

# Footnotes



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## Walter E. Massey Named New Director of NSF

The White House announced in September that it would nominate Walter E. Massey, a physicist from the University of Chicago, as the new director of the National Science Foundation. The nomination of the 52-year old administrator and scientist was enthusiastically endorsed by academic scientists and players in the Washington science policy scene.

If confirmed by the Senate, Massey will replace former director Erich Bloch, who left the National Science Foundation (NSF) at the end of an often stormy six-year term.

"Walter Massey is a wonderful guy. I think everyone will be pleased," said Richard Nicholson, a former NSF official now executive director of the American Association for the Advancement of Science. "He's got solid science credentials, solid academic credentials, and solid science policy credentials."

NSF is an independent federal agency with a budget of about \$2 billion that funds basic science except medical and military research. The Sociology Program is directed by Murray Webster and Gwen Lewis (see August *Footnotes*).

Massey, a professor of physics, is also vice president for research at the University of Chicago. He was formerly director of Argonne National Laboratory in suburban Chicago and still oversees research at the lab. He currently serves on the President's Council of Advisers on Science and Technology and is vice president of the American Physical Society. Massey is also a former chairman of the American Association for the Advancement of Science.

Massey told the *Washington Post* that he hopes to continue to focus on science and math education for youngsters and graduate students. A graduate of traditionally black Morehouse College in

Atlanta, Massey received his advanced degrees at Washington University in St. Louis. He has often spoken of the need to encourage more minority participation in science.

Massey said he is also interested in devising better ways to take research from the laboratory to industry and ways to strengthen research at universities and the national laboratories.

ASA Executive Officer William V. D'Antonio commented that the rumors of Massey's appointment were so good for social science that "I didn't dare believe them. Massey has been interested in the activities of COSSA and has been very supportive of social science research."

ASA Past president, William Julius Wilson, a colleague of Massey's at the University of Chicago, remarked, "The selection of Walter Massey as the new

Director of the National Science Foundation is great news for all the sciences. Massey is a first-rate scholar, and a superb and even-handed administrator. The social sciences will thrive under his leadership. I cannot think of a better choice."

*Material excerpted from the Washington Post* □

## New Procedure for Ordering ASA Publications

The ASA has established a new order fulfillment center in Albany, NY. Effective November 1, 1990, all orders for ASA publications should be addressed to: ASA Publications Center, 49 Sheridan Avenue, Albany, NY 12210.

The ASA established the new fulfillment center to ease the overcrowding in the Executive Office and to serve our members better. The new Publications Center is able to accept VISA and MasterCard payments (\$10 minimum) and has a toll-free phone number—1-800-877-2693. All orders must be prepaid, but members may place their credit card orders by telephone.

All members will receive a copy of the new 1991 price list, with complete information on publications available from the Publications Center, with the ASA benefits package (mailed to all members in mid-November). □

## Neil Smelser Elected ISA Vice-President

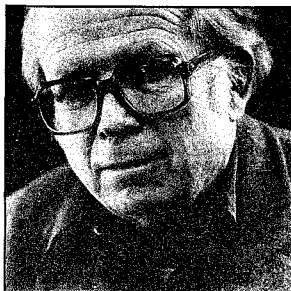
Neil Smelser was elected Vice-President of the International Sociological Association at its Twelfth World Congress in Madrid, July 9-14. The electing body was the Council of the ISA, composed of representatives of its member nations. Smelser was one of two nominees for the Presidency, but lost in a direct contest to T.K. Oommen from Nehru University in New Delhi, India.

was elected Vice-President of the Association for a three year term. In 1982 he served as Chair of the Theory Section.

Smelser has served on the faculty of the University of California, Berkeley, since 1958. His current title is University Professor of Sociology, which carries an academic appointment on all the University of California Campuses. He has held a number of administrative positions, and in the 1980s he was Chair of the Berkeley Academic Senate (1982-84) and Chair of the System-wide (nine-campus) Academic Senate of the University of California (1985-87). He is also a psychoanalyst, having graduated from the San Francisco Psychoanalytic

Institute in 1971.

On the occasion of his election, Smelser said he was both honored and challenged. "The challenge comes from the electrifying pace of the increasing internationalization of sociology as well as the other social sciences. The consolidation of a free sociology in Eastern Europe and the Soviet Union will yield a rich harvest, and great strides in our discipline are occurring throughout the Third World. I predict a greater "internationalization" of American sociology, and an increasing involvement of American sociologists in the ISA and other international organizations. □



Neil Smelser

As Vice-President Smelser will serve a four-year term, ending with the XIII World Congress in 1994. In his elected capacity he will chair the committee to select the site for that Congress, and will chair its Program Committee.

Smelser has been active in the ISA for many years. In the 1970s he, with Alberto Martinelli from Milan, organized a working group on economy and society. The group was approved as a Research Committee in 1978, and Smelser served as its co-chair with Fernando Cardoso of Brazil from 1978 to 1986. He was elected to the Executive Committee and the Program Committee for the period 1986-1990.

For the ASA Smelser served as Editor of the *American Sociological Review* from 1962 through 1965. He served three times on the Council—1962-65, 1968-70 and in 1973

## Suggestions Solicited for 1992 Program

The 1992 Program Committee cordially invites ASA members to submit suggestions for topics and organizers for the regular sessions as well as for plenary and thematic sessions for the 1992 Annual Meeting in Pittsburgh, Pennsylvania. The program theme will be "Sociology and the Reconstruction of Society". Since the Committee is also planning didactic seminars and workshops, it would also welcome suggestions that would give it a better idea of the scope of research and problems that might be represented in the program.

All suggestions for the 1992 program must reach the Program Committee no later than February 1, 1991. Such a long lead time in planning the program is necessary because the names of organizers, session topics, and so on must be published in the summer of 1991 to give members enough time to plan and prepare their papers.

Members of the 1992 Program Committee are: Andrew Abbott (Rutgers University), Donald Black (University of Virginia), Larry Bobo (University of California-Los Angeles), James S. Coleman—Chair (University of Chicago), Albert Gollin (Newspaper Advertising Bureau), Maureen Hallinan (University of Notre Dame), Michael Hannan (Cornell University), Michael Hechter (University of Arizona), Beth B. Hess (County College of Morris), Richard L. Simpson (University of North Carolina-Chapel Hill), Ann Sundgren (Tacoma Community College), and Judith Treas (University of California-Irvine). Program suggestions may be sent to: James S. Coleman, Dept. of Sociology, University of Chicago, 1126 East 59th Street, Chicago, IL 60637; or to Janet Astner, Program Coordinator, ASA Executive Office, 1722 N Street NW, Washington, DC 20036-2981. □

INSIDE

## Footnotes

- 2 Observing, Inside the ASA Budget
- 4 The "Quality" of Journals in Sociology Reconsidered
- 5 Alexander Receives Gold Shield Prize
- 6 TRC Seeks Submissions, Announces New Products; *Harvard Business Review* Wants You
- 7 Community Forum Discussion: What Next?; Blackwell Prize Established; 1991 IIS Congress
- 8 Weitzman Wins Teaching Award; DeFleur New President of SUNY-Binghamton
- 9 More Section Awards from the Annual Meeting
- 11 Update on 1991 Program Sessions
- 13 Sociologists in Higher Education
- 15 Where the Jobs Are: Openings in Sociology Departments, 1984-89
- 17 Open Forum

## Observing

### Should the Social Sciences Go On Their Own at NSF?

In testimony before Congress in 1989, Dr. Herbert Simon, the Nobel Laureate from Carnegie Mellon University, called for a separate directorate for the social and behavioral sciences within the National Science Foundation. Now, more than a year later, a special Task Force has been created to examine the status of the biological, behavioral and social sciences as NSF begins to look toward the 21st Century. Because of the importance of this Task Force and its implications for the future of the social sciences, this month's column is devoted exclusively to this issue.

The COSSA *Washington Update* of September 21, 1990, provides an excellent summary presentation of the situation as it is unfolding. I am pleased to reprint excerpts from the *Update* for the benefit of ASA readers.

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#### BBS Task Force Meets: Separate Directorate Issue on the Table

Reprinted from COSSA *Washington Update*, September 21, 1990

The new National Science Foundation (NSF) advisory committee on the social and behavioral sciences met for the first time on September 10. From the start of the two-day session, most of the panel's social and behavioral scientists made clear that they were there to discuss a separate NSF directorate for the social and behavioral sciences. (For a list of the panel's members, see *Update*, September 7, 1990.)

In greeting the committee—dubbed the Task Force Looking to the 21st Century—Acting NSF Director Fred Bernthal asked members to examine the need for restructuring NSF's Biological, Behavioral, and Social Sciences (BBS) directorate. Bernthal asked members to keep several thoughts in mind: (1) BBS must have the flexibility to meet new mandates; (2) BBS must meet the infrastructure needs of its disciplines; and (3) the zero-sum budget situation makes funding reallocations difficult.

#### Clutter's Thoughts

Mary Clutter, assistant NSF director for BBS, provided the task force with an overview of her directorate's operations. In outlining important issues, Clutter mentioned the recently introduced Walgren-Brown bill but did not discuss the bill's call for a separate behavioral and social science directorate. Clutter seemed to dismiss the legislation, but the question of a separate directorate remains on the task force's agenda.

Clutter concluded her presentation by suggesting "everything is possible, but the task force should focus on the implementable." By 2000, she predicted, NSF will look different, but attempts at radical change will be constrained by current NSF structure.

#### Division Directors' Reports

Roberta Miller, director of social and economic science (SES) within BBS, noted former NSF director Erich Bloch's view that SES was the "most controversial division at the foundation." In reviewing the history of NSF support for the wide range of the social sciences, Miller stressed the foundation's three-fold importance: (1) NSF is the most important source of funding for the disciplines; (2) the foundation is the only source for large-scale data collections; and (3) NSF is the only source for methodological research. The

foundation also facilitates contact with research organizations in other nations, she said.

Miller went on to point out, however, that despite NSF's important role in social science research, the foundation's budgetary support has not been good during the past decade.

Miller also drew attention to the role of "shadow programs"—cross-disciplinary, cross-directorate research initiatives such as that addressing the human dimensions of global environmental change in enhancing NSF support for the social sciences. Miller also discussed the future of the large data-bases that NSF has supported for quite some time—the National Election Studies, the General Social Survey, and the Panel Study on Income Dynamics. Finally, she cited the data from the Bowen and Sosa report on projected faculty shortages in the social sciences and humanities. The numbers, she said, suggest that the social sciences face substantial human resource needs.

Risa Palm, vice-chancellor for research and dean of the graduate school at the University of Colorado (and a former COSSA president), asked Miller if she favored a separate directorate for the social sciences. Miller replied that "it would be splendid to have a directorate," but noted the need to separate that issue from the consideration of enhanced NSF resources for social and behavioral science.

Nathaniel Pitts, acting director of the behavioral and neural sciences (BNS) division, described his division's history and structure, calling BNS a "bridge division" between the biological and social sciences. BNS, Pitts noted, receives more proposals than any other division within NSF, yet budgets during the past ten years have not reflected this large demand.

Echoing her earlier question to Miller, Palm queried Pitts about a separate directorate. Pitts said he had a "split brain," and suggested that a reorganization "cannot take all of us" into a separate directorate. As a neuroscientist, Pitts remarked, he enjoys the theoretical byplay with biology and would be reluctant to place neuroscience in a different directorate.

Presentations were also made by the directors of the biological sciences divisions and the instrumentation and resources division. Task force member Nancy Cantor, a psychologist at the University of Michigan, asked if cross-directorate cooperation on interdisciplinary research could occur. (Cantor's question is important since one of the arguments against separation has been the need to continue interdisciplinary research among biological, behavioral, and social scientists.) Bruce Ummiger, director of the cellular biosciences division, responded that considerable inter-disciplinary research occurs across directorates, mainly through the cooperation of program officers.

Frank Harris, executive officer of BBS, described his directorate's relationship with the rest of the foundation, particularly noting the \$5-6 million of social and behavioral science funding available outside of BBS. Such funding includes programs in arctic social science and cognitive research in the computer and information science directorate.

Following the division directors' reports, the Task Force was separated

into five working groups:

(A) Organization for Cognitive, Behavioral, Economic, and Social Sciences—Risa Palm, chair;

(B) Organization for Biological Sciences—Judy Meyer, Department of Zoology, University of Georgia, chair;

(C) Infrastructure (Education, Equipment, Resources)—Julius Jackson, Department of Microbiology, University of Michigan, chair;

(D) Organization to Facilitate Scientific Change—Marvalee Wake, Department of Integrative Biology, University of California at Berkeley, chair;

(E) Defining a Unique Role for the Directorate—Michael Greenberg, Whitney Marine Laboratory, University of Florida, chair.

