). Plans for research that might be marketable do invade this realm, but mostly I write about what I think.

I chose the world in which I live; I gave up a tenured teaching position, thinking I could take a job that would give me access to the decisionmakers of our society without fully giving up my sense of myself as an academic sociologist. I do not regret my decision. Despite its force as a bureaucracy, the state has actually done little to discourage me from being privately academic on my own time.

The problem for me is that my academic colleagues have yet to figure out where I fit in the world of contemporary sociology. Maybe Page and Perrow are speaking of someplace else, of a world that existed only in history. If they are not, if they describe sociology today, then they describe a world that closes itself to me and, from what my colleagues in practice tell me, to all who reside outside the academy. Ironically, we need the associations of fellow sociologists more now than we did when we lived among them.

Henry H. Brownstein
Albany, New York

REFERENCES

- Page, Charles H. 1986. "Young Turks in Sociology: Yesterday and Today." *Sociological Forum* 1(1): 158-168.
- Perrow, Charles. 1986. "Journaling Careers." *Sociological Forum* 1(1): 169-177. □

a conscientious teacher and to pursue a program of scholarship as a colleague, one constructs or discovers affirmable elements in institutional centers of learning.

I think that even skeptical professors have secret hopes: that administrators really care, that professors are valued resources of the university, that colleges and universities are sustained as intellectual centers, and that present affirmations already produce adequate institutional supports. The retirement whammy comes from a new look at the realities of collective life in higher education.

Continuing to be a sociologist helps one through this intense experience. What it does is push back the spectre of failure. A valued colleague who has something important to say and has tried to present over and over again through numerous papers or articles and in a conference centered upon his work, has recently written a paper with a title that begins with words, "One More Time." That does not belong in the language of a lifelong commitment to sociology if it means "This is the last time!" In a life commitment, it is not over until it is all over.

Such a commitment fits in a perspective for reading current journals and participating more fully in the intellectual life of an academic field. At its best, the longer experience would reveal that what is incomprehensible is little more than academic excesses which are counterproductive. Lifelong commitments to sociology may lead to a much longer view and reduce attempts to build careers on opportunistic excesses.

Therefore to all deeply discouraged colleagues who sooner or later may think about dropping out, for the sake of all of us and the field of sociology: *Hang in There!*

George K. Floro
Alpine, Texas □

Distinguished Scholarly Publication Award

Nominations are invited for the 1987 Award for a Distinguished Scholarly Publication. The Award is given for a single work such as an article, monograph or book, published in the preceding three calendar years (1984-86).

Known formerly as the Distinguished Contribution to Scholarship Award, ASA Council adopted a change to avoid confusion with the similarly titled career award.

The winner of this award will also be offered a lectureship known as the Sorokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA expense after the award recipient is announced at the 1987 ASA Annual Meeting.

Members of the Association or other interested and knowledgeable parties may submit nominations for the Award. Nominations should include the name of author, title of work, date of work, and publisher, and should be sent by January 31, 1987 to: Cora Marrett, Chair, Distinguished Scholarly Publication Award Committee, Department of Sociology, University of Wisconsin, Madison, WI 53706. □

The Practice and the Discipline: Why Must We Choose

It was a gray morning; the day had begun with freezing rain. I was sitting at my desk in a state office, facing both the glumness of the day and the dreariness of my day's work.

The Monday past was my first back to work after a two-week vacation. Upon my return home and to the office, piles of mail awaited me. Included were several journals from the sociological associations to which I pay dues. In recent years, I've found little use for most of these, but overall the association memberships do provide me with a link to the field I embraced as an undergraduate and graduate student.

One of the journals waiting for me was the first edition (Volume 1, Number 1) of *Sociological Forum*, the new journal of the Eastern Sociological Society. It included two articles of particular interest in a section of the journal called "Notes and Insights." One, by Charles Page, was about the history of "young turk" movements in sociology. It discussed four movements by young or deviant sociologists to influence the discipline/field. The other, by Charles Perrow, discussed—as a heuristic device—how the author had made a name for himself in sociology.

Reading the articles, I thought about my own situation, my position as a sociologist (anyway, someone with a PhD in sociology) working for a state government bureaucracy, doing applied work for bureaucratic policymakers. The articles were fascinating in their record of sociology as a living discipline. Perrow talked about getting published: where, when, how, why. Page talked about having an impact (or not) on the field. Together their articles brought attention to what sociologists today are reading, doing, and even, to some extent, thinking.

The works were interesting to read, but I felt apart from the ideas. I've grown accustomed, over the years since I left academia, to the alienation and anger I feel when lip service is given in association newsletters to sociologists working outside of the academy; the

NIMH Research Grants

The National Institute of Mental Health (NIMH) awarded 38 research grants to sociologists for 1986. These awards total slightly more than \$6.5 million. The number of awards and total dollar amount is far less than last year, when 62 research grants were supported at just under \$8.3 million. This year's awards support 12 new and 23 continuing research projects. Three other projects received supplements to their budgets.

For information on the types of research NIMH will consider funding, program announcements, and application forms, contact the Grants Management Officer, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857.

Recipients of awards, along with project titles and amounts received, are listed below.

New Projects

Elliott, Delbert S., Behavioral Research Institute; "The Dynamics of Deviant Behavior-A National Survey", \$571,103.

Ruch, Libby O., University of Hawaii at Manoa; "Victims of Rape: Stress, Coping and Social Support," \$226,655.

Hankin, Janet R., Wayne State University; "Management of Psychosocial Problems by Pediatricians," \$187,020.

Portes, Alejandro, Johns Hopkins University; "Help Seeking and Services Use Among Recent Latin American Immigrants," \$260,808.

Callero, Peter L., Western Oregon State College; "The Sociological Self: A Longitudinal Analysis," \$17,965.

Hoppe, Margaret S., University of Texas Health Science Center-San Antonio; "Ethnicity and the Psychosocial Impact of Unemployment," \$173,311.

Kessler, Ronald D., University of Michigan at Ann Arbor; "Sex Differences in Daily Stress and Coping," \$186,581.

Elder, Glen H., Jr., University of North Carolina at Chapel Hill; "Military Service in Adult Development and Aging," \$139,694.

Mahard, Rita, Fordham University; "Stress, Mental Health, Coping in Puerto Rican Elderly," \$264,673.

Eaton, William W., Johns Hopkins University; "Analysis of ECA Longitudinal Data," \$203,673.

Hurh, Won Moo, Western Illinois University; "Adaptation Stages and Mental Health of Korean Immigrants," \$127,969.

Myers, Jerome K., Yale University, Epidemiology Catchment Area Program, \$227,765.

Neumann, Joy P., University of Wisconsin-Madison; "Psychosocial Risk Factors for Depression," \$48,892.

Continuing Projects

Merten, Don E., Northwestern University; "Dynamics of Early Adolescent Development & Delinquency," \$108,050.

Rodriguez, Orlando, Fordham University; "Delinquency Patterns in The South Bronx," \$311,915.

