

# Footnotes



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## Candidates Announced for 1989 Election

Candidates for all ASA Offices, Council, the Committee on Publications, the Committee on Publications, the Committee on Nominations, and the Committee on Committees are as follows:

### President-Elect

*Amitai Etzioni*, George Washington University  
*Stanley Lieberman*, Harvard University and University of California-Berkeley (on leave)

### Vice President Elect

*Charles M. Bonjean*, University of Texas  
*Barbara F. Reskin*, University of Illinois-Urbana

### Council

*Wendy H. Baldwin*, National Institute of Child Health and Human Development  
*James E. Blackwell*, University of Massachusetts-Boston  
*James A. Davis*, Harvard University  
*David L. Preston*, San Diego State University  
*W. Richard Scott*, Stanford University

*Richard L. Simpson*, University of North Carolina  
*Aage B. Sorensen*, Harvard University  
*Franklin D. Wilson*, University of Wisconsin

### Committee on Publications

*Alan Booth*, University of Nebraska  
*John H. Freeman*, Cornell University  
*Mary Frank Fox*, Pennsylvania State University  
*Howard Schuman*, University of Michigan

### Committee on Nominations

*District 1*  
*Martha Gimenez*, University of Colorado  
*Julia Wrigley*, University of California-Los Angeles

### District 2

*Patricia Hill Collins*, University of Cincinnati  
*Marej Joyce Green*, Cleveland State University

### District 3

*Paula England*, University of Texas-Dallas  
*Ronald R. Rindjuss*, University of North Carolina

### District 4

*Dennis Hogan*, The Pennsylvania State University  
*Roberta Simmons*, University of Pittsburgh

### District 5

*Michael Useem*, Boston University  
*James House*, University of Michigan

### District 6

*Lloyd H. Rogler*, Fordham University  
*Lynn Smith-Lovin*, Cornell University

### Committee on Committees

### District 1

*Ruth M. Milkman*, University of California-Los Angeles

*Ross M. Stoizenberg*, Graduate Management Admission Council, Los Angeles

### District 2

*Guillermina Jasso*, University of Iowa  
*Cecilia L. Ridgeway*, University of Iowa

### District 3

*Elizabeth M. Almqvist*, University of North Texas  
*Rachel A. Rosenfeld*, University of North Carolina-Chapel Hill

### District 4

*Doris R. Entwistle*, Johns Hopkins University  
*Larry E. Suter*, U.S. Department of Education

### District 5

*Mary R. Jackman*, University of Michigan  
*Sara S. McLanahan*, University of Wisconsin

### District 6

*Evelyn N. Glenn*, State University of New York-Binghamton  
*Michael T. Hannan*, Cornell University

## Last Chance for an '88 Tax Deduction!

## ASF Endowment Campaign Sprints to the Finish Line

In the words of the country preacher and the ASF Endowment Campaign Chair, "We have all the money we need—now all we have to do is give it." So much for Jay Demerath's quick summary of a fund-raising effort that is now in the home-stretch. Over the past three years, the campaign has raised more than \$200,000 and is pushing towards a goal of \$250,000 by December 31. With more than 800 contributors (including 65 at the \$1000 level or above), the

grass roots have begun to take hold. As the tax year comes to a close and members sit down with their checkbooks and their charities, Demerath hopes the ASF will benefit from both new donors and the additional generosity of those who have already given. No amount is too small, and the periodic lists of contributors in *Footnotes* is not divided invidiously by dollar categories. At the same time, nor is any amount too large—whether as a cash

contribution, a multi-year pledge, a gift of property or insurance, or inclusion in a will or bequest.

By now the overall objective should be clear: a flexible endowment whose capital will continue to grow and whose interest will be available to assist the field and profession in myriad ways into the indefinite future. As only one example, the ASF Board of Trustees made their first grant last August in the form of \$10,000 to assist new initiatives of the ASA's Minority Fellowship Program. Many more grants are yet to come as the endowment builds. In fact, one reason for raising \$250,000 by the end of this year is to allow sufficient time for investment to swell this to a full \$1 million by the end of the 1990's and the beginning of American sociology's next century.

According to Demerath, "There is a good deal of hard slogging in this sort of fund-raising. Foundations and government agencies aren't interested in providing flexible money for the long haul; we can't even offer the individual donor much immediate bang for the buck. On the other hand, no dollar is more valuable than one that can be invested over the future to help with crises and opportunities which we cannot now predict. And for those potential donors who like to make a difference, the ASF offers a unique opportunity to charter contributors who are playing a critical role in launching a critical resource. This is not only a cause that unites us all, but after feeding us, maybe it's time that we fed it."

To help the Campaign end with a flourish, send your check, pledge, or any other commitment to the ASF, c/o American Sociological Association, PO Box 33523, Washington, DC 20033. □

## Sociology and the Public Agenda: The 1990 Theme

by William Julius Wilson

Almost five decades ago, Robert Lynd wrote that "there would be no social sciences if there were not perplexities in living in culture that call for solution. And it is precisely the role of the social sciences to be troublesome, to disconcert the habitual arrangements by which we manage to live along, and to demonstrate the possibility of change in more adequate directions." Lynd was emphatic about emphasizing that social science is an organized segment of culture that exists to help society in continually comprehending and reconstructing its culture. This is achieved, argued Lynd, through the unique role of asking long range and, if necessary, sharply irrelevant questions of our democratic institutions; and of doggedly pursuing these questions with systematic research. As Lynd put it "if social science is to be free to be science, it must have the courage to fight for its freedom from the dragging undertow of a culture preoccupied with short-run statements of long-run problems."

The 1990 Program Committee has developed the theme, "Sociology and the Public Agenda" to encourage discussion of the issues raised by Robert Lynd in the thematic sessions of the 1990 Annual Meeting in Washington, DC. We hope to explore the problem of both protecting the tradition of free intellectual inquiry, and of promoting the political and social responsibility of social science.

In other words, we hope to reflect upon the factors in the larger culture that bear on sociology as a discipline (what topics get researched, how funds are allocated, how and what data are collected, how these data are analyzed and by whom, etc.); upon how sociologists as a collectivity deal with these factors, including the protection of scientific autonomy; and upon the political and civic responsibility of sociological research vis-a-vis the larger society, including ways that sociology can contribute meaningfully and responsibly to public policy. □

These candidates have been nominated by the Committee on Nominations and, in the case of the latter, by the At-Large Members of Council. As stated in the By-Laws, additional candidates may be nominated through the open nominations procedure. Petitions supporting candidates for the offices of President, Vice-President, and Secretary must be signed by at least 100 voting members of the Association and must arrive at the ASA Executive Office no later than January 16, 1989; petition candidates for other positions must receive the support of at least 50 voting members by January 31, 1989. □

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## Observing

### Forming Partnerships with Soviets and with Our High Schools

During September and October I managed visits with colleagues on both coasts and from New England to Florida. Not only did I have ample opportunity to enjoy a kaleidoscope of fall foliage, but I was able also to gather more encouraging news about the turnaround in sociology and the social sciences generally. Undergraduate enrollments are up dramatically in many cases, while majors are moving up slowly and apparently surely. Graduate enrollments are also on the rise again, and GRE scores appear to be moving up with them. Let me review briefly three meetings I attended in October that offer related signs of expanding opportunities in sociology.

1. October 14-17: The second in a series of five seminars bringing together scholars from the USA and USSR was held at the Belmont Conference Center in Elkridge, Md., near Baltimore. The seminar was chaired jointly by Professor Melvin Kohn of Johns Hopkins and Vladimir Yadov, Vice President of the Soviet Sociological Association (SSA) and newly appointed Director of the Soviet Institute of Sociology. Seven Soviet and six American sociologists (two were prevented from attending by family problems), presented papers on the topic of social structure and personality. While the seminar was punctuated by many lively exchanges, I want to focus here on other outcomes of the seminar.

In the short run, one of the important outcomes will be the establishment of a graduate student exchange program,



which in the first phase will involve only Soviet students. The Soviets have selected a dozen students for graduate study in the USA for periods up to two years. The ASA agreed to act as facilitator to inform US universities about the opportunity, and to encourage US universities to send applications and brochures providing information about their departments to the ASA. We will gather the data and have it carried by courier to the Soviet Union. Students will be encouraged to apply to 3 or 4 universities; ASA will provide information about departments and universities, on request. US departments have been informed that the students are taking the GRE and English language exams in December. The Soviet Union will cover flight expenses to the US, while departments accepting students will be expected to provide full financial sup-

port (TA, RA, Fellowships). The Soviets are hopeful of being able to send 100 graduate students to the US for study by the 1990-91 year.

Also discussed was the feasibility of a short-term exchange of lecturers, and joint research activity. To further the growth in interest in foreign scholar exchanges, ASA President Joan Huber has appointed ASA Vice-President Glen H. Elder, Jr., to chair a special committee on Relations with Foreign Scholars. The committee includes Professor Kohn and Louis Goodman, Dean of the School of International Studies at American University. It is expected that the Committee's efforts will extend well beyond these initial overtures with Soviet sociologists.

2. On Wednesday, October 26, Carla Howery and I joined colleagues from the other social science associations in a meeting called by the National Council for the Social Studies. The National Council, with 27,000 members from secondary schools and colleges of education, has established a special Commission to review the Social Studies curriculum in the nation's secondary schools.

We learned many interesting things about the state of social studies in secondary schools. For example, sociology is the most popular elective after psychology. And, in some states, there are no requirements for teaching sociology; anybody can teach, even with no coursework in sociology. Some states, such as Iowa, are now requiring 5 years

of social studies in 4 years, insuring that social science electives will be selected.

Mention was made of the government grant in the 1960's (NSF) that led to the publication of an outstanding series on sociology. NSF funds also made possible summer seminars in which professional sociologists helped public school teachers learn how to use the published materials. Unfortunately, 25 or more years have now passed, the old materials are out-of-date, and it is time for a new initiative if we are to have a high school sociology program that is rigorous and relevant.

It was made clear to us that the high schools in the U.S. will offer sociology courses and students will take them whether we want them to or not. If we wish to become active, review courses, establish guidelines and draw up materials, we will be listened to and we will be able to influence the direction and quality of high school sociology. If we choose to remain aloof, we do so at the peril of sociology.

I believe it is time for the ASA to establish a Task Force on Sociology in secondary schools, to work with the NCSS to review the achievements of the 60's and work with secondary school teachers toward the development of national guidelines for high school sociology. In the process, we should compare what physics, chemistry and biology are doing and work with the other social sciences. A rigorous, intellectually challenging set of courses can greatly help us toward recruiting the next generation of sociologists.

3. The National Chapter of Sigma Xi and the American Association for the Advancement of Science (AAAS) sponsored an International Conference in Orlando, FL, on The Public Understanding of Science and Technology. Judging from the speakers (Canada, Australia, Great Britain, Sweden, China), the task of improving the public's understanding, appreciation of and support for science is an ubiquitous problem facing all the sciences.

Radio and television each can claim small successes in their efforts to inform the public. The image of science as magic, and as a threat to the traditional moral code continually operate to frustrate efforts to achieve a broader base of understanding and support. It was comforting to know that the natural scientists and engineers often feel as misquoted and unappreciated as do social scientists.

Another encouraging feature of this conference was the warm welcome which Howard Silver, Executive Director of COSSA, and I received as invited guests of Sigma Xi's President, Dr. Thomas Malone. Malone, a world renowned meteorologist, has just joined the Board of Directors of COSSA as a member at large. He is a strong supporter of the need for social scientists to work more closely with physical scientists and engineers on national and global problems. The meeting in Orlando could be taken as a small first step in that direction.—WVDA □

## Correction

The "Competition" item about the University of Florida Graduate School Monographs in the Social Sciences, which appeared in the October 1988 issue of *Footnotes* incorrectly stated that the author of the winning monograph will receive an offer of publication from the University Presses of America. The winning author will receive an offer of publication from the University Press of Florida. We apologize for the error. □

### New Coalition to Promote International Education

by Stephen A. Buff

A number of major associations in foreign language, international and area studies, and the social sciences have formed a coalition that is probing ways to build Americans' competence in international affairs. The newly-formed Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) has pooled \$300,000 from foundation grants for a two-year consensus building effort to define needs and make recommendations for strategic public and private actions, according to Executive Director Lillian Pubiliones. The coalition is actively seeking the involvement of the international business community and hopes to become a vehicle for generating greater awareness and national support for foreign language training, international studies, and exchanges.

CAFLIS has lined up over sixty organizations thus far and hopes to sign up many more, all sharing a common interest in enhancing our nation's capacity in foreign languages, and area and international studies. Funding is being provided by the Ford, Hewlett, McDonell and Rockefeller foundations.

The importance of improving Americans' language skills, knowledge of other cultures, and global awareness has surfaced in numerous reports, including those issued by the Association of American Universities (AAU), the Social Science Research Council and the Southern Governors Conference. The Governors reported that "by every measure Americans are not prepared to compete in the international market." While American business derives 30 percent of

profits from international trade, only 1 percent of the nation's elementary school students are exposed to a foreign language. Further, the United States is the only nation in which students can earn a PhD without learning another language. According to AAU President Robert Rosenzweig, who was recently elected chair of the steering committee of CAFLIS, "We suffer from a crippling linguistic and cultural disability . . . that puts us at a competitive disadvantage in world markets." This cultural and linguistic isolationism is compounded by our nation's failure to appreciate the cultural, linguistic, and ethnic diversity within our own population.

The purpose of CAFLIS is to serve as a forum for debate and dialogue. It intends to develop a consensus on how to focus resources through education to enhance our international capabilities. The coalition is committed to three main principles: (1) open debate; (2) open structure—membership is open to all organizations that wish to actively participate in dialogue and consensus building efforts; and (3) seeking out members' views and experiences through regional workshops and regular meetings of constituent member association.

The steering committee of CAFLIS asks the following questions as an initial framework for raising issues that will occupy members in the next few months:

□ why is our nation so disinclined to study foreign languages and learn about other nations' cultures and histories?

□ what are the obstacles to our becoming more fluent in foreign languages, more knowledgeable of international affairs?

□ what are the programmatic needs and

gaps at the elementary, secondary and tertiary levels?

□ how effective has the federal government been in promoting these fields?

□ what arrangements at the federal level will best meet the short and long term national needs for language competence, widespread understanding of international issues, and for professional expertise in international and area studies?

The latter question is at the center of the debate. Some advocate a national entity—along the lines of the National Science Foundation—for a more permanent commitment and for better coordination on the part of the federal government to support and promote foreign languages and international studies. Such an organization is seen as stabilizing adequate funding to protect the programs from political changes. Others believe a central agency would create more problems than it would solve, and they would, therefore, advocate the strengthening of existing mechanisms.

CAFLIS is organizing three working groups to guide the debate and consensus building process: (1) federal support for foreign languages, international exchanges, international and area studies; (2) state and local efforts; (3) the needs and contributions of the private sector with respect to international education. Sociologists with special expertise or interest in these areas may contact Lillian Pubiliones, CAFLIS Executive Director, One Dupont Circle, Suite 710, Washington, DC 20036. As Howard Silver, Executive Director of the Consortium of Social Science Associations said, "For those social scientists concerned with the nation's lack of understanding of other nations and cultures, here is an opportunity for their voices to be heard." □

# The AIDS Experience

by Ellen Berg

*"Having AIDS is of course a unique experience for every person who has it. Although there are probably many aspects of AIDS common to a large number of patients, I am only in a position to tell about mine. A big part of having AIDS is 'change.' . . . One of the biggest changes has been the loss of my career goals. My original career goal was to study the development of sexual orientation and teach at the university level. I have been curious about the development of sexual orientation for several years, and I became interested in teaching while I was a graduate student. These career goals (seemed) difficult enough to achieve, since I would have to overcome the discriminatory barriers that a gay man normally faces as a university employee. But at least I saw my goals as possible, however unlikely. Now, since my AIDS diagnosis, those goals seem farther away than ever."*

—Levi Kamel, "The AIDS Experience."

Levi Kamel was part of a December 1986 *Footnotes* story on sociological responses to AIDS: previously California's first director of AIDS Education Services, Kamel was then a private consultant working on AIDS education strategies—principally for the Hemophilia Council. In the past months his own bout with AIDS has forced Kamel to curtail his professional activities. In January we invited Levi Kamel to use *Footnotes* to speak to his sociological colleagues about AIDS. He suggested I write an article about him, focusing on his life as well as his work.

Kamel hopes this account of his childhood in a troubled blue-collar family, his experiences as a young gay who worked in an adult book store and hustled, his transformative student days when he became "a sociologist—and middle class," and his brief career as an ethnographer and AIDS educator will help us "understand the issues around being gay—(above all) that this is not a choice but a predisposition which affects every other part of life."

## 1947-1973: "A Lifetime Ago"

Gerald William Kamel (later G.W. Levi Kamel) grew up in Grand Rapids, Michigan, the third of four children of William and Mary Kamel. His parents divorced in 1958 and his father died in 1977. His mother, who has consistently been accepting, nurturing, and caring, is a mainstay of Kamel's life. He is living with her now and were this an article on living with AIDS, her devotion would be highlighted. Kamel's father, sick with alcoholism and abusive, was not a mainstay of Kamel's life—but for this very reason he emerges as a foil for his work. Kamel was often "humiliated" by his father, who on occasion referred to him derisively as "my little faggot."

Confused about his sexuality and uncertain about his future, Kamel left Grand Rapids immediately after his high school graduation. He went to Arizona and Hawaii, working as a waiter and bartender. He had a very few homosexual encounters which confirmed desires he wanted to deny, discipline, and destroy. When Kamel returned to Grand Rapids at the end of a year, he took a straight and narrow path: he enlisted in the Army, married, and became active in the Disciples of Christ. Politically and morally his views were mainstream, traditional, even conservative during the years 1968-73—"a lifetime ago." After his Army service, which was in Texas, Kamel and his wife decided to stay in the west. Driving without a fixed destination they settled finally in Phoenix. There, Kamel worked

in a sheet metal shop. Wanting to escape the "tedium, dirty environment, and low pay" of factory work, Kamel began to take courses at a junior college.

Kamel had married with the hope this would "solve the problem" of his sexual orientation. When it did not, he turned to psychiatric treatment, and when he realized that "that was not working either" he came finally to accept himself and his own feelings.

## 1973: "The Year of Big Changes"

During this one, momentous year Kamel acknowledged his gayness, divorced, left the factory and began working at an adult bookstore, moved from the political right to the left, graduated from the junior college to the university, and took his first sociology course. From this time on his intimate life, his work life, and his intellectual life were all of a piece.

At the time, coming to terms with his sexual orientation seemed to be the pivotal event of his life; but from the present vantage point his entry into sociology emerges as a second, equally formative factor. It was this which turned him from a participant in the netherworld of adult bookstores and hustling into a skilled and insightful participant observer of that scene. Kamel explains his initial participation in hustling "in psychodynamic terms." Like many children of alcoholics he had "a problem with intimacy" which he circumvented this way. Looking back, he feels that this postponed rather than obviated the need to deal with a personal problem. More positively, the bookstore introduced Kamel to a great variety of people and "stimulated (his) curiosity" about human sexuality. Fred Whitam, one of his mentors at Arizona State, credits the bookstore experience with nurturing Kamel's "special brilliance" in researching sexuality; not afraid of sexuality, Kamel can comfortably enter any group and talk about any sexual activity.

## 1973-1983: "Becoming a Sociologist—and Middle Class"

On a whim, Kamel settled in Phoenix, by chance he took a sociology course, and by great good fortune he found himself in a department in which several faculty members were studying variant sexuality. But by 1975 serendipity had taken a back seat to determination as Kamel became a serious student. He was particularly stimulated by "the nature—nurture debate" about the development of sexual orientation which was joined by Thomas F. Hout and Fred Whitam at Arizona State. Kamel found the sociologically heterodox nature side of the debate compelling.

According to Fred Whitam, on the nature (essentialist) side of the debate, it is argued that homosexuals have existed for eons, appear at the same rate in all societies, and have the same sub-groups cross-culturally; and on the nurture (social constructionist) side of the debate, homosexuality is claimed to be culturally variable, with the contemporary variant emerging in late 19th century England. Cross-cultural research, studies of twins, and studies of the children of gay parents are the basis for a sociological essentialist position on the development of sexuality.

At the time Kamel was his student, Whitam was doing cross-cultural research in the US, Guatemala, Brazil, and the Philippines on homosexual sub-groups (transvestites, drag queens). His principal finding was that these sub-groups are found cross-culturally. Kamel was excited by his mentor's work, which he found intellectually persuasive—and personally

satisfying. The value relevance of the essentialist position to Kamel is particularly evident when he talks about the work Richard Green is doing on the sexual development of effeminate boys. Having been deeply scarred by his father's scorn, he hoped that his work would contribute to the development of this view that sexual orientation is primarily a result of nature. (Of course he recognizes that this is currently a minority view within the field, and one which must stand or fall empirically.)

Kamel completed his BA and MA degrees at Arizona State. His thesis was an ethnographic study of heterosexual transvestites, a group on which there was very little previous work. Whitam notes how "remarkable" it was for an MA student to undertake "a pioneering study" which entailed locating, observing, interviewing, and drawing conclusions about the behavior of a very unusual population—on a very sensitive subject. Kamel simply reflects that: "I wanted to see what I could do way outside my own realm of experience."

Kamel transferred to the University of California at San Diego to take his PhD. There he did an ethnographic dissertation on a topic with which he was more familiar: male street hustling. Running through the study are (1) an ecological discussion in which Kamel identifies paths of prostitute migration from the east to the west, a west coast circuit of cities, the areas of San Diego where hustling takes place, and the work areas of each of the men in the study; and (2) a classificatory schema in which he identifies three types of prostitutes: boyish, passive chickens; passive or assertive jocks; and macho, assertive trade hustlers. The central thrust of the study concerns the social construction of a world of meaning in which physical image (physique, hair, clothes), seductive posturing, eye language, and gestures communicate an availability for certain activities to customers cruising by in their cars. Kamel uses Erving Goffman's theory of dramaturgical imaging to analyze the processes by which a role is learned, assumed, projected, and ultimately disassembled.

The hustler, Kamel writes, "constructs his image according to his perceptions of the expectations of his customers;" (p. 105) thus, he is constructing a marketable role, not an authentic self. Each type of hustler (chicken, jock, trade) learns to project a shallow image which offers "an illusion of selfhood" which "encourage(s) clients." (p.120) One of the ways hustlers project an image and, simultaneously, acknowledge to themselves the distinction between image and self, is to adopt a pseudonym. Usually this is dropped when the man leaves hustling.

Interestingly, Kamel has kept the pseudonym—Levi—which he took during that period of his life. Characteristically, Kamel does not disown any part of his experience, and at this stage of his life, when he "has nothing to lose," he wants to talk about all of it—in part to come to a final understanding of it and in part to use it to make the case about homosexuality which he had hoped to make through a long career.

## 1983-Present: "The AIDS Experience"

By the time Kamel graduated, the AIDS epidemic had begun. Because of it he did not seek an academic job, but took one as the AIDS Education Director at the Los Angeles Gay and Lesbian Community Center. Shortly thereafter he was recruited by State Senator David Robert's aide, Stan Hadden, to be the first California AIDS Education Services Director.

Within a few days of taking this post

Kamel attended his first legislative hearing. His superior in the Department of Health testified to the effect that the \$500,000 which had been appropriated that year for AIDS education had been well spent, and the job was done. The citizenry was educated. Breaching protocol, Kamel rose and said, "I beg to differ." Hadden, who was sitting in the back of the hearing room remembers thinking "We've just got him here and he's blown it—he's gone."

Kamel then spoke for about twenty minutes on the threat of the disease, on the diverse groups (some closeted, some Spanish-speaking, some addicted) which had to be reached in diverse communities (urban, suburban, and rural), on the complexity of changing pleasurable behaviors, and on the need to inform and support caregivers. Suddenly, Hadden recalls, the legislators were chiming in: "I haven't seen any billboards in my district, heard any Spanish radio spots in my district, learned of an outreach program in my district . . ." Kamel's first AIDS education project was wildly successful: the newly educated legislators voted \$1 million for the next year.

Looking back on this episode, Kamel reminisces that he was reprimanded, but excused because he was new to the bureaucracy. "Of course," he says, "I knew what I was doing was wrong from the perspective of the bureaucracy—but what are you to do when saying something or not may mean the future of the AIDS project? I was not being heroic; I just didn't see a choice. This was the only thing to do."

Kamel is esteemed for the values and sociological skills he brought to the job—and for his accomplishments in it. Principally, he initiated a program of State support for community based groups doing AIDS education. During the first year thirteen community based groups across the state were granted seed money for AIDS education. Identifying groups which could do AIDS outreach effectively was less of a problem in the major cities than in outlying communities; here Kamel relied on his ethnographic skills to find channels of communication which could reach closeted or addicted populations.

Michael Gorman, an AIDS researcher at RAND, credits Kamel with "passion, vision and sociological sensitivity" which combined to allow him to "create a network of effective, feisty, strapping organizations which put out important prevention messages. And this at a time when the State was just barely recognizing the crisis."

Kamel's success came at a price: the office grew (there is now a staff of one hundred), turf became valuable, and infighting flourished. Kamel was pushed out by traditional public health professionals who now dominate the Office of AIDS Education. This was a frustrating loss to Kamel, who relished the job, and a significant blow to the Office of AIDS Education which no longer has a gay-identified, sociologically attuned director.

Reflecting on AIDS, Kamel thinks it ultimately may be of some benefit to society that the first group which was affected was gay, because dealing with homosexuality itself had accustomed this group to openly discuss sexuality; therefore, frank discussion of "safe sex" developed relatively quickly. If openness about sex is taken as paradigmatic for the gay community (as it developed in the 1970s), then Kamel should be taken as an exemplar of that paradigm. His own struggle with acknowledging his sexual orientation led to a curiosity about

See Kamel, page 10

# The Prison As Classroom

by Carla B. Howery

One place where sociology enrollments are growing is among prison inmates. An increasing number of colleges offer courses and associate degree programs within correctional institutions. Two sociologists, Ted Alleman and Patrick Collins, are among the faculty who have taught sociology in maximum security prisons.

It has been over ten years since Ted Alleman entered the Huntingdon State Correctional Institution (PA) as an instructor of sociology for Penn State University. "Like so many others who go into prisons as teachers, I learned as much as I taught. What I learned by listening to what inmates had to say eventually turned me into a publisher." Alleman started Tower Press. Buddy Martin's book *Caesar's Gladiator Pit* is the first publication.

Alleman's own educational background set the stage for his current interests. He received his Masters Degree from California State University-Dominguez Hills, a program that emphasizes experiential learning. He was willing to take the plunge when a teaching position opened up at the prison under Penn State-Altoona's extension program. "Having just graduated from college, I was understandably hesitant about my first teaching assignment at the Huntingdon Correctional Institution. I simply did not know what to expect. We have all heard horror stories about what prison is like. At that time I was apprehensive about teaching college sophomores, let alone convicted felons."

PSU-Altoona began a contract with the prison to offer a few college level courses, to supplement what the prison was already doing: GED, literacy work, and training in basic skills. Alleman notes that the program really began at the end of the Vietnam War era when a lot of the people in prison were there for drug offenses and civil disobedience. "They were interested in college courses!" Over time, the demand grew and Alleman was a broker for two associate degrees: in the liberal arts and in sociology.

Buddy Martin, an inmate sentenced to death for the killing of UAW leader Joseph Yablonski and family, was the first graduate of the program. He had always maintained his innocence of the crimes and rebuffed the jokes about the value of getting a degree while on death row. Martin entered prison with a seventh grade education, finished his GED and then enrolled in the college courses. "My response was, in the event they don't execute me, I'll have a foundation laid down," said Martin. "Sure enough, when my death sentences were overturned [to three consecutive life sentences with no parole], I was well on my way to education."

In upstate New York, Patrick Collins is teaching at the Bedford Hill Correctional Facility, a maximum security prison for women. "Women are no easier," he says. He is part of the Mercy College program that offers a BA in behavioral sciences. Federal grant money supports the program to help inmates take business courses or enter the BA degree program. When asked why the only degree program is in behavioral sciences, Collins answered quickly: "We want the students to understand why they ended up there."