#### Separate Directorate Working Group

With five social and behavioral scientists and three biologists, Palm's group provided a forum for the separate directorate debate. Harold Morowitz (biology and natural philosophy, George Mason University) said the split made no sense to him, since it would leave social and behavioral science politically vulnerable. Richard Berk (sociology, University of California at Los Angeles) voiced wariness about discussing a separate directorate without any alternatives other than the present structure.

Greenberg asked where the boundaries for the behavioral sciences component would be drawn, a key stumbling block to separation. Cantor made clear that organizational structure does not preclude intellectual alliances, and Charles Plott (humanities and social science, Cal Tech) was joined by the other social

scientists in stressing the internal diversity and uniqueness of the disciplines.

Palm convinced the working group to focus on several main issues: (1) alternative organizational structure with respect to future behavioral and social science research; (2) the role of the behavioral sciences in that alternative structure; (3) the internal diversity of the disciplines in that structure; and (4) reconciling support for cross-disciplinary research with support for "core" disciplinary research in any new structure.

In response to a request from Anderson, Clutter agreed to make a presentation on the current procedures for decision-making within the present BBS structure. Clutter also agreed to Berk's suggestion that the presentation include case studies illustrating how special initiatives within the directorate succeed or fail.

The other working groups also focused on information needs. Among the questions raised were: How does NSF measure the vitality of a discipline or program? (This question arose in the context of "sunsetting"—read, eliminating—programs.) Where is science hurting because of a lack of funds? (This query seemed to be a challenge to social and behavioral scientists to come up with justifications for increased funding.) How would interdisciplinary research be affected by structural changes? How do you develop a structure that can change as science changes?

#### What next?

The Task Force will reconvene from November 28 to December 1 to hear Clutter's presentation, take testimony from the scientific community, and meet in executive session. The panel is also expected to determine what it wants to include in the interim report. The Task Force will then meet again on January 7 to preview the interim report.—WVD/A □

## Inside the ASA Budget

### The Professional Development Program

by Stephen A. Buff

The ASA Professional Development Program (PDP), initiated in 1986, seeks to strengthen the profession by enlarging employment opportunities in a full range of public and private job settings and to systematically enhance sociological practice as a growth area for the profession. I administer the Program (which constitutes 50% of my ASA responsibilities) with the support of Janet Ornie, Administrative Assistant, who serves the ASA on a half-time basis.

The major forms of outreach are through (a) seminars and other presentations—for the most part in Federal Agencies—and through (b) the development of career resources and publications. The Federal Seminars Series has held 14 presentations for over eighteen agencies. In 1989, direct expenses for Federal Seminars were \$3,000 and indirect expenses were \$8,163. Career publications include brochures and other resources dealing with careers and sociological practice in government, in business, and in the independent (advocacy) sector. (Write for our PDP catalog.) The income for these publications is derived largely from bulk sales to departments, although single copies of a number of items are free to students, placement offices, and the public. Income for 1989 was \$4,200 while the direct expenses were \$7,312 and the indirect expenses of production were \$12,828.

Sales have been picking up, however: by July 1990 income for these publications had already surpassed the 1989 figure.

The direct expenses for the PDP, which include corporate presentations, seed money for production of videotapes and other career materials, travel for speakers and for the director, and other developmental expenses come to \$12,550 in direct expenses and \$45,480 in indirect expenses, when staff time is taken into account. (It should be noted that the Public Information Program, which overlaps in many of its goals with the PDP, is on a separate budget line and is also quite labor intensive. Direct expenses were \$4,800 while indirect expenses totaled \$24,489.) Finally, the Certification Program has brought in only \$500 (hardly a cash cow for the Association) with direct expenses of \$1,250 and indirect expenses of \$26,821.

These activities are ways in which the public learns about the contributions of sociology. The programs help to retain and attract members, to bring practitioners back in, to attract new students, and to generally enhance the image of sociology in the public mind and among employers. Expenses should therefore be seen not only as costs to the ASA but as investments in the profession. I invite your comments and suggestions for the development of these programs. □

## Minority Opportunity Summer Training Has a Great First Program

MOST (Minority Opportunity Summer Training), the ASA newest initiative, offered its first institutes this past summer at the University of Delaware and the University of Wisconsin-Madison. Preliminary reports from site directors, participating faculty, and the 30 students selected in a national competition indicate it was an overwhelming success. Preparations are underway for next summer's offerings, again at Wisconsin and Delaware. The program's advisory committee also will begin to explore possibilities for new sites for the institutes; the notion is that the program will not be housed permanently at any one campus but, rather, will rotate among the various regions.

MOST was developed by a task force appointed by ASA Council in 1985 and chaired by Professor Charles V. Willie (Harvard). It was designed to enhance the recruitment and retention of minorities in graduate studies, as well as help bolster subsequent career attainments. It targeted undergraduates, preferably juniors, and offered courses patterned after honors programs in the logic of social inquiry. In addition, it included a major component whereby students worked closely with a faculty mentor at the summer site, either on an ongoing project or one of their own design. Students are expected to continue with their projects at their home institutions during their senior year, again with the help of a local mentor. The objective of



MOST participants from the University of Delaware

this elaborate program is to recruit talented minorities into the discipline.

The structure of the institutes differed at each site. For example, Delaware's focused more exclusively on race and gender issues, with a healthy dose of research methods and statistical procedures. Students had access to individual PCs made available by IBM, after initial difficulties. In

addition, several minority sociologists at differing stages of the career process were invited to present a part of their work and its relation to their personal biographics, as well as be generally available to the students for individual discussions during their two-day visit. A number of enrichment experiences rounded out Delaware's summer institute. These included visits to

the ASA office in Washington, DC, to other research facilities in the nearby metropolitan areas of New York, Philadelphia, and Washington. Site directors were Margaret Andersen and Carole Marks. Participants in the Delaware MOST program were: Seth Addo-Yobo (Yale), Troy Castillo (Boise State), Juanita Dunston (Elizabeth City State), Debra Evans (California-Santa Cruz), Patrice Bammon (Bryn Mawr), Lori D. Hill (Brown), Gilbert Marzan (College of Staten Island), Gina Masequeymay (Pomona College), Janis Price (Queens College), Carmen Rodriguez (College of Mount St. Vincent), Shaon Royal (Texas A&M), Regine Valentin (Emmanuel College), Marisa Wedges (Valdosta State College), Kimberly A. Wells (Harvard), and Socorro Zermeno (California-Santa Barbara).

Wisconsin's, by contrast, gave participants the choice of classes in which they could enroll: research methods, statistics, or theory. In addition, each was assigned to a faculty member whose research was related to the student's stated interests.

There was a general seminar required of all students where departmental faculty discussed their research interests. Like Delaware's, this required that faculty indicate how their personal interests helped channel their professional lives and work. There also were a number of field trips. One, to Chicago, sought to combine a sociological tour of the city with an outing to a baseball game; ASA President-Elect James Coleman (University of Chicago) was to have sponsored this activity. Wisconsin's site director was Cora Marrett. Participants included: W. Daniels Benjamin (Portland State), Lisa Chavez (California-Santa Cruz), Lisa Collins (Skidmore), Joao Gomes (Massachusetts), Miyoung Hwang (Oberlin), Anne Kimberly (California-Davis), Megan Polzer (New Mexico), Dawn Skinner (Hunter College), Deborah Stevens (Baldwin-Wallace College), Michael Taylor (Morgan State), Leona Warner (Washington University), David Yamane (California-Berkeley), Barney Jose Perez (California State-Dominguez Hills), Kevin James Walton (Mercer).

MOST's pilot phase is being funded with a major grant from the Ford Foundation, as well as from the Maurice Falk Medical Fund and the American Sociological Foundation. Long-term funding is being sought. Students, selected in a national competition, received a \$1,000 stipend. In addition, their transportation expenses were paid, as were tuition and fees, room and board, and books.

Howard Taylor (Princeton) currently chairs the MOST Advisory Committee. In addition, he is assuming major responsibility for the program's evaluation. Participants filled out questionnaires regarding their expectations and accomplishments at the programs, their career aspirations, and background information. This will be combined with academic records on file at ASA on each participant. Students will be followed over a period in order to assess rates of enrollment in graduate studies and completion, as well as subsequent career attainments. Taylor and his committee are busy enhancing the research design of the evaluation component in order to more carefully determine the impact of the program on the profession.

Applications for MOST are available from Frances M. Foster, ASA Minority Affairs Manager. Students may call or write for applications. Faculty are strongly encouraged to nominate prospective participants. They may do this by calling ASA for application materials, by sending students names and address, or by having students contact ASA directly. Application deadline is December 31; awards will be announced by April 15, 1991. □

### Secretary's Report

## The Work of the Executive Office & Budget Committee

by Beth B. Hess, County College of Morris  
ASA Secretary

The Secretary of ASA serves a three-year term during which she/he chairs the Committee on the Executive Office and Budget (EOB), sits on Council, is a member of the three Program Committees that span his or her tenure, and serves as Council liaison to the American Sociological Foundation and to the Committees on Membership and Publications. All of which makes the Annual Meeting seem like one unending committee meeting.

Because the reports of the other committees will appear in other issues of *Footnotes*, this article will be limited to the work of EOB, which is composed of the immediate past and current Presidents and the President-Elect of ASA, the Secretary and three people appointed by Council from the general membership. The appointed members serve for a term of three years, with one person rotating off each year. For 1989-90, the three appointed members were Reynolds Farley, Joanne Miller, and Marta Tienda. Ren Farley's term expired this August, and he has been replaced by Richard Campbell (University of Illinois-Chicago).

As its name indicates, EOB is charged with oversight of the Executive Office and the yearly budget. Of its many responsibilities, however, none is of greater consequence than the selection of an Executive Officer. The 1989-1990 EOB was charged with finding a successor to Bill D'Antonio, a search that occupied much of our agenda, culminating in the choice of Dr. Felice Levine of the National Science Foundation. Although she will not officially assume the post of Executive Officer until the 1991 Annual Meeting, Dr. Levine has already acquainted

herself with the staff and operations of the Executive Office and has taken an active role in the business of the Association.

EOB also reviews requests from the Executive Officer for hiring and promoting office personnel. As ASA membership grows and new sections are formed, and as the Office is asked to expand services to our members—for example, in the areas of teaching, applied sociology, and international exchanges—additional staff must be hired, to the point that, today, only a few nooks and crannies in the N Street building remain unpopulated.

The other major concern of EOB is the financial health of the Association. We consider requests for funds from various committees and outside organizations, and our recommendations are passed on to Council for ultimate disposition. It is not unusual for an item that EOB considered of minor import to occupy a great deal of Council's time and vice versa, and our recommendations have been overridden on more than one occasion.

Much of our time is spent on thinking through the policy implications of the budget. This involves balancing an awareness of members' financial constraints with the fiscal policies required for the long-term well-being of the Association. Following the lean years of the early and mid 1980s, ASA has now enjoyed three successive relatively prosperous years largely as a result of Council's decision to link dues and library subscription fees to the previous year's cost-of-living increases at the national level. But because we drew upon our reserve funds during the deficit years, even if all the surplus in recent years was put back into the reserve fund, it would still remain substantially below the level considered fiscally prudent by accountants.

In addition, the Association is always hostage to those abrupt and/or unforeseeable shifts in the national economy—inflation, recession, stock market swings—that affect membership, annual meeting attendance, and income from investments. Furthermore, the fact that our next three annual meeting sites are in relatively small cities could add to the costs of running the meetings without offsetting gains in participation. With all these contingencies in mind, EOB and the Executive Office are currently working on a barebones budget for 1991 which we will present to Council in January.

During the past year, EOB also engaged in an extended review of the Association's investment policy, clarifying our guidelines against investing in companies in business in South Africa, or with essential involvement in military contracts, or engaged in notorious labor disputes.

In between EOB meetings, the Secretary makes periodic trips to Washington to consult with the Executive Officer on preparing the budget and on staffing issues. During these visits, I have tried to spend time with the managers and professional staff, as well as the secretarial personnel, in order to understand their jobs and get a sense of the resources available for accomplishing their duties.