Segal, Steven P., Scientific Analysis Corporation; Indexing Civil Commitment Criteria," \$241,100.

Steadman, Henry J., New York State Office of Mental Health; "Assessing the Impact of Insanity Defense Reforms," \$237,720.

Straus, Murray A., University of New Hampshire; "Physical Violence in American Families-A Resurvey," \$121,069

Liu, William T., University of Illinois at Chicago; Pacific/Asian American Mental Health Research Center, \$390,083.

George, Linda, Duke University, Epidemiologic Catchment Area, \$339,480.

Kessler, Ronald C., University of Michigan at Ann Arbor; "Dyadic Responses to Stress: A Study of Married Couples," \$74,084.

Mechanic, David, Rutgers University; "Epidemiology of Adolescent Introspection and Distress," \$192,435.

Robins, Lee N., Washington University; "Epidemiology of Achievement and Psychiatric Status," \$56,179.

Vega, William A., San Diego State University; "Hispanic Social Network Prevention Intervention Study," \$290,891.

Weiss, Robert S., University of Massachusetts-Boston; "Work Setting and the Processes of Relational Support," \$118,187.

Supplements

Burt, Martha R., Urban Institute; "Self-Help Groups and Recovery from Rape," \$1,147.

Noelker, Linda S., Benjamin Rose Institute; "Caring for Elders and Mental Health of Family Members," \$25,505.

Robins, Lee N., Washington University; Epidemiological Catchment Area Program, \$30,851. □

Rogler, Lloyd H., Fordham University, Hispanic Research Center, \$480,375.

Breslau, Naomi, Case Western Reserve University; "Child Disability and the Family," \$53,388.

Elder, Glen H. Jr., University of North Carolina Chapel Hill; "Mental Health and Social Change: A Life Course Perspective," \$57,834.

McRae, James Andrew Jr., University of South Carolina at Columbia; "Gender Social Role and Emotional Distress," \$52,626

Stack, Steven J., Auburn University; "Suggestion and Suicide: Structural Media Effects," \$18,273.

Kessler, Ronald C., University of Michigan at Ann Arbor; "Stress Models for High Risk Population," \$58,240.

Dean, Alfred, San Diego State University; "Social Supports, Aging, and Psychiatric Disturbances," \$236,951.

Noelker, Linda S., Benjamin Rose Institute; "Caring for Elders and Mental Health of Family Members," \$93,038.

Stanford, E. Percil, San Diego State University; "Health and Functional Dependency of the Minority Aged," \$337,628.

Carmon, Lynn W., Memphis State University; "Social Mobility, Race, and Women's Mental Health," \$72,357.

Sociologists Win Guggenheim, NSF, ACLS Fellowships and Grants

Five sociologists have been selected to receive Guggenheim Fellowships and eight graduate students have been awarded NSF Fellowships. The American Council of Learned Societies released the names of seven sociologists receiving fellowships and grants.

Guggenheim Fellowship Recipients chosen "on the basis of unusually distinguished achievement in the past and exceptional promise for future accomplishment" are (name, affiliation, proposed study):

Paul D. Allison, Sociology Department, University of Pennsylvania: "The estimation of linear models with incomplete data";

David L. Featherman, Sociology Department, University of Wisconsin at Madison: "Models of development and aging across the lifespan";

James S. House, Survey Research Center, University of Michigan: "Social structure, social support, and health";

William M. Mason, Population Studies Center, University of Michigan: "A comparative analysis of human fertility"; and

Mark Traugott, Sociology Department, University of California at Santa Cruz: "Barricades as a form of revolutionary culture."

NSF Fellowships for Graduate Study recipients (name, baccalaureate, and graduate institution) are:

Jean L. Bacon, Wesleyan University, University of Chicago;

Lisa D. Brush, University of Connecticut, University of Wisconsin at Madison;

Ivan K Fukumoto, Stanford University, University of Wisconsin at Madison;

Philip S. Gorski, Harvard University, University of Frankfurt (West Germany);

Lloyd G. Gruber, Harvard University, University of Oxford (Britain);

Charles T. Kurzman, Harvard University, University of California at Berkeley;

Elizabeth M. Reninger, Northwestern University, University of Wisconsin at Madison; and

David L. Wank, Oberlin College, Har-

vard University.

The ACLS also announced that the following sociologists received fellowships and grants under joint programs made possible by funds from The Ford Foundation, the Andrew W. Mellon Foundation, and the National Endowment for the Humanities:

Judith Stacey, Department of Sociology, University of California-Davis: "Changing family relationships in the Silicone Valley" (ACLS/Ford Fellow);

J. William Gibson, Institute for Policy Studies: "The emergence of paramilitary themes in American culture";

Sonya Rose, Department of Sociology, Colby College: "Victorian industrialists' views about women in the labor force"; (jointly with the Social Science Research Council)

Deborah Davis-Friedmann, Department of Sociology, Yale University: "Occupational mobility and the evolving opportunity structure of contemporary China"; and

Ted A. Telford, Department of Sociology, University of Utah: "Lineage demography of Tongcheng County, 1662-1850".

Grants to graduate students were awarded to:

Maryjane Osa, Department of Sociology, University of Chicago: "Studies on Poland and Hungary"; and

Szonja Szelenyi, Department of Sociology, University of Wisconsin-Madison: "The social position of women in the U.S. and Hungary from a cross-national perspective." □

New

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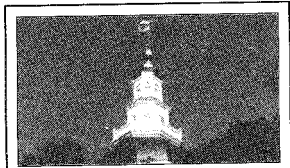
To order, or to receive a catalogue of all TRC products, write to: ASA Teaching Resources Center, 1722 N Street NW, Washington DC 20036. Prepaid orders only.

New Beneficiary Survey from Social Security

The Social Security Administration's Office of Research, Statistics and International Policy announces the availability of a public use data tape for the 1982 New Beneficiary Survey (NBS). In this survey, 18,599 persons were interviewed in October-December 1982 and their responses were linked to administrative data on benefits. The NBS contains representative samples of new social security beneficiaries who are retired workers, disabled workers, and wives, widows, divorced wives, or surviving divorced wives. It also has a representative sample of persons aged 65 or older who are entitled to Medicare benefits but who have not yet received social security (OASDI) cash benefits. First findings from the NBS are being published in the *Social Security Bulletin*, SSA's monthly research journal.

The survey questionnaire contains the following topics: household composition; employment history; job characteristics of the current, last and longest job; other employment not covered by social security; health; sources of income and amounts of income received in the last 3 months; asset holdings and income from assets; marital history; and child care.