## Pedagogy and Prison

Both faculty emphasize the importance of viewing the inmates as students and

not as prisoners. The role transformation when they enter the classroom is remarkable. Much of the disruptive behavior of regular prison life, the violent culture, and the cynicism toward the world "outside" drops away. Being a college instructor is a safe role to play within the prison. You are not part of the prison staff. Collins emphasizes the importance of not siding with the guards or the inmates but maintaining the boundaries of the professional role.

Teaching this special population has meant changes in their pedagogy. "The image we often hold of a student being essentially a passive receptor of knowledge imparted by an all-knowing teacher was certainly not the case in prison," says Alleman. "I found inmates to be both inquisitive and enthusiastic . . . It seemed a bit ironic that their tragic life experiences such as drug abuse, family discord, and poverty that in part contributed to their problems with the law, actually served educationally to provide them with . . . insight into life . . . While teaching in prison . . . I stumbled upon an untapped source of human knowledge." Both instructors spend a lot of time on discussion, encourage writing in journals as well as other assignments, and emphasize relevant topics such as *rape culture, inmate-staff interaction, role relationships, the bureaucratic personality, the self-fulfilling prophecy and stigma*.

Alleman argues that in prison "you have people with adult minds, but they don't have the knowledge, interpersonal skills, and the experiences of adults in American society." Most inmates have been institutionalized for most of their lives and spent their time on the outside as street hustlers. He was amazed at how ignorant they were of normal socialization skills, how to solve a problem, how to develop a stable future, how to become a member of the American work force. Both instructors work on giving their students feedback on the norms of everyday life on the outside. The students were interested in "the role of the other." Many had lived lives of immediate gratification, grappling with what life gave them. Over time they became more concerned about victims and could mentally take the role of the victim. Their teachers, however, acknowledge that they face an opposing force: the pressures of the institution which emphasizes order and control and the status quo.

## The Prison Subculture

The dominant theme of most subcultures is anti-establishment or anti-authority. If an inmate interacts with anyone in authority in a positive manner, even in a normal conversation, s/he risks being labelled a snitch. Oddly, being enrolled in the college courses is not taboo. Inmates in the courses form another subgroup within the prison, and it serves as a transition group to the straight world. "The inmates are very proud of their educational accomplishments," says Collins. Many of his students have had immense personal trauma and physical abuse; most have children. Education for these women is an experience in empowerment and a slice of hope for a better life with their children.

The guards in the Huntingdon facility must have a high school degree. Most are required to take courses (and pay for them) to advance in their jobs, a source of resentment. "They feel, 'what do you have to do—break a law to get a free education?'" says Alleman. In general, the guards were marginal students, often the worst students he's ever had. "The

inmates were much better students: they challenge you intellectually, they are highly motivated, do their assignments, spend time after class, and read voraciously." No guards are allowed in the class nor outside the door—an important separation for the students.

Collins describes how faculty must play by the rules of the institution. Everyone coming into the prison is searched for contraband and he must get advance clearance on the films and records he wants to use in class. "There is a certain mortification process at work," he notes. But once within the prison, "they really give us a free hand" to roam around and to teach what we want. He often comes to the prison hours before class to talk with the students and do his own observations of prison life. He is worried that the concern about AIDS has taken over state funding in New York and reduced the support of programs to end domestic violence. "These women need help when they get on the outside and family violence is one of their biggest problems."

## Tower Press

"Inmates can become good writers—they have something to write about, whether it is adventure or tragedy," says Alleman as he describes his decision to form his own company, Tower Press, to publish the writing of prison inmates. His market is libraries and teachers. He wants the outside world to know about penal institutions. Since the publication of Martin's book, Alleman and Martin have been on a number of radio talk

## Experiment Station Directors Support New Social Science Research Initiatives

A Special Task Force appointed by the Experiment Station Committee on Organization and Policy (ESCOP) has recommended a major new social science research initiative. The Directors have requested \$10 million in additional Federal funding to support research on family well-being and rural viability.

The farm and rural crises of the 1980s have drawn attention to long-term trends affecting both agriculture and rural communities. In their request, the Directors point out that since 1947 farm work has provided fewer employment opportunities, resulting in a loss of nearly eight million jobs in rural America. The Rural Viability Research Program will generate needed information about agricultural and rural interdependencies from which public policies and management decisions can be made to create a more viable rural America. Issues such as comprehensive economic development, community capacity to manage social change, infrastructure investment options and human resource adjustments will be addressed.

The Family Well-Being Research Program is a high priority, national initiative which recognizes that stress from social, economic, and technological changes are affecting the well-being of many rural families. Some families cope successfully; others do not. Research is needed to identify effective coping strategies and intervention practices, such as expanding community economic potential through off-farm employment, home-based business, and alternative agricultural products and enterprises.

ESCOP has appointed an ad hoc Committee for Social Science Funding Initiatives to encourage support for

shows. His next project is an inmate journal that would be in every library, prison, and university. "The universities need original material from the inmates, not from researchers on the outside." The contents of the journal will be social science, not just personal reflections, poems, and emotional outlets. He plans to help inmates get involved in the Certificate Program in Writing Social Commentary at Penn State. Another tactic is cooperative publishing; if someone has a terrific idea but is not an accomplished writer, Alleman will match faculty with inmates to co-author articles.

## The Value of Education

Collins and Alleman are convinced of the viability of degree programs in prison settings. The courses offered by Mercy College in Introductory Sociology, Contemporary Issues, Women and the Law, and Work and Occupations are the same courses with the same standards as campus based courses. "When I was an undergraduate," says Alleman, "no one could graduate without taking swimming. It was considered a lifesaving tactic." Alleman extends that analogy to education for all inmates. "No one can survive life outside of the prison without at least a GED." Collins heatedly endorses the empowerment of education for inmates, in addition to "the guaranteed enrollment" for colleges. Nothing pleases them more than to see a former student walking with a backpack on campus going to class on the outside.

For additional information, contact: Ted Alleman, Tower Press, 410 Penn Street, Holidaysburg, PA 16648; (814) 696-1131. □

social science funding. Gene Summers (Wisconsin) and Fred Schmidt (Vermont) are co-chairs of the Committee with Gerald Klonglan (Iowa) serving as Vice-Chair. According to Summers, "Several Experiment Stations already are organizing coordinated research programs in anticipation of the new funds. We plan to work closely with Congress in carrying this initiative forward. The opportunity for social science funding has never been better." The Committee will release a new publication in December on Rural Social Science Research. Copies will be available from Fred Schmidt, Director, Center for Rural Studies, 207 Morrill Hall, University of Vermont, Burlington, VT 05405. □

## Academic Leadership: A Workshop for New Chairpersons

Tuesday, August 8, 1988

(the day before the  
ASA Annual Meeting)

9:30-4:30 p.m.

San Francisco Hilton  
and Towers

\$55 to ASA members  
\$75 to non-members

Complete registration information will be included with the Preliminary Program, mailed to all members in June 1989.

## Share Your Teaching Materials

The ASA Teaching Resources Center is a clearinghouse for materials on teaching sociology. Although the current list of available teaching materials is impressive, it represents only a portion of the potential universe of materials. Consequently, you are cordially invited to send your materials to the IRC for consideration as a possible product. Your ideas and suggestions for products and services as well as your reactions to existing products and services are also solicited.

At the present time, the following products are under development. If you have pertinent materials, please contact the individuals listed below. (Please do not write to them requesting the product; when materials are finished, they will be publicized in *Footnotes* and distributed through the Teaching Resources Center).

Many of the items listed below are syllabi sets. Editors of those packages are interested in course syllabi, class exercises and assignments, examinations and evaluation instruments, computer software and film reviews, and essays on pedagogical challenges and opportunities involved in teaching

particular courses. Don't be shy or modest—your teaching materials may merit greater professional visibility and recognition. Please send in your ideas today.

For a complete catalogue (free) of the current Teaching Resources Center materials, write to: Teaching Services Program, American Sociological Association, 1722 N Street NW, Washington, DC 20036.

□ *Syllabi and Instructional Materials for Social Statistics*: Louis Gaydos, Department of Computer Science and Quantitative Analysis, The William Paterson College of New Jersey, 300 Pompton Road, Wayne, NJ 07470.

□ *Syllabi and Instructional Materials for Social Psychology (revision)*: Jeffrey Chin, Le Moyne College, Le Moyne Heights, Syracuse, NY 13214, or BITNET [CHIN]@LEMOYNE.

□ *Students with Reading and Writing Problems (revision)*: Ashakant Nimbark, Dowling College, Oakdale, NY 11469.

□ *Syllabi and Instructional Materials for Social Problems Courses*: J. Michael Brooks, Director, Academic Services, Texas Christian University, Forth Worth, TX 76129.

□ *Syllabi and Instructional Material for World Conflicts*: Margaret Herrman, Carl Vinson Institute of Government, University of Georgia, Athens, GA 30602.

□ *Graduate Education in Sociology*: William W. Mayrl, University of Wisconsin, Milwaukee, WI 53201.

□ *Learning Group Exercises for Political Sociology*: William Gamson, Boston College, Chestnut Hill, MA 02167.

□ *Syllabi and Instructional Materials for Sociology of Culture*: Rosanne Martorella, William Paterson College of New Jersey, Wayne, NJ 07470.

□ *The Undergraduate Sociology Curriculum*: Jess Enns, Kearney State College, Kearney, NE 68847; and John Seem, Viterbo College, LaCrosse, WI 54601.

□ *Syllabi and Instructional Materials in Complex Organizations*: William Cross, Illinois College, Jacksonville, IL 62650.

□ *Training Teaching Assistants to Teach*: Edward L. Kain, Southwestern University, Georgetown, TX 78626.

□ *Syllabi and Instructional Materials in Collective Behavior*: Stephen Barkan, University of Maine, Orono, ME 04469.

□ *Applied Sociology: A Resource Book (revision)*: Carla B. Howery, American Sociological Association, 1722 N Street NW, Washington, DC 20036.

□ *Syllabi and Instructional Materials for Marriage and the Family (revision)*: Ginger Macheski, Valdosta State College, Valdosta, GA 39618.

□ *Syllabi and Instructional Materials for Minority Groups (revision)*: Donald Cunnigen, 791 Tremont Street # West 211, Boston, MA 02118.

□ *Teaching Introductory Sociology: A Resource Book (revision)*: Charlene Black, Graduate School, Georgia Southern College, Statesboro, GA 30460.

□ *Syllabi and Instructional Materials for Sociology of Emotions*: David Franks, Virginia Commonwealth University, Richmond, VA 23284.

□ *Using Software in Teaching Sociology*, David Walczak, School of Business, College of St. Rose, Albany, NY 12203.

□ *Syllabi and Instructional Materials for Demography (revision)*: Brian Pendleton, University of Akron, Akron, OH 44325.

□ *Syllabi and Instructional Materials for Juvenile Delinquency (revision)*: Maureen Kelleher, Northeastern University, Boston, MA 02115.

□ *Syllabi and Instructional Materials for Sociology of Education (revision)*: Jeanne H. Ballantine, Wright State University, Dayton, OH 45435.

□ *Internationalizing the Sociology Curriculum (revision)*: J. Michael Armer, Florida State University, Tallahassee, FL 32306.

□ *The Profession of Sociology (revision)*: James Skipper, University of North Carolina, Greensboro, NC 27412-5001.

□ *Syllabi and Instructional Materials for Social Theory (revision)*: James W. Moody, Allegheny College, Meadville, PA 16335.

□ *The Welfare State (revision)*: Bernice Pescosolido, Indiana University, Bloomington, IN 47405.

□ *Syllabi and Instructional Materials for Science and Technology*: Thomas Gieryn, Indiana University, Bloomington, IN 47405.

□ *Resource Book on Internships*: Richard Salem, University of Wisconsin, Whitewater, WI 53190.

□ *Syllabi and Instructional Materials for Criminology Courses (revision)*: Richard Wright, Kansas State University, Manhattan, KS 66506.

All addresses are department of sociology, unless otherwise noted. □

## Teaching Resources Group Continues Visitation Program

by Carla B. Howery

For over twelve years, the ASA Teaching Services Program has offered a consultation service to departments, consortium, state and regional meetings, and other groups. The over sixty members of the Teaching Resources Group (TRG) are trained in teaching sociology and have specific expertise on topics such as: curriculum review, developing sociological practice programs, strengthening the introductory course, training teaching assistants to teach, and so on.

Consultants can come to a campus to offer a customized workshop on a wide range of topics. The visitors enjoy speaking to multi-disciplinary audiences, where appropriate, and can make several presentations during the course of one visit. Sometimes state associations append a teaching workshop to their annual meeting using these visitors. The Wisconsin Sociological Association recently held such a workshop on the topic of "Teaching Sociology to the Non-major."

Another use of the consultation service is for departmental review. Interested departments should contact Dr. J. Michael Brooks to arrange such visits. He will help "match" the department's agenda to a helpful consultant. The visitor(s) typically come for a day and a half visit with the department, students, administrators, and other relevant parties. The consultants are often asked to prepare a report based on their visit. Departments cover the expenses of the visitor(s) and a reasonable honorarium.

How has the Teaching Resources Group been used? Recent visits to campus and state associations have included:

- a workshop on developing a track in sociological practice at a state university with an MA program;
- a half-day consultation on setting up courses on Sociology of Human Sexuality at a large private university;
- a series of career workshops for students, faculty, university advisors, and other departments on the skills BA level sociologists bring to the workplace;
- a workshop on the introductory courses for a state association meeting;
- an annual training workshop for teaching assistants across the social sciences at a large university;
- a speech to the AKD chapter, a presentation to faculty, and a visit to the President about the future of sociology, at a small liberal arts college.

You and your colleagues can craft an agenda for which a visit from the Teaching Resources Group will be helpful. For more information or to arrange a visit, contact: Dr. J. Michael Brooks, ASA Field Coordinator, Director, Academic Services, Texas Christian University, Fort Worth, TX 76129. (817) 921-7486. □

## New Materials Available from the ASA Teaching Resources Center

The 1988 annual meeting saw the debut of new materials from the Teaching Resources Center. The following materials are now available for purchase by pre-paid orders. For a complete catalogue or to place an order, write to the American Sociological Association, Teaching Resources Center, 1722 N Street, NW, Washington, DC 20036.

□ *Teaching Social Change: Course Designs, Syllabi and Instructional Materials* (2nd edition), edited by Rosalie Cohen. This set of syllabi includes whole course designs as well as modules that can be inserted in courses on other topics. Bibliographic references are extensive.

Three instructional tools on systems thinking, time series analysis, and the women's movement are also included. 153 pp. Member price, \$9.00; Non-Member price, \$11.50.

□ *Urban Sociology: A Resource Manual* (a joint project with the ASA Section on Community), prepared by Philip Olson, Karen Whetsell, and Gary Glunt. The lengthy bibliography covers the following topics: action, development, planning, and policy; community studies; conceptual and theoretical; cross-cultural analysis; ethnic studies; general citations; history and development of cities; methodology; neighborhood; power and political process; problems; suburbia. An additional section lists texts. The Library Resources section cites bibliographies, directories and handbooks, indexes and journals and a list of audio-visual distributors and libraries is included. Seven sample syllabi round out the set. 154 pp. A 10% discount is offered to members of the Section on Community. Member price, \$9.00; Non-Member price, \$11.50.

□ *Using Humor in Teaching Sociology: A Handbook* (2nd edition), edited by David S. Adams. The set contains 252 reviews of humorous items organized by sociological concept and topic. Actual cartoons cannot be reproduced because

of copyright restrictions, but citations are given. Adams provides an orienting essay on the use of humor in teaching. 94 pp. Member price, \$6.25; Non-Member price, \$7.50.

□ *Syllabi and Instructional Materials for Social Stratification* (2nd edition), edited by Carol J. Auster. Eight essays frame the teaching of social stratification by discussing particular pedagogical challenges and resources. Ten sample syllabi show in detail the approaches sociology faculty use to teach courses on social stratification, inequality in the labor force, class structure, and sociology of distribution. A final section lists audiovisual resources. 183 pp. Member price, \$9.50; Non-Member price, \$12.00.

□ *An Inclusive Curriculum: Race, Class and Gender*, edited by Patricia Hill Collins and Margaret Andersen. Curriculum materials that bring together issues of race, class, and gender into sociology courses. A joint project with the ASA Sections on Sex and Gender, and Racial and Ethnic Minorities. A 10% discount is offered to members of either of the sponsoring Sections. 171 pp. Member price, \$10.00; Non-Member price, \$13.00.

□ *A Sociologist's Song*, produced by Michel Richard. New lyrics to the Gilbert and Sullivan tune "Modern Major General" poke fun at sociology's theories, founders, and interests. The 45 rpm record comes with a copy of the lyrics to share with students. Member price, \$2.00; Non-Member price, \$3.00.

□ *Teaching Sociology on the Branch Campus*, by Juliet Saltman. Discussion of the special organizational arrangement of the branch campus-main campus relationship, including issues of communication and equity. Member price, \$2.00; Non-Member price, \$3.00.

□ *Teaching Sociology: A Bibliography* compiled by Wilhelmina Perry. A current, annotated list of references that pertain to teaching sociology from a wide variety of sources. Includes an author index. 252 pp. Member price, \$11.00; Non-Member price, \$13.50. □

### Emeritus Membership

If you are over 70 years old and have been an ASA member for the past 10 years, you are eligible for emeritus membership. Emeritus members do not pay dues or registration fees for the Annual Meeting. Although we ask for a \$15 payment to cover mailing costs, that fee can be waived upon request. To request emeritus membership, write to the Membership Department at the ASA Executive Office.

# The Hispanic Center of Arizona State University

by Edward Murguía, Arizona State University

The Hispanic Research Center at Arizona State University is a recently established interdisciplinary research unit specializing in basic and applied research on the U.S. Hispanic population with emphasis on Mexican Americans. Founded in March of 1985, the Center currently consists of nine faculty in various disciplines, including sociology (2), psychology (2), foreign languages, social work, business, public programs and education. (Four of the faculty are new this year and several additional searches in various disciplines are underway.) An appointment to the Center ordinarily is a joint appointment with the scholar's discipline of origin. Since the Hispanic Research Center has no teaching charge, professors affiliated with the Center use time allotted by their appointment to the Center in research. This has the effect of allowing professors at the Center a research emphasis greater than commonly possible.

## The Center's Projects

Sociologists may find these ongoing projects at the Hispanic Research Center of some interest.

1. *"Project 1000"*: The goal of this project, launched in the fall of 1987, is to place an additional 1000 new Hispanic students into graduate programs (in the discipline and university of his/her choice) in universities throughout the nation. Since funding consistently has been a problem among Hispanic minority individuals seeking a graduate education, the project seeks to arrive at full funding for these young scholars. You are most welcome to inform your promising Hispanic students of "Project 1000." For additional information including a 60 page "Student Information Booklet and Application Packet" either write Gary Keller or Michael Sullivan at the Center or call toll free 1-800-327-4893.

2. *The Bilingual Review/Press*: During the 1987-88 academic year, 9 volumes of creative literature and three issues of the *Bilingual Review* were published under the editorship of Gary Keller. Additional information, including a catalogue of the *Bilingual Review/Press* is available from the Center.

3. *The Electronic Publications Program* publishes professional papers, literary works, research reports and conference proceedings. Publications are distributed to researchers and interested general public on inexpensive floppy disks at a nominal fee. Authors of research reports are not precluded from subsequently publishing their work in professional journals. For manuscript submission or list of publications, contact Ray Padilla at the Center.

4. *Hyperqual*, a computer program based on the Macintosh's HyperCard to analyze qualitative data via microcomputer, has been developed by Ray Padilla, Director of the Center. The program and manual are available from the Center. (\$20.00)

5. *Hispanic Data Archives*: The Hispanic Research Center will archive original data sets on Hispanics, both quantitative and qualitative, and make them available to affiliated researchers. Data sets will be permanently identified with their contributors.

6. *Symposia*: Recent activity by the Center has included three well received symposia. These symposia were entitled, "Preparation of Hispanic Youth for Careers in Science and Technology", organized by Martha Bernal, "Hispanic

Literature in Arizona and the Southwest", organized by Gary Keller, and "The Social and Political Economy of Arizona-Sonora," organized by Raymond V. Padilla and Miguel Montiel.

## The Future

There are numerous reasons for optimism concerning the future of the Hispanic Research Center at Arizona State University. Hispanics are the largest minority in the state and in the ASU community. The University, the nation's sixth largest with a student popu-

lation of over 43,000, is attractively located in Tempe, in the greater Phoenix metropolitan area. This rapidly growing desert region has "risen from ashes" with the introduction of water via irrigation projects built at the turn of the century. Strategically located within the Hispanic Southwest, Tempe is only about 350 miles away from San Diego and Los Angeles to the west, about 400 miles away from El Paso, Texas, to the east, and about 180 miles from Mexico via Nogales to the south. Thus, Tempe is not inordinately far from scholars resid-

ing in the Southwest who research Hispanics.

Our hope is that the Center continues to be engaged in interesting and valuable research concerning the Hispanic population. Our goal is for the Hispanic Research Center at Arizona State to take its place among other fine research centers with a Hispanic concentration at universities nationwide.

For more information, contact Edward Murguía, Hispanic Research Center, Arizona State University, Tempe, AZ 85287. □

## Contributors to ASA Programs and Activities

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Patricia L. Kendall (in memory of Paul F. Lazarsfeld)  
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Natale J. Sokoloff  
Margaret R. Somers  
Whitman T. Soule  
Scott J. South  
Mary Sparks  
Glenna D. Spitzze  
Judith G. Stacey  
Linda Stearns  
Byron D. Steiger  
Peter J. Stein  
Stephen Steinberg  
Joyce Sterling  
Beth Stevens  
Ronald Stevens  
Ross M. Stolzenberg  
Bernice Helen Strommer  
Sheldon Stryker  
Richard Suzman  
Ann Swidler  
Dennis S. Tachiki  
J. E. Talbert  
Charles B. Thomas  
Maureen L. Thuman  
Adrian R. Tiemann  
Michael F. Timberlake  
Edward A. Tiryakian  
Patricia L. Tobin  
Charles M. Trobett II  
Richard V. Trivisano  
Donald J. Treiman  
A. Javier Trevino  
Richard R. Troiden  
John E. Tropman  
Austin Turk  
Stanley H. Udy  
Prabha Unnithan  
Miren Uriarte  
Michael Useem  
Reeve D. Vaneman  
Edmund H. Volkart  
Linda J. Waite  
Richard C. Wallace  
Ruth A. Wallace  
Steven P. Wallace  
Diana C. Walsh  
Donald Warren  
Sloan R. Wayland  
W. Wallace Weaver  
Louise C. Weston  
John Wildeman  
Richard Williams  
Robert C. Williamson  
Everett K. Wilson  
Franklin D. Wilson  
Yasumasa Yamamoto  
Constantine A. Yeracaris  
Kam-Bor Yip  
Ann G. T. Young  
Helen Zand  
Morris Zelditch



## Media Beat

### Promoting Yourself or Your Research to a Wider Audience

by Jan Yager

What I have learned from fifteen years as writer, academic, and consultant, the author of nine nonfiction books, hundreds of articles, and appearances on hundreds of TV and radio news and talk shows, is that self-promotion works, whether it is for a book, a course, or a research finding.

□ Find out if the college or university where you work, or the company that employs you, has a public relations department or media service to act as a liaison between you and the press. If it does, go beyond just sending them your resume and a copy of your current research findings. Make an appointment to speak with those who write the press releases, or contact the media. It will help them to know more about you, and your work, as well as your availability for speaking engagements and media interviews. Keep them updated periodically on your new research findings, and stay abreast of any personnel changes so you can introduce yourself to any new media liaisons.

□ Be aware of newsbreaking stories so you can let the media know that you are available for comment. Example: a sociologist with expertise in collective behavior, music, or crime might comment on why violence broke out the night before, during a rap concert.

□ See yourself as an expert in an area of sociology (sports, family, deviance, work, etc.), not just as the writer of one specific journal article or book. The publicity you seek may be tied to a particular project, but you want to start building a lifelong relationship with the print and broadcast media. What that means is

that you use the opportunity to promote this timely research finding to get your name and expertise known. Example: you send around to the major newswire services and national magazines and newspapers, such as *Associated Press*, *USA Today*, *Parents*, or *Good Housekeeping* a press release summarizing your research finding, as well as a brief biography of your credits and accomplishments, along with the journal article, paper, or book that you have just published. Enclose a business card and a cover note that tells the editor that you are willing to be called on for comments in the future as well in your area of expertise.

□ Develop a mailing list of friends, associates, and acquaintances that you can use to send copies of your research findings or a summary of your articles, as appropriate. If possible, have it computerized so you can easily update it.

□ Without giving away too much, tell those you know that you are currently working on. They may lead to new opportunities to publicize your findings. Example: an acquaintance, who knew that my dissertation was on female friendship patterns, recommended me to a *New York Times* reporter who called and interviewed me for an article she was writing on how engagement influenced a friendship.

□ Regardless of the fee, give speeches, or write articles or reviews, related to your research findings in publications read by your peers, as well as in the popular press, to keep your name in the public eye. If your writing skills are not your strong point, consider collaborating with a professional writer. A service you might want to know about to aid in hir-

ing a writer is Dial-a-Writer (Telephone: 1-212-398-1934), sponsored by the American Society of Journalists and Authors (ASJA), a national association of over 700 professional nonfiction book and magazine authors. All fees are negotiable.

□ Join professional associations and become active in specific committees, or in an executive capacity. Your colleagues will begin to know who you are, and your research areas, and your reputation will grow through networking.

□ Finding out who the local media (newspaper, TV, radio) are in your community, and contact them with your promotion packet.

□ In addition to sending any new research findings to all those on your personal and professional mailing lists, send Christmas cards to reaffirm these contacts.

□ Entertain. Give parties, and go to parties, related to your areas of interest and your own achievements.

□ Get over the stereotype of publicity as "hype." Or the mistaken notion that if an idea is terrific enough, people will come to you. As in any field, those who are known best are often those who are most published, as well as those who spend the most time networking.

□ Consider sending out a quarterly or semi-annual newsletter, on your own, or in conjunction with colleagues in compatible fields. In that newsletter, you could summarize your research activities, and findings, over the previous period and include brief articles with useful information that has not yet been overexposed that might be picked up and reprinted by the media.

□ If you are fortunate enough to have a colleague recommend you to the media or a conference coordinator because you are an expert in X, Y or Z, take a moment to contact the person who recommended you and to thank him or her.

□ Keep a portfolio or scrap book of media-related exposure of your research findings so you have a record right at your fingertips.

□ Remember, publicity is an ongoing process. Even if you spend weeks or months getting media attention for the findings of your three-year-study of dual career couples, you should do it all over again when your next study, or published article or book appears.

□ If you want to improve how well you handle yourself with the media, consider role playing a typical interview with your friends or associates, or even taking a course in media presentation skills.

□ Be aggressive with the media, but patient and polite. It takes years of steady and persistent effort to expand your reputation beyond a narrower field, but it is worth it.

(Note: Among Jan Yager's published books is *How to Write Like a Professional* (Arco/Simon & Schuster, 1985), published under her maiden name of Barkas, available at your library, bookstore, or by calling *Book Call* (1-800-ALL-BOOK; in Connecticut or worldwide, 1-203-966-5470). Yager's next book is *Making Your Office Work for You*, to be published in May 1989 by Doubleday.

Her mailing address is 330 East 63rd Street, New York, NY 10021; (212) 223-4880. □

## Allon Books Donated to U Pitt

Eight years ago a tragic automobile accident left Natalie Allon a quadriplegic, unable to move or speak, now living in a Pittsburgh area nursing home. Her father, Sam Allon, has recently donated over 2,000 sociology books from his daughter's collection to the Hillman Library at the University of Pittsburgh. "I kept the books in storage for eight years, not wanting to part with them because they were such a personal part of her. But I gradually realized that sociology was her life—the right thing to do was donate her books to help sociology students," says Allon. The retired vice president of the former Federal Rice Drug Co. visits his daughter everyday.

In addition to this donation, Allon has made other efforts to sustain his daughter's contributions to sociology. The Allon Endowed Scholarship at Hofstra University awards over \$3000 yearly in scholarships to sociology students. Sociologists for Women in Society (SWS) named its discrimination fund after Natalie Allon and has provided funds for women involved in sex discrimination lawsuits. Allon has hired a professional writer to finish Natalie's book on family reactions to multiple sclerosis cases, the research she had underway at the time of her accident.—CBH □

## SPA Establishes Gomillion Collection

The Sociological Practice Association (SPA), the largest organization of applied and clinical sociologists, is pleased to announce the establishment of the Charles Goode Gomillion Collection at Paine College in Augusta, Georgia.