Clearly, this is a time-consuming position, and one that involves several, sometimes conflicting, constituencies: ASA members, Council, the Executive Officer, the office staff, and the Association as a corporate entity. My approach has been to see the Secretary's role as primarily representing the long-term interests of the Association, and through it, of the discipline—if that is not too grandiose a vision. In any event, it's a glorious challenge, a rare opportunity to give something back to the organization that has given us so much. □

# The "Quality" of Journals in Sociology Reconsidered: Objective Measurers of Journal Influence

by Michael Patrick Allen, Washington State University

In the December 1989 issue of *Footnotes*, David Jacobs reviewed the results of a survey of political scientists that rated the quality of various social science journals, including a number of sociological journals. He observed that a number of major sociological journals are rated very highly by political scientists. Jacobs also noted that it has been nineteen years since anyone has rated the journals in sociology (Glenn 1971) and suggested that it might be time for sociologists to conduct a similar survey. I share his concern about the absence of current information on the quality of journals in sociology. Empirical data on the quality of journals have become increasingly necessary given the proliferation of journals in recent years. Among other things, these data allow those not familiar with the journals some general assessment of their stature within the discipline. This problem is especially critical in tenure decisions

when work must often be judged by the journals in which it is published rather than by its eventual impact on the discipline. Although I concur with Jacobs on the importance of this problem, I believe that we can resolve it without resorting to another survey. Indeed, I have my doubts about the validity of subjective evaluations of journal quality. Given the rise of specialty areas and specialty journals in sociology, I doubt that many sociologists would be able to offer informed opinions on more than a few of the myriad of journals that publish one or another variety of sociology today. Consequently, I am convinced that we should abandon subjective evaluations of the illusive concept of journal "quality" and focus, instead, on objective measures of the more mundane but important concept of journal "influence."

Several years ago, the founder of the *Social Science Citation Index* developed a measure of the influence of scholarly journals, which he termed the "impact factor." It is based on the average number of citations that articles in a given journal

receive each year during the first two years following their publication (Garfield 1971). The calculations involved in computing this score are quite simple. For example, in 1988 there were 280 citations to the 131 articles published in the 1987 or 1986 issues of *American Sociological Review*. Therefore, its impact factor score is 2.137. Although this definition of impact is somewhat arbitrary, the resultant scores do provide objective measures suitable for comparing different journals in terms of their influence within the scientific community. However, even impact factor scores have their limitations. The most obvious problem associated with measuring journal impact in terms of the average number of citations received by the articles in that journal is that it ignores the fact that these citations come from researchers in different disciplines. Indeed, two sociologists who compared the impact factor scores of sociological journals with their prestige scores were forced to conclude (Christenson and Sigleman 1985, p. 973) that "the truly major problem

stems from the difficulty of defining the boundaries of a scholarly discipline." On the basis of citation data alone, for example, it is possible to argue that *Administrative Science Quarterly*, which had an impact factor score of 1.962 in 1988, is more influential than *American Journal of Sociology*, which had a score of 1.656 that same year. Although *Administrative Science Quarterly* is clearly relevant to organizational sociologists, it is not as relevant to most sociologists as the *American Journal of Sociology*. In short, impact factor scores measure the influence of a journal within the social sciences generally but not within any particular discipline.

I propose that we measure the influence of journals, both within the social science community at large and within the discipline of sociology, using similar types of information. Specifically, I suggest that we use two relatively simple but very useful measures of journal influence derived from citation data. I am not a sociologist of science, much less a bibliometrician, so I will not offer any special claims concerning the originality of these measures. However, as a lay methodologist, I will argue for their validity. The first measure, which I call "total influence," is defined simply as the number of times that articles from a journal are cited in a given year divided by the number of articles published in that journal during the previous year. For example, *Administrative Science Quarterly*, which published 23 articles in 1987, was cited 2,046 times by the roughly 1,400 journals included in the *Social Science Citation Index* in 1988. Consequently, the total influence score of *Administrative Science Quarterly* was 88.956. If the number of citations received each year and the number of articles published each year by a journal remain relatively constant, then this measure of total influence provides a simple estimate of the average number of citations ever received by articles published in that journal. This is a highly aggregated measure of journal influence and the validity of this interpretation depends upon a number of fairly rigorous assumptions. Nevertheless, I will argue that these assumptions are not unrealistic, that the biases introduced by violations of these assumptions are known, and that this measure is very useful for comparing the influence of different journals.

There are two basic problems associated with this measure of the total influence of a journal. The first and most critical problem stems from the fact that the journal articles cited in any given year were published over a period of many years. In the case of more established journals, however, some of the citations are to articles published several years ago. As a result, this measure of total influence systematically underestimates the eventual total influence of newer journals. This bias cannot be dismissed, but it is probably not all that significant for most journals. To begin with, the "half life" of the average journal article in sociology is roughly ten years. In general, then, an article receives about half of all the citations it will ever receive in the first ten years following its publication. By implication, the measure of total influence proposed here will only underestimate, to any great extent, the eventual influence of journals that have been published for less than twenty years. Most of the important journals in sociology have been in existence for several decades. The other obvious problem with this measure

Table 1. The Impact Factor Scores, Total Influence Scores, and Core Influence Scores for 58 Journals in Sociology, 1986-88

Name of Journal	Impact Factor		Total Influence		Core Influence	
	Score	Rank	Score	Rank	Rank	Score
American Sociological Review	2.229	2	64.223	3	8.261	1
American Journal of Sociology	1.753	8	54.379	6	7.371	2
Social Forces	0.958	24	22.686	15	3.013	3
Social Problems	1.025	22	32.997	11	2.174	4
Administrative Science Quarterly	1.888	5	84.236	2	1.736	5
Demography	1.232	17	16.850	22	1.520	6
Social Science Research	0.342	49	11.500	35	1.370	7
Sociology of Education	1.457	14	20.525	17	1.085	8
Social Psychology Quarterly	0.986	23	14.038	31	0.990	9
Sociological Quarterly	0.578	39	10.610	37	0.900	10
Criminology	1.438	15	13.349	33	0.881	11
Law and Society Review	1.469	13	27.000	13	0.873	12
Sociological Methods and Research	0.804	31	10.603	38	0.849	13
Journal of Research in Crime and Delinquency	0.767	33	13.980	32	0.837	14
Journal of Health and Social Behavior	1.863	7	60.306	5	0.729	15
Symbolic Interaction	0.407	45	9.816	39	0.714	16
Journal of Criminal Law and Criminology	0.364	47	16.446	25	0.663	17
Journal for the Scientific Study of Religion	n.a.		n.a.		0.642	18
Social Networks	0.659	36	7.220	45	0.640	19
Sociological Perspectives	0.387	46	3.463	56	0.627	20
Politics and Society	0.215	55	9.596	40	0.577	21
Sociological Inquiry	0.243	53	5.829	49	0.526	22
Journal of Marriage and the Family	0.915	27	18.484	20	0.484	23
Population and Development Review	1.516	12	14.193	30	0.466	24
Work and Occupations	0.501	42	3.589	55	0.438	25
Journal of Mathematical Sociology	0.205	57	7.619	43	0.429	26
Industrial Relations	1.232	18	16.603	24	0.423	27
American Political Science Review	1.878	6	34.891	8	0.417	28
Journal of Political Economy	2.045	4	64.154	4	0.408	29
Journal of Human Resources	0.884	28	14.646	28	0.407	30
Public Opinion Quarterly	0.872	29	21.843	16	0.405	31
Urban Affairs Quarterly	0.521	41	5.857	48	0.374	32
Rural Sociology	0.601	37	10.674	36	0.371	33
Industrial and Labor Relations Review	1.622	10	18.604	19	0.359	34
Social Science Quarterly	0.470	44	6.215	47	0.317	35
Sociological Focus	0.207	56	2.829	57	0.316	36
Journal of Social Issues	0.957	25	25.140	14	0.308	37
Population Studies	1.104	21	18.951	18	0.305	38
British Journal of Sociology	0.579	38	9.458	41	0.302	39
Sociological Analysis	0.951	26	9.247	42	0.288	40
International Migration Review	0.476	43	4.986	52	0.246	41
Economic Development and Cultural Change	0.757	34	12.318	34	0.234	42
Sociology	1.149	19	14.512	29	0.233	43
Sociology and Social Research	0.259	52	3.599	54	0.228	44
Review of Religious Research	0.790	32	5.619	51	0.214	45
Canadian Review of Sociology and Anthropology	0.343	48	7.536	44	0.214	45
Journal of Conflict Resolution	0.568	40	16.130	26	0.207	47
Quarterly Journal of Economics	1.516	11	31.694	12	0.200	48
Psychological Bulletin	4.327	1	97.778	1	0.191	49
American Behavioral Scientist	0.274	51	5.731	50	0.177	50
American Economic Review	1.699	9	33.639	9	0.172	51
American Journal of Political Science	1.356	16	16.680	23	0.160	52
Review of Economics and Statistics	0.710	35	18.341	21	0.149	53
Annals of the American Academy	0.281	50	4.682	53	0.132	54
American Anthropologist	0.806	30	15.813	27	0.118	55
Journal of the American Statistical Association	1.131	20	35.247	7	0.115	56
Journal of Social Psychology	0.229	54	6.802	46	0.102	57
Journal of Personality and Social Psychology	2.137	3	33.212	10	0.087	58

## Journals, from page 4

is that it assumes that the number of articles published by a journal each year is relatively constant. A cursory examination of the number of articles published by the major journals in sociology reveals that the number of articles published by most journals has remained remarkably constant over the past decade. Once again, the measure of total influence, based on the current number of articles published by a journal, will underestimate the actual influence of those few journals that have increased the number of articles published each year.

The second measure of journal influence being proposed here is similar to the first except that it focuses on the influence of a journal within the discipline of sociology. This measure, which I call "core influence," is defined simply as the number of times articles from a journal are cited by the "core" journal the previous year. There is a fairly clear consensus that the three major journals of general interest within the discipline are *American Sociological Review*, *American Journal of Sociology* and *Social Forces* (Glenn 1971). There are other influential journals in sociology, but most of them focus on particular specialty areas within the discipline. The *Social Science Citation Index* contains compilations of the number of times different journals are cited by a given journal each year. Using these data, one can easily determine what proportion of the citations received by a journal are the result of citations in one of the three core sociology journals. For example, *Administrative Science Quarterly* was cited 68 times in 1988 by the three core journals in sociology. Consequently, its core influence score was 2.957. Once again, if the number of citations received each year and the number of articles published each year by a journal remain relatively constant, then this measure of core influence provides a simple estimate of the average number of citations in the three core journals ever received by articles published in that journal. Of course, the potential biases inherent in the measure of total influence also obtain for the measure of core influence. This measure of core influence is especially useful for comparing the influence of journals within the discipline of sociology. For example, *American Journal of Sociology* had a core influence score of 6.412 in 1988. Comparing the core influence scores for these two journals, it is apparent that *American Journal of Sociology* is much more influential within the discipline of sociology than *Administrative Science Quarterly*.

Although these measures of total influence and core influence may seem somewhat arbitrary, they do provide very interesting comparisons of the journals in sociology. Table 1 presents the impact factor scores, total influence scores, and core influence scores for the 58 journals cited most often in the core sociology journals. The *Social Science Citation Index* contains data on the number of times each journal cited other journals, but this information is not reported for those journals that were cited only a few times by the core journals. As a result, it was necessary, in some cases, to enumerate the number of citations directly from the articles published in the core journals. In order to avoid the problems associated with annual fluctuations in the citation data, these scores are based on data compiled for the three years from 1986 through 1988. Specifically, the sample includes only those journals that were cited at least 18 times in the three core journals over this three year period. This corresponds to an average of two citations a year in each

core journal. Moreover, it does not include annuals, such as *Annual Review of Sociology* or *Sociological Methodology*. It might be noted that complete citation data were not available for the *Journal for the Scientific Study of Religion* and were available for *Criminology* only for 1988. The journals with italicized titles are those that have been published less than twenty years. Given the definition of core influence, it is hardly surprising that the three core journals, *American Sociological Review*, *American Journal of Sociology*, and *Social Forces* rank as the three most influential journals in the discipline. As one might expect, major journals from other disciplines, such as *Psychological Bulletin* and *American Economic Review*, rank high in terms of their impact factor and total influence scores, but rank relatively low in terms of their core influence scores. Other journals, which are cited frequently in core journals, have comparatively low core influence scores because they publish a lot of articles. For example, *Journal of Marriage and the Family* is cited slightly more often in the core journals than *Administrative Science Quarterly* but has lower core influence score because it publishes almost four times as many articles each year.

These two measures may appear to be overly simplistic, but there is empirical evidence to suggest that they are valid measures of journal influence. To begin with, the total influence scores for 57 of the journals in this sample are highly correlated ( $r=0.860$ ) with the more rigorously defined impact factor scores. In short, this correlation provides important external validation of the proposed measure of total influence. There is no comparable external criterion by which to assess the validity of the measure of core influence. However, 33 of the journals in this sample were among the 63 evaluated by Glenn in 1971, and the correlation between these core influence scores and their quality scores is relatively high ( $r=0.739$ ). Indeed, the strength of this correlation is somewhat surprising in view of the fact that their study ranked *American Anthropologist* and the *British Journal of Sociology* among the top ten journals in terms of quality. These journals are simply not cited very often in the core journals today. Moreover, empirical analysis confirms that the selection of *American Sociological Review*, *American Journal of Sociology*, and *Social Forces* as the core journals within the discipline is not entirely arbitrary. For example, a measure of core influence based solely on citations in *American Sociological Review* is highly correlated ( $r=0.995$ ) with a measure of core influence based on citations in both *American Sociological Review* and *American Journal of Sociology*. Similarly, a measure of core influence based on citations in *American Sociological Review* and *American Journal of Sociology* is highly correlated ( $r=0.988$ ) with the current measure of core influence based on citations in *American Sociological Review*, *American Journal of Sociology*, and *Social Forces*. These results suggest that there is considerable agreement between the three core journals on the influence of other journals.