The data set costs \$150 and is available on one reel of computer tape. For further information, write to: Joel Packman, Office of Research, Statistics and International Policy, Social Security Administration, Room 2-B-2 Operations Building, 6401 Security Boulevard, Baltimore, MD 21235; (301)594-0348. □



THE AMERICAN SOCIOLOGICAL ASSOCIATION TEACHING SERVICES PROGRAM and ANNE ARUNDEL COMMUNITY COLLEGE CENTER FOR THE STUDY OF LOCAL ISSUES
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The Greatest Books of Sociology

by Delbert C. Miller, Indiana University

What are the greatest books that have influenced Sociology over its history? I asked myself this question when I was assisting in the celebration of the 100 years of Sociology (1885-1985) at Indiana University. The list to be assembled had to be limited to 55 books so that they could be exhibited in 5 large cases in the Lilly Rare Book Library on the university campus. In my long sociological life I had never remembered seeing such a list. Does one truly selective list exist anywhere?

I began with an examination of Social Theory texts and found considerable consensus on theorists singled out by the authors. But I needed more than theoretical giants. I wanted persons who had made major impact on the field, especially those who had moved sociology into more rigorous scientific and quantitative channels. I went to histories of sociology and searched for consensus among the nominations of outstanding researchers and designers of social measurement. Some agreement began to appear. I assembled a tentative list of books and secured the judgments of my colleagues. They named books that I had missed. In fact, they named so many more I could not use all the nominated "great" books because of the space limitation. Moreover, as they named books appearing in the last 20 years there was less and less consensus. I was forced to make some final judg-

ments to keep the list to the limited 55 books. The list of books that were finally exhibited in our sociology centennial is listed below. The writer has a complete bibliography available to interested readers.

Auguste Comte, *The Positive Philosophy of Auguste Comte*
 Karl Marx, *Das Kapital*
 Herbert Spenser, *The Study of Sociology, Principles of Sociology*
 William G. Sumner, *Folkways*
 Lester Ward, *Dynamic Sociology, Outlines of Sociology, Pure Sociology, Textbook of Sociology, Applied Sociology*
 Vilfredo Pareto, *The Mind and Society*
 Albion Small, *General Sociology*
 Franklin H. Giddings, *Principles of Sociology, The Scientific Study of Human Society*
 Thorsten Veblen, *The Theory of the Leisure Class*
 Emile Durkheim, *The Division of Labor in Society, Suicide, The Roles of the Sociological Method*
 Georg Simmel, *Sociology: Investigations on the Forms of Socialization*
 Max Weber, *The Protestant Ethic and the Spirit of Capitalism, The Theory of Social and Economic Organization, From Max Weber: Essays in Sociology*
 George Herbert Mead, *Mind, Self and Society*
 W.I. Thomas and F. Znaniecki, *The Polish Peasant in Europe and America*
 Charles Horton Cooley, *Human Nature and the Social Order, Social Organization, Social Process*

Robert Ezra Park, *Introduction to the Science of Sociology, The City*
 Edward Alsworth Ross, *Social Psychology, Social Control, The Foundations of Sociology*
 Edwin H. Sutherland, *Principles of Criminology, White Collar Crime*
 William F. Ogburn, *Social Change, Recent Social Trends*
 F. Stuart Chapin, *Experimental Designs in Sociological Research*
 Pitirim A. Sorokin, *Social Mobility, Social and Cultural Dynamics*
 Robert S. Lynd, *Middletown, Knowledge for What?*
 Karl Mannheim, *Ideology and Utopia, Man and Society in an Age of Reconstruction*
 George A. Lundberg, *Social Research, Can Science Save Us?, Foundations of Sociology*
 Samuel A. Stouffer, et al, *Studies in Social Psychology: Adjustment During Army Life (Volume I), Combat and Its Aftermath (Volume II), Experiments on Mass Communications (Volume III), Measurement and Prediction (Volume IV)*
 Paul Lazarsfeld, et al, *The Academic Mind, The Language of Social Research*
 Talcott Parsons, *The Structure of Social Action, The Social System*

Robert Merton, *Social Theory and Social Structure, Studies in the Scope and Method of the American Sociologist*
 Hubert M. Blalock, Jr., *Theory Construction: From Verbal to Mathematical Formulations, Causal Models in the Social Sciences, Measurement in the Social Sciences: Theories and Strategies*

This list is presented for two reasons. I wish to test it against the judgment of the profession. I urge readers to quarrel with me about the best list that can be presented. Such a best list can be used to encourage libraries to acquire copies. Our rare book library is now seeking first editions of all the listed books. Such a list may become our professional recommendation of an exhibit of sociological thought that has been most significant in the building of our field of knowledge. Whatever its use, the list of great sociological books stands as a beacon to the growth and currents of thought as viewed from an American perspective. □

Distinguished Contributions to Teaching Award

The Selection Committee for the ASA Distinguished Contributions to Teaching Award invites nominations for the Award, which will be conferred in 1988. (The February 15, 1987 deadline permits the Committee adequate time to collect supporting materials on nominees.) Nominations should be made for outstanding contributions to graduate teaching and learning of sociology, and may seek to recognize the career contribution to teaching and learning of an individual teacher, a specific project such as a major textbook, a course or curricular innovation, or a teaching technique. The award may be given to an individual, a department or institution, or some other collective actor. Anyone making a nomination should be aware that the purpose of the award goes beyond recognizing individual

excellence in classroom performance. If an individual is nominated, it should be on the basis of a career contribution to teaching or learning, some effort or activity that went beyond the nominee's particular students and affected the teaching of the discipline as a whole, or some identifiable segment thereof. Nominations should include the name of the nominee, a statement explaining the basis of the nomination, and appropriate supporting materials (e.g., vita, course materials, textbook, or some other evidence of contribution. Please make nominations no later than February 15, 1987 to: Richard J. Gelles, Chair, Distinguished Contributions to Teaching Award Committee, Office of the Dean of the College of Arts and Sciences, University of Rhode Island, Kingston, RI 02881. □

A Letter From The Publisher . . .

Continued from FOOTNOTES November issue

Professor Maurice N. Richter's ideas and subsequent manuscript - soon to be a book entitled EXPLORING SOCIOLOGY - appears to be the kind of text I wished to publish.

An introductory text should, it seems to me, introduce the subject matter of a discipline in a way that permits one to have some perspective and to see what is worth pursuing further. Richter's book does this in a way that is pleasing to the scholar as well as to the novice.

In fact, rather than heavy dry text, the presentation is an enjoyable experience that reads like the unravelling of a mystery novel. It gives the tantalizing feeling that one is familiar with much that is being said, since we all live in society, but also with the feeling that things are being summarized with clarity and purpose.

This text has many virtues, and the reader will discover them quickly. It has a good sense of history, and much of sociology has to be viewed as an attempt to understand history. It selects problems that are central to sociology, and treats them with relevance not only to the culture we live in, but with an appreciation of other cultures. And, in the broad sense of the word, it treats sociology as science without becoming either rigid on the one hand or becoming pretentious on the other. This book is simply good sociology and good reading.

To be published in February, 1987 - send for a copy today.