Dr. Gomillion (1900- ), the 1988 recipient of the SPA Distinguished Career Award, took the first gerrymandering case to the U.S. Supreme Court.

Paine College is a four-year, private, Methodist-supported school with 817 students. It is one of the approximately 115 traditionally black colleges and universities in this country.

Dr. Gomillion received his high school and college education at Paine. He believes he owes the school a great deal because it was Paine that gave him the opportunity to go to high school.

Sociologists are being asked to donate books they have authored as well as the publications of others. The college particularly is interested in materials which will help build its collections in liberal arts, business and science.

Donations should be sent directly to: The Warren A. Candler Library, Paine College, 1235 15th Street, Augusta, GA 30910; Attn: Ms. Millie Parker, Head Librarian.

Donors are asked to inform Ms. Parker and Jan Fritz, SPA Collection Coordinator, that the materials are for the SPA Gomillion Collection so that Paine can attach bookplates to the volumes and contributions can be acknowledged.

If you have any questions with respect to donations, please contact Jan Fritz, 254 Serena Drive, Palm Desert, CA 92260. □

### The ASA Teaching Services Program presents

#### *Outcomes Assessment: The Role of Sociologists and Selected Teaching Issues*

March 2-4, 1989  
Louisville, Kentucky

• *Participants will:* learn about the nature of outcomes assessment in terms of its origins, various forms it assumes, and its potential impact on the academic world; examine how assessment programs impact colleges and universities and their successful teaching programs; discuss successful outcomes assessment programs at both college and departmental levels; outline basic components of an outcomes assessment program for their department or college; discuss the potential roles for sociologists in outcomes assessment; study the potential impact of outcomes assessment in the classroom and on our curricula.

• *Staff:* William S. Johnson, Ball State University; Mary Lou Wylie, James Madison University; Pam Jackson, Rhode Island College; Michael Brooks, Texas Christian University; and Charles McCombs, Jefferson Community College.

• *Arrangements:* Lodging will be at the Holiday Inn near Jefferson Community College. Workshop sessions will be held at the college. The workshop will begin at 3:00 p.m. on March 2 and end at noon on March 4.

• *Fees:* \$325 for ASA members; \$450 for non-members. The fee includes registration, materials, two nights' lodging, and some meals.

• *For information and an application form, write:* Dr. J. Michael Brooks, Director, Academic Services, Texas Christian University, Fort Worth, TX 76129; (817) 921-7486.

• *Application deadline:* January 30, 1988.

# ASA Council Considers Redistricting

Among the many issues raised during the January meeting of ASA Council was the topic of redistricting. Some Council members believe that the current set of districts does not accomplish what the districts are designed to do—discover talent and widen participation in Association affairs.

## A Bit of History

The present district system was developed in 1965. The governance system designed at that time was a reaction to an earlier governance system in which the regional societies had a great deal of power—regional representatives were the Council members. There also were charges of elitism, with an additional charge that a small clique really ran the Association. A key and rather unusual aspect of the ASA districts is that they never were intended to be electoral districts. Their purpose, instead, was limited solely to the work of the Committee on Nominations and the Committee on Committees. The districts are designed to provide a sort of networking to come up with able and hardworking people to serve on the Committee on Committees and the Committee on Nominations. The original statement in regard to the districts is as follows:

## REPORT OF THE COMMITTEE ON ORGANIZATIONAL RELATIONSHIPS

*The American Sociologist, Volume 1, Number 1, November 1965, page 8*

### IX. COMMITTEE ON NOMINATIONS

In order to foster a continuing search for new talent in the Association and to promote widespread and responsible participation in the Association affairs, it is proposed to change this 15-member committee from one appointed by the President to one of rotating membership, nominated by the nine at-large members of the Council plus the Vice-President, and elected by mail ballot of the entire ASA membership from a *systematically geographically distributed* list of twice as many candidates as are to be elected to the committee (emphasis added).

(Explanatory comment: Since communications from the membership have indicated a concern for broader participation in the nomination and election of members to various offices of the Association, it appears desirable to provide the most representative means feasible for nominating the elective officials of the Association. One proposal received by the committee, that affiliated societies select the members of the Committee on Nominations, does not appear to be the best solution. It would not only turn over an important function of ASA entirely to a separate and independent organization, but would also include serious biases from the fact of unequal size of regional societies, as well as the fact that not all members of ASA belong to a regional society, and not all members of a regional society belong to ASA. The Committee proposal, on the other hand, has two advantages. It provides that all regions of the country plus Canada be divided into districts approximately equal in the number of members, and take part in the nominating process so that worthy candidates are less likely to be overlooked. It also gives the voting membership as a whole the final choice in the selection of this important committee [emphasis added].)

### X. COMMITTEE ON COMMITTEES

The method proposed for the selection of this committee is the same as that for the Committee on Nominations. The purpose is also to discover new talent and to widen participation in association affairs . . . (emphasis added)"

Several things have happened since 1965. The demographic shifts toward the South and West have altered the size of the districts and made them quite uneven in their size. The decision by Canadian sociologists to form their own national association has removed the heavily populated Provinces of Quebec and Ontario from the ranks of ASA.

#### The Present Situation

(1) The present Districts have big differences in their number of voting members. These numbers are:

District 1	1,331
District 2	1,227
District 3	1,552
District 4	1,486
District 5	1,007
District 6	1,153

(2) The loss of the Canadian members upset the previously rather equal sized Districts. The growth of the sunbelt also contributed to the imbalances.

(3) The only role of the districts is to provide names of people to run for offices (Committee on Nominations) and to serve on committees (Committee on Committees).

(4) The development of lists of names of potential nominees and committee members is accomplished by the use of strong and weak ties from social networks. Such networks are most likely to develop with geographical contiguity and within approximate regional society boundaries.

(5) The growth of the Association had led to a situation in which the District size has become unwieldy.

(6) Some of the districts have highly unusual combinations of states, as in District 5. This District contains the New England states, Michigan, and Wisconsin. These represent three different regional societies as well as almost no possibility of the presence of social networks.

(7) Attempts to equalize the number of voting members with a six-district pattern have not been successful.

With all of these considerations in mind, Council is now considering a five-district and an eight-district solution.

#### The Five-District Solution

The five-district solution is as follows:

<i>District 1:</i>	
Alaska	8
Arizona	86
California	805
Colorado	103
Guam	3
Hawaii	32
Idaho	11
Kansas	68
Nebraska	39
Nevada	12
New Mexico	35
Oklahoma	36
Oregon	74
Utah	49
Washington	139
Wyoming	9
TOTAL	1,509

#### District 2:

Alabama	54
Arkansas	24
Illinois	435
Iowa	89
Louisiana	75
Minnesota	146
Mississippi	23
Missouri	133
Montana	23
North Dakota	17
South Dakota	11
Texas	287
Wisconsin	194
TOTAL	1,512

#### District 3:

Florida	165
Georgia	133
Indiana	171
Kentucky	70
Michigan	307
North Carolina	216
Ohio	294
Puerto Rico	14
South Carolina	57
Tennessee	95
West Virginia	25
TOTAL	1,547

#### District 4:

Connecticut	163
Delaware	29
District of Columbia	166
Maryland	401
New Jersey	254
Pennsylvania	363
Virginia	208
TOTAL	1,584

#### District 5:

Maine	35
Massachusetts	407
New Hampshire	40
New York	990
Rhode Island	58
Vermont	24
TOTAL	1,554

As can be seen, this solution yields very high numerical equality. The size of the districts may be too high for the sake of identifying people through networks.

#### The Eight-District Solution

The eight-district solution is:

<i>District 1:</i>	
Alaska	8
California	805
Guam	3
Hawaii	32
Nevada	12
Oregon	74
Washington	139
TOTAL	1,073

#### District 2:

Arizona	86
Arkansas	24
Colorado	103
Idaho	11
Louisiana	112
Montana	23
New Mexico	35
Oklahoma	66
Texas	287
Utah	49
Wyoming	9
TOTAL	738

#### District 3:

Illinois	435
Iowa	89

Kansas	68
Minnesota	146
Missouri	133
Nebraska	39
North Dakota	17
South Dakota	11
Wisconsin	194
TOTAL	1,132

#### District 4:

Alabama	54
Florida	165
Georgia	133
Kentucky	70
Mississippi	25
North Carolina	216
Puerto Rico	14
South Carolina	57
Tennessee	95
Virginia	208
TOTAL	1,035

#### District 5:

Indiana	171
Michigan	307
Ohio	294
West Virginia	25
TOTAL	797

#### District 6:

Delaware	29
District of Columbia	166
Maryland	401
Pennsylvania	363
TOTAL	959

#### District 7:

New York	990
TOTAL	990

#### District 8:

Connecticut	163
Maine	35
Massachusetts	407
New Hampshire	40
New Jersey	254
Rhode Island	58
Vermont	24
TOTAL	981

Here the numbers are much less even, but the possibility for networking is seemingly much higher. A move to eight districts would mean 16 members on the Committee on Committees and 17 on the Committee on Nominations (The Vice President also serves on this Committee). This is smaller than Council itself.

#### Implications

There would be slightly lower or higher Annual Meeting costs associated with a change to either the five- or eight-district model. Any districting change recommended by Council would require a referendum of the membership. Since the districts are used only in the deliberations of the Committees on Nominations and Committees, whatever choice is made should be with the effective operation of these committees in mind.

#### Action

If you have comments on these district matters, please contact William V. D'Antonio at the ASA Executive Office (1722 N Street NW, Washington, DC 20036) by January 15, 1989. □



# Sociologists Garner Awards and Grants

## National Institute for Child Health and Human Development

The Demographic and Behavioral Sciences Branch of the Center for Population Research at the National Institute of Child Health and Human Development (NICHD) funded the following individuals in population research during FY 88. Principal Investigators, project title, institutional affiliations, and award amounts are listed here.

*Bean, Lee L.*, University of Utah; "Population Studies of Mormon Genealogies," \$82,335.

*Sebley, Ann R.*, Princeton University; "Demographic Determinants of Child Mortality," \$119,796.

*Bean, Frank D.*, Urban Institute; "Fertility Patterns in the Mexican Origin Population," \$137,458.

*Heckman, James J.*, National Opinion Research Center; "Empirical Analyses of the Timing and Spacing of Births," \$645,784.

*McLanahan, Sara S.*, University of Wisconsin-Madison; "Intergenerational Consequences of Family Disruption," \$597,508.

*Nam, Charles B.*, Florida State University; "Prior and Proximate Factors in Infant Mortality," \$134,406.

*Lam, David A.*, University of Michigan at Ann Arbor; "Influences on Fecundity and the Timing of Births," \$210,211.

*Willis, Robert J.*, National Opinion Research Center; "Implications of Marital Dissolution," \$129,488.

*Gutmann, Myron P.*, University of Texas-Austin; "Models of Population Dynamics," \$273,861.

*Thornton, Arland D.*, University of Michigan at Ann Arbor; "Social Change, the Family and Fertility," \$486,352.

*Thompson, Elizabeth J.*, University of Wisconsin Madison; "Gender and Fertility Motivation," \$591,668.

*Miller, Warren B.*, Transnational Family Research Institute/Palo Alto; "Husbands and Wives' Childbearing Motivation," \$462,988.

*Suchindran, Chirayath M.*, University of North Carolina-Chapel Hill; "Infant Mortality in North Carolina: A Comprehensive Study," \$122,759.

*Shiari, Rochelle N.*, University of Texas Health Science Center San Antonio; "Racial/Ethnic Differences in Adverse Pregnancy Outcomes," \$412,378.

*Morgan, S. Philip*, University of Pennsylvania; "Sex of Children, Divorce and Paternal Participation," \$77,450.

*Rindfuss, Ronald R.*, University of North Carolina-Chapel Hill; "Disorder in the Life Course and Family Formation Timing," \$387,796.

*Frisbie, W. Parker*, University of Texas-Austin; "Infant Mortality Among Mexican Americans, 1935-1985," \$482,279.

*Bradshaw, Benjamin S.*, University of Texas Health Science Center-Houston; "Infant Mortality Among Mexican Americans," \$547,889.

*Blau, David M.*, University of North Carolina-Chapel Hill; "Fertility, Employment, and Child Care," \$126,683.

## National Science Foundation

Fifty-eight awards, 51 new and 7 continuing were made by the Sociology Program of the National Science Foundation (NSF) for fiscal year 1988. Twenty-four were jointly funded with other NSF programs. Among this year's grants were

seven for dissertation research and two Presidential Young Investigator Awards.

Proposals normally are evaluated by ad hoc reviewers selected from the scientific community for their expertise in relevant research areas. Reviews also are made by an advisory subpanel that meets twice annually.

Target dates for regular proposals are August 15 and January 15.

Information, program announcements, and application forms may be received by contacting Phyllis Moen, Director, or Robert Althaus, Associate Director, Sociology Program, National Science Foundation, 1800 G Street, NW, Washington, DC 20550; (202) 357-7802. Awardees, their institutional affiliation, project title, and grant amount follow:

*Baker, David P.*, The Catholic University of America; "Immigration, Church Mobilization and the Expansion of Education: U.S. Catholic Schooling 1870-1930," \$86,000.

*Barley, Stephen R. and Freeman, John H.*, Cornell University; "The Evolution of Organizations in the Biotechnology Industry," \$88,996.

*Blake, Judith*, Institute for Policy & Management Research; "Number of Siblings and Adjustment," \$62,940.

*Bausser, Benjamin P.*, California State University, Hayward; "The Cause of Racial Inequality: An Analysis of Conflicting Theories," \$10,000.

*Brooks, Harvey and Kelley, Maryellen R.*, Harvard University; "Technical, Economic, and Organizational Factors Influencing the Diffusion of Programmable Automation in Industry," \$10,000.

*Cazenave, Noel*, Temple University; "Knowledge, Values and Power: The Professionals, Movements and Organizations of Applied Social Science Research," \$11,973.

*Champagne, Duane*, UCLA; "Social Change in American Indian Societies," \$63,386.

*Clawson, Dan and Neustadt, Alan*, University of Massachusetts, Amherst; "Business Elites and Political Realignment," \$150,000.

*Cohen, Michael D.*, University of Michigan, Ann Arbor; "A Conference on Organizational Learning at Carnegie-Mellon University, Pittsburgh, Pennsylvania: Spring 1989," \$50,954.

*Davis, James A. and Smith, Thomas W.*, National Opinion Research Center; "A National Data Program for the Social Sciences (NORC General Social Survey—Five Year Renewal)," \$524,268.

*Duncan, Greg J. and Morgan, James N.*, University of Michigan, Ann Arbor; "Panel Study of Income Dynamics," \$786,688.

*Edelman, Lauren*, University of Wisconsin, Madison; "Organizational Response to Legal Change," \$65,175.

*Ferree, Myra Marx*, University of Connecticut; "Perceived Equity in the Division of Household Labor," \$111,900.

*Fox, Mary Frank*, University of Michigan, Ann Arbor (now at Pennsylvania State University); "Research Productivity Among Social Scientists: The Environmental Link," \$5,000.

*Galaskiewicz, Joseph*, University of Minnesota; "A Panel Study of Environmental and Organizational Decline," \$120,077.

*Griswold, Wendy*, University of Chicago; "Cross-Cultural Transmission and Literary Reconstruction in Developing Countries," \$62,317.

*Grusky, David B.*, Stanford University; "Presidential Young Investigator Award," \$50,000.

*Hage, Jerald*, University of Maryland, College Park; "A Comparative Study of Edu-

cation in Britain, France, Germany, and Italy," \$70,048.

*Hannan, Michael T.*, Cornell University; "The Ecology of Organizational Size Distribution," \$76,678.

*Heyns, Barbara*, New York University; "Child Care Arrangements and Work Outcomes of Men and Women in Dual Earner Households," \$65,003.

*Hodge, Robert William; Treas, Judith K.; and Nakao, Keiko*, University of Southern California; "Prestige Scores for all Occupations: Replication and Extension," \$99,998.

*Kalleberg, Arne L.; Aldrich, Howard E.; and Marsden, Peter V.*, University of North Carolina, Chapel Hill; "High Reliability in Very Complex Organizations," \$31,922.

*Kalleberg, Arne L. and Rosenfeld, Rachel A.*, University of North Carolina, Chapel Hill; "Labor Market Segmentation and Gender Stratification: A Cross National Analysis," \$76,000.

*La Porte, Todd R.; Roberts, Karlene H.; and Rochlin, Gene I.*, University of California, Berkeley; "High Reliability in Very Complex Organizations," \$31,922.

*LaRossa, Ralph*, Georgia State University; "A Social History of Fatherhood in America," \$84,852.

*Land, Kenneth C. and Cohen, Lawrence E.*, Duke University; "Structural Covariates of Crime Rates: Studies of Invariance," \$75,000.

*Litwak, Eugene and Messeri, Peter*, Columbia University; "The Effects of Social Support on Mortality," \$70,004.

*Markowsky, Barry*, University of Iowa; "Simulation Research on Social Exchange Networks," \$31,428.

*McCarthy, John D.*, The Catholic University of America; "The Causes and Consequences of the Citizens' Movement Against Drunk Driving," \$6,236.

*Muzruchi, Mark S.*, Columbia University; "Presidential Young Investigator Award," \$25,000.

*Nez, Victor*, Cornell University; "Family and Ethnic Bases of Economic Adaptation among New Immigrants from Asia," \$72,674.

*Nelson, Robert L. and Bridges, William P.*, American Bar Foundation; "Labor Markets and Sex-Based Wage Discrimination," \$56,917.

*Perlmann, Joel and Margo, Robert*, Harvard University; "Who Were America's Teachers? Towards a Social History and Public Use Archive," \$49,293.

*Raffalovich, Larry*, University of Texas, Austin; "The Social Structuring of Inequality," \$56,362.

*Reif, Linda L. and Meyer, M. K.*, Ohio State University; "Woman's Political Mobilization & Social-Psychological Adaptations to Farm Crisis," \$11,990.

*Sanders, Jimmy M.*, University of South Carolina; "Family and Ethnic Bases of Economic Adaptation among New Immigrants from Asia," \$31,100.

*Singer, Eleanor*, Columbia University; "Technology and Social Change: The Impact of Genetic Forecasting on Attitudes and Values," \$75,000.

*Smelser, Neil J.*, University of California, Berkeley; "The Role of Financial Conglomerates in the Growth and Development of Brazil," \$152,266.

*Smith, David A.*, University of California, Irvine; "A Network Analysis of Unequal Exchange in International Trade," \$76,000.

*Spaeth, Joe L.*, University of Illinois, Urbana; "Collaborative Research on a Strategy for Inter-Organizational Measurement," \$3,985.

*Teachman, Jay D.*, Old Dominion University (now at University of Maryland); "The Determinants and Outcomes of Child

Support Awards," \$70,054.

*Tilly, Charles*, New York School for Social Research; "Social Change and Collective Action in Great Britain," \$170,000.

*Tolbert, Pamela*, Cornell University; "Sources of Organizational Change," \$12,000.

*Vanneman, Reeve D.*, University of Maryland, College Park; "The Social Consequences of Economic Development," \$81,794.

*Walters, Pamela B. and James, David R.*, Indiana University Foundation; "The Relationship between Inequality in Education and Political and Economic Structures," \$164,330.

*Whyte, Martin K.*, University of Michigan; "U.S.-China Cooperative Research (Sociology): A Comparative Study of U.S. and Chinese Family Structure," \$42,277.

*Williams, Kirk R. and Straus, Murray A.*, University of New Hampshire, Durham; "Panel Survey of Deterrence Processes," \$34,627.

*Wortman, Camille B. and Enmons, Carol-Ann*, University of Michigan; "Coping with Chronic Role Strain and Role Conflict," \$179,729.

*Wright, Eric O.*, University of Wisconsin, Madison; "A Comparative Study of Class Structure in Contemporary Industrial Societies," \$60,000.

*Zayas, Luis H.*, Columbia University; "Attachment and Mastery Motivation in Hispanic Infants," \$12,000.

*Zucker, Lynne G.*, UCLA; "A Methodological Innovation in Creating Representative Samples of Organizations," \$117,796.

## Doctoral Dissertations

*Feldman, Arnold S.* (advisor) and *Zetka, James R. Jr.*, Northwestern University; \$3,675.

*Griffin, Larry J.* (advisor) and *O'Connell, Philip J.*, Indiana University; \$2,494.

*Hannan, Michael T.* (advisor) and *McLaughlin, Paul J.*, Cornell University; \$3,750.

*Horn, Susan D.* (advisor) and *Bagley, Caroline*, Johns Hopkins University; \$7,876.

*Land, Kenneth C.* (advisor) and *Everett, Diane D.*, Duke University; \$5,000.

*Rogers, Everett M.* (advisor) and *Dearing, James W.*, University of Southern California; \$5,000.

*Selden, Mark* (advisor) and *Bahl, Vinay*, SUNY-Binghamton; \$5,000.

## National Institute on Aging

The National Institute on Aging (NIA) continues to fund the work of sociologists interested in various issues in aging. Among those who received funds in FY88 are the following sociologists. Individuals interested in learning about topics of current interest, program announcements, and applications may contact the Institute directly.

*Atain, Duane F.*, University of Michigan, Ann Arbor; "Political Orientations Over the Life-Span," \$165,022.

*Antonovski, Aaron*, Ben-Gurion University; "Retirement, Coping and Health: A Longitudinal Study," \$97,699.

*Bengston, Vern L.*, University of Southern California; "Multidisciplinary Research Training in Gerontology," \$271,510; "A Longitudinal Study of Generations and Mental Health," \$501,464.

*Booth, Alan*, University of Nebraska, Lincoln; "Marital Instability Over the Life Course," \$82,416.

(continued on next page)

## Awards and Grants, from page 9

*Borgatta, Edgar F.*, University of Washington; "Factors Defining Caregivers," \$52,771.

*Bosse, Raymond*, Hellenic College, Boston; "The Effects of Retirement on Physical Health," \$69,430.

*Brown, Scott C.*, Gallaudet College; "Aging and the Interaction of Demography and Hearing Loss," \$91,857.

*Clausen, John A.*, University of California-Berkeley; "Occupation and Family in Later Maturity," \$67,170.

*Counte, Michael A.*, Rush-Presbyterian-St. Lukes Medical Center, Chicago; "Panel Study of Elderly Health Beliefs and Behavior," \$83,389.

*Crimmons, Eileen M.*, University of Southern California; "Does Improvement in Mortality Mean Better Health?" \$104,748.

*Cuba, Lee J.*, Wellesley College; "Place Identities Among Elderly Migrants and Non-migrants," \$60,936.

*Dauanzo, Julie S.*, Rand Corporation, Santa Monica, CA; "Demographic Change and Family Decision-making," \$159,807.

*Davis, Maradee A.*, University of California-San Francisco; "Living Arrangements and Dietary Status Among US Adults," \$233,281.

*Day, Alice T.*, Urban Institute, Washington, DC; "Older Women and Social Support: Follow-Up Study," \$455,960; "Small Instrumentation Program," \$9,405.

*Eckert, J. Kevin*, University of Maryland-Baltimore Co. Campus; "Unlicensed Board/Care Homes and Elders' Well-Being," \$96,473.

*Eckert, David J.*, Boston University; "Retirement and Marital Quality," \$84,849.

*Featherman, David L.*, University of Wisconsin-Madison; "Population, Life

Course and Aging," \$110,644; "Individual Aging," \$536,730.

*Ferraro, Kenneth F.*, Northern Illinois University; "The Adea Amendment and Public Support for Older Workers," \$57,823.

*German, Pearl S.*, Johns Hopkins University; "Gerontology in Public Health," \$100,169; "Impact of Mental Morbidity on Nursing Home Experience," \$189,961.

*Haug, Marie R.*, Case Western Reserve University; "Self-Care Behaviors of Aged Japanese," \$195,278.

*Hauser, Robert M.*, University of Wisconsin-Madison; "Trends in SES Achievement Across the Life Course," \$173,816.

*Hayward, Mark D.*, University of California-Los Angeles; "Dimensions of the Work Role and the Retirement Decision," \$19,800.

*Henretta, John C.*, University of Florida; "Joint Retirement in Two-worker Couples," \$76,101.

*Hermalin, Albert I.*, University of Michigan-Ann Arbor; "Training in Social and Economic Demography," \$104,584.

*Hessler, Richard M.*, University of Missouri-Columbia; "A Study of Independent Rural Elderly in Missouri," \$56,195.

*Hibbard, Judith H.*, Kaiser Foundation Research Institute, Portland, OR; "Female Employment Patterns, Life State, and Health Status," \$96,062.

*Holmes, Douglas*, Community Research Applications, Inc., New York; "Study of the Last Days of Life Among the Old," \$132,458.

*House, James S.*, University of Michigan-Ann Arbor; "Productivity Stress and Health in Middle and Late Life," \$783,342.

*Ialser, Ellen L.*, Rutgers; "Epidemiology

of Chronic Pain and Self-Assessed Health," \$48,339.

*Kahana, Eva F.*, Case Western Reserve University; "Health Research in Aging," \$75,045.

*Kelman, Howard R.*, Montefiore Medical Center, Bronx, New York; "Behavioral Factors on Health and Illness in Aged Persons," \$594,301.

*Kitson, Gay C.*, Case Western Reserve University; "Violent Death—Life Course Adjustment for Widows," \$164,014.

*Kutner, Nancy G.*, Emory University; "Older ESRD Patients: Rehabilitation and Quality of Life," \$184,143.

*Larsen, Ulla M.*, University of California-Berkeley; "Application of Statistical Methods in Aging Research," \$26,004.

*Lasker, Judith N.*, Lehigh University; "Community Social Change and Mortality," \$139,422 and \$60,492.

*Liang, Jersey*, University of Michigan-Ann Arbor; "Public Health and Aging," \$70,806; "Well-Being Among the American and Japanese Elderly," \$106,865.

*Liu, William T.*, University of Illinois-Chicago; "Asian American Elderly Research: A Pilot Study," \$78,500 and \$79,486.

*Spitze, Glenn* and *John R. Logan*, SUNY-Albany; "Informal and Formal Supports in Aging," \$273,777.

*Longino, Charles F., Jr.*, University of Miami; "Health and Residential Mobility Among the Oldest Old," \$109,066.

*Lund, Dale A.*, University of Utah; "Group Work with Bereaved Elders: An Intervention Study," \$137,733.

*Maddox, George L.*, Duke University; "An Integrated Investigation of Aging and the Aged," \$284,115.

*Manton, Kenneth G.*, Duke University; "A Demographic Study of Multiple Causes of Death," \$144,887; "Forecasting Life Expectancy and Active Life," \$194,657; "Functional & Health Changes of the Elderly, 1982-88," \$1,452,586; "Active Life Expectancy in Old and Oldest-Old Populations," \$159,230.

*Marini, Margaret M.*, Vanderbilt University; "Age, Gender, and Careers," \$52,724.

*Markides, Kyriakos S.*, University of Texas Medical Branch-Galveston; "Aging and Health Among Hispanics," \$120,958.

*Mathews, Sara H.*, Case Western Reserve University; "Dividing Filial Responsibility in Adult Sibling Groups," \$63,774.

*McIntosh, William A.*, Texas A&M University; "Social Support, Stress, The Aged's Diet and Nutrition," \$41,238.

*McKinlay, John B.*, New England Research Institute, Inc., Watertown, MA; "Oral Health of Older Adults," \$553,630; "Pathways to Provision of Care for Frail Older Persons," \$335,688.

*Mechanic, David*, Rutgers University; "Illness Behavior and Medical Use by Elderly in an HMO," \$100,625.

*Moen, Phyllis E.*, Cornell University; "Women's Roles and Well-Being: Two Generation Study," \$115,649.

*Myers, George C.*, Duke University; "Medical Demography and Social Epidemiology of Aging," \$72,268.

*Pampel, Fred C.*, University of Iowa; "Cross National Research on the Aged and Pension Policy," \$57,301.

*Preston, Samuel H.*, University of Pennsylvania; "Old Age Mortality Patterns in Developed Countries," \$105,421.