I offer these measures of journal influence with some trepidation because quantitative measures of this type easily lend themselves to misinterpretation and abuse. Most obviously, the very existence of objective measures of journal quality may discourage those who must evaluate the work of sociologists from taking the time and effort required to assess this work on its own intrinsic merits or even in terms of its subsequent impact on others in the discipline. A measure of the influence of a journal in which an article is published is only a poor surrogate for a measure

of the impact of that article. As most of us know, there is great variation in the importance and eventual impact of different articles, even those published in the same journal. Some of the articles published in relatively minor journals have proven themselves more influential, as measured by the number of times they have been cited, than many of the articles published in the core journals. These scores also ignore the integrity of specialty areas and, consequently, fail to measure the influence of particular specialty journals within these areas. Indeed, this analysis raises the question of what constitutes the "core" of sociology and the extent to which certain established specialty areas, such as demography and criminology, are relevant to this core. Moreover, the relevance of particular specialty journals to this core may well fluctuate over time with the rise and fall of particular theoretical issues and research topics within the core journals. These measures of journal influence are, at best, first approximations in the development of objective measures of the relative impact of journals in sociology. At the very least, they fill a nineteen-year gap in our understanding of the influence, if not the quality, of the various journals in our discipline.

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### Note

I am indebted to David Jacobs and Lowell Hargens for their comments but exonerate them from any further complicity.

(Editor's Note: Allen's cover letter contained these important observations:

"I did not include annuals, such as *Sociological Methodology* or *Annual Review of Sociology*, in my analysis because I felt that they perform a largely didactic function and should not be compared directly to ordinary journals. However, I can provide you with comparable information on these two annuals. In terms of core impact scores, *Sociological Methodology* would have ranked third, just ahead of *Social Forces*, with a score of 3.061; and *Annual Review of Sociology* would have ranked fifth, just ahead of *Social Problems*, with a score of 2.226. The influence of these annuals is attributable, in part, to the fact that they publish fewer articles than journals with comparable numbers of citations.

"The *Social Science Citation Index* does not contain complete citation data for *Sociological Methodology*, so it was not possible to compute either the impact factor or the total influence scores on it. However, *Annual Review of Sociology* would have ranked 21st on total influence with a score of 18.968 and 22nd on impact with a score of 1.206." □

## Alexander Receives Gold Shield Prize

The winner of the 1990 Gold Shield Faculty Prize for Academic Excellence is Jeffrey Alexander, Chair of the Sociology Department at UCLA. He is the third holder of this prize.



Jeffrey Alexander

In the area of research, one of the two main criteria for the Prize, Alexander is a world-class sociological theorist. His scholarly career was launched with a monumental four-volume work entitled *Theoretical Logic in Sociology*, based on his PhD dissertation at Berkeley and his undergraduate studies at Harvard. Eminent senior sociologist, Daniel Bell, described *Theoretical Logic in Sociology* as "one of the most auspicious achievements by a young scholar in living memory." Along with subsequent writings, this work has become part of the foundation for "neofunctionalist" movement in modern sociological theory; Alexander is widely recognized as one of the leaders of this important school of thought.

For someone only 14 years away from his PhD, Alexander has received extraordinary recognition: a Guggenheim Fellowship in 1979, Fellow of Princeton's Institute for Advanced Studies in 1985-86,

writings translated into various European and Asian languages. But from those of us familiar with the academic personnel process at UCLA, perhaps the most extraordinary recognition is the fact that Alexander was never an associate professor; only five years after receiving his PhD, he was promoted directly from assistant to full professor!

Relevant to his qualities as both researcher and teacher, Alexander is able to translate his theoretical innovations into empirical issues that are of broad interest both to undergraduate students and members of society more generally. For example, his ongoing research examines the Watergate scandal. He develops an analysis of American cultural values to explain how, within the deeply divided American society of the early 1970s, a bungled burglary was transformed into a major constitutional crisis.

In undergraduate teaching, a major criterion for the Gold Shield Prize, Alexander is characterized by the intellectual rigor and high standards he brings to the classroom. The respect Alexander has for his students is demonstrated by the fact that his important scholarly book, entitled *Twenty Lectures: Sociological Theory Since World War II*, began as exactly that: 20 undergraduate lectures.

In the domain of undergraduate teaching, Alexander has distinguished himself by his contribution to the Honors Collegium where he developed a highly rated and intellectually demanding course, "Social Theory in the Twentieth Century." In 1989 Alexander was awarded the Honors Collegium Faculty Recognition Award for his distinguished teaching in Division of Honors.

For all these reasons, Alexander brings lustre to the Gold Shield Faculty Prize, just as the prize is a fitting reward for his extraordinary mid-career accomplishments in teaching, research, and service. □

## TRC Seeks Submissions, Announces New Products

Although the current list of available teaching materials is impressive, it represents only a portion of the potential universe of materials. Furthermore, items are constantly under revision to update readings and bring new ideas for instructional techniques. We solicit your ideas and suggestions for products and services as well as your reactions to existing products and services.

At the present time, the following products are under development. If you have pertinent materials, please contact the individuals listed below. This is a call for submissions only. Please do not write 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 the 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!

■ *Syllabi and Instructional Materials for World Conflicts*: Margaret Hermann, Carl Vinson Institute of Government, University of Georgia, Athens, GA 30602.

■ *Students with Reading and Writing Problems*: Ashakant Nimbark, Dowling College, Oakdale, NY 11469.

■ *Curriculum Materials for Sociology of the Future*: Nancy Wendlandt Stein, Normandale Community College, Bloomington, MN 55431.

■ *Teaching Sociology from a Marxist Perspective*: Rhonda Levine, Colgate University, Hamilton, NY 13346.

■ *Handbook on Outcome Assessment*: Stephen Sharkey, Alverno College, Milwaukee, WI 53215.

■ *The Undergraduate Sociology Curriculum*: Jess Enns, Kearney State College, Kearney, NE 68847; and Jack Harkins, College of DuPage, Glen Ellyn, IL 60137.

■ *Syllabi and Instructional Materials in Complex Organizations*: Howard Kaplan, 214 Merrywood Drive, Statesboro, GA 30458.

■ *Teaching Sociological Practice: A Resource Book*: Carla B. Howery, ASA, 1722 N Street NW, Washington, DC 20036.

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

■ *Curriculum Materials in Visual Sociology*: Delores Wunder, Wittenberg University, Springfield, OH 45501.

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

■ *Syllabi and Instructional Materials for Science and Technology*: Stephen Zehr, Union College, Schenectady, NY 12308-2365.

■ *Syllabi and Instructional Materials for Work and Occupations* (revision): Geoffrey Grant, Department of Rural Sociology, South Dakota State University, Brookings, SD 57007.

■ *Syllabi and Instructional Materials for Environmental Sociology* (revision): Annemarie and William Hauser, University of Akron, Akron, OH 44325.

■ *Syllabi and Instructional Materials for Medical Sociology* (revision): Bernice Pescosolido, Indiana University, Bloomington, IN 47405.

■ *Syllabi and Instructional Materials for Sociology of Law* (revision): James Tallon, St. Olaf College, Northfield, MN 55057.

■ *Syllabi and Instructional Materials for Sociology of Deviance* (revision): Keith Fernsler, Dickinson State College, ND 58601.

■ *Teaching Sociology in the High Schools*: Betty Robinson, Lewiston-Auburn College, 51-55 Westminster St., Lewiston, ME 04240.

■ *Catalogue of Computer Software for Sociology Courses*: Edward L. Kain, Southwestern University, Georgetown, TX 78626; and Thomas VanValey, Western Michigan University, Kalamazoo, MI 49008.

■ *Teaching Sociology in the Community College*: Stephen F. Steele, Anne Arundel Community College, Arnold, MD 21012.

■ *Teaching the Mass Class* (revision): Reece McGee, Purdue University, West Lafayette, IN 47907.

■ *Techniques for Teaching Sociological Concepts* (revision): Edgar Mills, Springfield College, Springfield, MA 01109.

■ *Academic Leadership: The Role of the Chair* (revision): Lee H. Bowker, Dean of Behavioral and Social Sciences, Humboldt State University, Arcata, CA 95521; and Hans O. Mauksch, University of Georgia, Athens, GA 30602.

■ *Guidelines for Assessing Your Sociology Program* (revision): Charles S. Green III, Univer-

sity of Wisconsin-Whitewater, Whitewater, WI 53141.

■ *Strategies for Effective Undergraduate Advising in Sociology* (revision): Martha McMillian, Director, Academic Services, Oklahoma State University, Stillwater, OK 74074; and J. Michael Brooks, Director, Academic Services, Texas Christian University, Fort Worth, TX 76129.

■ *Syllabi and Instructional Materials for Sociology of Aging* (revision): Diana Harris, University of Tennessee, Knoxville, TN 37966.

■ *Teaching Clinical Sociology: A Resource Book* (revision): Jan M. Fritz, 254 Serena Drive, Palm Desert, CA 92260.

■ *Syllabi and Instructional Materials for Sociology of Death and Dying* (revision): Gerry Cox and Ronald J. Fundis, Ft. Hays State University, Hays, KS 67601.

■ *Syllabi and Instructional Materials for Qualitative Methods* (revision): Kenneth Stoddard, University of British Columbia, 6303NW Marine Drive, Vancouver BC, CANADA V6T 2B2.

■ *Syllabi and Instructional Materials for Sociology of Religion* (revision): Dallas Blanchard, 11542 Clear Creek Drive, Pensacola, FL 32514; and Madeleine Adriance, Mount Ida College, Newton Centre, MA 02159.

■ *Syllabi and Instructional Materials for Sociology of Homelessness*: John Seem, Viterbo College, LaCrosse, WI 54601.

■ *Sociology of Development*: Akbar Mahdi, Adrian College, Adrian, MI 49221.

■ *Teaching Effective Writing in Sociology Courses*: Keith Roberts, Bowling Green State University, Huron, OH 44839.

■ *Bibliography on Teaching Sociology of Emotions*: David Franks, Virginia Commonwealth University, Richmond, VA 23284.

■ *Using Fiction in Teaching Sociology: An Annotated Bibliography*: Sue Epstein, University of Connecticut, Storrs, CT 06268.

■ *Capstone Courses*: Ted Wagenaar, Miami University, Oxford, OH 45056.

■ *Family Violence*: Ann Goettinger, West-ern Kentucky University, Bowling Green, KY 42101.

All addresses are "Department of Sociology" unless otherwise noted.

### New Teaching Materials

Look for the following new products (the first price listed is for ASA members and the second price is for non members):

■ *Syllabi and Instructional Materials for Courses in Latino and Chicano Studies* (revision), edited by Mary Romero. \$13.00/\$16.00. Stock #144.

■ *Syllabi and Instructional Materials for Courses in Social Statistics*, edited by Louis Gaydosh. \$10.50/\$13.00. Stock #180.

■ *Syllabi and Instructional Materials for Teaching Social Psychology*, edited by Jeffrey Chin. (revision) \$13.00/\$16.00. Stock #171.

■ *Print and Visual Resources for Marriage and the Family*, edited by Ginger Macheski. (revision) \$8.50/\$10.50. Stock #159.

■ *Syllabi and Instructional Materials for Courses in Political Sociology* (revision), edited by Frederick Weil. \$15.00/\$19.00. Stock #161.

■ *Syllabi and Instructional Materials for Courses in Sociology of Sport* (revision), edited by Gai Berlage. \$9.00/\$11.50. Stock #174.

■ *Techniques for Effective Discussion Groups*, by Vanetta D'Andrea and William Ewens. \$6.00/\$7.50. Stock #179.

■ *Resources Book for Teaching Introductory Sociology*, edited by Kathleen McKinney and James Sikora. \$11.00/\$13.50. Stock #156.

■ *Syllabi and Instructional Materials for Courses in Collective Behavior*, edited by Steven Barkan and Debra Friedman (in cooperation with the Section on Collective Behavior and Social Movements). \$7.50/\$9.00. Stock #181.