F. Edward Peacock

F. Edward Peacock
 President

I nominate the following () individual/() collective actor as a candidate for the 1988 Distinguished Contributions to Teaching Award:

Name _____

Address _____

(Signed) _____

I can be reached at the following address to provide supporting materials:

(Print name) _____

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Call for Papers

CONFERENCES

Center for Army Leadership Third Annual Leadership Research Conference, May 5-7, 1987, Kansas City, MO. Theme: "Command Climate: Focus for Leadership Research." Scholars are invited to submit papers for consideration by January 15, 1987. Address submissions and inquiries to: Sam Endicott, Center for Army Leadership, Fort Leavenworth, KS 66027-6900; (913) 684-2793/4690.

Conference on Corporate Interlocks, September 24-27, 1987, Nags Head Conference Center, Kill Devil Hills, NC. Contributions are invited which make substantive or methodological contributions to the sociological study of interlocking directorates. Two-page abstracts should be sent by May 1, 1987 to: Mark Mizuchi, Scientific Computing, Albert Einstein College of Medicine, Yeshiva University, 1300 Morris Park Avenue, Bronx, NY 10461.

Conference on Elder Abuse, May 20-22, 1987, Louisville, KY. Individuals interested in making conference presentations and/or presenting papers should submit a brief abstract, proposed length of presentation, audio-visual equipment needs, brief biographical sketch, and a resume by January 15, 1987. Contact: Training Resource Center Project, Eastern Kentucky University, 202 Perkins Building, Richmond, KY 40475; 0951; (606) 622-1497.

Family Violence Research Conference, July 6-9, 1987, University of New Hampshire, Durham, NH. Papers are invited in the areas of child physical and sexual abuse, physical and sexual abuse between spouses and other adult partners, and abuse of the elderly. The goals of the conference include presentation of current research and discussion of issues of methodology and theory. For more information, write to: Angela Browne, Conference Chair, Family Violence Research Laboratory, Horton Social Science Center, University of New Hampshire, Durham, NH 03824.

Conference on Family Violence Research for Practitioners and Policymakers, July 9-11, 1987, University of New Hampshire, Durham, NH. The goals of the conference are to inform practitioners and policy makers of current research in the areas of child, spouse, and elder abuse, and to discuss controversial findings that continue to confront professionals in the family violence field. Participants will have the opportunity to learn more about the research process and its applicability to their own area of interest and to interact with key researchers in the field. For more information, contact: Nanci Burns, Conference Chair, Family Violence Research Laboratory, Horton Social Science Center, University of New Hampshire, Durham, NH 03824.

Improving University Teaching Thirtieth International Conference, June 29-July 2, 1987, Haifa, Israel. Completed manuscripts, including original and two copies, must be received by February 2, 1987. The working language of the conference is English; by prior arrangement, individual sessions may be conducted in other languages. For further information, contact: Improving University Teaching, University of Maryland University College, University Boulevard at Adelphi Road, College Park, MD 20742.

International Visual Sociology Association Annual Conference, July 10-12, 1987, University of Nebraska-Omaha. Theme: "Visual Fieldwork: Methods and Results." Abstracts and other proposals are due May 1, 1987. For further information, contact: Wayne Wheeler, Department of Sociology, University of Nebraska, Omaha, NE 68182; (402) 554-3374.

1987 Marxist Scholars Conference, November 12-15, 1987, University of California-Berkeley. Papers in any area of scholarship or activism welcomed; special segment of conference will be on Bicentennial of U.S. Constitution. Proposals are due March 15, 1987; completed papers must be received by March 30, 1987. Send one copy to each: Jack Kurzweil, Electrical Engineering Department, San Jose State University, San Jose, CA 95192; and Harry Tang, Political Science Department, Purdue University, West Lafayette, IN 47907.

National Academy of Management 1987 Meeting. The Women in Management Division invites new, innovative, and productive conceptual and empirical papers, symposia, roundtables, workshops, and poster sessions on women in management. Joint symposia are also encouraged. Presentations and sessions involving academic and practitioner participants are welcomed. The Dorothy Harlow Distinguished Paper Award of \$500 will be presented to the best competitive paper. For more information, contact: Ellen A. Fagenson, School of Management, State University of New York, Binghamton, NY 13901; (607) 777-6861.

Society for Applied Sociology Fifth Annual Conference, November 6-8, 1987, Radisson Plaza Hotel, Lexington, KY. Theme: "How Applied Sociology Could Change the Profession." Proposals for research paper sessions, panels, issue forum topics, problem solving sessions, workshops, and didactic sessions are due December 15, 1986. Papers and completed panels are due March 15, 1987. Send proposals to: Jeanne Ballantine, Department of Sociology, Wright State University, Dayton, OH 45435. Completed papers and panels should be sent to: James Hougland, Department of Sociology, University of Kentucky, Lexington, KY 40506-0027.

The Society for Social Studies of Science 1987 Annual Meeting, November 19-22, 1987, Worcester, MA. Proposals for papers from scholars interested in the social, human, and policy dimensions of science and technology are invited. Proposals should be in the form of an extended abstract (approximately 900 words) and should be sent by February 1, 1987 to: Sal Restivo, Program Committee Coordinator, Department of Science and Technology Studies, Rensselaer Polytechnic Institute, Troy, NY 12181; (518) 266-8504. To organize a session, send a letter stating the proposed topic and participants, and ask the proposed participants to send paper proposals. To lead a roundtable discussion, send a one-page abstract of the proposed discussion topic. All materials must be submitted in triplicate. Abstracts of accepted papers will be due June 1, 1987 for publication in the annual meeting issue of *Science and Technology Studies*.

Society for the Study of Social Problems 1987 Meetings. The Community Research and Development Division invites papers for its sessions. Completed papers or one-page abstracts are due January 15, 1987. Topics of primary importance, although others will be considered, include: small towns' responses to capital investment and disinvestment; changing housing patterns in the 1980s; experiences of black mayors in large cities; women and community organizing; social support and informal community networks; corporate restructuring and its impact on communities; community development and job generation in Chicago; the trade-off between jobs and environmental quality; homelessness as a family and community issue. Send either a completed paper or a one-page abstract by January 15, 1987 to: Nancy Kleniewski, Department of Sociology, State University of New York, Geneseo, NY 14454; (716) 245-5207 or 244-4328.

Society for the Study of Social Problems 1987 Meetings. Labor Studies and Poverty, Class and Inequality Divisions invite papers and proposals for a session on "Work and Gender Inequality." Issues such as subjective meanings of work, the labor process in female-dominated occupations, or women in the world economy are welcomed. Send papers by January 15, 1987 to: Laura Nathan, Sociology Department, Mills College, Oakland, CA 94613; or Heidi Gottfried, 6638 N. Newgard, #3, Chicago, IL 60626.

Southeastern Council on Family Relations Conference, March 29-31, 1987, Sheraton Hotel, Baton Rouge, LA. Theme: "Choices for Stronger Families." Theoretical, methodological, empirical, or philosophical papers relevant to family study topics are invited. Opportunities for workshops, roundtables, research papers, media presentations, and poster sessions are available for special topics. Papers and proposals must be postmarked by December 1, 1986, and send to: Gladys Hildreth, School of Home Economics, Louisiana State University, Baton Rouge, LA 70803; (504) 388-1725.