*Satariano, William A.*, Michigan Cancer Foundation, Detroit; "Health and Functioning in Older Women with Breast Cancer," \$355,566.

*Scott, Richard W.*, Stanford University; "Complementary Research Training Program on Organizations," \$106,726.

*Serow, William J.*, Florida State University; "Changing Structure and Composi-

tion of the Oldest Old," \$77,564.

*Sly, David F.*, Florida State University; "Demography of Aging," \$49,507.

*Speare, Alden, Jr.*, Brown University; "Demography of Aging," \$99,665.

*Stull, Donald E.*, University of Akron; "Caring for Elders: Impact of Social Support and Burden," \$82,191.

*Treas, Judith*, University of Southern California; "Training in the Demography of Aging," \$76,756.

*Udry, J. Richard*, University of North Carolina-Chapel Hill; "Demography of Aging in the Life Course,"

*Walker, Alexis J.*, Oregon State University; "Parent Caring and the Mother-Daughter Relationship," \$187,638 and \$68,600.

*Wolinski, Fredric D.*, Texas A&M University; "Health and Illness Behavior among the Aged," \$53,568; "Ethnicity, Aging, and the Use of Health Services," \$91,615.

*Woodbury, Max A.*, Duke University; "Longitudinal Models of Correlates of Aging and Longevity," \$128,013.

*Young, Rosalie F.*, Wayne State University; "Mental Health, Adaptation and Care of Aged," \$129,347. □

## 1989 Regional Meeting Schedule

*Eastern Sociological Society*—March 17-19, Baltimore, MD: Lord Baltimore Hotel. Contact: Charles Selengut, County College of Morris, Rt.10, Randolph Twp., NJ 07869.

*Midwest Sociological Society*—April 4-8, St. Louis, MO: Marriott Pavillion Hotel. Contact: Norman Denzin, Department of Sociology, University of Illinois, Urbana, IL 61801.

*North Central Sociological Association*—April 14-16, Akron, OH: Quaker Square Hilton Hotel. Contact: Barbara Jones Denison, Leadership Development Institute, Lebanon Valley College, Annville, PA 17003.

*Pacific Sociological Association*—April 13-16, Reno, NV: John Ascuaga's Nugget Hotel. Contact: Jonathon Turner, Department of Sociology, University of California, Riverside, CA 92521.

*Southern Sociological Society*—April 13-16, Norfolk, VA: Holiday Inn, Waterside. Contact: Catherine Harris, Department of Sociology, Wake Forest University, Winston-Salem, NC 27109.

*Southwestern Sociological Association*—March 29-April 1, Little Rock, AR: Excelsior Hotel. Contact: A. Gary Dworkin, Department of Sociology, University of Houston, 4800 Calhoun Road, Houston, TX 77204. □

## Kamel, from page 3

sexuality which he tried first to satisfy through the bookstore and hustling experiences, but which he eventually turned into intellectual problems: How does sexual orientation develop? What part does nature play, what part nurture? What institutions can buffer the traumatic experience of recognizing a minority sexual orientation? How can society's homophobic attitudes be modified?

These and other basic questions about sexuality which Kamel wanted to address sociologically were twice deferred by "the AIDS experience": once when it presented itself as a public issue which he could not ignore and now when it has become a private trouble which saps his strength. With this article Kamel is offering us, his straight and gay sociological colleagues, all he has to offer—a candid summation of his life and work—with the hope that we will turn, seriously and compassionately, to the questions which his experience raises. □

## Space Available for Other Activities at 1989 Annual Meeting

The ASA provides two types of services for individuals or groups desiring space at the Annual Meeting. ASA Council policies on the use of such space are outlined below. All requests for space at the 1989 Annual Meeting must be received in the ASA Executive Office by March 1, 1989.

**Meeting Space.** Groups wishing to meet in conjunction with the 1989 Annual Meeting in San Francisco (Wednesday through Sunday, August 9-13) may request meeting space. Please note that space requested after the March 1 deadline cannot be assured. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the unlikely event that space exceeds demand, requests for a second meeting will be considered. Because Sections have been allotted program time, they are excluded from these provisions.

Space requests have been categorized as follows: (1) Small groups requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 6:30-8:20 p.m. on the first, third, or fourth evening of the meeting (Wednesday, Friday, Saturday, August 9, 11, 12). The topic to be discussed should be clearly stated in the request. (2) Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one time period from 8:30-10:30 p.m. on the second night of the meeting (Thursday, August 10). No plenary session or social functions have been planned by ASA for this even-

ing. (3) Those groups or organizations wishing to hold cocktail parties, dinners, or other social gatherings should also submit requests for space at this time.

Requests for space should identify the nature of the meeting, the number of people expected to attend, and any scheduling preference of the group. An announcement of the meeting will be included in "Activities of Other Groups" and in the body of the program schedule in both the *Preliminary Program* and the *Final Program*. The program listings will include the name of the group or the title/topic of the session, name of organizer if appropriate, date, and time of the meeting. Room assignments are included in the *Final Program* only.

**Table Space.** Association members have the right to apply to the Executive Office prior to the Annual Meeting for table space to display literature. Available space is assigned without charge on a first-come, first-served basis.

Due to the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are no general storage facilities available beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that (1) nothing may be sold and (2) nothing of an offensive nature may be displayed.

Requests for meeting space and/or table space must be sent by March 1, 1989, to Janet Astner, Convention Manager, ASA Executive Office, 1722 N Street, NW, Washington, DC 20036. □

## Open Forum

### Calling Names?

Many women use their birth name and their marriage name, or their first and second marriage names, for continuity in their personal and professional identities. For a while, hyphenated last names were popular, and were usually treated in print as one name, alphabetized by the first initial of the name to the left of the hyphen.

As Editor of *Gender & Society*, I have noticed that hyphenated names are less popular, but that many authors use both last names when referring to someone who is known by both. This leads to two copy editing problems. The first is how to alphabetize the name in the list of references and elsewhere. United States convention calls for alphabetizing by the first initial of the last name—but which last name?

While alphabetization can be decided by a copy editor, the question of *who* should be referred to by their two last names is stickier. Some women *always* refer to themselves by all three of their names, and never use an initial for their first last name. It seems clear to me that in those cases, both their last names should always be used—e.g., Baca Zinn reports; Katz Rothman says.

But when I tried to set a rule that anyone who uses two last names should always be referred to that way, I realized that for some women, their first last name is used as a middle name. That is, they frequently refer to themselves by their first and last name only, especially informally—e.g., Cynthia Epstein, Arlene Daniels—and also often initialize the first last name. In these instances, it seems appropriate to refer to them in texts by their last name only, and to alphabetize them by the first initial of that name.

While as an Editor, I can establish that rule and persuade my copy editor that it is rational, my problem is that I don't know *who* wants both of their surnames to be considered their whole last name, and *who* considers their first last name to be a middle name! It would be enormously helpful if I knew what those referred to preferred—and this includes men.

Judith Lorber, CUNY-Graduate Center

### On the Resectioning of Culture

In Robert Wuthnow's curious commentary "On the Theory of Culture" (*Footnotes*, February 1988), he says that the "underlying subject-object dualism" of the "classical" tradition has been successfully challenged, and then proceeds to project a new subject-object dualism of hermeneutics versus structuralism and neo- and poststructuralism. He seems to want to make cultural studies "safe" for sociology by caricaturing Clifford Geertz as a hermeneutic subjectivist who observes unobservable "meanings, moods, and motivations," and by proposing in contrast "textual" theories as providing "firm empirical footing."

Wuthnow's Geertz is apparently not the one who said, "Human thought is basically both social and public," and Wuthnow's poststructuralist Jacques Derrida is apparently not the anti-objectivist with the fancy footwork and slippery terminology I have read, not the one who comes directly out of the hermeneutic tradition, but one who can put sociology "on a firm empirical footing." Or perhaps Wuthnow means to limit the poststructuralist "empirical footing" to Michel Fou-

cault, who continued the attempt of the structuralist tradition to rid scholarship of the subject. On that case cultural sociology would have "firm empirical footing" with no one to stand on that footing.

Isn't it ironic that Wuthnow calls to do away with subjectivity, while simultaneously citing only one book in his short commentary—his own? Perhaps this is no accident, but reveals how the objectivist quest to eliminate the subject must necessarily let it slip in the back door.

With artificial subject-object dichotomies, or with artificially "objective" techniques, Wuthnow and many others in the new Sociology of Culture Section seem to be attempting to create a vacuum where none exists. The Culture Section may be new in the ASA, but sociological studies of culture are not. From a broader view sociology is simply late in legitimizing cultural studies.

We all know what the sectioning off of sociology into specialties is about: power and its stamp of legitimation. The sociology of the Sociology of Culture Section is a perfect example: the bulk of its initial organization meeting two years ago in New York was taken up with various warlords attempting to get their own definitions of cultural sociology accepted. Fortunately no single definition could be agreed upon, for that might have obviated the need for such a section in the first place.

Wuthnow's fear of "subjectivity" and all that the word stands for is misplaced for subjectivity and the whole spectrum of human passions—including the intellectual ones—are at the very heart of social life, inconvenient though this objective fact may be, and can no more be excised from objective structures than a pound of flesh may be carved out of the living human body without a drop of blood.

Eugene Rochberg-Halton, University of Notre Dame

### Part-Time Professional Work

I am pleased that the American Sociological Association is taking an active role in furthering the rights of part-time faculty. I am in complete agreement with the guidelines for employment of part-time faculty as published in January 1988 *Footnotes*. I am, however, dismayed at the omission of any mention of the role of collective bargaining in securing these rights.

It is important to realize the role which collective bargaining can play in gaining and maintaining the rights of all faculty—full as well as part-time. It establishes a legal framework for negotiating rights and protecting those which have been gained. This framework is established by contract. Collective bargaining takes away from management the prerogative to remove benefits they have previously given to faculty since these become a matter of legal contracts rather than administrative fiat.

The guidelines refer to the importance of affording part-time faculty "protections of academic due process." This is not the same thing as affording part-time faculty the right to be represented by someone well versed in school procedures and existing contractual rights.

I am the Vice President of Part-Time Personnel of the Professional Staff Congress of the City University of New York. We have achieved many of the rights and benefits enumerated in the guidelines

such as health insurance (for adjuncts who have taught six hours for one year), travel funds, etc., and the right to promotions. More needs to be done. The framework established by our collective bargaining agreement enables us to constantly strive to do this.

Susan B. Prager, Vice President, Professional Staff Congress-CUNY; Adjunct Assistant Professor, Kingsborough Community College-CUNY

### Candidate Qualifications

Our department of sociology recently completed interviewing candidates at the assistant professor level. Some of them were, if the letters of recommendation are to be believed, among the best recent graduates of the leading sociology departments. From the perspective of an employer of sociologists, however, the experience was a depressing one, as it has been every time we have recruited new PhDs in recent years.

None of these candidates had been taught how to make a thirty minute verbal presentation with a beginning, middle, and end. None of them had been taught that a successful presentation depends on showing the audience the importance and relevance of the topic and findings. None of them had been taught how to make the presentation interesting to members of the audience not in the specialty involved, as would be the case in teaching.

The PhD degree is a professional degree. It prepares the graduate to earn a livelihood and should include preparation in teaching proficiency. The rebuttal to this argument used by the best sociology departments is that they prepare their graduates to do research, which will be their primary professional activity.

This claim is a rationalization for slighting graduate education. Every PhD in sociology will have to communicate research results verbally to an audience of non-sociologists. Every sociologist, therefore, must be taught how to make verbal presentations.

Our department's best candidates in recent years have been trained at less well funded departments that had a research emphasis and involved graduate students in teaching. Not only were their candidates better teachers, but they were also better methodologists because they usually were involved in developing their own instruments and gathering their own data. Methodological (as opposed to statistical) skills are slighted in the best departments because the students' time is spent on the secondary analysis of large data sets.

The ASA should be more concerned with the quality of graduate education. I suggest that the *Guide to Graduate Departments of Sociology* list whether each graduate department provides supervised teaching experiences for graduate students. In fact, I suggest that the *Guide* be revised to take as a model the annual *AAMC Curriculum Directory* for medical schools, which describes a wide variety of programs present or absent at different medical schools.

Name withheld by request

### Gender Bias Paranoia

I recently assigned the task to Sociology 101 students of evaluating the effect of domed stadia on home field advantage

in terms of the wins and losses of major league baseball teams. This assignment required each student to use a relatively sophisticated technique on a sociological problem of some theoretical and practical interest. Specifically, the assignment required that the students use a quasi-experimental research design to explore the effects of crowd encouragement on team performance. The class responded to this assignment with enthusiasm.

Encouraged by the success of the assignment in a classroom setting, I wrote a pedagogical paper on the assignment and submitted it for publication. The reviewers identified some problems with the paper and made useful suggestions concerning revision. The editor requested resubmission upon handling the problems identified by the reviewers.

A comment by one reviewer, however, represented what I suspected was "gender-bias paranoia." This reviewer said: "This assignment has a male bias." The review indicated a strongly held but empirically unsupported belief that the assignment would help the performance of male students and hinder the performance of female students. Thus, it was inherently unfair and should not be used unless "balanced" by a "gender-neutral" or a "female biased" assignment.

The question is: Is the reviewer's gender bias fear in this situation justified or irrational? I believe the stance taken by the reviewer is irrational; I believe that the reviewer is gender-bias paranoid. The reviewer would have us believe that an assignment concerning the use of sociological tools addressing interesting sociological concepts is unfair to women only because the players in major league baseball are male.

I say: "Horsefeathers!" In my view, the reviewer's perspective is an excessive, irrational suspicion that the deck is stacked against the female of the species. While reasonable steps should, in my opinion, be taken to insure gender-fair opportunity in the classroom, it does no good to create gender-bias where none exists.

If the reviewer is correct in the gender-bias assertion, male students should perform better than females on this assignment. In order to evaluate this testable assertion, I analyzed the grades of male and female students in a recent Sociology 101 course on a similar assignment.

Contrary to the gender-bias against females hypothesis, the 139 female students averaged one third of a grade point higher than the 100 male students ( $F = 9.01$ ;  $df: 1,237$ ;  $p < .01$ ). Clearly, the assignment is not biased against females, since the females did better than their male counterparts on it.

Instructors of sociology face an awkward dilemma. On the one hand, we wish to challenge our students in a reasonable and fair manner; we do not want to stack the deck for or against any group of students. On the other hand, creating assignments is a pedagogical challenge; we do not want to discard effective assignments because of paranoia about fairness.

If we wish to teach disciplined material, we should refrain from asserting the existence of bias as if it were a matter of fact when it is merely our paranoia.

Richard A. Zeller, Bowling Green State University

### To the Editor

In your December 1987 issue of *Footnotes* you published two articles and a letter favorable to "organizing direct

(continued on next page)

## Open Forum, from page 11

solidarity with the School of Sociology of the Universidad Centroamericana." You go on to state, "As a first step towards this process..." with no consideration given to the need for dialogue regarding such proposed organizational support.

From the motion carried at the ASA Council meeting on January 31, 1986, the ASA Council has decided to support the basically Leninist conception of single-party rule in which the party is seen as an elite leading the revolution. Along with Mark Iutovich, I, too, feel that not enough reflection and discussion has taken place on these weighty political decisions. I feel that the ASA Council, as a body, should not be committing itself to an ideological stance on either right or left, and the Council should take members' views into account when making such decisions.

I would like to make a few comments on statements made in the brief articles by Donald P. Irish and Joel P. Lazing. Joel Lazing discusses the student's lack of basic skills and mental discipline and is quick to interpret this to be a result of Somoza's leadership. According to Donald Irish, Dr. Jerez blames Nicaragua's major problems on the civil war and U.S. policies. Students "... refused to respond to questions or engage in any kind of two way communication ... the students remained passive." Has anyone considered the possibility that students may be suffering from disinterest at a revolution betrayed? Or promises unmet? Evidently the "youth, with its idealism, willingness to sacrifice, its outstanding dedication" spoken of by Father Jerez is not the same "pitiful" student population bewailed by Lazing.

Irish notes that there has been a deterioration in the quality of the national professoriate. He says that former faculty have assumed diverse official roles in the new government. Others, "for a variety of reasons, went abroad." What reasons might these be? Perhaps those faculty who left did not wish to conform to the expectations of Marxist leaders as they pertain to the university. Perhaps they have been more supportive of democratic processes and were forced to leave? An example would be native Nicaraguan sociologist Humberto Belli who was an active member of the FSLN (Sandinista Front) until 1975. He came to interpret the Sandinista Revolution as having betrayed its intentions and promises. He became the editorial page editor for *La Prensa* until total censorship ensued, at which time he left Nicaragua and founded the Puebla Institute to help Nicaraguans who had fled the homeland come to grips with and better understand the political and religious dimensions of dissension in Nicaragua.

Irish makes no mention of the endemic problems to the Sandinista program and what effect they might have on the higher educational system in Nicaragua. Father Jerez's statement that "faculty members have full academic freedom to teach and pursue research," and that "the government ... does not impose an ideology" is open to question (emphasis mine). The Sandinistas have outlawed public opinion polls making it impossible for sociologists to make an objective sampling of the level of support for the government, or any other issue that they might be interested in. The Sandinista Minister of Education opined last month that private schools are one of the main obstacles to the revolution.

I would like to suggest that *Footnotes* not be used to persuade readership to

either the political "left" or the "right" in its coverage of important issues. I also would desire that ASA Council members consult its membership before making motions that reflect on all of its members.

Thank you for allowing me to express my views.

Sharon Georgianna, Seattle Pacific University

## Image and Conviction in Sociology

Three contributions to the January 1988 *Footnotes* have prompted these reflections. They were Amitai Etzioni's article about the crying need for sociologists to champion the public importance of sociological knowledge, Kathleen McKinney's recommendations about teaching controversial topics and the advertisement for Michel Richard's record of a comic sociological song. In an odd way, these pieces both resonated the British experience as well as conjured up a historical perspective on the ups-and-downs of sociology.

Etzioni was able to demonstrate, by the simple citing of one article by Leotief, that the tendency towards "overtheory" is more prevalent in economics than in sociology, for which crime sociology is far more often accused. It was a telling way of exposing this fallacy. But why is it that it is sociology which gets singled out for this criticism (amongst many others)? McKinney's discussion of the problems involved in teaching "value-laden" topics such as sexuality, sex-roles and pornography was as encouraging as it was admirable. It showed a level of sensitivity and self-distancing in dealing with particularly threatening or embarrassing subjects which is most certainly light-years ahead even of many other social scientists in neighboring disciplines. These important and well-expressed observations are, however, only poignant contemporary examples of the general problems which have faced sociology since its inception. Sociology has always been scapegoated and regarded as a threat in some quarters, requiring sociologists to tread carefully.

The reasons for this are not hard to discover. Being part of the society which it studies, and traditionally committed to social diagnosis in the widest sense, sociology inevitably gets caught up in the political conflicts of which-ever society in which it has developed a tenuous hold. It competes with one-sided ideologies for an explanation of society and impinges upon all the pat prescriptive nostrums offered by politicians. In addition, sociologists investigate society on any and every level, so in principle there are no "No-Go" areas in sociology. We can hardly therefore make a move without stepping on someone's toes. So it is not surprising that sociology makes everyone's hackles rise, Left, Right and Center, because it exposes political myths and the realities of power. It also undermines people's comfortable prejudices and cherished beliefs. In Peter Berger's words, sociology is a "way of seeing" which can threaten people in many ways. Their fear induces the responses of scapegoating sociologists and/or undermining their credibility. There is thus a continuum of sensitivity of topics in teaching identified by McKinney. The ones she mentions are just among the most delicate; but in many other areas, such as religion, political belief systems, unemployment, ethnicity, and working class culture, one has

also to be tactful because of the pre-sociological commitments people bring to their study of sociology.

Sociologists, whether teachers or learners, have to face the relativization of their own prejudices and beliefs more than the practitioners of any other discipline, except perhaps psychoanalysis. But there is a world of difference between the extent to which sociologists can handle this and the level of detachment of this kind attained elsewhere by other groups in the society at large. For all these reasons there has been in the history of sociology wave after wave of attacks upon the discipline, of varying degrees of shrillness and from various quarters. They run from those on the Durkheimians in the French Third Republic<sup>2</sup>, to Weimar Germany and up to the Sixties in the West (by the Left) and into the Seventies and Eighties (by the Right). In 1961, Merton began an article in the New York Times defending sociology against the usual misplaced attacks with the wearisome words "Once again the season of the anti-sociologists is upon us."<sup>3</sup> In recent years British sociologists have experienced a definite feeling of historical deja-vu.

The task of communicating the usefulness and importance of sociology, rightly brought out by Etzioni, firstly has to devise a way of climbing the mountain of prejudice and negative stereotyping of sociologists which lies in the path of the acceptance of the important contribution of the discipline. Humour is one option. For a Departmental exhibition at a University Open Day at Leeds a couple of years ago, we anticipated Michel Richard's song and sent up the public image of sociology and sociologists. We ridiculed the smears and stereotypes by a sign outside our exhibits which read "Sociology: The Unspeaking in Pursuit of the Unintelligible?". Our boards said do we really look like the trendies, ranting militants, crazed feminists and smug corrupters of the moral fiber of the young which you expected? We also distributed a free badge which announced: "I've shaken hands with a sociologist." Then followed a serious exhibition of Departmental research projects into religion, communities, ethnic minorities, social mobility, and so on.

My point in reporting this exhibition is to raise the issue of how best to promote sociology's importance when its practitioners face scepticism, jokes and hostility. We chose to send up our public image, but does this only reinforce the stereotypes? Is it preferable rather to remain aloof from the detractors and not bother with them, on the principle that even to ridicule the ramblings of the puerile is to give them credence? There is an old Polish proverb which says that if you meet shit in the street don't fight it, because whether you win or lose you come away smelling of it. There is a real problem of strategy here: the way forward clearly depends on the nature of the context, i.e., for example, on the achieved level of public credibility of the discipline, its degree of institutional autonomy, the strength of its professional organization, cultural expectations, and so on. In these respects the American and British experiences may be very different.

For the most part British sociologists have staunchly defended their discipline in recent years when faced with shrinking departments, dwindling resources, disappearing graduate schools, mergers with other departments and calls for sociology to become the handmaiden of social policy. But there is another tendency which can be detected which has very important consequences. When

faced with fundamental challenges to their discipline (even with its very institutional existence in some cases on the line) some groups of academic sociologists have failed to unite and to close ranks to meet the challenge. What has alarmingly surfaced, albeit unevenly and indistinctly, has been an indifference in some quarters towards the discipline itself, as a longer-term tradition containing a core of general theory and cumulative findings, associated with the classics.<sup>4</sup> Sociologists revealed prior and overriding commitments to, for example, area studies of one kind or another (Far East, Africa, Canada, Caribbean, Soviet Union), or cultural studies or women's studies, into which sociology was only one disciplinary input. Others believed that their socialist political involvements provided the sole guiding thread for their choice of research areas, whilst a sprinkling of others still doubted even the possibility of sociology, on ethnomethodological or philosophical grounds or from a Marxist's point of view. And there are always some who pursue a generalized 'social theory,' whose social-philosophical orientation gives them no particular allegiance to sociology.

Whatever the reasons, the result often has been a failure by sociologists to unite around the defense of sociology as such. As long as sociology is still forced to live a politically beleaguered existence (which it will probably have to for the foreseeable future in the advanced societies), then the consistent commitment of its practitioners is crucial. Under conditions of institutional expansion and disciplinary health, the mixed involvements of sociologists in the enterprise can pass unnoticed; but under conditions of contraction and disciplinary retrenchment, they become a profound liability indeed.

Richard C.J. Kilmister, Department of Sociology, University of Leeds, LS2 9JT West York, England

### Footnotes

<sup>1</sup>Peter L. Berger & Hansfried Kellner, *Sociology Reinterpreted: An Essay on Method and Vocation*, Harmondsworth, Penguin Books, 1982.

<sup>2</sup>Terry N. Clark, "Emile Durkheim and the Institutionalization of Sociology in the French University System," *European Journal of Sociology*, Volume IX, 1968.

<sup>3</sup>In *Sociological Ambivalence and Other Essays*, New York, The Free Press, 1976, page 180.

<sup>4</sup>See Norbert Elias, "The Retreat of Sociologists into the Present," *Theory, Culture and Society*, Volume 4, Numbers 2-3, June, 1987. □

## Give a Gift of Sociology to Your Students!

Do you have an honors student writing a thesis, or someone fishing a master's degree or passing their dissertation defense? Give them a gift of ASA membership. What better way to acquaint them with the profession. Student memberships are just \$27 and include one journal selection (the *Employment Bulletin*, perhaps?). You've helped your students learn the field of sociology. Honor their accomplishments by launching them into the Association that serves 13,500 other professional sociologists. To give them a gift membership, send a letter with the student's name and address, and a check for \$27, to: Membership Manager, ASA, 1722 N Street NW, Washington, DC 20036. We'll acknowledge your gift to the student. □

# Humanist Sociology in South Africa

by David O. Friedrichs, University of Scranton

I spent three weeks this summer as a visiting lecturer in the Department of Sociology (and the Departments of Criminology, and Criminal Law) at the University of South Africa. This university, located in Pretoria, has over 100,000 students; it is a multi-racial institution with more black students than are enrolled at all other South African universities combined; it is also the largest "distance learning" university in the world. My visit came about in the following way: a member of the UNISA sociology department read an article of mine in a recent issue of the ASA's *Teaching Sociology*. He wrote to me about it in connection with attempts in his department to develop and promote a humanist sociology. A correspondence ensued, and eventually I received an invitation to visit with the sponsorship of the university. The sociology department itself has 32 full-time members, more than half of whom are women; two members of the department are black South Africans. I was surprised to learn that I was apparently the first American sociologist to be invited to visit this department.

Humanist sociology in South Africa would at first appear to be a blatant contradiction. It would be difficult to identify a country with a political and economic structure more seemingly at odds with what humanism is all about. I was accordingly intrigued about this enterprise, and considered the invitation appealing in other respects. I was, of course, well aware of a call in some quarters for an academic boycott of South Africa, as still one more way of challenging the morally reprehensible apartheid policies still in effect in that country. Several British scholars suggested to me, when we met at a conference at Oxford University in March, 1988, that if I accepted this invitation I would be "used" to help legitimate the status quo. But I gave considerable thought to this argument, rejected it, and am personally persuaded that my decision was the right one. Of course a condition of my acceptance was that there could be no limitations on what I would say in my various talks and lectures. In addition to addressing the topic of current developments in American sociology, and humanist sociology, I gave lectures or talks on such topics as heretical sociology, legitimization of the legal order, corporate and governmental crime, radical or neo-Marxist criminology, and narrative jurisprudence. Elements of each of these talks, I believe, challenged rather than endorsed the status quo in South Africa. If I could have envisioned any realistic scenario whereby my going to that country would individually or incrementally lend support to the system, or intensify the suffering of the oppressed, I believe I would have declined; as it happens, I couldn't envision any such scenario.

What I witnessed in three of the most intense and fascinating weeks of my life were sociologists and other academics, mostly white but some black, with a broad range of ideological commitments, struggling with immensely complex ethical, political and professional choices. I participated in discussions in which sociologists contended with the praxis-related implications of a humanist sociology, in a context in which it is devoid of the abstract character of many such discussions among American sociologists. I saw considerable evidence of the

development of a humanist sociology—including the Marxist element—which the over 7000 students enrolled with this department are exposed to. And I believe this endeavor is a constructive contribution toward bringing into being the new South Africa which virtually all South African academics I met expect to live in. I also became aware of sociology research projects which, to my mind, usefully expose some of the harsh realities of current South African politics. To engage in such enterprises in Pretoria, the seat of the Nationalist government and a stronghold of the conservatives (including the neo-Nazi AWB), takes real courage, as opposed to the rather puny courage involved in signing disinvestment petitions or demonstrating against apartheid on an American campus. Some years ago, the office of one of the department members (an office directly across from the one I occupied) was bombed by white extremists who objected to his testimony in the trial of black activists (this episode is recounted in Joseph Lelyveld's *Move Your Shadow*, 1985, pages 59-61). And this particular department member's outlook is much closer to the center than that of others in the department. This is one of the departments which, in my understanding, pioneered the hiring of black faculty, despite resistance in some quarters. This is hardly a department, in my view, which deserves to be isolated by the world academic community because it happens to be located in South Africa. Few white American sociologists who are distressed about American policies or conditions, ranging from the nuclear build-up to homelessness, make the kinds of personal sacrifices they are, at least, implicitly calling for on the part of white South African sociologists who oppose apartheid policies. We in America are often guilty of moral sanctimoniousness.