■ *Syllabi and Instructional Materials for Courses in Race and Ethnic Relations*, edited by Donald Cunnigen. \$10.00/\$13.00. Stock #183. □

## Harvard Business Review Wants You!

by Rosabeth Moss Kanter, Class of 1960 Professor of Business Administration, Harvard University; Editor, Harvard Business Review

The world economy is changing, and business as a social institution is being re-examined. As the first sociologist to lead the *Harvard Business Review*, I want to encourage sociologists to contribute to the publication. The sociological perspective should be important to decision-makers and policy-formulators.

*Harvard Business Review* is described on the masthead as a program in executive education of the Harvard Business School. That simple statement sums up the essence of the mission and the publication better than any attempts to define it as journal (not really) or magazine (well, not exactly) or even just as a print product (its goals are broader).

Rooted in a business school at a research university, the mission of *HBR* is to educate practitioners by bringing them important ideas that will stimulate their thinking and influence their practice. It is an educational tool for general managers that comes in the form of a magazine. *HBR* has well over 200,000 active subscribers, 25% of them outside of the United States, over 90% of whom are involved with the practice of management or policies affecting business. And the actual reach of *HBR* is much greater. Another 50,000 or so copies of *HBR* circulate to potential subscribers; *HBR* is passed along within and often stimulate stories in business magazines, and articles have a long after-life in reprints, some of which become a regular part of business school and corporate education curricula. Authors publish in *HBR* because they are trying to reach our audience; *HBR* generally does not "count" in academic tenure

reviews, nor was that ever its intent.

Because business is changing, *HBR's* strategy is also evolving. As English becomes the universal language of commerce and as managers must educate themselves about the global economy, *HBR* is trying to reach more international readers with content that has an international relevance and focus. As managers increasingly take ideas from many sources and media, *HBR* has to add life, color, and interest so that the magazine does not disappear into the mound of reading material gathering dust on managers' desks. In addition to publishing cutting-edge, provocative, important ideas, *HBR* has to be user-friendly—to enter into the lives of businesses by becoming adjunct to other corporate education efforts. And because the practice of management is changing rapidly, sometimes ahead of the efforts of researchers to keep up with and document the changes, *HBR* includes a number of articles written by practitioners, describing their companies and experiences.

The key to writing for *HBR*, therefore is to understand its readers. They are general managers, not specialists; they are practitioners, not academics (though, we should add, there are 20,000 academics, consultants, and miscellaneous experts who subscribe). The editing process is active, involving more collaboration with authors than academics generally experience. The positive side of this active editing is that authors are helped to find their voice, to find the most important messages and arguments in their work. We look for quality of thinking from authors who are authorities in their field rather than professional writers. The editorial team accepts articles, having consulted numerous experts about the shape and contours of the areas they track (e.g., competition and strategy, pol-

itical economy, technology and operations, money and ventures, marketing, people and business as a social institution). The editor-in-chief (titled Editor) is always a tenured faculty member of Harvard Business School, as one form of academic quality control. Most articles begin with a proposal, a lengthy discussion, or a manuscript that is a talking point for the eventual article, as few manuscripts are ever published just as they come in the door.

In addition to traditional articles reflecting research and experience on a subject of importance, there are other ways to contribute to *HBR*. Every issue has an interview with a person who shapes the business world, often conducted by an expert in a relevant management field. *HBR* cases are disguised decision situations; we welcome proposals for cases, and we also invite experts to be case commentators. A new section, "Debate," involves thoughtful, lengthy responses to articles. "In Question" is an opportunity to write a review essay taking a stand on a major controversy that has been expressed via books, journal articles, conferences, or other media. "The Gray Area" includes shorter items that do not fit the traditional article format but also have meaning and significance for management.

I became Editor in December 1989 and have been learning a great deal from the editorial team and my professional colleagues ever since. As a member of the American Sociological Association and long-time academic who has served on the editorial boards of many of the referred journals in my fields, I value and welcome ideas and suggestions from all of my colleagues in the ASA. Yes, the *Harvard Business Review* is different. But our mission is exciting: one more way to educate and inform, to shape and change the world. □



# Community Forum Discussion: What Next?

by Edna Bonacich, University of California-Riverside

Many people become sociologists because they want to make society more just. Yet they find themselves either doing research on behalf of existing power structures because that is where funding is obtained; or doing research for their own professional career advancement. They are warned to stay away from political involvements and told to focus narrowly on the canons of "pure science."

The problem is: Is it possible for sociologists to do research that pursues social justice, and if so, how can we do it? Many of us feel trapped by our own class position which binds us in certain ways to the ruling class, and involves us in the maintenance of privilege, including not only material advantage, but also the privilege of "expertise," of controlling knowledge and knowledge creation.

The purpose of this forum is to try to move toward breaking down this particular form of privilege. Instead of professional academics owning and controlling knowledge creation, we wanted to represent the idea that knowledge creation should be a joint project. In particular, people and communities who are typically excluded from the dominant institutions of society, and who usually become the objects of knowledge, should be able to muster the forces of knowledge creation on their side. We want to raise the question: What can sociologists do on behalf of the excluded? What, if anything, do we have to offer to people engaging in struggles for greater equality?

Rather than claiming to know the answer to this question ourselves, we think it is necessary to raise it in a dialogue, and to hear from community members and activists: Can sociologists offer you any assistance? Do you have a need for research that sociologists can do? What kind of work would you want us to do? And how best can we develop an on-going relationship?

Bringing the excluded into the research process can occur at different levels. First, we can ask community members what they need and, as researchers, go ahead and do the research ourselves, reporting when we are finished. Second, we can develop an ongoing relationship with community members in the research process, so that community people learn how to do research and join the process of knowledge creation.

While the third approach may be the most empowering, I do not want to diminish the other two. Often it is not feasible for community members to take on an additional burden as researchers. At a minimum, though, we as sociologists can open up lines of communication with oppressed groups so that our research is addressed to their needs as they articulate them.

Now obviously there are sociologists who are already doing this kind of work. The members of the panel represent some wonderful examples. And there are others across the country and around the world. The profession as a whole has much to learn from them.

Another challenge concerns legitimizing this kind of research. How do we influence other sociologists to accept an activist-involved approach? How do we make it an accepted part of the profession, so that graduate students are allowed to do it, new PhDs can get jobs, and professors can get tenure?

Here are a few ideas:

(1) There need to be more sessions like

this one at the ASA meetings.

(2) We should develop a program of Sociological Aid, parallel to legal aid, in which sociologists would do *pro bono* or low cost work for community groups. ASA could develop an inventory of people doing such work, put out a brochure, and publicize it. The ASA could provide a referral service, bringing together volunteer sociologists and community groups.

(3) We could hold regular summer seminars on Activist or Participatory Research. These would be workshops on how to do it, for faculty, students, and community members.

(4) We could have a regular column in *Footnotes* on Community Action Research.

(5) We should make sure we publish articles on this topic in the new ASA journal, *Sociological Practice Review*. We should strive to make it a viable vehicle for the exchange of ideas and experience.

(6) We could urge the development of a graduate or undergraduate requirement of working with a poor community for a quarter, as a standard part of student training, equivalent to a statistics requirement.

I am open to other ideas from both sociologists and community members. The ASA Council will be taking up some of these proposals, and any pressure exerted on their behalf will be most welcome. □

## International Institute of Sociology Meeting To Be Held in Kobe, Japan

The 30th International Congress of the International Institute of Sociology (IIS) will be held in Kobe, Japan, August 5-9, 1991, with a theme "Ecology, World Resources, and the Quality of Social Life." This Congress marks the first instance of an international sociological meeting in the history of Japan, and the first time the IIS Congress convenes in Asia.

Founded in 1893, IIS was the first international, and is now the oldest, sociological association in the world. Focusing on furthering the profession of sociology, IIS's philosophy encourages sociologists to meet, discuss research, exchange ideas and explore policies that may benefit humankind and the promotion of social welfare. The congress maintains a small membership base to facilitate face-to-face communications.

Thus far, the 30th IIS Congress has received enthusiastic endorsement from many organizations, including the Japanese Sociological Association, the Science Council of Japan, the Japanese Ministry of Education, the Japan Society for the Promotion of Science, the City of Kobe, and the Kobe International Association.

The Congress' Organizing Committee is composed of thirty well-known and distinguished Japanese sociologists. Its President is the former IIS Counsellor Eiichi Isomura, and the Vice Presidents are IIS Counsellor Shogo Koyano and Juichi Suginoara.

The Congress' timely theme focuses on the environment, which is seen as the source which creates the resources necessary for the establishment and development of social life. From this vantage point, the Congress aims to seek ways to develop and maintain environmental resources through a search for policies which enhance the quality of daily life as well as contribute to future international cooperation. Morning plenary sessions will focus on the Congress' theme, while afternoon working sessions will relate to the theme and also cover general sociological topics.

Kobe, a fascinating cosmopolitan city in Japan, is about an hour from Osaka International Airport. The Kobe International Conference Center, site of the Congress, is an elegant new addition to the city of Kobe. Many opportunities for scenic and historical sightseeing exist. Special tours for participants and their spouses will be arranged. For hotel accommodations and travel

arrangements inside Japan, the Japan Convention Service will be available to assist participants. Details about air fare and hotels, will be forthcoming shortly. Pre-registration fee is \$100.00, if paid by April 30, 1991.

Those who would like to organize working sessions and individuals wishing to present papers are asked to submit a brief proposal to the Congress Coordinator ASAP or by February 1 at the latest. For further information, contact Congress Coordinator, Professor Masamichi Sasaki at the Bureau of Sociological Research, Hyogo Kyoiku University, Yashiro-cho, Kato-gun, Hyogo-ken 673-14 Japan (Fax number in Japan 0795441130). For information on IIS membership, contact Professor R. Alan Hedley, Secretary General, IIS Central Office, Department of Sociology, University of Victoria, Victoria, British Columbia, V8W 2Y2 Canada; (604) 721-7572. □

## Blackwell Prize and Fellowship Established

The Department of Sociology at University of Massachusetts-Boston has established the James E. Blackwell Fellowship in Social Science and Prize in Applied Sociology. Blackwell recently retired from the faculty and resides in New Orleans. He is a member of ASA Council and has been active in many professional associations.

The Blackwell Fellowship in Social Science will be awarded annually to a distinguished minority applicant for graduate study in the social sciences at the University of Massachusetts-Boston. The Blackwell Prize will be awarded at the annual graduate convocation ceremony to a student completing the Master of Arts in Applied Sociology whose course of study, field work, or thesis has focused on issues of minority group relations, racial equity, African-American institutions, or Third World development.

Persons wishing to contribute to these awards should do so by sending checks to the Development Office, University of Massachusetts-Boston Annual Fund, Harbor Campus, Boston, MA 02125-3393. Note that contributions are for the James E. Blackwell Fellowship and Prize Fund. □

## Sociologists Visit the World Bank

The visit organized during the ASA meetings to the World Bank was not only oversubscribed, but also one of the most successful ASA sponsored tours.



Michael M. Cernea

Several participants showed up at the World Bank on their own and joined the seminar. The host was Michael M. Cernea, Senior Sociology Adviser to the World Bank. With 30 sociologists and anthropologists on its permanent staff, and with many more sociologists and anthropologists as short term consultants, the World Bank has become one of the most important users of applied sociological work. Michael Cernea brought together a panel of Bank sociologists—including Stephen Heyneman, Cynthia Cook, Marlaire Lockheed, Scott Guggenheim and others—who had a very interesting dialogue with the ASA participants. The panelists described how sociological knowledge is being incorporated in recent World Bank policies and operational programs, and inquired about the use of Bank sociological publications as teaching materials in sociological courses. There were many challenging questions addressed by ASA participants to Bank sociologists—as, for instance, the use of sociological research in selecting development options or the need of making information on Bank sociological activities more easily available to the social science academic community. As one of the tour participants said, "This exceptionally interesting visit at the World Bank was one of the highlights of my participation in this year's ASA meetings." The tour concluded with a presentation in the Bank's financial complex, during which the participating sociologists got to see some less known parts of the Bank, including its Trading Room. □

## ASA Communicates by TDD, Too

The ASA has a TDD machine to communicate with hearing-impaired members and others who need to contact the Executive Office. The phone number is: (202) 872-0486. The addition of a TDD was approved by ASA Council, acting on a recommendation of the ASA Committee on Society and Persons with Disabilities. For more information about the Committee and its work, contact the Chair, Dr. Richard K. Scotch, School of Social Sciences, University of Texas-Dallas, Box 830688, Richardson, TX 75083; or Carla B. Howery at the ASA Executive Office. □

## Weitzman Wins Harvard Teaching Award

Lenore J. Weitzman, Associate Professor of Sociology at Harvard University, was selected as a 1990 winner of Harvard's Phi Beta Kappa distinguished teaching award. The awards for distinguished teaching have been given to members of the Harvard faculty for the past ten years. The outstanding professors are nominated by student members of Phi Beta Kappa.