West Tennessee Undergraduate Sociological Symposium, March 19-20, 1987, Lambuth College, Jackson, TN. Send abstracts by February 15, 1987 to: Rodger Bates, Chair, Department of Sociology, Lambuth College, Jackson, TN 38301.

PUBLICATIONS

Research in Politics and Society, Volume 3, devoted to "The Politics of Economic Decline and Re-Industrialization," invites theoretical or empirical papers. Case studies and historical/comparative studies should have clear theoretical implications for the contemporary U.S. experience. Papers should be between 25-40 pages in length, following the *American Journal of Sociology* format. Send submissions and inquiries to either co-editor: Joyce Rothschild, Department of Sociology, University of Toledo, Toledo, OH 436065; or Michael Wallace, Department of Sociology, Ohio State University, Columbus, OH 43210.

Meetings

December 13, 1986. Conference on Homelessness. George Washington University Marvin Center, Washington, DC. Call (202) 676-6345 for further information.

February 14-18, 1987. American Association for the Advancement of Science 153rd National Meeting. Hyatt Regency, Chicago, IL. Contact: AAAS Meetings Office, 1333 H Street NW, Washington, DC 20005; (202) 326-6448.

March 11-14. Georgetown University Round Table on Languages and Linguistics, Georgetown University, Washington, DC. Theme: "Language Spread and Language Policy: Issues, Implications, and Case Studies." Contact: Peter H. Lowenberg, Chair, CURT 1987, Department of Linguistics, Georgetown University, Washington, DC 20057; (202) 625-8130.

March 13-15. Southeastern Marxist Scholars Conference, Duke University, Durham, NC. Theme: "Marxism for the 1990s." Contact: Allen Zagarell, Anthropology Department, Duke University, Durham, NC 27706.

March 19-20. West Tennessee Undergraduate Sociological Symposium, Lambuth College, Jackson, TN. Contact: Rodger Bates, Chair, Department of Sociology, Lambuth College, Jackson, TN 38301.

March 29-31. Southeastern Council on Family Relations Conference, Sheraton Hotel, Baton Rouge, LA. Theme: "Choices for Stronger Families." Con-

tact: Gladys Hildreth, School of Home Economics, Louisiana State University, Baton Rouge, LA 70803; (504) 388-1725.

May 1-3. Eastern Sociological Society 57th Annual Meeting. Sheraton Boston Hotel, Prudential Center, Boston, MA. Contact: Eastern Sociological Society, County College of Morris, Route #10 and Center Grove Road, Randolph Township, NJ 07801; (201) 328-1328.

May 5-7. Center for Army Leadership Third Annual Leadership Research Conference, Kansas City, MO. Contact: Sam Endicott, Center for Army Leadership, Fort Leavenworth, KS 66027-6900; (913) 684-2793/4690.

May 7-8. Conference on Theoretical Integration in the Study of Deviance and Crime, State University of New York-Albany. Contact: Marvin Krohn, Department of Sociology, State University of New York, Albany, NY 12222.

May 20-22. Conference on Elder Abuse, Louisville, KY. Contact: Training Resource Center Project, Eastern Kentucky University, 202 Perkins Building, Richmond, KY 40475; 0951; (606) 622-1497.

May 21-25. North American Society of Adlerian Psychology 35th Annual Convention and Workshops, Fort Wayne Hilton and Grane Wayne Center, Fort Wayne, IN. Theme: "Where People Pull Together." Contact: NASAP '87, 3170 Brierbrook Lane, Fort Wayne, IN 46804.

May 31-June 1. Iowa Conference on Personal Relationships. Contact: Steve Duck, Department of Communication Studies, 151 CSB, University of Iowa City, IA 52242; (319) 353-3289.

Funding

Fulbright Collaborative Research Grants will close competition on January 16, 1987. Grants are available to all countries of the world, except most eastern European countries, the USSR, and Indochina, for 1987-88. There are no restrictions on field of study. Applicants must be U.S. citizens at time of application and must hold the Bachelor's degree or equivalent before beginning date of grant, and may not have received the PhD earlier than June 1984. For complete information and application forms, contact: Institute of International Education, U.S. Student Programs Division, 809 United Nations Plaza, New York, NY 10017; (212) 984-5327.

Hartford Seminary invites applications for a new two-year, non-renewable research fellowship beginning in July or September 1987, extending through June 1989. The fellowship will provide experience in policy-oriented research on various aspects of American religious life. Applications should have a PhD, or be nearing completion, preferable in one of the social sciences and have training in social science methods and quantitative analysis. A background in religious or theological studies is desirable but not mandatory; it is important that all applicants have an interest in working in religious systems. Stipend range is \$25,000-\$30,000 per year, depending upon training and prior experience. Applications should include a curriculum vita, statement of career goals, names of three references, and samples of theoretical and/or empirical written work. Inquiries and applications should be addressed to: Jackson W. Carroll, Director of Research, Hartford Seminary, 77 Sherman Street, Hartford, CT 06105.

Indiana University, Social Psychology Training Program, invites applications from new and recent PhDs, including those who will complete doctorates this academic year, for postdoctoral fellowships in an NIMH-sponsored

training program on Identity, Self, Role and Mental Health. The purpose of the program is to train researchers in contemporary theories of the self, in contemporary multivariate methods, and to apply these to mental health relevant topics and in mental health settings. Applications are welcomed from persons whose work has been in sociology, social psychology, psychology, special education or related fields. To apply, send current vita, letters of reference, and published or unpublished papers, together with a brief description of research interests and plans, to: Sheldon Stryker, Director, Social Psychology Training Program, Department of Sociology, Indiana University, Bloomington, IN 47405.

National Cancer Institute announces Cancer Control Small Grants for research on interventions to improve cancer prevention, early detection, treatment, rehabilitation, and continuing care. Limited to \$35,000 total costs, the grants are available to investigators who have not previously received funding from the NCI's Cancer Control Program. Copies of the announcement may be obtained from: Carlos E. Caban, Program Director, Cancer Control Small Grants, Division of Cancer Prevention and Control, Blair Building, Room 4A01, National Cancer Institute, Bethesda, MD 20892.

National Cancer Institute, Division of Cancer Prevention and Control, is accepting fellowship applications for proposed August 31, 1987 entry into the Cancer Prevention Fellowship Program. Funding permitted, up to 10 individuals may be accepted for three years of training. Requires an MD, DO, or an accredited doctoral degree in a discipline related to cancer prevention and research (biomedical, social, or behavioral sciences) or equivalent academic-professional excellence supported by official transcripts and four letters of reference, and U.S. citizenship or a resident alien eligible for citizenship within four years at the time of application. Funding ranges are \$26,000-\$35,000 per year for MD/DO, \$18,000-\$31,000 per year for PhD. For application materials and an information packet, send a postcard with name and address to: Nancy E. Garner, NIH/NCI/DCPC/CCAB, Blair Building, Room 4A01, Bethesda, MD 20892-4200; or call (301) 427-8788.