The sociology department at the University of South Africa, and at other South African universities, is suffering from its diminished contacts with outside academics, and the increasing difficulties and expenses involved in obtaining scholarly books and journals. If Winnie Mandela saw fit to enroll a few years ago as a student in UNISA's sociology department, I have difficulty seeing any solid basis for an American sociologist being unwilling to make contact with, visit, or assist this department (Nelson Mandela himself was enrolled in UNISA courses—possibly one of his relatively few sources of outside information—and I myself saw papers written by students who are political prisoners). American sociologists concerned with South Africa—and no sociologist drawn into the issue can fail to become fascinated by it—in my view can make the most constructive contribution by making contact with and engaging in dialogue with progressive forces within the country. If one feels compelled to make direct material contributions, there are a range of progressive organizations both inside and outside South Africa dedicated to alleviating suffering and promoting a fundamental transformation of the system, to which one can make donations. These responses seem to me more helpful than efforts to isolate South African universities. One of the more moving experiences I had during my three weeks in that country was a visit to a wholly integrated secondary school, perhaps the only such school presently in South Africa. And one youth, "non-white" in the traditional South African

classification, quite passionately articulated his belief that a high quality education was one of the principal roads to salvation for his peers and his nation. An across-the-board academic boycott—as opposed to one specifically directed at contacts enhancing the power of the state—has the potential to diminish the quality of higher education and research in South Africa. And there can be little question that the post-apartheid nation will need the strongest possible educational institutions if it is to contend successfully with the immense challenges it will face.

I will leave for another occasion an account of what I saw and observed in

South Africa, including my efforts to explore what some would call the "heart of darkness" (i.e., my visit to a maximum security prison and my encounter with a South African police brigadier). For the present, I would simply urge avoidance of indiscriminate boycotts and sanctions which may contribute more to the sense of well-being than to the desired obliteration of gross injustice. My objectives in visiting South Africa, as a humanist sociologist with a leftist bias, were to contribute to the promotion of a liberating sociological perspective and to observe as accurately as possible the current realities of the South African situation. Simplistic polemics about South Africa do not, in my view, make an especially useful contribution. □

## Ideas and Commentary

### Should the ASA Offer Commercial Benefits?

Commercial benefits offered by professional organizations range from insurance and credit cards to travel and luggage. Before the question of benefits can be addressed, we need to determine whether ASA considers itself a professional association that seeks to serve the constituency, or a learned society with the goal of furthering the discipline's knowledge base. While knowledge and benefits need not be mutually exclusive, there is an image of a learned society not mucking about with extraneous matters, while the professional association has license to provide whatever might benefit the members.

I believe the ASA is attempting to reach out to all sociologists in all types of work and settings with a diversification of programs and services. However, this raises two questions: how much leeway is there in the definition of services or "benefits to membership," and does offering services hurt the image of the organization or anyone in it?

These questions suggest that some guidelines on which services we wish to receive would be helpful; perhaps a survey of members or a committee to determine boundaries could answer this question. I would like to see included only those services which impact positively on members as sociologists, and perhaps as professionals.

Most of these services cost nothing or bring a slight return to the association. Some services such as liability insurance are difficult for individuals to obtain, but possible with a group. Therefore, in principle services help those in colleges and organizations which cannot offer the same benefits and they seem to hurt no one. The main disadvantage I can see is the proliferation of mail!

Because the ASA already offers a number of services through commercial dealers, it would be helpful to have a summary of existing services with pertinent information. As long as services help the organization and members, let's set guidelines and serve the members of our professional association.

Jeanne Ballantine, Wright State University

### The ASA MasterCard

A few days ago, the announcement came for the "ASA Gold MasterCard." On the same day, chance also brought a sample issue of a newsletter, *American Marketplace*, with an answer to the question that had been puzzling me. Why

would a bank offer these so called "affinity cards?" Clearly, credit cards mean profit for the sponsoring bank, by some reports 3 percent on every sale using the card. So there is heavy competition among banks to "sell" cards. *American Marketplace* reported that "affinity cards" are the "hottest area of bank credit card marketing today, with more than 1,000 programs already underway." The advantage to the bank of an "affinity card" promotion is a higher response rate to a promotional mailing. As *American Marketplace* puts it, "mailings endorsed by an organization have a better chance of being opened and read than an unendorsed credit card offer." Then the group's logo and the chance of a small kick-back to the organization may clinch the sale. Knowing how the bank gains, the next question is, how would I gain by switching from my present bank? My inclination is to say, not much. The savings in one year's fees would be nice, but to have any lasting effect one would have to switch banks yearly, with all the risks of computer glitches in transfers. How would ASA gain? Unless our members who join are big credit card spenders, I can't see how it would be substantial. Maybe I secretly cringe at putting a commercial aura around an academic/professional association. That's probably an old-hat attitude. More likely is the secret fear that with all those obscure (to me) banks offering me and countless others all kinds of apparent credit goodies, the day of reckoning must sometime come, and when it comes my old home town bank seems a better place to be.

Marie R. Haug, Cleveland State University (Emerita) □

### Annual Meeting Session Correction

The Section on Social Psychology's session on "Micro-Macro Linkages in Sociology" is not open for general submissions; participation is by invitation only. Please send all paper submissions to Karen Miller (Department of Sociology, Arizona State University, Tempe, AZ 85287) for the open Roundtable Presentations. □

# Nominations Requested for 1990 ASA Awards

Please note that, in compliance with recent policy, ASA awardees are selected one year in advance by each respective award committee

## Career of Distinguished Scholarship Award

This annual award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work contributed significantly to the advancement of the discipline. Members of the Association and other interested parties may submit nominations to: Ralph H. Turner, Department of Sociology, University of California, Haines 264, Los Angeles, CA 90024. Deadline for the 1990 Award is March 1, 1989.

## Award for A Distinguished Scholarly Publication

This award is given for a single work, such as an article, monograph, or book, published in the three calendar years preceding the award year. The winner of this award will 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. Members of the

Association or other interested or knowledgeable parties may submit nominations for the award. Nominations should include name of author, title of work, date of work, and publisher, and may be sent to: Gary A. Fine, Department of Sociology, University of Minnesota, Minneapolis, MN 55455. The deadline for nominations is February 28, 1989.

## Distinguished Contributions to Teaching Award

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology. The award may recognize either a career contribution or a specific product, and individuals, departments, schools, or other collective actors are eligible. 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 other evidence of contribution). Members of the Association or other interested parties may submit nominations to: Theodore C. Wagenaar, Department of Sociology and Anthropology, 360 Hoyt Hall, Miami University, Oxford, OH 45056. Deadline for nominations is February 15, 1989.

## Distinguished Career Award for the Practice of Sociology

This annual award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more speciality areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent not less than a decade of full-time work involving research, administrative or operational responsibilities as a member of or consultant to private or public organizations, agencies or associations, or as a solo practitioner. Nominations may be sent to: Katrina Johnson, 3508 Frederick Place, Kensington, MD 20895. The deadline is April 30, 1989.

## DuBois-Johnson-Frazier Award

This biennial award was created in 1971 to honor the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson and E. Franklin Frazier. An award will be given either to a sociologist for a life time of research, teaching and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. A nomination statement should indicate career or achievements, teaching, publications, and the way in which these are consistent with the traditions of these outstanding Afro-American scholars and educators. Send nominations for the 1990 award by March 31, 1989 to: Ronald L. Taylor, Department of Sociology, University of Connecticut, U-68, Storrs, CT 06268.

## Jessie Bernard Award

The Jessie Bernard Award is given in odd-numbered years in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be an exceptional single work, several pieces of work, or significant cumulative work done throughout a professional career. The award is open to work by women or men and is not restricted to works by sociologists. The work need not have been published recently: it must have been published by the date of nomination.

Nominations for the 1991 Bernard Award may be submitted only by members of the American Sociological Association and are due by March 1, 1990. Nominations should include a one-to-two page statement explaining the importance of the work and may be sent to: Lorraine Mayfield-Brown, Department of Sociology, Montclair State College, Upper Montclair, NJ 07043.

## Dissertation Award

This annual award, to be inaugurated at the 1989 Annual Meeting, will be given to three or four students in recognition of unusually good work without regard to speciality area. Nominations must be received from the student's advisor or the scholar most familiar with the student's research and should explain the precise nature of the work and why the result merits the Award. Dissertations defended since January 1, 1988, will be eligible for this inaugural year. Send nominations to: Alan Sica, Chair, Dissertation Award Selection Committee, Department of Sociology, University of Kansas, Lawrence, KS 66056. □

## Mental Health Services Research Conference Held at UCLA

The delivery of services to the seriously mentally ill including the homeless is a major social problem that plagues both rural and urban areas in the United States. Community service systems currently provide services to an estimated five million seriously mentally ill adults. Service delivery problems include lack of continuity in care, lack of knowledge about which treatments are most effective for particular populations, lack of needed services, inability to adequately link clients to appropriate services, the financing of care, and many others. A two-day conference sponsored by the National Institute of Mental Health held at UCLA on February 11-12th, 1988 addressed these problems. The theme of the conference was "Mental Health Services for the Seriously Mentally Ill: Fostering Usable Knowledge." The conference was organized by Oscar Grusky, Professor of Sociology at UCLA and Program Director of an NIMH-sponsored research training program on Service System and Evaluation Research, with the assistance of Howard Freeman, Sociology Department Chair, Milton Greenblatt, Psychiatry; Yeheskel Hasenfeld, Social Welfare; Robert Liberman, Psychiatry; and George Wolkon, Los Angeles County Department of Mental Health.

The purpose of this multidisciplinary meeting was to critically analyze current knowledge in the area of mental health services for the seriously mentally ill and examine the implications of this information for service delivery research and for policy. In addition to leading researchers from the fields of psychiatry, social welfare, economics, sociology, psychology, public health, and biostatistics, a number of mental health administrators, planners, and representatives from family advocacy groups attended.

Several distinguished sociologists presented the results of their research programs including: Andrew Scull (Chair, Department of Sociology, University of California-San Diego), "Mental

Health Services for the Seriously Mentally Ill: An Historical Perspective"; Robert Fiorentine (postdoctoral scholar, UCLA) and Oscar Grusky, "When Case Managers Manage the Seriously Mentally Ill: A Role Contingency Perspective"; David Mechanic (Director of the Institute for Health, Health Care Policy, and Aging Research, Rutgers University), "Recent Developments in Mental Health Services and Perspectives"; Oscar Grusky and Kathleen Tierney (Assistant Research Sociologist, University of Southern California), "Evaluating the Effectiveness of Countywide Care Systems for the Seriously Mentally Ill"; Joseph Morrissey (Associate Director, Center for Health Services Research, University of North Carolina), "Systems of Care for the Chronically Mentally Ill: Evaluating the Robert Wood Johnson Foundation Initiative"; W. Richard Scott (Professor of Sociology and Director of the NIMH-Supported Organizations and Mental Health Training Program), "State Responses to the Community Support Program"; John Clausen, Emeritus Professor of Sociology, University of California-Berkeley Institute for Human Development, "Mental Health Services Research Needs"; and Yeheskel Hasenfeld, UCLA School of Social Welfare, "Organizational Research: Needs in Mental Health Services."

The conference focused on four major themes: treatment requirements of the seriously mentally ill, mental health services and civil commitment systems, the organization and financing of service systems, and needed research on services for the seriously mentally ill.

Representatives from NIMH who participated in the meeting included Dr. Thomas Plaut, Deputy Director, Division of Biometry and Applied Science; Dr. Kenneth Lutterman, Associate Director for Training, DBAS; Dr. Charles Windle, Biometric and Clinical Applications Branch, and Neal Brown, Chief, Community Support Program. □

## New Concerns Surface Over Imprisoned South Korean Sociologist

by Caria B. Howery

Amnesty International and the American Association for the Advancement of Science have updated information about Soh Sung, a Korean graduate student in sociology who has been imprisoned for 17 years for allegedly violating the Anti-Communist and National Security Laws. These groups are concerned that he may have been tortured during his interrogation, that he "signed" a confession under duress, and that he has been imprisoned for the peaceful expression of his political views.

Soh Sung was born in Kyoto, Japan in 1945 to parents who emphasized their Korean ethnic heritage in spite of severe ethnic discrimination in Japan. After completing secondary school in Japan, he enrolled in the Graduate School of Sociology at Seoul University.

According to Amnesty International, Soh Sung visited North Korea between 1968 and 1971 in a "search for national identity . . . aimed at understanding the political realities of both Koreas which he felt should be reunified by peaceful means."

On March 6, 1971, after a school vacation to his family in Kyoto, both Soh Sung and later his brother were arrested and identified as leaders of a "campus spy group" from North Korea. Shortly after his arrest, Soh Sung suffered severe burns on 45% of his body and fell

into a coma lasting one month. He underwent nine months of skin-grafting operations. He attempted suicide during the course of the investigation and trial.

In fall 1971, Soh Sung was sentenced to death based on a confession he had signed (by a toe print while he was in the coma). The sentence was later reduced to life imprisonment. He is held in a small cell, allowed out for about one hour a day. He is able to read in Korean, Japanese, Chinese, and English and can receive reading material, after it is censored by prison authorities. He is not allowed to write to anyone beyond a monthly letter to his family.

Amnesty International and AAAS ask that sociologists: (1) send courteous appeals to Korean officials urging the government of South Korea to consider the release of Soh Sung; (2) inquire about his current condition in prison; and (3) send literature on sociology to Soh Sung at Daejon Prison in an effort to assist his academic pursuits.

*President Roh Tae-woo*—President of South Korea, The Blue House, 1 Sejong-no, Chongno-gu, Seoul, Republic of Korea.

*His Excellency Tong-jin Park*—South Korean Ambassador to the U.S., Embassy of the Republic of Korea, 2370 Massachusetts Avenue NW, Washington, DC 20008.

*Soh Sung*—#3603, Daejon Prison, 36 Daejong-dong, Chung-ku, Daejon City, Chungcheongnam-do, Republic of Korea. □



## Media Beat

### The Sociologist as Television Commentator

by Brian S. Vargus, *Public Opinion Laboratory, Indiana University-Purdue University*

As academics, we frequently condemn television for its banality, while we lament the lack of attention to sociology's contributions to society. (Etzioni, 1988) The subject makes me a bit schizoid because I am employed as a "political analyst" by WISH-TV (Channel 8) in Indianapolis. I serve as an on-the-air "expert" on things political and as a resource to reporters working on social issues.

How did I get the job? My television appearances began when Professor David Ford and I thought students ought to have experience with survey research. Our political poll was "news" and I was asked by the media to explain it. This led to several unpaid appearances to discuss politics. In 1980, we expanded the IUPUI Poll to a sample of all voters in Indiana. That year we identified some of the drifts in voter sentiment to the right and that made "news." There were more television and print interviews. This led to election-night live appearances as an "analyst." These were all unpaid, but instructive to me as a scholar interested in public opinion. Also, the more appearances I made, the more outside agencies seemed to come to us to do survey research.

By 1984, two local media outlets were bidding for my "exclusive" services, especially on election nights. I chose News-8 because they promised me some production opportunities, wanted me to serve as a research backup to reporters, and seemed as interested in my sociological insights as my access to polling data. Thus, I came to be "on television" by having a real news story first (the IUPUI Poll) and then being a satisfactory live analyst. This provided my entry to the full realm of news production and decision-making.

What I do on television. Television news often is as much entertainment as news. This is not any different from newspapers. After all, most read their horoscope and the comics. (See Hennessey, 1985; Graber, 1984) When scholars analyze television, they describe it as a major source of information (Robinson et al, 1986) and low on social science content. (Singer and Endrenyu, 1986). My experience is that this is less the case than we want to think. Part of the problem is sociologists seemingly forget to consider television as a "teaching" medium. The audience is vast and, normally, less well educated than a class of sophomores in sociology. As Hunt (1987) reports, television lessens the substance of political campaigns. It also diminishes the substance of much that is "news." It is a "headline" service. Consequently, I find myself most effective when taking a sociological viewpoint and remembering to reduce it to a 10 to 20 second sound bite. That means no-qualifiers, no "howevers," and no citations. It means getting to the main point, e.g., polls are good only on the day they are taken, the data show the family is changing but not disintegrating, studies show some alcoholism is genetically based. This is hardest when I am giving a live election night analysis to answer, in a minute, why people voted the way they did. Often what I do is, as a colleague at "News-8" calls it, "info-tainment."

An example or two. Last Christmas I wanted to do a story on computer simu-

lations of a political campaign. How did we package it? We did a simulation with a reporter running one campaign while I ran the other. From the more than one hour of tape the photographer edited about 90 seconds of video and sound which explained what we were doing, parts of the simulation and a candidate winning. We then ran another simulation with a liberal (Santa Claus) against a conservative (Scrooge) for emphasis. Claus won, but Scrooge carried Kentucky. That fact was our out-cue or ending statement because it highlighted the story with an audience that is more interested in basketball than politics. Trivial? Perhaps, but we showed a social research advance, i.e., simulation, and used it. Most of our audience remembered it and, judging from their response, saw a "use" for such social science applications.

A second example is provided by the many debates we have had in the 1988 campaign. Asked to "analyze" several, I have cited evidence that debates have little impact on voters without high interest. I cannot take the time to reference the literature, but I can serve as a conduit to more expansive analyses and conclusions. As Edward R. Murrow said, "... (T)hey can read but do they understand?" My job on television is to put things in context and highlight significant points—as one does in teaching introductory sociology—rather than to be analytical. I must serve two masters here and it is not easy. I am successful when I articulate important sociological principles and provide background to reporters unschooled in the social sciences.

Responses—lay and professional. The responses to being a visible television commentator vary by the audience. The general public, including students, frequently greet me with "I saw you on tv last night." As Sam Donaldson (1987) writes, that places one in an odd position. Now I thank them for watching though I used to ask them if I "made sense." A large number responded that they didn't know since they only watch television and do not listen. That somewhat scary response made me understand reporters' aversions to "talking heads" in news stories. Many faculty respond with how unimportant it all is since it is "just PR anyway and has no content"—similar to the reaction to being a successful teacher of Introduction to Sociology. Most administrators like it if I have been identified as from the university.

There is also a magical quality from television. It bestows legitimacy. Thus, faculty from other campuses ask me who is going to win an election or what kind of political developments they should expect. These appear to be serious questions. Political leaders ask questions about all sorts of social science issues because they have "seen me on tv." This "legitimacy" has led to several research contracts.

Some advice. The key to television is to remember five things. First, speak in concrete, not abstract terms. Second, listen to the professionals—the reporters and camerapersons—about what they need. Third, do your homework so you know as much about the general subject as your special area. Fourth, remember television is radio with pictures. Make descriptive statements that fit pictures of the subject matter. Finally, teach the

audience as you might a lower level class.

Be prepared to handle negative reactions. If you cannot handle statements about your ancestry, political extremism or stupidity, you do not belong on television news. Also, maintain a sense of humor about your own fallibility. I learned how hazardous live television can be when I attributed an illegitimate child to President McKinley instead of President Cleveland. I am still dogged by people who remember my live analysis that "race will be a factor in this race."

Conclusion. Becoming a television commentator has been a "Walter Mitty Dream."

Currently I am developing a feature on sampling to answer a frequent question: "Why wasn't I ever interviewed about that?" I want to do a "lay person's guide to social science reports." If either makes the air—problematic given demands for time—the rewards will be in the response from the audience. I have not

### Malaysian Sociologists Arrested; Letters of Protest Requested

The American Association for the Advancement of Science (Science and Human Rights Program) has notified ASA of the arrest and detention of at least 94 persons under the provisions of the Internal Security Act, which allows for detention without trial. On October 28, 1987, Malaysian Prime Minister Dr. Mahathir Mohamad announced a ban on public rallies and assemblies and revoked the publishing licenses of at least three major newspapers.

Among those arrested in the recent crackdown were members of the ruling coalition government and the opposition, including members of Parliament and leaders of political parties; scientists and educators; businesspersons; members of social and environmental groups; and representatives of religious groups. Three sociologists are detained.

The Malaysian government has cited the threat of racial conflict, particularly between Malay and Chinese ethnic groups; the prevention of "Communist" infiltration; religious fanaticism; and the poor economic situation in Malaysia as reasons for the implementation of such harsh measures.

The sociologists detained are:

Theresa Lim Chin Chin, 31, who received a master's degree in social work from the Asian Social Institute, the Philippines. She currently works for the Council of Churches in Malaysia and since 1985 has headed the Resource, Research and Communications Unit. She has been active in women's development issues and is a member of ALIRAN.

Kua Kia Soon, 38, who received his doctorate in sociology from the University of Manchester (England) in 1981 and has taught sociology at the University of Singapore. He has served as an advisor on higher education to the United Chinese School Committee's Association of Malaysia. Mr. Kua has written several books and is an advocate for native language instruction in multi-ethnic societies.

Mohamed Yunus Bin Labai Ali, 35, who is currently working on a master's

satisfied everyone, but I have learned a great deal about news, the media, and media impact—subjects of scholarly interest to me. I wouldn't trade what I am doing now for a chair at Harvard or the editorship of *ASR*. And so it goes . . .

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degree in sociology at the Institute Pengajian Tinggi, University of Malaya. He received his BA in sociology at the North East London Polytechnic. A student activist, he is also concerned with economic and social issues in Malaysia.

The AAAS Science and Human Rights Program recommends that you send letters to the following officials asking that the above-mentioned individuals either be charged publicly and afforded all legal safeguards and a fair and open trial, or that they be immediately released from detention.

Amnesty International considers many of these people to be prisoners of conscience as they were known for their non-violent and legitimate social, legal, or political activities. No charges have been placed against them and no evidence has been produced which indicates that they have used or advocated violence.

If you would like further information on the situation in Malaysia, please feel free to contact the AAAS Science and Human Rights Program at (202) 326-6790.

Please send your letters to:

*Prime Minister of Malaysia:* Datuik Seri Dr. Mahathir Mohamad, Prime Minister's Department, Jalan Dato Onn, Kuala Lumpur 11-01, Malaysia

*Malaysian Ambassador to the U.S.:* His Excellency Albert S. Talalla, Embassy of Malaysia, 2401 Massachusetts Avenue NW, Washington, DC 20008

*U.S. Ambassador to Malaysia:* Ambassador John C. Monjo, U.S. Embassy, Kuala Lumpur, Malaysia, c/o U.S. Department of State, 2201 C Street NW, Washington, DC 20520.

You may wish to send copies to us and to: Bruce Donahue, Asian Affairs, Bureau of Human Rights, U.S. Department of State, 2201 C Street NW, Washington, DC 20520. □



# Sociology Department Damaged by Fire

by Patrick G. Donnelly, University of Dayton

On Tuesday, December 21, 1987, the first semester ended at the University of Dayton as faculty members finished reading term papers and turned in final grades. Faculty sorted through the semester's class notes, pulled out research materials or began work on the following term's syllabi. That afternoon faculty left the offices intending to return the next day to continue their work.

On Wednesday morning, the unthinkable, and unmentionable happened. As we approached campus, flames could be seen shooting thirty feet into the sky above the roof of the four story St. Joseph's Hall on the University campus. The 104 year old building housed the Departments of Sociology and Anthropology, Communication, Political Science and Social Work as well as the Center for the Study of Family Development and the Center for International Studies. Under construction on the fourth floor at the time of the fire was a Social Science Research Center that the Department had finally succeeded in acquiring after several years of negotiations. The fire was contained on the third and fourth floors but the first and second floor, where the Department of Sociology and Anthropology was located, suffered heavy water and smoke damage.

There is some good news. No one was in the building when the fire broke out, and there were no physical injuries resulting from the fire. Since the fall semester had ended, grades had already been turned in, and no classes had to be cancelled. Since classes began again on January 4, university officials had about ten days to find space for 43 faculty offices, four department offices, two centers and over 150 classes scheduled for rooms in St. Joe's. While some departments had their faculty relocated into as many as five different buildings on campus, our department was fortunate to remain together in one building. One problem is a loss of privacy as we had to assign two faculty per office. The 150 classes normally held in St. Joe's were assigned to other classroom buildings, the student union and even one of the new residence centers.

The bad news is that many faculty lost

teaching notes, research materials, and significant portions of their libraries. On the day after the fire, one faculty member from each affected department was allowed into the safe parts of the building to begin salvage operations. Understanding the practice as well as the theory of rule-breaking behavior, the Sociology Department was able to get two of its members, Patrick Donnelly and Dan Miller, into the building to rescue contents from the sociology offices. On entering the building at 8:30 a.m., the sociology area was very wet but we were hopeful that we could save much of the material. Everything that had been left out on desks, tables or on the floor was soaked but some of it looked salvageable. Material in file cabinets or desk drawers was almost completely dry. But as the day wore on, water from the upper floors continued to flow down. When St. Joe's was built in 1884, the designers inserted several inches of sand between each floor presumably to act as a fire-retardant. Our offices began to look like sandy, littered beaches as the sand and ceiling tiles covered the floors, bookcases, file cabinets and desks. Plastic sheets that firefighters put over much of the furniture in many cases fell off under the pressure and weight of the water and sand.

The University brought in movers to help pack and move books and papers and later furniture and equipment. The faculty organized the triage attempting to identify the most valuable materials in each office. Teaching and research materials, journals and special books were removed first. Instructors manuals were left behind. Dry materials, furniture and equipment were removed in hundreds of boxes to the university fieldhouse which served as a central storage area. Wet books and papers were packed in milk crates so they would be removed to a large freezer. Freezing would prevent further decay and mold on the paper. At this point most faculty still had little idea about how much of their personal materials were damaged or lost.

The salvage operation continued for three full days. After Christmas, faculty examined the boxes in the fieldhouse. The Department library was completely destroyed by water and the books from

it were immediately discarded. Faculty discarded their own books that could easily be replaced. Most brought many items home or put them in storage. University employees moved the remaining materials, furniture and equipment to the new, but smaller offices. Faculty spent January 2 and 3 getting their new offices ready for the start of classes on the 4th. They also spent most of the following week cleaning books, sorting through files and trying to find their relocated classrooms.

In the middle of January, we travelled to the freezer facility where the wet materials had been shipped. We again attempted to sort through materials. Faculty began to get a better idea of the extent of teaching and research materials that were destroyed. However, since many of the papers were frozen together, we were not able to fully assess our losses. The frozen material was then moved to a 45 foot-long mobile vacuum chamber drying unit that removed the moisture from the documents at high temperatures over a ten day period. It was not until the middle of February before we had access to the material that went through the freeze drying process. This high tech process was partially successful. It seemed to many of us to work best on basic introduction books and to work least well on rare or out-of-print books. We did not realize how selective high tech could be. Books that had been on the top shelves of the bookcases and which had only been damp came through the process best. Books that were on the lower shelves and which had been very wet fared less well. While the freeze drying process took all the moisture out, many were badly misshapen. The bindings of many of the books were destroyed.

Throughout the whole term, confusion reigned. We were told soon after the fire that the University did not have insurance for personal property of employees, including books, equipment and furniture. (I made a number of phone calls to other universities that had experienced fires and this seemed to be common.) Most of us had homeowners' insurance policies that specifically excluded business or professional-related property located away from the home. The University told us to file claims against our homeowners policy anyway, to keep copies of all correspondence and to submit claims to the University for all items not provided by the insurance company. The University stated that it would attempt to compensate faculty for their losses.

The tangible losses, such as books and equipment, were relatively easy to itemize although it did take many hours throughout the entire term. We had to list all of the items that had been located in all of the offices and rooms assigned to our department and then list their status. We were also asked to keep a log of all hours spent on fire-related activities, presumably to support the University's claim to their insurance company. These activities were very time-consuming. The intangible losses, however, were clearly the more devastating and more costly. Faculty found themselves having to rewrite lectures for classes they had just offered the previous semester. They had to make up new handouts. Faculty lost tapes of interviews and transcripts done on research projects. Others lost computer printouts and original data on questionnaires. Most faculty lost a whole semester's worth of research and writing just trying to recover their materials. A few of us have spent over 200 hours on fire-related matters and the end is not in sight. A few years from now, the vita of each faculty member will show a gap in

their professional productivity.