Weitzman, who specializes in gender and the sociology of law, said that her aim in teaching is to help her students discover new ways of analyzing social reality.

"It's like scuba diving," she said. "You are only 20 feet beneath the surface of the water but suddenly you see a whole new world. I try to make my classes that kind of adventure—to give students new analytic tools and a critical perspective that will empower them and help them feel that they can make a difference."

Her course on Women and the Law attracts about 200 students a semester, but Weitzman avoids confining herself to a straight lecture format. "My ideal is to teach 200 undergraduates as if we were in a small graduate seminar by encouraging questions and discussion."

"I am constantly experimenting. I may start out with a lecture, but then we will have a mock trial or a debate between two



Lenore J. Weitzman

sections of the class—or I may engage a student in a Socratic dialogue to help her or him clarify a position or articulate it more effectively," she said.

With units that range from the analytic issues of constitutional law to the more personal topic of sexual harassment, abortion and rape, Weitzman's course often touches the lives of her students in a personal way.

"I try to get students to use their own life experience as a starting point for analysis," she said, "and to challenge abstract

theories of justice and equality." She calls it "an empowering and energizing method."

According to Weitzman, one of the themes of the course is the disparity between the official legal doctrine—what she refers to as "the black letter law"—and sociological reality. Students examine power differentials based on social class, race and gender and see how they shape the way the law works in real life.

Professor Weitzman has also had an impact on her nine teaching fellows. Second year law student Ayelet Waldman, called Weitzman a "wonderful, wonderful teacher" and said she "was an inspiring example of what teaching is all about."

Mentoring teaching fellows and creating an enthusiastic "teaching team" is, according to Weitzman, important to her as well. She has a two hour seminar with her teaching fellows each week. "I have an absolutely terrific group of TF's and our weekly brainstorming sessions are among the intellectual highpoints in my week." Weitzman's enthusiasm is contagious: eight of the nine teaching fellows for her course were honored by the Danforth Center for distinguished teaching—setting a record for a single course at Harvard.

The interplay between teaching and

research is another theme that Weitzman stressed. Weitzman is most enthusiastic about the empirical research component of her course. Each of the students in Women and the Law must undertake an empirical research project. The students not only discover the joys of research, their experiences lead them to more sophisticated and more imaginative policy suggestions. For example, this year student papers on campus safety, date and gender bias in the classroom were used by Harvard administrators. Academically, many of the papers are of "publishable quality," Weitzman said. "The students really get involved in their research and come through with flying colors. It's amazing what students can do. That's the joy of teaching."

Even The Confi Guide (the underground confidential guide to courses at Harvard), which is not noted for its kindness, begins its review of Weitzman's course by saying, "The only bad thing that could happen to you in Sociology 116, 'Women and the Law', is that you can get lotteried out of it" (because there are more students than seats). Praising Weitzman's well-structured lectures, presentations, and the exciting classroom atmosphere, it forewarns students that "the coursework can be hefty. . . this is not a class you will want to blow off. . . the readings and handouts are enormously interesting—not the dry texts gov jocks lug to class." It concludes that "the main reason for the success of the class was, quite simply, Weitzman's sincerity and dedication" and "her true commitment to educate." It predicts that students will "leave the class wanting more!"

In a recent orientation for new faculty, Weitzman joined Harvard's President Bok and two other Phi Beta Kappa award winners for a panel on "Secrets of Effective Teaching." There she stressed sensitivity to students, especially to gender dynamics in the classroom. Citing research that shows that male students raise their hands faster and talk longer, while women are more likely to come to talk after class, she outlined a series of methods to give women more airtime by responding to them and "empowering their voice."

But the bottom line in teaching, she concluded, is not just what one gives students: it is also what one gains oneself. □

## DeFleur Appointed President of SUNY-Binghamton

Lois DeFleur, formerly Provost and Professor of Sociology at the University of Missouri-Columbia, has been appointed the Fifth President of the State University of New York (SUNY) at Binghamton by the State University's Board of Trustees. DeFleur is the first woman to serve as president of a doctoral degree-granting institution within the SUNY system.



Lois DeFleur

DeFleur is nationally and internationally recognized as an authority on juvenile delinquency in Latin America. She is a graduate of Blackburn College in Carlinville, IL, and received the MA degree from Indiana University and the PhD from the University of Illinois.

She was a Professor of Sociology at Washington State University from 1975 to 1986 and a Visiting Professor at University of Chicago in 1980-81. At Washington State, she also served as Dean for Humanities and Social Science from 1981-1986.

Previously, she had been an associate professor at Washington State from 1967 to 1974, an assistant professor at Transylvania College in Lexington, KY, from 1963 to 1967, and research associate at the Universidad Nacional de Cordeoba, Argentina in 1962.

DeFleur was a Distinguished Visiting Professor at the U.S. Air Force Academy from 1976-77 and is the author of *The Integration of Women into All-Male Air Force Units*, USAF Technical Report issued in 1984.

She is the author of *Delinquency in Argentina* and the co-author of *Sociology: Human Society*, a college textbook now in its fourth edition. She has published widely in scho-

larly journals and has served on the editorial boards of several publications.

A member of the Executive Committee of the Academic Affairs Council of the National Association of State Universities and Land-Grant Colleges (NASULGC), she is also a member of the Council of the American Sociological Association. From 1985-86, DeFleur was President of the Council of Colleges of Arts and Sciences, a Board she had served as a director since 1982. From 1980-82, DeFleur was president of the Pacific Sociological Association.

At Washington State, in addition to her

teaching and research activities, DeFleur was Director of a National Institutes of Mental Health (NIMH) Doctoral Training Program in Deviant Behavior and, earlier, Director of the Criminal Justice Research Center. She has been the recipient of a number of grants, including grants from the Air Force Office of Scientific Research, the National Science Foundation, and NIMH.

DeFleur is currently a member of the Board of Curators of Stephens College in Columbia, MO.

She succeeds Clifford D. Clark. □

## An Appeal to Sociologists All Over the World

We, the members of the Hungarian Sociological Association, turned more than a year ago to the sociologists all over the world on the problems and the infringements of human rights in Romania. Since then, the political situation both in Hungary and in Romania changed. We Hungarian sociologists were very happy after the triumph of the Romanian revolution in December 1989. We hoped that the infringements of human rights mentioned in our appeal will also disappear. Unfortunately the pogrom-like events in Tirgu Mures in March 1990 which had fatal casualties and in which many persons were seriously wounded, and the subsequent reactions in Romania to these events, causing among us serious anxieties that chauvinistic passions might continue to endanger democracy and the human rights. We would like to state that we do not desire changing present state frontiers, and we also consider that such changes are impossible. We consider, however, that the rights to use the native language, to cultivate national culture and to be educated in the native language belong to the basic rights of all human beings. Obviously not only the Hungarians living in Romania, but also all other

national minorities in Romania ought to have these rights.

We would like to mention that the above mentioned violent events in Romania ought to be seen on the background of a wider problem affecting several Eastern-Central European countries, namely that the national and religious hatred, hitherto suppressed, emerges again and in extreme cases results in similar bloody pogroms. We consider that such developments would endanger not only the countries concerned, but all Europe.

Therefore we ask our sociologist colleagues all over the world to follow with attention the events and developments in the Eastern-Central European countries, especially the eventual appearance of national and religious hatred, and if needed to protest on all possible instances against the infringement of human rights by such manifestation of hatred.

Representatives of the Hungarian Sociological Association  
1068 Budapest  
Benczur Ut. 33  
Hungary □

## NSF Seeks New Sociology Program Officers

The Sociology Program at the National Science Foundation is seeking new Program Officers. The two positions are Director and Associate Director. The duties include reviewing research proposals, representing Sociology within the National Science Foundation, and representing the Foundation in discussions with sociologists. Broad knowledge of sociology and developments in the field, knowledge of current research, administrative skills, and a willingness to learn and respond quickly are required. For more information, please contact Roberta Balstad Miller, Director, Division of Social and Economic Science, at the address below, or speak with the directors of the Sociology Program by calling (202) 357-7802. Send vita and letter of interest to: Division of Social and Economic Science, National Science Foundation, 1800 G Street NW, Room 336, Washington, DC 20550. □



# More Section Awards from the Annual Meeting

## Collective Behavior and Social Movements

### Best Study of 1988-89

At the 1990 ASA Annual Meeting, the Section on Collective Behavior and Social Movements presented their award for the best study of 1988 and 1989 jointly to two sociologists: Rick Fantasia for *Cultures of Solidarity: Consciousness, Action and Contemporary American Workers*; and Doug McAdam for *Freedom Summer*.

*Cultures of Solidarity* is an original and distinctive contribution to our understanding of worker solidarity as it is expressed in collective action, both within and without the context of labor union organization. Using participant observation, interviews, and documents, Fantasia has given an in-depth account of three instances of solidarity. His empirical material is theoretically grounded in a new conception of "class consciousness" that provides a considerable advance over traditional formulations.

*Freedom Summer* is a form of longitudinal study rare in the literature of social movements. McAdam recently interviewed participants in the 1964 Mississippi Summer voter registration project sponsored by SNCC to register black voters in the South. He also interviewed those who applied to participate but were either rejected or did not appear. He has provided vivid studies of the effects of movement participation on the later lives of participants. The study is an illuminating, often poignant, description of the impact of collective action on the later lives of the men and women who were active in it.

Dr. Fantasia is Associate Professor of Sociology at Smith College. *Cultures of Solidarity* was published by the University of California Press. Dr. McAdam is Associate Professor of Sociology at the University of Arizona. *Freedom Summer* was published by the Oxford University Press.

The awards committee was impressed by the high quality of nominations received. In recognition of their excellence, the committee awarded Honorable Mention to two other studies: Howard Kimeldorf for *Reds or Rackets?: The Making of Radical and Conservative Unions on the Waterfront*; and Leila J. Rupp and Verta Taylor for *Survival in the Doldrums: The American Women's Rights Movement, 1945 to the 1960s*. Dr. Kimeldorf is Assistant Professor of Sociology at the University of Michigan. *Reds or Rackets* was published by the University of California Press. Dr. Rupp is Associate Professor History and Dr. Taylor is Associate Professor of Sociology, both at the Ohio State University. *Survival in the Doldrums* was published by the Oxford University Press.

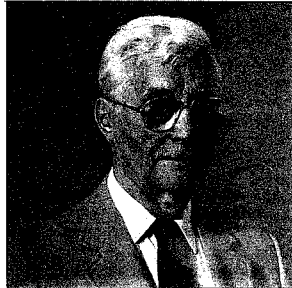
Joseph Gusfield, University of California-San Diego

## Community and Urban Sociology

### Robert and Helen Lynd Award

Amos Hawley has embraced both thrusts of the Robert and Helen Lynd Award, which is given annually in recognition of lifetime contributions to research in community and urban sociology. After long service at the University of Michigan, Hawley moved to the University of North Carolina, Chapel Hill, where he became Kenan Professor. Among his major publications are *Human Ecology: A Theory of Community Structure* (1950), *The Metropolitan Community: Its People and Government* (1970, with Zimmer), *Urban Society: An Ecological*

*Approach* (1971, 1980), and *Human Ecology: A Theoretical Essay* (1986), together with innumerable papers, articles, chapters, and contributions to encyclopedias.



Amos Hawley

His elective service as President of the American Sociological Association (1977-78) attests to his impact on our field. Dr. Hawley has provided what is perhaps the most comprehensive and systematic contemporary exposition of what he calls human ecology. However, his central focus is not simply on spatial-temporal adaptation but on the broad dynamics of social organization, and his formulations include culture in its widest sense. Thus the product is macro-sociological theory in general, which he has chosen to apply to urban society and community in particular.

He has examined his theory in the light of other broad perspectives, for example those of Marx, pointing to convergence as well as difference and suggesting possibilities for cross-fertilization. He joins Talcott Parsons in having explicated power as an attribute of social systems, not of particular statuses or roles. Also recognized by demographers, through the past Presidency of the Population Association of America (1971-72), he has viewed human populations, both local and more broadly based, in terms of organizations.

For the importance of his inquiries and the power and elegance of their exposition, the committee, consisting of Charles M. Bonjean, Theodore Caplow, Anne B. Shlay, and Herman Turk (Chair), chose Amos H. Hawley as this year's recipient of the Lynd Award.

Herman Turk

### Robert Park Award

On behalf of the Robert Park Committee—consisting of Robin Jarrett, Roger Waldinger, and myself as Chair—I am pleased to present the 1990 award for the best scholarly work in urban-community studies to Theodore Bestor. Bestor, an anthropologist teaching at Columbia University, wins the Award for his book, *Neighborhood Tokyo*, published in 1989 by Stanford University Press.