Rockefeller Foundation announces Fellowships in the Humanities to support writers and scholars in the humanities whose research furthers understanding of contemporary social and cultural issues. Fellowships are offered as residencies at selected institutions in order to make outstanding resources accessible to individual scholars, to stimulate exchange within and between disciplines, and to strengthen emerging areas of inquiry in the humanities. Awards will be made to academic departments, area studies, and other interdisciplinary programs, museums, and arts and cultural organizations. In 1987-88, institutional applications are particular encouraged from programs concerned with the humanities in an international context or related to the diverse cultural heritage of the U.S. Applications from institutions are due by January 31, 1987. Scholars interested in applying for support should contact the host institutions directly. For complete information, contact: The Rockefeller Foundation, Fellowships in the Humanities, Arts and Humanities Division, 1133 Avenue of the Americas, New York, NY 10036; (212) 869-8500.

The Society for the Psychological Study of Social Issues is seeking candidates for its Public Policy Fellowship to begin September 1987. The recipient must reside in Washington, DC, and will be appointed for one year, representing SPSSI in relevant policy activities, working with the American Psychological Association.

Continued next page

Funding, continued

Applicants must hold a PhD in a relevant social science discipline and be an SPSSI member. Stipend will be \$20,000 per year, plus fringe benefits. Applicants should submit a detailed vitae, names and addresses of three references, and a brief statement on a social issue that could be used in testimony to a legislative body. Application materials must be postmarked by January 15, 1987 and should be submitted in triplicate to: Lynda J. Fuerstna, Administrative Associate, SPSSI Central Office, P.O. Box 1248, Ann Arbor, MI 48106-1248.

University of Wisconsin-Madison, Institute for Research on Poverty, in association with the U.S. Department of Health and Human Services, is sponsoring a Small Grants Program for research on a variety of poverty-related topics. One component of the program will fund up to two months of research and does not require residence at the Institute. A second component will fund up to 4.5 months of research on the Madison campus. Application deadline is February 13, 1987; funding is for the period July 1, 1987 to June 30, 1988. Program guidelines may be obtained from: Elizabeth Evanson, Institute for Research on Poverty, 1180 Observatory Drive, 3412 Social Science, Madison, WI 53706.

The Urban Institute announces the Visiting Scholar Program, open to black, Hispanic, and Native Americans who are interested in taking up to a year's leave from a junior faculty position to do policy-oriented research focusing on critical economic and social policy choices to be faced by the federal government over the next decade. Applicants must have a PhD in economics or a related discipline. Relocation expenses will be paid; stipend commensurate with qualifications and experience. Send nominations or applications (resume, cover letter stating areas of research interest, three letters of recommendation, and writing sample) to: Director, Urban Institute Visiting Scholar Program, 2100 M Street NW, Washington, DC 20037. Deadline for applications is January 15, 1987.

Competitions

The American Sociological Association Medical Sociology Section announces the competition for the award for the best doctoral dissertation in medical sociology as summarized in article form. Submitters must be members of the Section and have been awarded the PhD (not necessarily from a sociology department) in the two years preceding August 30, 1987. The winner will receive transportation to the 1987 ASA Annual Meeting in Chicago and a one-day per diem. The paper will be presented at the business meeting of the Section. An unpublished paper based on the dissertation should be submitted by June 1, 1987 to: Michael L. Radelet, Department of Sociology, University of Florida, Gainesville, FL 32611. The other members of the Awards Committee are Joseph Morrissey, New York Department of Mental Hygiene, and Virginia Hiday, North Carolina State University.

The Association for Consumer Research and the *Journal of Consumer Research* announce the competition for the tenth annual Robert Ferber Award for Consumer Research. The best article-length manuscript based on a doctoral dissertation for which a degree was awarded after July 31, 1984, will be featured in JCR and its author (the senior author in the case of co-authored papers) will receive \$750 and an invitation to present the paper at the annual ACR conference. Honorable mention awards of \$250, publica-

tion in JCR, and conference presentation will also be made if one or more are so designated. Manuscripts must address an interdisciplinary aspect of consumer behavior and may be co-authored with the dissertation advisor, as long as the degree recipient is the senior author. Five copies of manuscripts must be submitted by May 1, 1987. For complete submission guidelines, contact: Office of the Editor, *Journal of Consumer Research*, Graduate School of Management, University of California, Los Angeles, CA 90024.

The Kinsey Institute for Research in Sex, Gender, and Reproduction will award a \$1,000 prize to a doctoral dissertation from any academic discipline accepted by an accredited university between May 1, 1986 and April 30, 1987. The recipient will be invited to visit the Institute and discuss his/her work at a meeting of the Institute's Science Advisory Board. Travel costs will be provided. For further information, contact: J.M. Reinisch, Director, Kinsey Institute for Research, Morrison Hall, Third Floor, Indiana University, Bloomington, IN 47405.

The Society for the Study of Social Problems, Crime and Delinquency Division, invites nominations for the 1987 Award for Outstanding Scholarship, given to a work that makes a significant contribution to the sociological understanding of crime and delinquency. Works published in 1986 are eligible for the 1987 award. Deadline for nominations is April 15, 1987. If the quality of the nominated work merits it, the Division will announce the winner of the 1987 award at the Division Business Meeting in Chicago. Send nominations to: Marvin Krohn, Department of Sociology, State University of New York, Albany, NY 12222.

People

Patricia K. Anderson, University of California-San Francisco, was one of nine women named Congressional Fellows on Women and Public Policy. She will work on the staff of Representative Olympia Snow.

Brigitte Berger, Wellesley College, was appointed by President Reagan to be a member of the Board of Foreign Scholarships.

Walter Carroll is on the faculty of Bridgewater State College in Massachusetts.

Paul P.L. Cheung, National University of Singapore, is now the Director of the Population Planning Unit, Ministry of Health.

Ross Eshleman, Wayne State University, received the University President's Award for Excellence in Teaching.

Derek Gill is the new Chair of the Sociology Department at the University of Maryland-Baltimore County.

Zoltan Karpati, Hungarian Academy of Sciences, **David Rottman**, Economic and Social Research Institute of Dublin, **Charles Kamen**, Israel Central Bureau of Statistics, will spend the 1986-87 academic year as Visiting Professors of Sociology at the University of Connecticut.

Richard Lambert, University of Pennsylvania, is the director of the National Foreign Language Center, part of Johns Hopkins School of Advanced International Studies.

Kenneth C. Laudon, New York University, had his book, *Dossier Society: Value Choices in the Design of Information Systems*, published by the Columbia University Press.

Robert D. Manning, Johns Hopkins University, is a Fulbright Lecturer at the University of Yucatan. He is organizing a Master's program in regional economic development and so-

cial change, teaching research methods classes, and will study the comparative development patterns in Merida and Cancun.

Ron C. Manuel, Howard University, provided testimony on the demographic characteristics of older black Americans during a hearing before the U.S. House of Representatives, Select Committee on Aging (October 3). The topic of the hearing was "The Plight of the Black Elderly: A Major Crisis in America."