To this point, the University has made a good effort to make up for these losses. A number of faculty were given summer research grants. Others will receive reduced teaching loads next year. The University also bought additional PCs for the Department. The University is still in the midst of negotiating a settlement with its insurance company for the structure. Once this is done, it will try to reach a settlement on the contents. The University will then determine what money it will make available to faculty to help offset other losses. The plans now are to completely gut the interior of St. Joe's from the basement to the fourth floor (the exterior walls are still solid), design a new interior floor plan, and move us back into the building in the summer of 1989.

There are a number of lessons to be learned from this experience. It would be helpful for faculty to carefully review their homeowner's insurance policies. It may be possible to add coverage for professional-related property located away from home. It would also be helpful to have an inventory of the property, including books, to facilitate the claims. Second, while tidiness is not a characteristic common among faculty, many of us are trying to be a little neater. I actually put away work at the end of the day. No more leaving it in the middle of my desk so I can start work on it as soon as I arrive. Strong metal file cabinets and desks protected many of their contents. Third, it is probably wise to cover PCs, typewriters and reproduction equipment. Manufacturers frequently provide plastic covers with their machines. The covers would have prevented water from getting into the machines. We lost our Department CPT word processor and hard disk. Fortunately we had backup disks and hard copies of most of the material that were not destroyed.

As with any disaster, the psychological and emotional effects were somewhat debilitating and will take some time to subside. We still reach for a book on our shelves only to find it among the missing. However, we take comfort in knowing that we will eventually have a new building and a new set of personal habits that might lessen the damage if the unthinkable, the unmentionable, should happen again. □

## On Retirement

I think that I shall no doubt be  
A very happy retiree.  
One who smiles from noon till night  
And finds each day a new delight.  
Through I shall miss my students dear  
And colleagues who provide such cheer,  
Offsetting this will be a list  
Of things that by me won't be missed:  
Getting up before it's light,  
Driving in snow that's icy and white,  
Preparing an annual merit request,  
Deciding on whose promotions are best,  
Sending in travel forms for review,  
Getting them back for me to re-do,  
Filling out records of my weekly time,  
Sending 64 work hours are not sublime,  
Learning the names of classes of sixty,  
Reading hundreds of final exams much too quickly.  
The more I ponder on this list  
The more I'm sure it won't be missed.  
Though teaching years bustled with activity,  
Better yet are those to be.  
Ready am I for the days to come  
Filled with new found ventures and fun.  
I think that I shall never see  
A retiree quite as happy as me.

J. Saltman  
September 1987 □

## IIS International Congress to be Held in Rome, June 1989

The Institut International de Sociologie (IIS) now has confirmed arrangements for the XXIX International Congress in Rome, June 12-16, 1989. Facilities to be used include the UNR (equivalent to the SSRC in the U.S.) and the University of Rome. The theme of the Congress will be "The Status of Sociology as a Science and Social Policy Formation."

Plenary sessions based on the theme are scheduled for each morning. Multiple working sessions will be scheduled to accommodate additional sessions on the theme and on conventional topics in sociology. Special sessions will be scheduled as necessary to permit distribution of papers and intellectual exchange for persons who are not assigned to regular working sessions.

Pre-registration with payment of the fee is required with the submission of a paper or a topic for a working session. Pre-registration fees are \$125. On-site registration will be \$150. Students may register for \$25.

Hotel accommodations must be made by the participants directly, but informa-

tion will be mailed with suggestions for convenient accommodations. CNR and the University of Rome are very close to the Central Rail Station. The IIS does not have funds for grants or support of participants.

Further information and forms should be requested from Edgar F. Borgatta, IIS President, Department of Sociology, DK40, University of Washington, Seattle, WA 98195; or R. Alan Hedley, IIS Secretary General, Department of Sociology, University of Victoria, Victoria, British Columbia, Canada V8W 2Y2. Suggestions for sessions and papers (plus registration and fees) may be sent directly to the chair of the Congress Coordinating Committee: Paolo Ammassari, IIS Vice President, Facoltà di Scienze Statistiche, Piazzale Aldo Moro, 5, Roma 00185, Italy. For those who have access to BITNET, Ammassari's BITNET number is AMMASAR@IRMUNISA.

The American Sociological Association is exploring the possibility of travel grants for IIS scholars participating in the IIS Congress. □

Call for Papers

CONFERENCES

**American Sociological Association** Section on Racial and Ethnic Minorities invites papers for three sessions at the 1989 Annual Meeting, August 9-13, 1989, San Francisco, CA. Theme: "Institutional Discrimination in the Context of Interdependent Social Systems." Papers on race and ethnicity regardless of methodological approach or theoretical perspective are welcome. Deadline: January 15, 1989. Send papers to: Rodolfo Alvarez, Department of Sociology, University of California, Los Angeles, CA 90024-1551.

**The Institute of Culture and Communication, Temple University**, invites paper and panel submissions for its Seventh International conference, October 4-7, 1989, Philadelphia, PA. The CCC is an interdisciplinary forum hosting approximately 350 presentations of theory and research regarding the following topics: communication theory/methodology and the philosophy of social science/interpersonal interaction/government, industry and culture/communication and ideology/mass media and acculturation/art as cultural artifact. Deadline for proposals is February 10, 1989. Contact: Sari Thomas, Institute of Culture and Communication, Annenberg Hall, Temple University, Philadelphia, PA 19122.

**The International Association for Conflict Management's Second Bi-Annual Conference**, University of Georgia, June 11-14. Selected papers will be published by Praeger Publishers in *Theory and Research in Conflict Management*. Other excellent papers not chosen for the book will be published in a special issue of the new *Journal of Conflict Management*. Contact: Tom Pavlak, Chair, Track 5: Public Sector Conflict, IACM Conference, GSPIA, 3801 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260.

**Montana State University's Interdisciplinary Symposium for Health Research, Education, Service and Policy**, July 18-21, 1989, Bozeman, MT. Theme: "Meeting Health Promotion and Health Maintenance Needs of Rural Populations." Topics must relate to health promotion/health maintenance research, clinical practice, delivery of service, education or policy as they pertain to rural areas or populations. Deadline for abstracts: December 15, 1988. Contact: M. Stocks, Montana State University, Scheduling and Conference Center, Strand Union, Bozeman, MT 59717.

**National Council on Family Relations 1989 Annual Conference**, November 4-8, 1989, New Orleans, LA. Theme: "Families and Sexuality." Topics will include but are not limited to: sexual development, sexual dysfunction and therapies, sexual ethics and values and sexual politics and public policy. Deadline for submissions: January 31, 1989. Contact: Cynthia Winter, Conference Coordinator, National Council on Family Relations, 1910 W. County Road B, Suite 147, St. Paul, MN 55113.

**1989 National Recreation and Park Association Symposium on Leisure Research**, October 20-24, San Antonio, TX. The purpose of the Symposium is to advance the state of knowledge about leisure through the exchange of research findings. For a complete copy of the call for paper guidelines, contact either of the co-chairs: Leo McAvoy, Division of Recreation, Park, and Leisure Studies, University of Minnesota, 207 Cooke Hall, Minneapolis, MN 55455 or Dennis Howard, Department of Leisure Studies and Services, University of Oregon, Eugene, OR 97403.

**Providence College, Sociology Department Fourteenth Annual New England Undergraduate Research Conference in Sociology**, April 15, 1989, Providence, RI. Student submissions of undergraduate work of an empirical, theoretical, critical review, applied or inter-

disciplinary nature are invited. Cash prizes will be awarded for the two most outstanding papers. Deadline for receipt of papers and application materials is January 23, 1989. Contact: Nicholas Sofios, Conference Coordinator, Department of Sociology, Providence College, Providence, RI 02918.

**The Rhetoric of the Social Sciences Conference**, A Symposium at the University of Maryland, March 30-April 1, 1989. Organized by the Department of Sociology, the Department of Communication Arts and Theatre, and the Comparative Literature Program. Contact: Richard J. Brown, Department of Sociology, University of Maryland, College Park, MD 20742.

**The Social Science History Association 1989 Meetings**, November 16-19, 1989, Washington, DC. Those interested in participating should send a short description of their proposed papers or panel along with their address and phone numbers to either: Carole Shamas, Department of History, University of Wisconsin-Milwaukee, Milwaukee, WI 53201 or Jack Goldstone, Department of Sociology, Northwestern University, Evanston, IL 60208. Deadline is February 15, 1989.

**Society for Applied Sociology Seventh Annual Conference**, October 20-22, 1989, University of Denver and University of Colorado, Denver, CO. Theme: "The Policy Relevance of Applied Sociology." Send proposals for papers, panels or roundtables before February 15, 1989, to: Penelope Canan, Department of Sociology, University of Denver, Denver, CO 80208-0209.

**Society for Disability Studies Second Annual Convention**, June 21-24, 1989, Denver, CO. Possible themes for paper presentations may include: research issues of policy, history, sexuality, law, culture, statistics, methods, politics, media, literature, gender, self-image, cross-cultural, family, etc. Deadline: February 15, 1989. Send two copies of two

page abstract to: Irving Kenneth Zola, Department of Sociology, Brandeis University, PO Box 9110, Waltham, MA 02254-9110.

**Society for the Study of Social Problems, Sexual Behavior Division 1989 Annual Meeting**, August 6-8, Berkeley, CA. Theme: "Sexual Compulsivity: Linking Ideology with Lived Experience." Papers are invited that address tensions between ideologies of sexuality and sexual compulsivity. The central tension will be to address the "myth of sexual compulsivity" and the emergence of sexually focussed 12 Step programs. Deadline for papers is January 15, 1989. Send to Session Chair: Michael Shiffman, Department of Sociology, UCLA, Los Angeles, CA 90024.

**The Society for the Study of Social Problems 39th Annual Meeting**, August 6-8, 1989, Berkeley, CA. Theme: "Social Problems as Social Movements: Defining and Mobilizing Reform." Deadline for submissions: January 15, 1989. Contact: Craig Reinart, Chair, Program Committee, Department of Sociology and Anthropology, Northeastern University 360 Huntington Avenue, Boston, MA 02115; or contact: Elinore Lurie, Executive Officer, Society for the Study of Social Problems, N-631, University of California, San Francisco, CA 94143-0612.

**The 16th Annual Western Anthropology/Sociology Undergraduate Research Conference**, April 15, 1989, Santa Clara, CA. Empirical, theoretical, and review papers are invited. Drafts of papers or detailed abstracts (statement of problem, theoretical perspective, key literature, methodology, findings and conclusions) with names of student author(s) and faculty sponsor(s) should be submitted by February 15, 1989 to: Paul Verden, Department of Anthropology/Sociology, Santa Clara University, Santa Clara, CA 95053.

PUBLICATIONS

*Journal of Developing Societies* is seeking papers on "Social Revolutions in the Third World" to be published as a special issue in Summer of 1989. Theoretical, comparative and case studies dealing with origins, processes, and consequences of major social revolutions in Asia, Latin America, Africa and the Middle East will be considered. Authors should use the ASA reference style and try to keep their explanatory footnotes to a minimum. Manuscripts should be submitted in duplicate by March 1, 1989, to: Quee-Young Kim, Department of Sociology, Box 3293-University Station, University of Wyoming, Laramie, WY 82071.

*1990 National Survey of American Jews*. A national probability sample of American Jewish households is now being planned by the Council of Jewish Federations. The organizing committee envisages sponsoring and publishing a series of monographs on topics to be proposed by academics and planners. Proposals outlining such monographs and indicating the resources and facilities available and/or needed to complete such a monograph are invited from interested scholars. Draft questionnaires are available for review on request. The deadline for initial proposals is March 15, 1989. Contact: Barry Kosmin, Director of Research, Council of Jewish Federations, 730 Broadway, New York, NY 10003.

*Research on the Soviet Union and Eastern Europe*, a new interdisciplinary series, seeks papers for Volume 2. Preference will be given to papers that deal with current trends and events or that put current developments into historical or comparative perspective. Any topic will be considered. Submissions and inquiries should be directed to: Anthony Jones, Editor, Department of Sociology, Northeastern University, Boston, MA 02115.

(continued on next page)

# Instant Wait Reduction

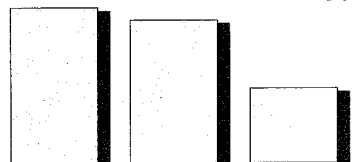
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## Call for Papers, continued

The ASA Teaching Resources Center seeks to revise Michael Armer's *Syllabi and Resources for Internationalizing Courses in Sociology* during the coming year. If you have incorporated international, comparative or global perspectives in any undergraduate courses you have taught, please send a copy of your course syllabus along with other relevant materials to Mike at Department of Sociology, Florida State University, Tallahassee, FL 32306. Especially valuable would be syllabi for standard sociology courses like Introductory Sociology, Social Problems, Social Psychology, Marriage and the Family, Social Stratification, Race and Ethnic Relations, Social Research Methods, etc. Also, if you know of films, videos, publications, programs or other resources that might be useful for instructors in strengthening the international content of their courses, please send this information as well.

Maryland. Contact: Richard H. Brown, Department of Sociology, University of Maryland, College Park, MD 20742, (301) 454-5568.

**April 15.** *Undergraduate Research Conference in Sociology*, Providence College. Contact: Nicholas Sofos, Conference Coordinator, Department of Sociology, Providence College, Providence, RI 02918; (401) 865-2516.

**April 15.** *The 16th Annual Western Anthropology/Sociology Undergraduate Research Conference*, Santa Clara University. Contact: Paul Verden, Department of Anthropology/Sociology, Santa Clara University, Santa Clara, CA 95053.

## Funding

**American Foundation for the Blind, Inc.'s** Social Research Department announces its competition for partial funding of doctoral dissertation research. The total amount to be awarded in 1989 is \$4000. Preference will be given to outstanding proposals whose results may have national policy significance with AFB's priorities such as: Problems of visual impairment as related to aging or Ethnic Minority Status, Improving Education or Employment of blind and visually impaired people, Provision of Low Vision services, Cost-benefit or other Economic issues related to visual impairment. Deadline: January 9, 1989. Potential applicants should contact AFB before submitting a proposal. Contact:

Katherine A. Nelson, Senior Research Associate, Social Research Department, American Foundation for the Blind, 15 West 16th Street, New York, NY 10011; (212) 620-2142.

**The Brown University Center for Alcohol and Addiction Studies** offers one and two-year postdoctoral fellowships for research that relates to early intervention and treatment of alcohol and drug abuse. Stipends are \$17,000-\$31,000 per year depending on experience. Application deadline: February 15, 1989. Appointments begin between June and September 1989. For application information write: Richard Longabaugh, Center for Alcohol and Addiction Studies, Brown University, Providence, RI 02912.

**The Five College Fellowship Program** has been established to bring the five colleges (Amherst, Hampshire, Mount Holyoke, Smith Colleges and the University of Massachusetts) minority graduate students who have completed all the requirements for the PhD except the dissertation. The primary purpose of the fellowship is to provide advanced graduate students with the opportunity to complete their dissertations before taking on the instructional and institutional responsibilities of a full-time appointment. The fellowship carries with it a stipend of \$20,000 plus fringe benefits. Date of fellowship: September 1, 1989-May 31, 1990. Application deadline: February 1, 1989. Awards announced by May, 15, 1989. Contact: Lorna M. Peterson, Associate Coordinator, Five College Fellowship Program

for Minority Scholars, Five Colleges, Inc., Box 740, Amherst, MA 01004; (413) 256-8326.

**Harvard Medical School Department of Psychiatry** at the Massachusetts Mental Health Center: three postgraduate fellowships in a two-year program involving independent research under the supervision of an experience clinical researcher, participation in an integrative series of seminars focusing on research methods, and formal courses at Harvard University. Research areas include: neuropsychopharmacology, social psychiatry, neuropsychology, psychopharmacology, neurophysiology and schizophrenia research. Stipends range from \$15,996 to \$30,000 per annum. Application deadline is December 30, 1988. Send inquiries with curriculum vitae and statement of areas of research interest and specific type of research training desired to: Wendy Schwartz, Program Administrator, Clinical Research Training Program, Massachusetts Mental Health Center, 74 Fenwood Road, Boston, MA 02115.

**National Science Foundation, Sociology Program** invites the submission of proposals for its January 15 target date. The Program supports research that is "sociological" in the broadest sense of that term. The NSF Sociology Program, like the field of sociology generally, recognizes the growing emphasis on a dynamic rather than static research approach. Consequently, it is supportive of studies focusing on process and change. The Program also invites studies involving more than a single level of analysis, such as the interplay of structural and individual characteristics. For further information write or call: Phyllis Moen, Program Director, or Robert Althuser, Associate Program Director, Sociology Program, National Science Foundation, Washington, DC 20550; (202) 357-7802.

**The Newberry Library**, invites application for resident fellowships in the humanities for 1989-90. Established postdoctoral scholars interested in long-term residency (six to eleven months) may apply for National Endowment for the Humanities Fellowships in any field. Maximum stipend is \$27,500. Scholars may apply for a short-term resident fellowship for one to three months' individual research. Through the Monticello College Foundation, the Newberry Library offers six months' support for work in residence by a postdoctoral woman scholar at an early stage in her career. For further information and application forms, contact: The Awards Committee, Newberry Library, 60 W. Walton Street, Chicago, IL 60610; (312) 943-9090, ext. 478.

**Office of Technology Assessment** is seeking outstanding candidates from academia, business and industry and the public sector for its Congressional Fellowship Program. Up to six Fellows will be selected for a one year appointment in Washington, DC beginning in September 1989. The program provides an opportunity for individuals of proven ability to gain a better understanding of science and technology issues facing Congress and the ways in which Congress establishes national policy related to these issues. The program is open to individuals who have demonstrated exceptional ability in such areas as the physical or biological sciences, engineering, law, economics, environmental and social sciences, and public policy. The salary range is \$28,000 to \$45,000 per year based on the Fellows current salary and/or experience. Contact: Congressional Fellowships, Personnel Office, Office of Technology Assessment, Congress of the United States, Washington, DC 20510-8025. Deadline: January 31, 1989.

**The Social Science Research Council** announces three new fellowship and grant programs offered in 1989 to support research on the Urban Underclass.

The Program's aim is to encourage research on the structure and processes that generate, maintain, and overcome the conditions and consequences of persistent and concentrated urban poverty in the United States. Undergraduate Research Assistantships (\$5,000) and Dissertation Fellowships (\$22,000) and Postdoctoral Grants (\$37,500). Application deadline: January 10, 1989. For further information and application materials please contact: Social Science Research Council, Research on the Urban Underclass 605 Third Avenue, New York, NY 10158; (212) 661-0280.

**The Social Science Research Council.** A variety of opportunities for African researchers, individually or in teams, and research teams of African and non-African researchers are available from the Project on African Agriculture: Crisis and Transformation. Sponsored by the Joint Committee on African Studies of the American Council of Learned Societies and the Social Science Research Council, and administered by the Subcommittee on African Agriculture, the Project aims to promote interdisciplinary analysis, particularly involving natural and social scientists, of the agricultural crisis in sub-Saharan Africa. The competition will occur in May with a deadline of February 1, 1989. For additional information write: Fellowship Program, Project on African Agriculture, Social Science Research Council, 605 Third Avenue, New York, NY 10158; (212) 661-0280.

**University of Rochester's Susan B. Anthony Center for Women's Studies** announces a postdoctoral fellowship for a recipient of the PhD in any discipline. Applicant's work should be closely related to women's studies. The Fellowship is for one year beginning September 1989, with an option for a second year. The stipend is \$22,000. Send vita, three letters of recommendation, a one to two page project proposal, and samples of published or unpublished work no later than February 1, 1989 to: Director, Susan B. Anthony Center, University of Rochester, 538 Latimore Hall, Rochester, NY 14627.

**Rutgers-Princeton Program in Mental Health Research**, has a limited number of postdoctoral traineeships for 1988-89 funded by NIMH. The major areas of training are mental health services and systems research, and help-seeking processes and psychiatric disorder. Trainees receive between \$17,000 and \$31,500 per year depending on prior experience. Send inquiries to: Allan Horwitz, Institute for Health, Health Care Policy and Aging Research, Rutgers University, 30 College Avenue, New Brunswick, NJ 08903.

**The University of Wisconsin's Institute for Research on Poverty** and the U.S. Department of Health and Human Services will sponsor the eighth competition under the Small Grants program for research on poverty-related topics during the period July 1989-June 1990. Guidelines are available from: Elizabeth Evanson, Institute for Research on Poverty, 1180 Observatory Drive, Madison, WI 53706. Application deadline is February 17, 1989.

## Competitions

**American Sociological Association Section on Crime, Law, and Deviance** is accepting nominations for its Distinguished Scholar Award. The award is given annually to the author(s) of a book or series of articles published in the past five years and constituting a major contribution to the study of crime. Closing date for nominations is February 1, 1989. Nominations should be sent to: Joseph F. Sheley, Chair, Distinguished Scholar Committee, Department of Sociology, Tulane University,

(continued on next page)

## Meetings

**March 1-4.** *National Conference for Women in Corrections and Juvenile Justice*, Hilton Hotel, Portland, OR. Contact: Gayle Gasner, Chemeketa Community College, 4000 Concaster Drive, NE, Salem, OR 97305, (503) 399-5139.

**March 30-April 1.** *The Rhetoric of the Social Sciences Conference*, University of

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**Competitions, continued**

New Orleans, LA 70118.

The American Sociological Association's Political Economy of the World System Section solicits nominations for the first annual PEWS Award for Distinguished Scholarship. The award, to be presented at the 1989 ASA Annual Meeting, is for a book, article, or series of articles published in 1986, 1987 or 1988. Any work of comparative or international sociology concerned with the relationship between domestic and global social, economic and political processes is eligible. Nominations must be received by March 31, 1989. Send to: Award Committee Chair, Gary Gereffi, Department of Sociology, Duke University, Durham, NC 27706.

American Sociological Association's Theory Prize Committee of the Theory Section, has set February 14, 1989 as the deadline for nominations for the 1988-89 competition. The annual prize goes to the outstanding work in sociological theory during the previous two years, based on a broad, pluralistic, and nonsectarian understanding of the tasks of theory. Nominations must include a short covering letter identifying the author and title and five copies of the text. If possible, the text should not reveal the author's identity. Nominations should be sent, before February 14, to: Samuel W. Kaplan, Theory Prize Committee, Department of Sociology, Bryn Mawr College, Bryn Mawr, PA 19010.

The Aspen Institute's Rural Economic Policy Program announces a research competition for grants to support studies of the rural poor in the United States, sponsored by the Ford Foundation. Deadline for applications and proposals: February 28, 1989. For more information contact: Cynthia Duncan, Rural Economic Policy Program, Aspen Institute, PO Box 959, Durham, NH 03824.

The Law and Society Association is seeking nominations for its Student Awards, which will be given at the Association's Annual Meeting in Madison, WI, June 8-11, 1989. Awards will be made to the undergraduate and to the graduate student whose nominated paper best represents outstanding law and society research. The awards are \$100 and travel expenses to attend the ISA meeting. Nominations can be made only by a non-student member of the Association and through the submission of the recommended student paper to the Committee on Student Awards. Submissions should be received by January 25, 1989, and should be sent to: Susan Silbey, Department of Sociology, Wellesley College, Wellesley, MA 02181.

The National Institute on Aging, in collaboration with the National Institute of Mental Health and other Institutes, seeks applications for research on behavior change and prevention strategies to reduce transmission of AIDS. Grant applications are invited on research for understanding, preventing, or changing high risk behaviors, and sustaining the changed behaviors over time. NIA's special interests are in social and behavioral factors in prevention of the disease, care of AIDS victims and their significant others, and the impact on society, with special reference to people in their middle and later years. For information, please write (do not telephone): AIDS Program, Behavioral and Social Research, National Institute on Aging, Building 31, Room 5C32, Bethesda, MD 20892.

The Society for the Study of Social Problems, Labor Studies Division invites graduate students to submit papers for the 1989 Braverman Award. The deadline for submissions is February 1, 1989. Papers are judged on the following criteria: originality, quality of writing and analysis, and appropriateness

to the spirit of Harry Braverman. Send three copies of the paper to: Rhonda Levine, Department of Sociology, Colgate University, Hamilton, NY 13346.

**Contact**

At the ASA Annual Meeting, a woman's watch was left in a meeting room after a Friday afternoon session. Describe it and claim it by writing to Carla Howery at the ASA Executive Office (1722 N Street, NW, Washington, DC 20036).

The ASA Honors Student Association is selling calendars with significant dates of interest to sociologists and interesting photos. To order, please send \$6.80 (includes postage) in a check made out to HPSA to: Wendy Hagerman, 2016 N. 7th Street, Terre Haute, IN 47804. (See August Footnotes for a more detailed advertisement of the calendar.)

The ASA Teaching Resources Center is sponsoring a revision of materials on the course in social psychology. Syllabi, assignments, film and text book reviews and other materials are sought which instructors who seek assistance in developing a social psychology course might find useful. Please send submissions no later than January 31, 1989 to: Jeffrey Chin, Department of Sociology, Le Moyne College, Syracuse, NY 13214. Materials on 3 or 4 inch floppy disks are acceptable and preferred to hard copy. Disks should be formatted for IBM-PC or PS 2 or equivalent and files in ASCII code. The preferred method of submission is via BITNET—CHIN@LEMOYNE.

Call for Bibliography Citations: Profession of Sociology. We are revising a bibliography of materials on the profession of sociology to be used by graduate students in Pro-Seminars. We are seeking items which we may have missed and which are not in the most commonly used books and journals. Suggestions from your own work or others work would be appreciated. Of particular interest to us are firsthand accounts of sociologist's experience as sociologist. The categories needed are: organization of profession, problems of the profession, employment and career mobility, women and minorities, career activities, teaching sociology, use of computers, raising revenue, the art and science of publishing, production and distribution of professional journals, sociologists as administrators, sociologists outside of academia. Please send suggested citations to: James K. Skipper, Jr., or David F. Mitchell, Department of Sociology, University of North Carolina, Greensboro, NC 27412.

**Awards**

Bert Adams, University of Wisconsin, Madison, was honored by his alma mater, William Jewell College, with a Citation for Achievement as distinguished alumnus.

Sandra Albrecht, University of Kansas, received the Burlington Northern Foundation Faculty Achievement Award.

Robert Antonio, University of Kansas, received the Mortar Board Outstanding Educator Award.

Linda Baer, South Dakota State University, received the Gamma Sigma Delta Teaching Excellence Award.

C. Neil Bull and Philip Olson, University of Missouri, Kansas City, received a three-year federal grant to fund the National Resource Center for Rural Elderly.

Albert E. Chabot, Macomb Community College, received the Michigan Sociological Association's Award for Outstanding Contributions to Teaching.

Norman K. Denzin, University of Illinois, Urbana-Champaign, received the Charles Horton Cooley Award from the Society for the Study of Symbolic Interaction for his book, *The Alcoholic Self*.

William Ewens, Michigan State University, received the Michigan Sociological Association's Award for Distinguished Contributions to Teaching.

Glenn Fugitt, University of Wisconsin, Madison, received the Distinguished Rural Sociologist award from the Rural Sociological Society.

D. R. Givens, St. Louis Community College-Meramec, received the Phi Theta Kappa Outstanding Teaching Award.

Scott Gresbrink, Mankato State University, received the Outstanding Faculty Award for the College of Social and Behavioral Sciences.

Al Imershein, Florida State University, was awarded a \$20,000 grant from the Florida Department of Health and Rehabilitative Services for "A Comparative Study of State Human Services."

Louise Jezierski, Brown University, was awarded the Roland Warren Prize from the Society for the Study of Social Problems' Community Research and Development Division at their meetings in August for the best graduate student paper done on a community topic. Her paper was titled *Neighborhoods and Public-Private Partnerships in Pittsburgh*.

Robin Leidner, Northwestern University and Robert D. Manning, Johns Hopkins University, are winners of SSSP's Labor Studies Division's 1988 Braverman Award for their papers, "Working on People: Routinization and Identity in Interactive Service Work" and "Industrial Restructuring, Class Conflict and Immigrant Workers: Modes of Incorporation into the U.S. Labor Market," respectively.