This work follows in the very best traditions of ethnographic research on the social sciences. And, I feel, Robert Park would himself be enormously pleased to see this honor bestowed today. *Neighborhood Tokyo* is a detailed examination of a single neighborhood, Miyamoto-cho, in Tokyo. The research is based upon several years of close observation and study by Mr. Bestor; the original fieldwork was done while he and his family lived there, and while he was a student in the Sociology Department of Tokyo Metropolitan University.

This work challenges several conventional wisdoms about Tokyo and urban life—that neighborhoods, for example, are simply historic relics of a pre-industrial

past, or that they are under the political control of government officials—by a subtle and close-at-hand recording of how the informal bonds among families shape and are shaped by memberships in the neighborhood formal groups, particularly the chokai. Further, exhibiting a nuanced view of culture, Mr. Bestor argues that while neighbors reveal a strong sense of tradition in Miyamoto-cho, they do so by the way they manipulate the symbols and signs of tradition. Traditional culture, he maintains, must not be imagined as a dead remnant of an ancient past, limiting what people do, but rather as a living organ, a language, as it were, that animates and is manipulated by those who lived and convey it.

Theodore Bestor's work on Tokyo exemplifies the highest standards of urban ethnographic work—shows how the particular details of neighborhood life have a bearing on the more general theoretical issues and problems pertaining to our understanding of society and culture; it neither makes the general so abstract as to be abstruse nor the particular so concrete as to be trivial. Finally, it is executed with a care and precision of language that all of us could do well to emulate.

On behalf, then of the Committee, I am proud to present this year's Park Award to Theodore C. Bestor.

Anthony M. Orum, University of Chicago

## Crime, Law, and Deviance

### Distinguished Scholar Award

The committee, composed of Austin Turk, Si Dinitz, and myself, selected Gary Marx for the Distinguished Scholar Award for 1990, for his book *Undercover: Police Surveillance in America*. This is an impressive, scholarly work which involved an immense historical/legal data collection. The issues are well researched, thoughtfully considered, and are covered in a very comprehensive manner. The Committee was particularly impressed by the level of objectivity maintained throughout this work. *Undercover: Police Surveillance in America* is destined to be one of the seminal works on police.



Gary Marx

Marx also received the Outstanding Book Award from the Academy of Criminal Justice Sciences and was named the ASA/Duke University Jensen Lecturer.

The America's Award was presented to Boris Fausto, Sao Paulo, Brazil.

Del Elliott, University of Colorado-Boulder

## Emotions

### Graduate Student Paper Award

Jennifer L. Pierce, University of California-Berkeley, received the 1990 Graduate Student Paper Award from the

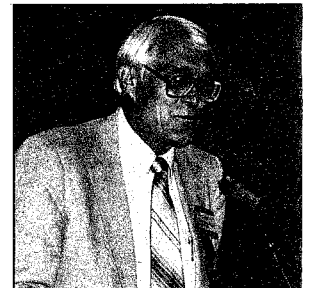
Sociology of Emotions Section. Her paper was entitled "Gender, Paralegals, and the 'Tyranny of Niceness': The Double-Bind Emotional Labor Poses for Women Workers."

Donileen R. Loseke, Skidmore College

## Environment and Technology

### Award for Distinguished Contribution

James F. Short, Jr. was awarded the Award for Distinguished Contribution by the section on Environment and Technology at the 1990 ASA meetings. Dr. Short's nomination and award was based on his highly-visible contributions to the sociology of risk, especially his 1984 Presidential address to the association. But it was also based on a much longer quiet support of the emergent concerns of environmental sociology, tracing the social challenges arising from changes in the linkage of social structures to their natural environments. His latter activities helped provide forums for this new field to emerge in meetings and journals, as well as the formation of a strong core of environmental researchers at Washington State University. Especially noteworthy in these "backstage" roles was his support of graduate students and younger faculty, as they struggled to define, shape, and expand the emergent intellectual area.



James F. Short, Jr.

More publicly, Jim's 1984 Presidential address and its subsequent publication served to draw diverse theoretical and conceptual perspectives together in a new attentiveness to social risk. Moreover, this new arena both integrated Jim's earlier extensive work in criminology, and bridged new research. Included is work in institutional trust (and its frequent violations), in the consciousness-raising (and lowering) role of the media, and in the problematic social controls over technological applications, with attendant ecological disruptions and new hazards to workers and communities. Not content with laying out a blueprint, however, Jim has gone on since his 1984 speech to begin to construct the intellectual latticework for these new bridges, including ties to legal theory and institutions, to natural (vs. technological) hazards, and to a more generalized theory of social risk.

The Award then serves both to acknowledge Dr. Short's efforts to encourage the flow of new concepts and theories, binding environmental issues into the sociological mainstream, on the one hand, and internalizing border social theories into environmental sociology.

Allan Schnaiberg, Northwestern University

## Section Awards, *from page 9*

### Marxist Sociology

#### Al Szymanski Memorial Award

This year the Marxist Section presented for the first time, "The Al Szymanski Memorial Award," which is given for the best graduate student paper submitted in competition for the award. The Section seeks to honor Al Szymanski for his contributions to Marxist scholarship and for his selfless devotion to the Marxist Section. As one of the Section's original founders, he was instrumental in building a base from which Marxists could critically evaluate the world around them.

The award is given to the graduate student whose paper best exemplifies the values that Al Szymanski stood for, as well as represents outstanding Marxist scholarship.

This year's recipient is Chris Toulouse, a graduate student in the Department of Sociology at the Columbia University. Chris is currently working on his PhD, writing about the politics of real estate development in London and New York City in the last 15 years. His main interests are the social and political effects of economic change in Britain and the United States and the outcome of the European Community's 1992 project. His adviser at Columbia is Eric Hirsch.

The award carries with it membership in the ASA and the Section. Chris' paper will also be considered for publication in *Critical Sociology*.

Scott G. McNall, University of Toledo

### Methodology

#### Paul F. Lazarsfeld Award

This is our award for achievement. Nathan Keyfitz has been selected unanimously for his enormous array of contributions to the development of methods in the social sciences. He also fascinates us colleagues with his multiple personae.

There is the first career as a distinguished practitioner rising in the Canadian census establishment.

There is the mid-life retooling at the University of Chicago which led to his becoming, along with Sam Preston, our most distinguished mathematical demographer. It must be gratifying for Nathan to be given recognition for this work which he so adores for itself. In part, Keyfitz developed his earlier practical demographic tools to greater precision and generality. He shared and spread this rigorous matrix calculus through *Introduction to the Mathematics of Population*, which systematized, integrated and advanced what was then an amorphous body of material coming out of statistics, sociology, biology, and mathematics.

In part, however it was a push of demography toward wider conceptual horizons that drew Keyfitz. Consider, for example, his pioneer work, with Leo Goodman, on the relative demography of kinship networks. Consider his development of the concept of population momentum.

In his second career Nathan became a teacher, a teacher not just of advanced seminars but of large undergraduate courses, to students who include many of the policy makers of tomorrow. And at the same time, Keyfitz continued and enlarged the scope of policy interests from his first career. The Third World, and notably Indonesia, has been the focus of innumerable visits and working tours in step with his derivation of the proselytizing for more cogent policy and more apt procedure.

Who knows?: maybe also Keyfitz helped

a bit to trigger perestroika with his long-standing joint research participation at the first and only joint U.S.-U.S.S.R. research center, IASA in Vienna, where he is at this moment.

And Keyfitz keeps turning up with contributions in areas one thought utterly remote from him. Consider his marvelous analysis of the cumulative impact on live births that come from an abortion when combined with a regime of birth control.

How could he be these many persons? Perhaps one secret is the support and help of Beatrice, who is here to receive the prize on his behalf.

Robert Hauser, James Coleman, and Harrison White

#### A Response by Bernice Keyfitz: America and the Scholarship of the Western World

Half a century has gone by since Nathan and I climbed aboard an Illinois Central train in Ottawa for the 25 hour trip that would end in Chicago in the still relatively new Social Science Research Building at 1126 East 59th Street. The airplane had already been invented, but there were as yet no regular flights. There we met and Nathan studied with men who still in retrospect seem giants: William Ogburn, Louis Wirth, Herbert Blumer, Ernest Burgess, Everett Hughes. Leo Goodman joined the faculty as a young genius of 23 just as we were leaving. Among fellow students, Reinhard Bendix had come there from Berlin and in our modest premises in Hyde Park we were among the first to hear his evaluation of Max Weber. Phil Hauser had completed his studies a few years earlier, and was doing big things in the Bureau of the Census: it was some years later that he came to Chicago's Sociology Department, and he and Donald Bogue moved the strings that brought us to Chicago once again, where Nathan was lucky enough to find a wonderful generation of students with whom to work.

At the time of our studies a young Paul Lazarsfeld had been appointed Director of the institution that later became Columbia's Bureau of Applied Social Research. Lazarsfeld had come from Vienna, where he took his PhD in mathematics in 1925. Arriving in the United States in 1933 on a Rockefeller Fellowship, he never turned back; his subsequent career was wholly American. He is an instance of the American capacity to utilize talent, whatever its origins and whatever its training.

In the 1920s America was rich and Europe was poor, but Europe was still the repository of the western world's heritage of culture. The worthwhile books, in sociology as in other fields, were French or German, the very structure of graduate school and the style of social research, was European. A graduate student at the University of Chicago was advised first of all to learn to read French and German, and we made horror stories of students who had failed to do so and as a result never got their doctorate.

Since then planes have replaced trains, but much more has changed. America's place as the world's factory and its banker is under challenge, but there is no challenge to the place it has earned in culture and scholarship. American students no longer need to study French and German; on the contrary, it is French and German students who have to read American books. I do not refer only to techniques of research, but to the very notion of what society is like, the concepts that frame and set the hypotheses and goals of social research.

Are we coming into an epoch when America will appear from across the ocean

as Europe appeared before the Great Wars—poor yes perhaps, but the home of culture, learning and science? All the measures are pointing in that direction. Certainly it is America that provides the model of scholarship for new institutions in Asia, where before the wars it was England, France, Germany and Holland. America's universities and standards of scholarship may not be perfect, but they are the best there are. Meanwhile without our noticing it, Europe has become rich. America is not yet poor, though at times it looks as though extravagant policies made in this city are working towards that end.

But enough of that. This is not the occasion to do sociology, and still less to criticize our adopted country's economic policies, nor am I the person to do either of these things. I only want to thank colleagues and friends and the American Sociological Association, on Nathan's and my own behalf, for honor of the Paul Lazarsfeld Award.

### Social Psychology

#### Graduate Student Paper Award

Each year the Section on Social Psychology presents an award for the best graduate student paper in social psychology. The Award Committee this year included Richard Felson (chair) Karen Hegtvold, Judy Howard, and Jodi O'Brien.

After reading a large number of impressive papers, the Committee decided that two papers stood out as particularly outstanding. Awards were then made to C. Lee Harrington of the University of California at Santa Barbara, and Robin W. Simon of Indiana University. Harrington's paper was entitled "Embarrassment in Social Interaction: A Video Study." Simon's paper was entitled "Parental Role Strains, Parental Identity Salience and Gender Differences in Psychological Distress." In addition, Chloe E. Bird and Allen M. Fremont of the University of Illinois received honorable mention for their paper "Gender, Time-Use, and Health."

The winners received financial support to attend the ASA meetings this past August in Washington, DC. Each was presented a plaque at the Cooley-Mead Award Address.

Richard Felson, Professor of Sociology

### Sociology of Aging

#### Special Award

Robert M. Ball needs another award just about as much as the U.S. Congress needs a bill to privatize Social Security!

His 1978 book, *Social Security—Today and Tomorrow*, is as sound today as it was prophetic a dozen years ago. His tomorrow has already arrived. And his most recent classic, *We Are All In This Together*, again draws attention to his remarkable capacity for dealing with timely and pressing problems. This book, a brilliant exposition of the problems of long term care, presents workable solutions that are producing crucial advances in the policy debate.

Not only has Robert Ball been Commissioner of Social Security for three United States Presidents, his voice is also regularly heard in the councils of the Institute of Medicine, the American Public Welfare Association, the National Academy of Public Insurance, the American Society of Public Administration, and the National Conference on Public Welfare. His vision in recently creating the National Academy of Social Insurance is just one more instance of his seminal role.

The Section on the Sociology of Aging of the American Sociological Association is more than a little proud to honor Dr.



Robert M. Ball

Ball as the architect of basic social institutions which directly affect people of all ages, which link the generations in real terms, and which provide incentives and visions for societal development. We present this special award to Robert M. Ball for his remarkable record in translating the problems and prospects of an aging society into legislation and programs of benefit to people of all ages.