Joshua Meyrowitz, University of New Hampshire, won the Book of the Year Award from the National Association of Broadcasters and the Broadcast Education Association for his book, *No Sense of Place: The Impact of Electronic Media on Social Behavior*. He also won the Eastern Communication Association's Past Presidents' Award which each year identifies "the most outstanding and productive scholar in the Eastern region of the United States."

Philip Moody and Doris Wilkinson, University of Kentucky, were awarded a \$1.7 million, five-year contract from the National Cancer Institute to develop a study of smoking cessation interventions, especially for black urban residents.

Carolyn C. Perrucci, Purdue University, is now Co-Chair of Women's Studies and continues to serve in the Department of Sociology and Anthropology.

Herman Schwendinger and Julia Siegel-Schwendinger, State University of New York-New Paltz, received the 1986 Outstanding Scholarship Award for their book, *Adolescent Subcultures and Delinquency*, from the Crime and Delinquency Division of the Society for the Study of Social Problems.

Suzanne Steinmetz, University of Delaware, received a grant to develop training modules to increase public awareness of elder abuse.

Marijean Suelzle, Family Development Associates (Chicago), has announced the availability of her 1986 TEAM Management Training Programs for corporations, businesses, professional associations, and educational institutions.

Ronald L. Taylor, past Chair of the Department of Sociology at the University of Connecticut, has been honored by the establishment of an annual prize for the best written contribution to sociology by a graduate student in the department.

Viviana Zelizer, Columbia University of Barnard College, received the C. Wright Mills Award from the Society for the Study of Social Problems for her book *Pricing the Priceless Child*.

Deaths

Marston McCluggage, Professor Emeritus, University of Kansas, died at age 80 in Fairway, KS.

Obituaries

Kenneth Marvin Olson (1928-1986)

Ken Olson, a former colleague in the Sociology Department at St. Olaf College, Northfield, Minnesota, died on June 26, 1986, at the age of 58. Resolving international issues through peaceful mechanisms, teaching and challenging students, and addressing minority issues in the United States were central concerns for Ken.

Ken was born in Oak Park, Illinois in 1928. After graduation from Wooster College in 1950, he served for two years as a teacher at Tarsus American

College, Tarsus, Turkey. When Ken returned to the United States, he began graduate study at Roosevelt University and at the University of Chicago where he was awarded the Master's degree and the Doctor of Philosophy degree in the area of human development. During these years in Chicago he gained extensive experience through involvement with a variety of community agencies; he was a group worker at the Newberry Avenue Center, Executive Secretary at the United Woodlawn Conference, group work supervisor at the Kenwood-Willis Community Center, group worker at the Jewish Community Center, and research associate with the Committee on Human Development at the University of Chicago.

In 1962, Ken joined the Sociology Department at St. Olaf. After serving as acting chair of the department, he became chair in 1971, and continued in that role until 1975, when he resigned for health reasons. As Department Chair, he conducted the affairs of the department with meticulous care, and was very influential in its development. Because of his failing health Ken decided in 1982 to retire early.

His twenty-one years at St. Olaf reflect his personal commitment to the discipline, to teaching, and to the welfare of students. The 1960s were of special significance to Ken. He tried to incorporate concern for American Indians into campus programs and recruitment, and he talked with students about U.S. involvement in Vietnam. His efforts were instrumental in establishing the Milwaukee Urban Studies Semester, introducing an Urban Studies major on campus thus enabling students from small town campuses to experience the challenges of inequality in the urban context. During that period he was also instrumental in the formation of the Sociologists of Minnesota organization, a forum for professionals and students.

Those of us who worked with Ken are experiencing the painful loss of a cherished colleague and friend who extended his reassuring hand to new department members, was unimposing in his multiple roles, and was always willing to share his perspective on the numerous situations in which his colleagues were involved. He was kind and gentle towards others and quite in touch with himself, especially during the last few years of his life when he struggled continuously with his decreasing physical strength. His colleagues in the college and the department miss a caring colleague and friend.

The Sociology Department at St. Olaf has established a Ken Olsen Memorial Fund which will be used for student competitions and development. Those who wish to remember Ken Olsen by contributing to the fund should send their checks made payable to St. Olaf College, specifying that the funds are to be used for the Ken Olsen Memorial Fund. Donations should be sent to Dennis Griffin, Vice President for College Relations, St. Olaf College, Northfield, MN 55057.

James A. Sartain (1922-1986)

Dr. James Axford Sartain, a University of Richmond professor for 23 years, died September 26 after a long illness. He was 64.

A native of Troy, Alabama, Dr. Sartain served in the U.S. Army from 1942 to 1946.

He earned a bachelor of science degree in social science from Troy State University in Troy in 1947, a master of arts degree from George Peabody College in Nashville, TN, in 1948 and a doctorate in sociology from Vanderbilt University in 1966. He was a Ford Foundation fellow.

Dr. Sartain began his teaching career at East Central Junior College in Decatur, MS, from 1948 to 1949. From

1950 to 1952, he was an elementary school principal and sixth-grade teacher in Union Springs, Alabama. Dr. Sartain then taught at Tennessee Polytechnic Institute in Cookeville, Tenn., from 1952 to 1953 and a Stetson University of DeLand, FL, from 1955 to 1963.

Dr. Sartain joined the UR faculty in 1963. During his career there, he was chairman of the sociology department, Methodist campus minister and Wesley Foundation director.

He recently had been appointed to a second five-year term as Irving May Professor of Human Relations in the sociology department. In 1984, he received one of the university's distinguished educator awards.

UR President E. Bruce Heitman said Dr. Sartain "was an incredibly gifted faculty member whose dedication to teaching was known throughout the university community. He was equally committed to his colleagues and to his community."

Dr. Sartain also worked as a consultant on desegregation for Richmond city schools from 1966 to 1969 and was chief author of the "Sartain Report," which analyzed effects of school desegregation in Richmond.

He wrote a chapter, "Richmond, VA: From Massive Resistance to Desegregation," for a 1980 book, *Community Politics and Educational Change*.

A professional musician who played clarinet and saxophone, Dr. Sartain once toured with Gypsy Rose Lee's traveling band and had a chair in the Louisville Symphony.

Dr. Sartain was a member of the Southern Sociological Society and the American Sociological Association. He also was a member of Pace Memorial United Methodist Church.

Survivors include his wife, Mrs. Sarah Mattheves Sartain; a daughter, Miss Frances Leigh Sartain of Ocala, FL; and a sister, Mrs. Janice Lindley Haynes of Harrisonburg.

Contact

Sociologists who emigrated to the U.S. from 1950 to the present are sought for a *Footnotes* article by Ellen Berg. Please contact her at: 2621 O Street NW, Washington, DC 20007; (202) 337-3256.

Sociologists who have studied or who are interested in couples and families who live in motor homes as a permanent way of life, having no fixed address, but moving from one campground to another are sought for a dialogue with: Linda Shafer, Department of Sociology, American University, Washington, DC 20016.