Patricia Yancy Martin, Florida State University, was awarded a Teacher of the Year Award from Florida State University.

Floyd M. Martinson, Gustavus Adolphus College, received the Alfred C. Kinsey Award for 1988 at the Annual Meeting of the Society for the Scientific Study of Sex Midcontinent Region for his contribution to the study of sexuality and the family and for his research in child sexuality.

Hans O. Mauksch, University of Georgia, received the Apple Award for Outstanding Contributions to Teaching from the Massachusetts Sociological Association.

Martha Myers and coauthor Susetta Talarico, University of Georgia, received the 1988 Outstanding Scholarship Award for the Crime and Delinquency Division of the Society for the Study of Social Problems for their book, *The Social Contexts of Criminal Sentencing*.

Donald Noel, University of Wisconsin, Milwaukee, received the Hans O. Mauksch Award for Distinguished Con-

tributions to Teaching from the Wisconsin Sociological Association.

Marifeli Perez-Stable, State University of New York at Old Westbury, was awarded an American Council on Learned Societies Recent Recipients of the PhD Fellowship for *Class and Gender in Revolutionary Cuba*. She also received a Social Science Research Council Fellowship to begin research on *Between Revolutions: Reformist Nationalism in Cuba, 1930s-1950s*.

Richard Rubinson, Florida State University, received the 1987-88 Teaching Award from the Department of Sociology at Florida State University.

Lakhi Sabaratnam, Davidson College, has been awarded a grant by the American Philosophical Society to study archival documents relating to Portuguese Colonialism in Goa and Portugal.

Stephen M. Shortell, Northwestern University, has been elected a member of the Institute of Medicine of the National Academy of Sciences. He was cited for bringing the contributions of organization theory to bear on problems of health care management and for "the effective application of social theory and method to problems of great significance to health."

David Stark and Karen Heimer, University of Wisconsin, Madison, received the faculty and graduate student outstanding teaching awards, respectively, from the students.

Ron Stover, South Dakota State University, received the College of Arts and Sciences Teacher of the Year Award.

Donald E. Stull, University of Akron, received a five-year grant from the National Institute on Aging. The project, titled, *Caring for elders: Impact of social support and burden*, is a panel study investigating the family dynamics of caregiving to older, frail and impaired relatives.

Edward A. Tiryakian, Duke University, was elected to a four-year term of office as President of the Association Internationale des Sociologues de Langue Francaise at its 13th Congress held in Geneva, last August.

James A. Wilson, University of Pittsburgh, has been selected as a faculty member for the Beta Gamma Sigma 75th Anniversary National Symposium.

William Julius Wilson, University of Chicago, was awarded the regents' Distinguished Alumnus Award from his alma mater, Washington State University.

**People**

Robert Alhauser, is now Associate Program Director, Sociology Program, National Science Foundation, on leave from Indiana University.

Marilynn Cash Mathews, President, International Consulting and Executive

Development, has relocated the company to Seattle. Her new book on corporate self-regulation and social control, *Strategic Intervention in Organizations: Resolving Ethical Dilemmas*, has just been published by Sage Publications.

Clifford C. Clogg, Pennsylvania State University, has been appointed Applications and Coordinating Editor of *Journal of the American Statistical Association*.

Charles D. Crawford, Pennsylvania State University, is currently head of the Pennsylvania Public Health Association.

Julia E. Curry-Rodriguez, has joined the Department of Sociology at Arizona State University.

Gordon J. DiRenzo, University of Delaware, has been elected to a three-year term to the Board of Directors of the Society for the Advancement of Social Psychology.

Pamela Malone, has joined the Department of Sociology at University of Wisconsin-Whitewater.

Steve McGuire, has joined the faculty of Muskingum College.

Charles Moskos, Northwestern University, was one of seven people (including two U.S. Senators) who participated in the Democratic Leadership Council's "National Service '88" effort, a series of forums on campuses to stimulate public debate on voluntary national service.

Harry Perlstadt, Michigan State University, heads the Michigan Public Health Association.

J. Steven Picou, has accepted the position of Professor and Chair in the Department of Sociology and Anthropology at the University of South Alabama.

(continued on next page)

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## People, continued

**George Ritzer**, University of Maryland, will be Visiting Professor at Shanghai and Peking Universities in the Fall, 1988 and will be Fellow-in-Residence at the Swedish Collegium for Advanced Study in the Social Sciences in Spring, 1989.

**Harvey J. Schweitzer**, Professor of Rural Sociology and Agricultural Economics, Assistant Director, Illinois Agricultural Experiment Station, Urbana, participated in a symposium on The Future of Food Production, given at the National Association of Biology Teachers' convention. His paper was titled *A Catalyst for American Agriculture: Commemorating the Hatch Act of 1887*.

**Matthew Snipp**, has joined the Department of Rural Sociology at the University of Wisconsin-Madison.

**Charles Tolbert, II**, is the new Department of Sociology Chair at Florida State University. His father, Charles Tolbert, is retiring as Chair of Baylor University's Department of Sociology after 28 years.

**Ralph Wahram**, Bowling Green State University, is the new editor of *Sociological Focus*, the journal of the North Central Sociological Association.

**Delores Walters**, has joined the Department of Sociology at Lake Forest College.

**Kristen Wenzel**, has been appointed Executive Assistant to the President of Sacred Heart University.

**Franklin Wilson**, and **Charles Camic**, are the new Chair and Associate Chair respectively of the Department of Sociology at the University of Wisconsin-Madison.

**Lawrence Wu**, **Karen Barkey** and **Dennis O'Hearn** have joined the faculty of the Department of Sociology at University of Wisconsin-Madison.

## Mass Media

**Penelope Canan**, University of Denver, was cited in the November issue of *California Magazine* for her study on Strategic Lawsuits Against Public Participation.

**Gordon J. DiRenzo**, University of Delaware, was quoted in news stories on

voter apathy in the presidential election in the Wilmington, Delaware *News-Journal* papers, September 1988. He was also interviewed on a *WILM Radio* talk show about his research on the relationship of the personality of voters and the projected personality of presidential candidates.

**Vaneeta D'Aundrea's** Political Sociology students at Guilford College were interviewed for a story on the second presidential debate, by TV 2, the CBS affiliate in Greensboro, NC.

**Amitai Etzioni**, Harvard Business School, published articles in *The Nation*, "A Consumption Tax: More Injustice for the Poor," October 10; *The Boston Globe*, "Preventive Recession Won't Help the Country," June 28; and *The Washington Post*, "Don't Bash Economics-Blend It," September, 25.

**Raymond Eye** and **Dana Dunn**, University of Texas at Arlington, were featured in a story for their research on teachers holding pseudoscience and superstitious beliefs in the September 10 issue of *The Dallas Morning News*. The two authors also participated in a number of radio talk shows regarding their research.

**Bernard Finifter**, Michigan State University, was cited in the September 18 issue of *The Washington Post*, in an article on Americans residing in Australia. Finifter and his coauthor, **Ada W. Finifter**, Political Science Department, Michigan State University, are currently writing a book on this subject.

**Donna Gaines**, State University of New York at Stony Brook, was interviewed on *USA Today: The Television Show*, about T-Shirts and mass culture. She also wrote an article about computers titled, "Dream Machines," in the September 13 issue of *Village Voice*.

**Al Gedicks**, University of Wisconsin-La Crosse, was cited in an August 28 article in the *Wisconsin State Journal* about the coalition of Indians and environmentalists which is emerging as a force in environmental politics.

**David J. Hanson**, State University of New York, Potsdam, received news coverage for his research on alcohol among collegians in *The New York Times*, *The Hartford Courant*, *The U.S. Journal* and *The Black Collegian: The National Magazine of Black College Students*.

**Douglas Harper**, State University of New York, Potsdam, had his book, *Working Knowledge*, reviewed in the April, 1988 issue of *Scientific American* and was the subject of Jack P. Wiley's column "Phenomena, comment and notes," in *Smithsonian*, August, 1988.

**Robert H. Lauer** and **Jeanette C. Lauer**, had an excerpt from their new book, *Watersheds: Mastering Life's Unpredictable Crises*, published in the September issue of *Reader's Digest*. They were also interviewed on a number of radio stations throughout the country. Robert H. Lauer was also quoted in an article on the marriages of movie stars in the July issue of *McCall's*.

**Janet Lever**, had her article on "Condoms and Collegians" published in the September issue of *Playboy*.

**Susan Losh**, Florida State University, was cited for her research on the public's belief in astrology in several Florida media, including the *Sanford Herald*, *The News and Observer* and *WCTV*, Tallahassee.

**Thelma McCormack**, York University, was quoted in the August 6 issue of the *Toronto Star* in an article on ethics of biotechnology.

**Mildred Daley Pagelow**, California State University, Fullerton, has been interviewed and cited by numerous publications and TV and radio programs for her work and research on family related topics.

**Joan Retsinas**, Brown University Memorial Hospital, wrote an article for Octo-

ber 31 issue of *Newsweek* on Children's fear of speaking to strangers.

**H. Laurence Ross**, Department of Health and Human Services, was featured on *Good Morning South Africa* and radio and television in Finland discussing the lectures he delivered on the power of law to affect drinking and driving behavior in Finland and the Republic of South Africa. The lectures were also featured in the *Cape Town Argus*, and *Helsingin Sanomat*.

**Dwayne Smith**, Tulane University, was quoted in an article on black-on-black crime in the August 22 *U.S. News and World Report*.

**Jill Suito** and **Karl Pillemer**, University of New Hampshire, were cited in the August 9 *Family Circle* for their research on adult children returning to live with their parents.

**Peter Suzuki**, was featured in the August 7, issue of the *Omaha World-Herald* for his personal experience and professional research on U.S. reparations for Japanese-American survivors of Internment camps during World War II.

**Ronald L. Taylor**, University of Connecticut, was quoted in a series of articles appearing in the *Atlanta Constitution*, July 8, the *Atlanta Journal*, July 20 and the *Providence Sunday Journal*, July 31, on the plight of Black Males in America.

**Eric A. Wagner**, Ohio University, was quoted in a recent issue of the *Athens, Ohio, Messenger* on his call for encouraging more black head football coaches.

**Irvig Kenneth Zola**, Brandeis University, was quoted in a September 9 issue of the *Journal of American Medical Association* about the stigma of admission to mental health problems and political candidates.

## New Books

**Irene L. Blea**, Metropolitan State College, *Toward a Chicano Social Science* (Praeger Publishers, 1988).

**Josef Gugler**, University of Connecticut, editor, *The Urbanization of the Third World* (Oxford University Press, 1988).

**Paul Kamolnick**, Florida State University, *Classes: A Marxist Critique* (General Hall, Inc., 1988).

**Marvin R. Koller**, Kent State University, *Hunter and Society: Explorations in the Sociology of Hunter* (Cap and Gown Press, Inc., 1988).

**Gary T. Marx**, Massachusetts Institute of Technology, *Undercover: Police Surveillance in America* (University of California Press, 1988).

**Anne L. Radigan**, *Concept & Compromise: The Evolution of Family Leave Legislation in the U.S. Congress* (The Women's Research and Education Institute, 1988).

**Sara E. Rix**, *The American Woman 1988-89: A Status Report* (The Women's Research and Education Institute, 1988).

**Robert Wegmann**, **Robert Chapman** and **Miriam Johnson**, *Work in the New Economy* (JIST Works, Inc., 1988).

## New Publications

*Social Science Computer Review* has a new issue (Vol. 7, no. 1, Spring 1989) available on "Computer Literacy: Implications for the Social Sciences." The journal encourages submissions of articles and news notes about computer use in sociology. For more information, contact: *Social Science Computer Review*, College of Humanities and Social Sciences, Campus Box 8101, North Carolina State University, Raleigh, NC 27695-8101.

## Deaths

**David Dodge**, University of Notre Dame, died August 6, 1988.

**H. Kent Geiger**, University of Wisconsin-Madison (Emeritus), died on November 30, 1987 in Madison, WI.

**Morris Janowitz**, University of Chicago, died November 6, 1988.

**Milton Rokeach**, Pullman, Washington, died on October 25, 1988.

**Muzaffer Sherif**, Fairbanks, Alaska, died July 29, 1988.

## Obituaries

(William) **Douglas Martin Chittick** (1906-1987)

(William) Douglas Chittick died December 31, 1987. Twenty-seven years of service and commitment to the profession of sociology had brought many contributions. The impact of his teaching, research and service will continue to be felt by all who studied under him and worked with him. As a leader in rural community studies, Doug was among the first to attempt to put rural social change into a sociological context. His early work with ethnic group migration and settlement continues to be sought out by historians and the general public alike. He was at the forefront of research pertaining to rural school reorganization throughout the 1950's and 1960's. While school reorganization was always a controversial topic, Doug brought an objective perspective to understanding the consequences of such decisions.

Professor Chittick's contributions to an understanding of rural life began as a rural school teacher and administrator in the 1930's. In the 1940's he became the Deputy State Superintendent of Schools for the State of South Dakota. In 1946 he joined the Department of Rural Sociology at South Dakota State University where he served until retirement in 1973.

That which he taught in his classes, he also practiced in his own personal life. Involved in community and civic organizations, he was often looked to for his unique perspectives. As a city commissioner and member of many boards and commissions, he practiced his sociology. In his retirement years he fought long and hard to retain the integrity of school lands and the funds they generated to support the education of youth.

In these and many other ways Doug left his mark on Sociology, his friends and admirers. We were all enriched by him, his enthusiasm, his humor. We, along with Bernice, will miss him dearly. We feel very fortunate to have been close to such an exceeding brilliant, yet practical and loving man.

Jim Satterlee, South Dakota State University

**Burton R. Fisher** (1918-1988)

Burton R. Fisher, 70, University of Wisconsin-Madison, Professor Emeritus, died August 17, 1988. Dr. Fisher joined the University of Wisconsin-Madison faculty in 1951 and served full-time until 1983 when he was granted emeritus status. He had bachelor's (1938) and PhD (1947) degrees from Yale, and a master's from the University of Kansas (1939). Before coming to Madison, Fisher taught psychology at Brooklyn College and was program director of the University of Michigan Survey Research Center.

In 1953, Fisher received a Fulbright grant to complete research on social psychology at the University of Oslo, Norway. Two years later he led a study of problems faced by the Menominee Indian tribe in Wisconsin and, in 1963, did research for the Israel Institute of

Technology, Haifa. He was appointed to the University's special Faculty-Student Committee on Selective Service in 1966.

He was a member of the American Psychological Association, American Statistical Association, American Sociological Association, Phi Beta Kappa and the Society for the Psychological Study of Social Issues.

From *Wisconsin Week*, August 24, 1988

**Sally Hacker** (1936-1988)

Sally Hacker, a professor of sociology at Oregon State University, died in Corvallis, Oregon, in late July 1988, after a struggle with cancer. A "going away" party followed her memorial service at her request: a characteristic Sally gesture. She always wanted to capture the joy in any occasion and share it with everyone.

Sally's life work was for women. She sought to understand both the kinds of work we do and the organizations and technologies which shape that work. Her purpose was to make them more democratic, useful and joyful. For Sally, sociology and politics were inseparable. She didn't so much practice a profession as live it. She was dedicated to social change, at the grass roots level. She called herself a radical feminist anarchist and felt that understanding our social world was the key to changing it. She believed that working with others against the "system of paternalistic capitalism" would free all of us to rediscover our creativity. The result was a unique sociology.

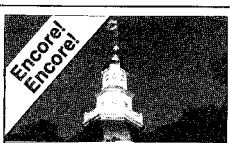
Sally grew up in a small town in downstate Illinois, and always identified with working class and rural women. A tomboy in her early years, Sally went on to cheerleading and to plans for college and a career as a psychoanalyst. Her plans changed abruptly in the eleventh grade. Pregnant, married and expelled from high school, she moved to Chicago with her husband. There, at a junior college, she discovered sociology. On the advice of one of her teachers, she went, toddler in hand, to the University of Chicago to ask for a scholarship. She got one and went on to earn her BA and later her PhD.

Sally never gave up her working class identity, or forgot the lives of rural women. She was always somewhat amazed that she had become a university professor. Whatever she did—marrying, raising her son, teaching at several universities and doing research everywhere she went—she did it with the view that her work should be of use to ordinary women and men.

In March, 1988 Sally received the Northwest Women's Studies Award for her contributions to feminist scholarship. Among her achievements, she helped found an early chapter of the National Organization for Women in Houston. On behalf of NOW, she studied the strategies AT&T used to comply formally but subvert informally the new affirmative action laws. That study was important in winning a \$45 million settlement for women workers on the grounds of sex discrimination. Sally was pleased with the victory, but later pointed out that while some women got money and some moved into craft or management jobs, AT&T used its affirmative action plans and new technologies to reduce the size of its female work force, eliminating "women's jobs," especially those where minority women were clustered.

Sally went on to study the education of engineers. She interviewed faculty members and observed the classes and culture of Massachusetts Institute of Technology during a fellowship. In Corvallis, she became a student of engineering, taking classes to understand how that training led to technologies that were oppressive to women

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## Obituaries, continued

and undermined the possibilities of workplace democracy. During that time, she withdrew from administrative responsibilities and student counseling. Her "excuse" was that she had calculus problems to solve. She soon realized that she herself had succumbed to "technical elitism," making technical work more important than social responsibilities. Recently she applied her understanding of the political uses of technology to the feminist sexual-political debates about sado-masochism and female sexuality.

Her most recent fieldwork, a study of women's work in the Mondragon cooperatives in the Basque region in Spain, is included in her new book, *Pleasure, Power and Technology: Some Tales of Engineering, Gender and the Cooperative Workplace*, (Allen Hyman, forthcoming). Her main question at Mondragon was whether women fared better there, in a long-established cooperative, than under capitalism. Typically, Sally saw a complex picture. She found that women had more job security, better pay and friendlier working conditions there, but remained concentrated in low level positions, while men had more opportunities for technical education and expert jobs. Her path to such complex analyses is traced in a new collection of Sally's essays, presented with her comments on how she came to each. It has been edited by Dorothy Smith and will also be published soon.

Sally's work will influence those who study technology and gender for a long time. We hope that many sociologists and feminists will get to know Sally's work with these two new books. Her insights and interweave of sociological and political analysis broaden the vision of readers and let them see something of the woman Sally was. For us who knew her well, these glimpses of Sally remind us of how much we have lost. Sally committed herself to her work, to push freer lives for all people and to finding pleasure as she went. The tribute that Sally would have most wanted is our commitment to continue our own work and lives in that same direction. Contributions in Sally's memory can be made to the International Women's Project, American Friends Service Committee, 1501 Cherry Street, Philadelphia, PA 19102.

Roslyn Feldberg, *Massachusetts Nurses Association*, with Carol Brown, *University of Lowell*; Cynthia Cockburn, *London*; Nona Glazer, *Portland State University*; Rae Goodell, *MIT*; and Joseph Schneider, *Drake University*.

### Barbara Hargrove (1924-1988)

Barbara June Watts Hargrove, Professor of the Sociology of Religion at Iliff School of Theology in Denver, died on October 15, 1988 of brain tumor complications. She was 64 years of age. A demanding but popular teacher, a productive scholar, a loyal and active contributor to the profession, a dedicated mother and grandmother, a concerned and active citizen, a caring and supportive friend; all of these roles describe Barbara Hargrove's multifaceted approach to life.

Barbara's entry into a career in sociology is typical of many second career women today, but it was pathbreaking when she set out in 1960 as a recently widowed mother of four to complete her BS degree at Colorado State University. As she put it, she did so "for recreational purposes rather than play bridge with the ladies for the next forty years." Finishing the BS with high distinction in social science, she was "hooked" by sociology. It became more than a recreational pursuit as she completed an MS and then PhD in sociology (1968). With the PhD she also was a

pathbreaker: Hers was the first PhD in Sociology awarded by Colorado State. Her first teaching post was at Hollins College (1967-1972). From Hollins she went to Berkeley for a year as a research associate, participating in the New Religious Consciousness Project under the leadership of Charles Glock and Robert Bellah. Before going to Iliff in 1979, she taught at the University of North Florida (1973-1975), where she was also department chair, and at Yale Divinity School (1975-1979).

If there is one theme on which Barbara focused much of her prolific scholarly research and writing, it is the impact of modernization and change on religion. It had a prominent place in many of her articles published in scholarly journals and in her two sociology of religion textbooks, *Reformation of the Holy*, (1971) and *Sociology of Religion: Classical and Contemporary Approaches*, (1979). It also influenced her contribution to the book which she, Adair Lummis and I co-authored, *Women of the Cloth*, (1983) and her latest book *The Emerging New Class*, (1986). Characteristic of her interest in the modernization and religion theme, her most recent published article, which arrived the week after her death, was on "Religion, Development, and Changing Paradigms." Two other books, both focused on youth culture, also looked at the impact of change and religion. At the time of her death, she was engaged in research on theological education for rural ministry in the west, looking once more at implications for the church of changing patterns in the rural West. Other themes in her writing included gender roles, family, campus ministry, and new religious movements.

Barbara's published works, and I have only mentioned a small sample, as also her lectures and teaching, reveal her great gift for using sociology to illumine important and complex issues for a non-sociological audience. In this, she was a popularizer of sociological knowledge in the best sense of the word. Religious leaders in particular have found her work immensely helpful, and she was much in demand as a lecturer for church audiences. At the same time, she brought fresh insights to the issues that made her work of interest to sociologists as well. That was no mean feat!

Her contributions to the sociological profession were considerable. At the time of her death, Barbara was editor of *Sociological Analysis*, the Journal of the Association of the Sociology of Religion, an association which she had also served as vice president. From 1977-79, she was president-elect and president of the Religious Research Association. She had been selected by that association to deliver the H. Paul Douglass Lecture at its 1988 meeting. The lectureship honors scholars who have made distinguished contributions to understanding the role of religion in society. Sadly, her death prevented her from delivering the lecture. She also served for three years as a member of council of the Society for the Scientific Study of Religion. In addition to her contributions to the profession, she served on numerous civic and church committees and task forces at the local and national level.

Barbara's keen intellect was informed by deep convictions, a penchant for honesty and directness, and a finely honed sense of humor. She cared deeply about her family, her students, her friends and colleagues, and about the social and natural worlds in which we live. The president of Iliff School of Theology, Donald Messer, expressed it well: "She was an eminent scholar, a beautiful person and a woman of tremendous substance." Barbara, we will sorely miss you!

Jackson W. Carroll, *Hartford Seminary*

## Official Reports and Proceedings

### Minutes

#### MINUTES OF THE THIRD MEETING OF THE 1987-88 COUNCIL

The third meeting of the 1987-88 Council convened at 8:45 a.m. on Saturday, August 27, 1988, in the Marriott Marquis Hotel, Atlanta, Georgia. Council members present were: Michael Aiken, Judith R. Blau, Charles M. Bonjean, Richard T. Campbell, Randall Collins, Lois B. DeFleur, Nancy DiTomaso, Glen H. Elder, Jr., Herbert J. Gans, Richard H. Hall, Marie K. Haug, Richard J. Hill, Joseph S. Himes, Joan Huber, Melvin L. Kohn, Joanne Miller, Valerie K. Oppenheimer, Nancy Tuma, and Mayer N. Zald. Present from the Executive Office were Janet L. Astner, Stephen A. Buff, Lionel V. D'Antonio, Carla B. Howery, William A. Maldonado, and William H. Martineau.

**Approval of the Agenda.** A motion to approve the agenda was carried.

**Report of the President.** This being his last Council session as President, Gans thanked the Council for their cooperation and occasional disagreement with him, and for an educational year. Gans continued that as his report would appear in *Footnotes*, there was no need to take time by reviewing it here.

Referring to the 1988 Presidential campaign underway, Gans noted that neither candidate seemed to have any social advisors, akin to the often noted economic advisors, nor any interest in appointing one or more social advisors once elected president of the U.S. He asked Council for its recognition of the need for the social advisor role and for the following two motions:

**MOTION:** that Council recommends the addition of a social advisor to the staff of the Presidential candidates. Carried.

**MOTION:** that the Executive Officer request of COSSA that it take the initiative in contacting the Presidential candidates about establishing the position of social advisor to the President. Carried.

**Report of the Secretary.** Aiken noted the changes in the ASA Constitution and By-Laws as a result of the election referendum, particularly the inclusion of the Past President and President as voting members of the Executive Office and Budget Committee.

Reviewing the fiscal status of the Association, Aiken said that the creative efforts of Council in the previous year to identify new revenues had helped to produce a \$30,000 surplus for 1987. He added that this enabled repayment to the Rose Fund, as called for by Council policy; a sound investment policy has also helped return the Rose Fund to a level of \$360,000. Aiken reported that the goal of 2,600 registrations for the Annual Meeting had been exceeded, although no additional revenue was expected over that budgeted. He also said that ASA membership, after a rise in recent years, appears to have peaked and that the membership goal for 1989 would be 12,500, only a slight increase over the current number of 12,370. Aiken reported that the American Sociological Foundation (ASF) had raised \$200,000 in gifts and pledges to date, the foundation trustees are optimistic that they can raise an additional \$50,000 before December 31, to end the campaign with \$250,000.

**Report of the Executive Officer.** D'Antonio explained that the leveling off of recent growth in ASA membership is partly due to a recent decline in the production of new PhDs, and thus shrinkage in the pool from which new members are sought.

D'Antonio briefly noted several items: (1) the ASA audit was published in the

August issue of *Footnotes* for the scrutiny of all members; (2) Receipt of a letter from Soviet scholars urging closer collaboration with ASA; (3) COSSA meeting with SSRC that reviewed their relationship and suggested possible changes in the process of selecting representatives from the several social sciences to SSRC. In a final item, D'Antonio reviewed the organizational changes taking place in the American Psychological Association and their implications for COSSA and lobbying efforts on behalf of the social sciences. He promised to keep Council informed of further developments.

**Review of the 1988 Budget.** D'Antonio reviewed figures for membership and subscriptions and noted those areas where income thus far had exceeded budget projections. Discussion arose over accounting philosophy and included such items as building depreciation, maintenance, and formulas for costing-out individual activities of the Association. It was agreed that the issues of determining section costs and of subsidizing certain activities could be placed on the January agenda.

**Report of the Executive Office and Budget Committee.** Aiken briefly reported on the status of several recommendations from the Committee. He said that three recommendations had just been endorsed by the Publications Committee. These included: contracts with Basil Blackwell for the publication of *Sociological Theory*, *Sociological Methodology*, and *Sociological Practice Review*, including support by ASA for editorial office costs, and the protective plastic shrink-wrapping for postal delivery of all ASA journals. Other recommendations for Council's later consideration pertained to the ASA election and the inclusion with the ballot of candidate biographies and photos, professional staff appointments in the Executive Office, and use of the interest income from the ASF endowment.

**MOTION:** to recommend to the ASF Trustees that \$10,000 in interest income be allocated in 1988-89 to help underwrite the initiation of the new MFP Summer Institute program. Carried.

**Report of the Ad Hoc Committee to Review the Dues Structure.** Zald reviewed the mandate of the committee, emphasizing a revenue neutral restructuring of the dues categories. Given the data on the distribution of membership in the current income categories, as well as anticipated trends, he reported the Committee's recommendations: retain the current income categories, implement dues increases in a more flexible manner (rather than fixed or proportionate increases across the board, and perhaps not every year), change the emeriti policy to eliminate their non-paying status and offer a limited membership for limited services, with a waiver provision for those of low income.

Discussion focused on the number of dues categories, growth in the number of those in the upper and emeriti categories, and how to implement annual dues increases based on the rate of inflation. It was suggested that ASA use AALUP data on salaries to decide if and when it is time to change dues brackets.

**MOTION:** that Council advise EOB that when applying the inflation factor to dues increases the principles of equity and subsidization be taken into account. Carried.

**MOTION:** that the following change in emeriti policy be put to a referendum on the annual election ballot: "Emeriti members receive limited membership privileges (voting rights, *Footnotes*, and the Preliminary Program) for the cost of providing these services (approximately \$15). Emeriti members may request waiver of this fee because of low income status. Emeriti members may attend the Annual Meetings without charge." Carried.

It was understood that current emeriti would not be grandfathered in if this change were adopted.

**Report of the Subcommittee on Annual Meeting Session Format.** Gans reviewed reasons for the subcommittee. Campbell reported that the mandate had been to generate a list of ideas for

(continued on next page)

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## Minutes, continued

the Annual Meeting format, and suggested that the report could be drawn on at any time in the future. ASA is unique in that the annual meeting program is designed and directed from the top, rather than being formed as a product of what is submitted by prospective participants. Campbell reported that there were issues pertaining to section sessions that ought to be further reviewed. Discussion continued on how other associations handle the problems of centralization and decentralization, how members perceive the annual meeting format, the need for more variety in the format, and the advisory nature of the committee's report.

**MOTION:** To accept its report and to instruct the Subcommittee on Annual Meeting Session Format to continue its work and to report back to Council with recommendations. Carried.

It was agreed that a member of the Task Force on Work Distribution would join the Subcommittee.

**Report of the Committee on Professional Ethics—Code Revision.** Miller introduced the report, citing the need for revision of the ASA Code of Ethics. The evolving nature of the Code was emphasized; the Code should not be viewed as legislative in nature but rather as a document which raises the sensitivity of its readers.

Committee chair Benigno Aguirre reviewed the work of the committee in revising the Code. He reported that codes of some fourteen other associations had been consulted. Thanking all for their contributions, he said that the revision was essentially an update, not a total revamping. Changes in the ASA Code were particularly an effort to improve the form of the Code and address the needs of those in sociological practice. New sections were also added on fair employment practices and the rights of human subjects. After identifying specific changes, Aguirre emphasized the educational function of the Code and urged that the Association publicize the Code as much as possible. Miller recounted the Council subcommittee's role in assisting with the revision.

Discussion focused on strategies for the broadest publicity for and acceptance of the revised Code. Aguirre spoke on the importance of legitimization, as well as the limits facing voluntary associations trying to influence the behavior of non-members.

**MOTION:** to accept and endorse in principle the report of the Committee on Professional Ethics, to recommend its publication in FOOTNOTES, and to request that the Committee continue to review feedback received from the membership and report back to Council in January. Carried.

Council applauded Aguirre, as well as those on both the Committee and Council subcommittee, for their efforts to revise the Code.

In a final item of regular business, Council moved to correct an earlier oversight.

**MOTION:** that the past-Chair of the Sociological Practice Section serve on the Committee on Sociological Practice in an ex officio capacity. Carried.

**Executive Session.** Council met in Executive Session and took the following action:

**MOTION:** to endorse the seven recommendations of the report of the Ad Hoc EOB/Council Committee on Professional Staff Appointments, with the provision that in addition to more comprehensive evaluations of professional staff every three years, the Executive Officer will also conduct annual evaluations of the professional staff. Carried.

The seven recommendations cited in the motion are: (1) Professional staff will be hired by the Association only on

the basis of programmatic needs that clearly require the skills and credentials of a professional sociologist. (2) When hiring professional staff, specific programmatic justifications will be developed by the Executive Officer and will be reviewed and approved by the EOB. (3) Initial appointments will be for a term of not more than three years, with the current reappointment process and review remaining in effect. (4) Following the initial appointment, the term of service for professional staff will be unspecified contingent only upon the continuation of fully satisfactory service and the continuation of the program or programs for which the professional was initially employed. (5) Performance evaluations of the professional staff will be conducted by the Executive Officer at least every three years. A professional staff member found to be performing at less than a fully satisfactory level will receive one year's notice of termination. The evaluation materials must include performance assessments from representatives of the constituencies served by the staff member. The completed evaluation will be submitted to EOB for its review and comment. (6) Major programs of the Association requiring the services of professional staff will be evaluated by EOB and Council at least every five years. Should the decision be made to terminate a program, the Association will have no obligation to continue the professional staff associated with that program. A professional staff member terminated because of the discontinuation of a program will receive at least six months notice of such termination. (7) The significant reassignment of professional staff to programs other than those for which they were hired requires the approval of the EOB. Minor adjustments in the responsibilities of professional staff may be made at the discretion of the Executive Officer who should routinely inform EOB of such changes.

**MOTION:** to direct the President to establish an ad hoc committee to address the questions raised in Section V of the report of the Ad Hoc EOB/Council Committee on Professional Staff Appointments. In addition, this committee shall also examine the issue of responsibilities of the professional and managerial staffs and establish salary ranges for the professional staff. Carried.

President Gans thanked the outgoing Council members for their contributions to the Association and adjourned the meeting at 12:30 p.m.

Respectfully submitted,  
Michael Aiken, Secretary

## MINUTES OF THE FIRST MEETING OF THE 1988-89 COUNCIL

The first meeting of the 1988-89 Council convened at 2:35 p.m. on Sunday, August 28, 1988, in the Marriott Marquis Hotel, Atlanta, Georgia. Council members present were: Michael Aiken, Robert K. Alford, Ivar Berg, Judith R. Blau, Edna Bonacich, Richard T. Campbell, Randall Collins, Lois B. DeFleur, Troy Duster, Glen H. Elder, Jr., Herbert J. Gans, Richard H. Hall, Beth B. Hess, Richard J. Hill, Joseph S. Himes, Joan Huber, Joanne Miller, Jill Quadagno, Nancy B. Tuma, and William J. Wilson. Present from the Executive Office were Janet L. Astner, Stephen A. Buff, William V. D'Antonio, Carla B. Howery, Lionel A. Maldonado, and William H. Martineau. Patricia Y. Martin and Caroline Persell attended to present committee reports.

**Approval of the Agenda.** A revised agenda was presented and approved.

**Report of the President.** Huber welcomed new members Alford, Berg, Bonacich, Duster, Hess, Quadagno and Wilson to the Council.

Huber addressed the financial status

of the Association. She said that, although everyone had responded well last year to avoid potential budget problems, Council has been acceding to membership demands for additional services. She advocated that no new programs be adopted unless something comparable is eliminated.

Huber summarized the complaint over a dues increase for section membership which had been presented at the Business Meeting the previous night. The issue involved subsidy by the Association of the costs of section memberships. She indicated that much of the problem seemed to have stemmed from poor communication with new section chairs who assumed office during the Annual Meeting. Huber noted Council's prerogative in raising section dues.

**Report of the Secretary.** Aiken summarized the presentation he made to the Business Meeting. He said that, although the ASA was essentially a society in pursuit of intellectual activity, there were significant costs in servicing the interests of its members. He noted that the Association had run a deficit budget in four of the previous ten years. Describing the activist orientation of the ASA, he cited a range of ASA sponsored activities such as child care, the Minority Fellowship Program, the Professional Development Program, lobbying efforts and the publication of eight journals. Aiken said that there were limits to the sources of revenue for such activities and recalled the efforts of the past year both to curtail expenses and explore additional revenue sources.

Aiken reported on the status of the American Sociological Foundation. He said that the Endowment Campaign had raised \$200,000, with a new target of \$250,000 by the end of the current fiscal year. Praising the effort and results thus far, he said that by all standards the ASF had gotten off to a very good start as a new foundation. Aiken added that fund raising would now move into an annual giving program with the objective of modest annual increases. He reported that the Trustees had voted to make a grant of \$10,000 (derived from interest on the principal) to help initiate the new MFP Summer Institutes. He said that this was in keeping with the goals of the ASF as announced at its inception.

**MOTION:** that Council commend Jay Demerath for his dedicated efforts in directing the ASF Endowment Campaign and in raising over \$200,000. Carried.

In a final note, Aiken repeated his request that Council place \$50,000 in surplus funds into reserves on an annual basis for several years to provide a cushion against future deficits.

**Report of the Executive Officer.** D'Antonio introduced a written request from the chair of the Section on Sex and Gender for a correction to the Council minutes with respect to the wording of a former request (see page 2 of Minutes, January 28, 1988).

**MOTION:** to correct the Minutes of the Second Meeting of the 1987-88 Council to read as follows: "Request from Section on Sex and Gender for development of guidelines and standards for materials used in ASA workshops." Carried.

D'Antonio reported receipt of two inquiries, one, from Michael Swafford of Vanderbilt University and another from the Soviet Union, regarding possible exchange of scholars and ties between young Soviet scholars and their counterparts in the U.S. After brief discussion, D'Antonio was asked to respond to both inquiries indicating that the ASA would soon be establishing a committee to explore possible courses of action.

D'Antonio outlined a member's complaint about the cost of child care at the

Annual Meeting. He reviewed the history of ASA child-care efforts, noting the growth in both quality service and ASA subsidy. Citing satisfaction from parent users, he asked Council to review the policy. Discussion focused on alternatives, their problems, and the presence of conflicting values. Council agreed to reconsider the matter later under New Business.

**Report of the Committee on Publications.** Persell reviewed the issue of seeking a commercial publisher for *Sociological Theory*, *Sociological Methodology*, and *Sociological Practice Review*. She reported on the status of contract negotiations and that the Committee had just endorsed a motion to proceed with contracts with Basil Blackwell. Discussion focused on specific terms of the contracts, mutual expectations, services of Basil Blackwell, and issues in the launching of *Sociological Practice Review*.

**MOTION:** to accept the recommendations of the Committee on the Executive Office and Budget and the Committee on Publications to approve the contracts with Basil Blackwell for publication of *Sociological Theory*, *Sociological Methodology*, and *Sociological Practice Review*, under the conditions as specified in the Basil Blackwell letter of August 4, 1988, as amended by the Executive Office. Further, that partial support of SPR's editorial office costs be drawn from the proceeds of the Rose Fund (in compliance with the spending rule adopted as EOB policy and after current obligations have been met) and, if such proceeds fall short of meeting the office costs, that the remaining balance be drawn from general operating funds of the Association. Carried.

Persell continued with a report on editorial candidates for the *Journal of Health and Social Behavior* and the *American Sociological Review*. Council reviewed the credentials of each candidate and, after a series of votes, arrived at a ranked list of nominees.

A request was made that the Publications Committee be expanded by two additional, elected members. It was agreed that this request should first be presented to the Executive Office and Budget Committee. In conclusion Persell reported that the Committee had endorsed the proposal for the protective shrink-wrapping of all ASA journals.

**MOTION:** that the cost of shrink-wrapping all ASA journals for postal handling be included in the 1989 ASA Budget. Carried.

**MOTION:** to accept the report of the Publications Committee, with praise for the excellent work of its chair. Carried. Continuing with other publications business, Council discussed use of the Rose Fund, and a philosophy of repayment by which the principal of the Fund is maintained and increased to permit the funding of projects from interest income. It was also noted that Council should assume responsibility of stewardship to ASA beneficiaries.

**MOTION OF INTENT:** to make a repayment of at least \$30,000 to the Rose Fund, if available in operating funds at the end of 1988. Carried.

**Governance Issues.** Howery reviewed the current coverage of the ASA annual election in *Footnotes*. Citing increased pressure on space in the newsletter, as well as the practice followed by other associations, she suggested that candidate biographies and photos accompany the election ballot, and, save for the top offices, not be published in *Footnotes*. Extensive discussion centered on the costs of alternative ways of publishing such information, as well as the use of *Footnotes* for election campaigning.

**MOTION:** to discontinue publication of election candidate biographies and photos in *Footnotes*, except for those of the president, vice-president and secre-

tary, and that such materials be included with the mailed, election ballot. Carried.

**MOTION:** that candidates for the top three ASA offices be invited to submit a paragraph statement, for publication in *Footnotes*, on their goals for office. De-

feated.

**Minority Fellowship Program Summer Institutes.** Maldonado distributed a detailed report on implementing plans for the new MFP Summer Institutes for undergraduates. Following a summation, he proposed two actions requested by the MFP Task Force:

**MOTION:** to establish MFP Summer Institutes at the University of Wisconsin-Madison and the University of Delaware, as recommended by the MFP Task Force. Carried.

**MOTION:** to change the status of the MFP Task Force to an Ad Hoc Committee on the Minority Professional Development Program. Carried.

On behalf of the Task Force, Maldonado thanked Council for its motion requesting the Trustees of the American Sociological Foundation to make a \$10,000 grant to help launch the Summer Institutes.

**Report of the Ad Hoc Committee on Unemployed and Underemployed Sociologists II.** Elder reviewed the history of Council's concern with the issue, referencing the earlier reports of the unemployment caucus (E. Bonacich, chair) and the Deutscher committee. He said that the committee's charge was to assess data sources, identify data needs, and act on the recommendations of the Deutscher report. Elder reported that existing data sources were both limited and unsatisfactory to address the questions at issue and called for an annual survey of departments to collect relevant data. He listed several steps advocated by the committee to implement recommendations of the Deutscher report and asked Council to act on two items related to these:

**MOTION:** to establish a Standing Committee on Employment to deal expressly with problems of underemployment and unemployment. Carried.

**MOTION:** to establish an Ad Hoc Committee to prepare a plan of action toward developing a coherent research capacity for the ASA. Carried.

**Report of the Task Force on Work Distribution.** Hall reported that the Task Force was formed in January 1988 to explore the low participation in the ASA of two and four year college members. He said that he had met with 24 representatives; one of the outcomes was to propose that Council take the following action:

**MOTION:** to continue the Task Force on Work Distribution, with co-chairs named to represent 2 and 4 year colleges, with Richard Hall to serve as Council Liaison. Carried.

Council adjourned for the day at 6:30 p.m. and reconvened at 8:35 a.m. on Monday, August 29.

**Report of the Committee on Committees.** Patricia Martin, COC Co-Chair, reported on recommendations for 1989 ASA committee appointments. She reviewed procedures followed by the Committee and explained the nature of its deliberations in developing lists of nominees. As in the recent past, COC considered geographic and minority representation, as well as needs identified by particular committees for replacement members.

Council accepted the Committee's nominee lists and thanked Martin for her report. COC was commended for its conscientious work. In closed session, Council reviewed and approved the lists of committee nominees, specifying chairs in each case.

**MOTION:** to accept the recommendations of the Committee on Committees, as amended. Carried.



## Minutes, continued

Council decisions on appointments to several vacancies for ASA representatives to other organizations were postponed until its January meeting.

**Report of the Ad Hoc Committee on Section Issues.** Miller relayed several requests relating to section activities: announcement of section awardees in the Annual Meeting Program and/or at the awards ceremony, reduction in the number of years a new section must wait before it may offer an award, more accounting information from the Executive Office, information on the sale of section mailing lists, and review of the formula for determining number of annual meeting sessions per section. Issues discussed included inequities among sections, costs of section memberships, use of section income, section responsibilities, and appropriate section oversight. Council asked the Executive Office to review all issues raised and report back to Council at its next meeting.

**MOTION:** that section awards shall not become part of the Awards Ceremony of the Annual Meeting, but otherwise receive publicity by the Association. Carried.

**Report of the Membership Committee.** Martineau reported that the enthusiasm and hard work of committee members continues. In view of the near final membership total for 1988, the Committee adopted a realistic target of 12,500 for 1989—a small increase over 1988. After reversing a downward trend and realizing significant increases in the last few years, it appears that membership may have peaked. The Committee will organize this year's efforts around three goals: retention, expansion and project experimentation (REP). The last will include specific projects aimed at increasing membership in targeted populations and evaluating the results.

Martineau reported that an important Committee project of the past year was revision of the Area Rep Manual. Largely due to the efforts of Stephen Steele, Area Reps now can rely on a comprehensive Manual (in 3 ring binder form) full of resource information approaching the all-you-ever-wanted-to-know limit.

**Report on Certification Program.** Maldonado reported that there had been little activity over the past year. The demand for PhD certification has not emerged as forecast and the program is now entering its third year. Discussion focused on cause and effect; it was noted that certification did mean a lot for some and that the whole system should not be abandoned. Evaluation of the program is scheduled for 1989, and it was agreed that a new ad hoc committee should be appointed to conduct the review, including the solicitation of feedback from the membership.

Maldonado also reported that the work of the M.A. certification subcommittees on credentials and examinations was proceeding smoothly. Some exams are expected to be ready by the 1989 Annual Meeting.

**Report of the Electronic Sociological Network Committee.** Buff handed out copies of a list of ASA members having electronic addresses. Such a list has also been published in the 1988 *Directory of Members*. The Committee also held a continuous demonstration project in the exhibit hall during the Meeting on how to log onto BITNET, the major electronic network. Buff said that the Executive Office is expected to be linked to the BITNET system in the fall (address: ASA@GWUM). He also identified the need to appoint new members to this ad hoc committee.

**Report of the Committee on Federal Standards for the Employment of Sociologists.** Buff reported that the committee had met on a monthly basis during 1988, having accomplished the following: (1) revision of the Federal Job

"Classification Standard for the Sociology Series (GS-184)". Buff said that the final version had been submitted to the U.S. Office of Personnel Management and that he expected that the Director of OPM would act favorably on it, thereby effecting distribution of the Classification Standard to all relevant federal agencies and offices throughout the nation; (2) the convening of three seminars, with a fourth scheduled for September. Since 1986, the Committee has held eight Federal Seminars for seven agencies; (3) expansion of its liaison role to the Federal government by responding forcefully to the proposed revisions for data collection standards by the OMB and to the employment standards by the OPM which would adversely affect the grade level of federally employed sociologists.

On behalf of Committee Chair Ronald Manderscheid, Buff acknowledged the contributions of outgoing committee members William A. Anderson, Susan Bentley, Kathleen Bond, and Coralie Farlee.

**Report of the Awards Policy Committee.** Council discussed a recommendation from the Committee to name the

new ASA dissertation award after an individual. It was recalled that in earlier years this general issue had led to the abandonment of ASA "named" awards.

**MOTION:** that the ASA dissertation award be named after Maurice Jackson in recognition of his stature as an outstanding graduate advisor. Tabled.

**MOTION:** that the general issue of "naming" ASA awards be referred to the Awards Policy Committee for a review of its ramifications and that the Committee report back to Council. Carried.

**Report of the Committee on Problems of the Discipline.** Hall reported that the Committee had awarded five ASANSF Small Grants for the June grant round. He indicated that the issue now before the Committee was how it should proceed—that is, to continue offering several small grants or to offer fewer grants of a greater amount. He also sought Council's advice on whether or not "problems" was an appropriate part of the committee's name. Discussion focused on the value of POD grants in light of the limitations of NSF funding.

**Report of the Committee on Freedom of**

**Research and Teaching.** Buff reported that several cases were pending which had not yet been brought to the Committee. Discussion focused on a situation in which one of the co-chairs of COFRAT had been subjected to a letter of intimidation. The letter had been sent to the university president from another university following a standard request from the co-chair for information pertaining to a pending case. It was agreed that the action of the co-chair was an authorized function of the ASA role and consistent with normal practices. Council considered what appropriate action should be taken to support the co-chair as well as to sanction negatively the author of the letter.

**MOTION:** that the ASA President send a letter supporting the co-chair's university and a letter chastising the offending university. Carried.

**Executive Session.** Council met in Executive Session for approximately one hour.

**Executive Office Reports:**

**Report on the Minority Fellowship Program.** Summarizing a written report submitted earlier to Council, Maldonado noted that cooperative funding

efforts between ASA and universities where trainees are enrolled have permitted the ASA to fund greater numbers of fellows than budgeted in the NIMH grant in each of the past two years and again in the current academic year. He indicated that 1988-89 is the final year of the current five-year NIMH grant and that he was working on the proposal for another five-year cycle of NIMH support, this due in October. He also summarized the work to date of the Task Force on the MFP, from which two motions had been approved earlier in the meeting.

**Report on the Teaching Services Program.** Howery outlined the nature of the program for new Council members. She indicated that the new Departmental Services Program was being implemented this year; a modest number of departments had already selected from among alternative subscription plans to receive ASA resource materials. She said that the transition between outgoing and incoming Field Coordinators would be completed by the fall.

**MOTION:** that Council expresses its

(continued on next page)

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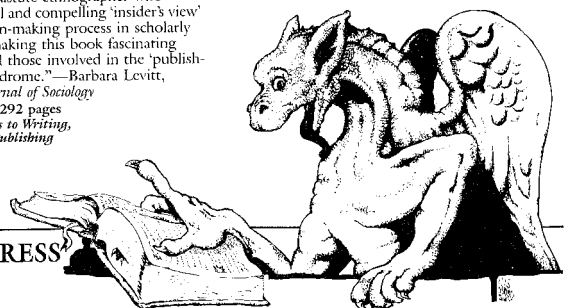
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**Minutes, continued**

gratitude to William E. Ewens for his outstanding efforts in serving as the first Field Coordinator for the ASA Teaching Resources Group. Carried.

**Report on the Public Information Program.** Buff reported that media coverage thus far for the Annual Meetings had been better than in previous years, including a number of well-attended press conferences. He explained that the Sociology Media Clearinghouse had begun operations with a dozen ASA members ready to rewrite sociological articles in the form of press releases for the mass media. One of the goals is to retain control over quality and accuracy. Discussion focused on the preparation of press releases, contacts with university public information officers, and strategies to increase media coverage. Comparisons were drawn with media coverage in earlier years, and also with media coverage experienced by other associations. It was agreed to place the issue of the media on a future agenda for more extended discussion.

**Report on the Professional Development Program.** Buff submitted a written report on the PDP and briefly reviewed progress on a number of fronts including: Federal Seminars and the expected acceptance of the Sociology Classification Standard by the Office of Personnel Management; a trip to the Corporate Headquarters of AT&T with D'Antonio, Berg, and Joan Waring; and an invitation to plan and sponsor a joint conference with the AFL-CIO on organizational development. Buff also reported on career publications and other PDP activities.

**Report on Future Sites for the Annual Meeting.** Astner reported that seven sites had been reviewed for 1992 and identified the criteria for site comparisons. She noted that the restricted framework for site selection was a product of ASA needs as well as site competition. Extensive discussion dealt with the pros and cons of alternative sites, regional locations, and the sequencing of sites. Council voted the following rank order of cities for site of the 1992 Annual Meeting: Pittsburgh, New York, Toronto.

**Miscellaneous Items.** D'Antonio completed the Executive Office reports with several items.

**Soviet Sociologists:** D'Antonio reported receipt of a letter from Michael Swaford regarding an exchange of scholars with the Soviet Union. Although the

exchange might be effected through the Social Science Research Council, it had been urged that ASA become more directly involved.

**MOTION:** to establish a subcommittee, chaired by Melvin L. Kohn, to explore what initiatives might be taken by the ASA to participate more directly in the exchange of sociologists with the Soviet Union. Carried.

It was agreed that a request from an organization of young Soviet sociologists to meet with a U.S. counterpart also be forwarded to this new subcommittee.

**ASA Contributions and Membership Renewal:** D'Antonio reviewed the history of requests for contributions as specific line items on the annual Membership Renewal Notice. He explained the rationale offered for each of these items at the time each had been added to the Notice. The income derived from each contribution item was identified. D'Antonio suggested that, as the number of such items is now excessive, the utility of some questionable, and the function of others misperceived, Council should review their status and consider deleting some of them.

**MOTION:** to delete from the list under "Contributions" on the Membership Renewal Notice the following items: COSSA, ASA General Operations, and Minority Fellowship Program. Carried.

**Mandates of Standing Committees:** Howery asked Council to place on a future agenda a review of committee mandates. She indicated that although standing committees now are obligated to submit an annual report, there has been no recent review of the charges assigned to particular committees nor any mechanism by which Council can evaluate committee goals and activities.

**New Business:**

**Review of American Sociological Review.** Bonacich asked for formation of a committee to investigate changing the focus of ASR in response to continuing indications of dissatisfaction. Discussion focused on previous reviews of ASR and appropriate responsibility for such review.

**MOTION:** that the President appoint an ad hoc committee to review ASR and submit recommendations to Council.

**Substitute Motion:** that the President, having heard the concerns expressed by Council members, consult with the chair of the Committee on Publications, express these concerns, and jointly de-

velop a mechanism for review of the *American Sociological Review*. Carried (following a motion passed to substitute this motion).

**Business Meeting Resolutions.** It was noted that resolutions passed at the Business Meeting were considered to be "recommendations" to Council and, as such, were subject to any of a variety of Council actions.

**MOTION:** Whereas the staff of the Atlanta Marriott Marquis Hotel has shown extraordinary courtesy to the members of the Association throughout the course of this meeting; Therefore, be it resolved that the ASA express its appreciation to all staff personnel for their thoughtful, courteous and hospitable behavior. Carried.

**MOTION:** Whereas, the international community has condemned South Africa's racist Apartheid regime; and Whereas, South Africa has systematically denied the majority Black population its basic civil and human rights; and Whereas, the South African government has detained anti-apartheid activists; Therefore, be it resolved that the ASA call for the immediate release of Nelson Mandela and all other political prisoners in South Africa, and communicate this resolution to the State Department, Embassy of South Africa in Washington, DC, and the American Embassy in South Africa. Carried.

**MOTION:** Whereas, federal funding for higher education has been insufficient over the last eight years; and Whereas, this reduction in funding levels has had a negative impact on the employment and working conditions of many sociologists; Therefore, the ASA will lobby Congress for an increase in funding for higher education to at least the 1980 funding level. Carried.

**MOTION:** Whereas, the sociological profession regards the right to bargain collectively by working people as one of the basic human rights protected by law and tradition; and Whereas, it regards attempts to prevent unionization, or to reverse union recognition by employers as inimical to the protection of human rights; Therefore, be it resolved that beginning in 1989 the ASA will attempt to utilize through its travel agencies only airlines which have collective bargaining agreements with their air and ground personnel and to notify all airlines and ASA travel agents of said policy. Carried.

**MOTION:** Whereas, the English Only movement is seeking to make English

"the official" and only language in 31 states, and ultimately in the entire United States; Therefore, be it resolved that the ASA support efforts to develop a multicultural and diverse society which respects the rights of immigrants and minorities. Tabled (until the January 1989 meeting, pending receipt of supporting documentation).

**MOTION:** Whereas, the ASA is holding its meeting in a hotel owned by John Portman who has obstructed union organizational efforts of the Justice for Janitors Campaign; and Whereas, janitors currently average \$3.50 an hour with no benefits and no health insurance, and are expected to clean 20,000 square feet (the equivalent of 12 average size houses) in 4 hours; Therefore, be it resolved that the ASA condemn John Portman's activity blocking the Justice for Janitors union campaign, and further, that the ASA support the Justice for Janitor's campaign in Atlanta and across the country, and communicate this support to the ASA membership and media. Carried.

**MOTION:** Whereas, imprisonment on the basis of political belief or affiliation is in direct violation of both the U.S. Constitution and the United Nations Charter of Human Rights; and Whereas, the U.S. government has historically and continually used the political power of the state to suppress supporters of independence and national sovereignty for Puerto Rico; and Whereas, currently 18 workers for the Puerto Rican Independence Movement are incarcerated as prisoners of conscience; and Whereas, many of these prisoners are being held in isolated control units and subject to conditions below the already substandard life conditions of U.S. prisoners; and Whereas, the American Civil Liberties Union and Amnesty International have investigated this situation and filed suits to secure the civil rights of these prisoners; Therefore, be it resolved that the ASA transmit a letter condemning the Bureau of Prisons Policies regarding these prisoners to Michael Quinlan (Director of the Bureau of Prisons). Tabled.

**MOTION:** Whereas, the U.S. government has engaged in covert war activities against Nicaragua, without congressional approval for over eight years; and Whereas, Contra aid has been opposed by a majority of the U.S. population, and Whereas, U.S. covert war activities are in direct violation of both the Neutrality Act, and the Arias Peace Agreement; and Whereas, U.S. intervention

has imposed physical, economic, political, social and emotional destruction on the people of Nicaragua; and Whereas, the World Court found the U.S. guilty of violating International Treaties and Protocols in its actions against Nicaragua; Therefore, be it resolved that the ASA send letters opposing continued U.S. support for the Contras to the U.S. State Department, the National Security Council, and leaders of the U.S. House and Senate. Carried.

**MOTION:** that a Council subcommittee meet with the Section Board to review the increase in section dues and its possible implications. Carried. In a final note, it was reported that the ASA Employment Service at the Annual Meeting had recorded a 50 percent increase in the number of job listings (125 for this year) and that the number of interviews between employers and candidates was double that of last year.

It was agreed that the winter meeting of Council would begin on Thursday evening, January 26 and extend through Sunday, January 29.

The meeting was adjourned at 5:20 p.m. on Monday, August 29.

Respectfully submitted,  
Michael Aiken, Secretary

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**Footnotes**

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Associate Editors: Carla Howery, Lionel Maldonado,  
William Martineau, Stephen A. Buff  
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