Mass Media

Richard Applebaum, University of California-Santa Barbara, had his study on underestimates of the homeless featured in a September 23 *International Herald-Tribune* article.

Amitai Etzioni, George Washington University, authored an October 22 *New York Times* letter to the editor on sharing the "Star Wars" defense initiative with the USSR.

Robert Faulkner, University of Massachusetts-Amherst, was quoted in a July *Psychology Today* article on "picking winners" in the entertainment industry.

Herbert J. Gans, Columbia University, authored an October 20 letter to the editor of the *New York Times* praising sociology in response to President Reagan's remark that "We don't need a bunch of sociology majors on the bench."

Continued next page

Media, continued

Naomi Gerstel, University of Massachusetts-Amherst, had her paper on blame for divorce, presented at the ASA Annual Meeting in New York, cited in the October 6 *Behavior Today* Newsletter.

James M. Henslin was quoted extensively in a September 28 *Miami Herald* article entitled "Marriage: Greater Expectations, Greater Peril."

Paul Hollander, University of Massachusetts, was interviewed on National Public Radio about the anniversary of the Hungarian uprising.

Fred Koenig, Tulane University, was interviewed and quoted in an article on the stock market in the *Minneapolis Star and Tribune*.

Sam Marullo, Georgetown University, in an NBC Nightly News interview broadcast October 7, commented on the effectiveness of hunger strikes as a protest movement tactic in a story on the movement against U.S. intervention in Nicaragua.

William E. McAuliffe had his research on drug use by doctors reported in the October 6 issue of *Newsweek*.

Paul McCleary, Harvard University, was cited in a recent *Wall Street Journal* article on problems with current anti-drug legislation.

Philip Moody and Doris Wilkinson, University of Kentucky, had their research \$1.7 million, five-year contract with the National Cancer Institute to develop effective methods to help blacks quit smoking reported in the October 24 *Lexington Herald-Leader*.

Linda Mooney, East Carolina University, and **Sarah Brabant**, University of Southwestern Louisiana, had their research on the expression of love in birthday cards as a subject of an AP wire story which appeared in newspapers across the U.S., including the *New York Times*, and will also appear in forthcoming issues of *Fortune*, *Status*, and *Picture Week*.

Thomas Nowak and Kay Snyder, Indiana University of Pennsylvania, were quoted in the October 27 *Behavior Today* about their research on displaced workers and depression.

David P. Phillips, University of California-San Diego, had his research

on teenage suicides after television news stories about suicide reported and discussed extensively in the media.

Wade Clark Roof, University of Massachusetts, was quoted in a September 28 *Boston Globe* article entitled "Has Robertson Got a Prayer?"

Arthur B. Shostak, Drexel University, had an op-ed essay, "Rehire the Fired Controllers!," in the September 3 *New York Times*. His co-authored book, *The Air Controllers' Controversy*, was cited in three ensuing *New York Times* feature stories. On September 15, he discussed his previous book, *Men and Abortion*, on the national-syndicated Oprah Winfrey talk show.

Evan Stark, Rutgers University, was interviewed about his research and clinical work with male batterers in the October issue of *Glamour* magazine. His work has also been the basis for recent feature stories on WMCA radio (NY) and WOR-TV.

Susan Takata, University of Wisconsin-Parkside, was cited in a June 25 *Racine Journal* article on youths and gang affiliation.

Debra Umberson, University of Michigan, was quoted in the October 20 *Behavior Today* about her work on family status and health behavior.

Publications

Criminologica announces the availability of Volume 1, 1985, which was released in early summer. A few complimentary copies of the annual are still available on a first-come, first-served basis. Send \$2.00 for postage to: *Criminologica*, Department of Sociology, University of Alberta, Edmonton, Alberta, Canada T6G 2H4. The second volume is scheduled for early 1987. Subscription rates are \$5.00 for individuals, \$10.00 for institutions.

Other Organizations

The Georgia Sociological Association announces the election of the following 1986-87 officers: *Al Garbin* (University of Georgia), President; *Charles Juret*

(Georgia State University), Vice President; *Barbara Karcher* (Kennesaw College), Secretary-Treasurer; *Yvonne Beauford* (Fort Valley State College) and *Dennis Cook* (Dalton Junior College), Executive Committee Members-at-Large; *Charles Karcher* (Mercer University-Atlanta), Immediate Past President; and *Jackie Bales* (Georgia State University), Past President.

The Michigan Sociological Association held its annual fall conference on October 25 at Adrian College. The thematic session on "The Future of Industry in Michigan" was presented by *Richard C. Hill* and *Cynthia Negry* of Michigan State University. Keynote speaker was *Bettina Huber* of the ASA Executive Office, whose luncheon address was entitled "Sociological Careers: Trends, Preparation, and Opportunities." Officers elected for 1986-87 are: *Richard E. Ball* (Ferris State College), President; *Akbar Mahdi* (Adrian College), Vice President; and *Linda Eastley* (Siena Heights College), Treasurer.

The University of Minnesota, Department of Sociology, announces the establishment of a new research center, the Life Course Center. Members of the Center will examine the life course in all its facets, from birth to death. Research interests of current center affiliates include adolescent development in relation to transitions in the family, school, and workplace; the study of careers (e.g., family, occupational, political, delinquent, and criminal); the problems of displaced homemakers; and life span changes in cognitions and behaviors relevant to achievement and health. Contact: *Jeylan T. Mortimer*, Director, Department of Sociology, 1014 Social Sciences Building, University of Minnesota, Minneapolis, MN 55455.

Summer Programs

The Bureau of Justice Statistics and the Committee on Law and Justice Statistics of the American Statistical Association announce a 1987 summer workshop on the Design and Use of the National Crime Survey (NCS). To be held July 6-19, 1987 at the Univer-

sity of Maryland-College Park, the workshop will feature distinguished faculty lectures, technical information on the NCS, hands-on instruction in the analysis of NCS data, and a stipend of \$1,000 plus travel and subsistence expenses. Applicants must have a PhD or comparable degree in statistics or one of the social sciences, and a professional commitment to examine the NCS data in future research. To insure consideration, resumes and a letter of interest in the survey should be sent as soon as possible to: *Colin Loftin*, Institute of Criminal Justice and Criminology, University of Maryland, College Park, MD 20742; (301) 454-5129. Deadline for applications is March 1, 1987.

The National Endowment for the Humanities is pleased to announce that 51 seminars for teachers at undergraduate and two-year colleges will be offered during the summer of 1987 at 32 different institutions in the U.S., plus one in Italy. Participants will receive a stipend to cover expenses, ranging from \$2,750 to \$3,500 depending upon length of seminar. Copies of the brochure providing complete information are available from: Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, Washington, DC 20506. Application deadline is March 2, 1987.

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Call or write for a brochure for more detailed information about the program and the faculty. For application material, call or write to the Graduate Admissions Office, Applied Sciences, University of California, Santa Cruz, CA 95064; (408) 429-2301.

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