Carroll Estes, University of California-San Francisco, Chair-elect; Matilda Riley, National Institute on Aging, Chair

#### Distinguished Scholar Award

What do the Social Science Research Council and the Section on Aging have in common? Obviously, in their respective searches for excellence, they both came up with David L. Featherman. The Social Science Research Council (SSRC) sought him as its President; this Section sought him as recipient of its Distinguished Scholar Award. Yet there is a more subtle thread characterizing the two decisions a thread tightly woven in each of five major periods in David's career:

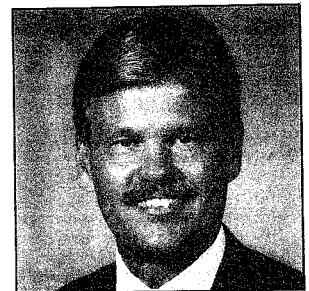
(1) He came into sociology at Franklin and Marshall because of a textbook on research methods which insisted on a dynamic perspective.

(2) His graduate work at the University of Michigan focused longitudinally on occupational careers.

(3) His directorship of the Data and Computation Center at the University of Wisconsin was largely concerned with population dynamics.

(4) Also at Wisconsin, his research program in rural sociology concentrated on status attainment.

(5) His initiative in establishing Wisconsin's Institute on Aging and Adult Development sprang from his view of the life course as involving both social organization and individual development. Only temporarily interrupted by his new appointment (we hope) is the development of a life-span theory of adaptive competence.



David Featherman

The common thread, of course, is his consistent focus on life course (or as he

See Awards, page 14

# Update on 1991 Program Sessions

A complete update on Section-sponsored program sessions appears below, along with additional information on organizers for Regular Sessions and Scholar-to-Scholar Sessions. This is a supplement to the main announcement of 1991 program organizers which appeared in the Call for Papers in the special September issue of *Footnotes*.

Changes in the format of Regular Sessions and submission handling were highlighted in the Call for Papers. To recap briefly: (1) Topic categories have been broadened and reduced, but the total number of available sessions has been somewhat increased. This will allow organizers more opportunity to create several cohesive sessions based on actual submissions instead of narrow, predetermined topics. (2) Regular Sessions will involve three paper presentations and a discussant, or four paper presentations and no discussant, which should generate more in-depth exchange between participants and audience. (3) Papers submitted to session organizers will also receive consideration for Scholar-To-Scholar (STS) sessions. These sessions provide another avenue for paper presentation but in a less formal, more interactive mode. Authors may indicate their presentation preferences when submitting papers. Both Regular Session organizers and Section session organizers may assign papers to STS presentation.

The submission policy for 1991 is that a paper may be submitted to a Regular Session (RS) organizer and a Section session organizer, but not to two RS organizers. Papers may not be submitted to more than two organizers and never to two RS organizers. A paper submission must also be accompanied by the Submission Cover Sheet which has been mailed to all members in the membership benefits package. (If you have not received the package, contact the ASA Executive Office, 202-833-3410.) The deadline for submission of papers to organizers is December 31, 1990. Organizers are not obligated to consider papers received after that date.

## TOPICS AND ORGANIZERS FOR REGULAR SESSIONS AND SCHOLAR-TO-SCHOLAR SESSIONS

The preferred mailing address, office telephone number and electronic address (if available) for the organizer is given with each topic area.

**Cross-National Research.** *Janet Salaff*, Dept. of Sociology, University of Toronto, 563 Spadina Avenue, Toronto, Ontario M5S 1A1, Canada; (416) 978-8261.

**Deviance and Social Control: Basic Research.** *Benjamin Zablocki*, Dept. of Sociology, Rutgers University, New Brunswick, NJ 08903; (201) 932-3344; MCI MAIL "BZABLOCKI."

**Economic Sociology.** *Lynne Zucker*, Dept. of Sociology, University of California, 405 Hilgard Avenue, Los Angeles, CA 90024; (213) 825-3227; RSLYNN@UCLA.SCF.

**Education, Sociology of.** *Joan Talbert*, School of Education, CERAS 402, Stanford University, Stanford, CA 94305; (415) 725-1241; KPJET@STANFORD.

**Human-Animal Interaction.** *Clint Sanders*, Dept. of Sociology, University of Connecticut, Box U-68, Storrs, CT 06269-2068, (203) 241-4859; and *Arnold Arluke*, Dept. of Sociology & Anthropology, Northeastern University, 500 Holmes Hall, 360 Huntington Avenue, Boston, MA 02115, (617) 770-4143, SOCANTH@NUHUB.

**Mathematical Sociology.** *Norman P. Hummon*, Dept. of Sociology, University of

Pittsburgh, Pittsburgh, PA 15260; (412) 648-7566; NPH@PITTVMS.

**Risk.** *Scott Frey*, Dept. of Sociology, Kansas State University, Manhattan, KS 66506; (913) 532-6865; ABCDE@KSUVM.

## STUDENT SESSIONS

The Honors Program Student Association (HPSA) is organizing a paper session and a roundtable session. For more information, contact: *Kathy Rowell*, 234 West 3rd Street, Xenia, OH 45385; (513) 372-6646 MWF.

## SECTIONS

*Submission deadline: December 31, 1990.*

**Aging, Sociology of.** Submissions are invited for the following sessions. (1) "Aging, Ethnicity, and Race," *Katrina Johnson*, National Institute on Aging/NIH, Bldg. 31, Room 5C32, Bethesda, MD 20892; (301) 496-3136. (2) "Gender, Class, and Age," *Melissa Hardy*, Dept. of Sociology, Florida State University, Tallahassee, FL 32306; (904) 644-2831; MAH@FSU. (3) Roundtables, *Richard T. Campbell*, Dept. of Sociology, University of Illinois at Chicago, Box 4348, Chicago, IL 60680, (312) 413-3759, U08239@UICVM; and *Phyllis Moen*, Human Development & Family Relations, Cornell University, MVR, Ithaca, NY 14853.

**Asia and Asian America.** The Asia & Asian America Section plans to organize a number of panels, roundtables, a paper-presentation session and scholar-to-scholar presentations. Panel themes currently under consideration include inter-ethnic relations among Asians, Blacks and Hispanics; intellectual perspectives for Asian studies; gender and family; inter-generational relations; field work methods and experiences in Asia; Asian immigrants in the US; and ethnic violence. Proposals for thematic topics, organized panels (including proposed topic, organizer, panelists and titles), or papers should be sent to: *Nan Lin*, Dept. of Sociology, Duke University, Durham, NC 27706; (919) 606-5614; NANLIN@DUKEVM.

**Collective Behavior and Social Movements.** (1) "Environmental Collective Action," *Tom Hood*, Sociology Dept., University of Tennessee, Knoxville, TN 37996; (615) 577-1131. (2) Refereed Roundtables (papers welcome on any subject related to collective behavior and/or social movements), *Lynne Snowden*, 15 White Oak Road, Landenberg, PA 19350, (215) 255-5390; and *Eric Hirsch*, Sociology Department, Box 63 Fayerweather Hall, Columbia University, New York, NY 10027, (212) 854-2058.

**Community and Urban Sociology.** Topics for two paper sessions are: (1) "Symbolic Communities," *David Hummon*, Dept. of Sociology, Holy Cross College, Worcester, MA 01610, (508) 793-2288; and (2) "New International Trends in Urban Sociology," *Manuel Castells*, Dept. of City & Regional Planning, University of California, 228 Wurster Hall, Berkeley, CA 94720. Submissions for a roundtable session may be sent to: *Barrett A. Lee*, Dept. of Sociology, Pennsylvania State University, University Park, PA 16802, (814) 863-7430 or 865-2527.

**Comparative and Historical Sociology.** Submissions are invited for two paper sessions and a one-hour roundtable session. (1) "Social Movements in Historical Perspective," *George Steinmetz*, Dept. of Sociology, University of Chicago, 1126 East 59th Street, Chicago, IL 60637; (312) 702-0398. (2) "Rational Choice Theory in Comparative/Historical Sociology," *Craig Calhoun*, Dept. of Sociology, University of

North Carolina, Chapel Hill, NC 27599-3210; (919) 966-1514. (3) Refereed Roundtables (one-hour), *Carole Turbin*, Womens' Studies Program, State University of New York, Binghamton, NY 13901.

**Crime, Law and Deviance.** *Victoria Swigert*, Dept. of Sociology, College of the Holy Cross, Worcester, MA 01610; (617) 793-2596.

**Culture, Sociology of.** Session topics are (1) "The Production of Culture in Formal Organizations"; (2) "Approaches to the Analysis of Meaning in Visual, Print, and Video Cultures"; (3) "Causes and Consequences of Censorship in Gate-keeping Systems"; (4) "Sociology of Consumption: The Symbolic Meanings of Consumer Goods"; and (5) Roundtables (one-hour). Send submissions to: *Diana Crane*, Dept. of Sociology, University of Pennsylvania, 113 McNeil, Philadelphia, PA 19104-6299; (215) 898-6712.

**Education, Sociology of.** *Alan C. Kerckhoff*, Dept. of Sociology, Duke University, Durham, NC 27706; (919) 660-5624; DACK@DUKEVM.

**Emotions, Sociology of.** Submissions are invited for the following paper and roundtable sessions. (1) "Ethnicity and Emotions," *Bruce R. Hare*, Dept. of African-American Studies, Syracuse University, Syracuse, NY 13244-4300. (2) Roundtables, *Spencer Cahill*, Dept. of Sociology, Skidmore College, Saratoga Springs, NY 12866-1632; (518) 584-5000.

**Environment and Technology.** *Allan Schnaiberg*, Dept. of Sociology, Northwestern University, 1810 Chicago Avenue, Evanston, IL 60208; (708) 491-3202.

**Family, Sociology of the.** The Section invites submissions to its program sessions and co-sponsored activities. (1) "Family and Poverty over the Life Course" (co-sponsored with the Section on Sociology of Population), see Population Section announcement for details. (2) "Emerging Perspectives on Family," *Jaber F. Gubrium*, Dept. of Sociology, University of Florida, Gainesville, FL 32611; (904) 392-0265. (3) "America's Children in Nontraditional Living Arrangements" (including homeless, adopted, foster, runaway, and throwaway children and children in shelters and other institutions), *Ann Goetting*, Dept. of Sociology, Anthropology, and Social Work, Western Kentucky University, Bowling Green, KY 42101; (502) 745-2253 or 843-9684. (4) Refereed Roundtables, *Gay Kitson*, Dept. of Sociology, University of Akron, Akron, OH 44325-1905; (216) 972-6863. Submissions are welcome for (a) regular roundtable presentations grouped by topic (2-3 per table), (b) a table on techniques for teaching family sociology, and (c) proposals for informal discussions among those interested in specific research topic areas.

**Marxist Sociology.** (1) Roundtables, *Patrick McGuire*, Dept. of Sociology, University of Toledo, Toledo, OH 43606; (508) 537-2791. (2) "Class, Gender, and Race" (co-sponsored by the Section on Racial and Ethnic Minorities and the Section on Sociology of Sex and Gender), *Carolyn Howe*, Dept. of Sociology, Holy Cross College, Worcester, MA 01610; (508) 793-3478. (3) General session, *Scott G. McNall*, Dean, College of Arts & Sciences, University of Toledo, Toledo, OH 43606; (508) 537-2164.

**Medical Sociology.** The following sessions will be open for papers. (1) "Health Policy" (co-sponsored by the Section's Health Policy and Research Committee), *Carroll Estes*, Institute for Health and Aging, University of California, Box 0612-N631Y, San Francisco, CA 94143; (415) 476-3236. (2) "Social Support, Stress, and Health," *Peggy*

*Thoits*, Center for Advanced Study in the Behavioral Sciences, 202 Juniper Serra Blvd., Stanford, CA 94305. (3) "U.S. Trends in Access to Health Care in Working and Lower Classes" (co-sponsored by the Section on Marxist Sociology), *Ronald Andersen*, CHAS, University of Chicago, 1101 East 58th Street, Chicago, IL 60637; (312) 798-1004. (4) Roundtable, *Judith Barr*, NY Business Group on Health, 34th Floor, 622 3rd Avenue, New York, NY 10017-6763; (212) 808-0550. If your paper does not fit into one of the first three sessions, please send it to the Roundtable Organizer, *Judith Barr*. Sometimes one of the planned sessions does not receive enough papers, but the Roundtables receive a few papers on a new topic. In that case, the planned sessions would be revised after paper submission. Thus, by submitting to the roundtables, you may either present at a Roundtable or perhaps find yourself in a new, revised paper presentation session.

**Methodology.** *William M. Mason*, Dept. of Sociology, University of California, 405 Hilgard Avenue, Los Angeles, CA 90024-1551; (213) 206-7317; MASON@SOC.SSCNET.UCLA.EDU.

**Microcomputing.** (1) "Computer-Assisted Research," *Kathleen Carley*, 219A Porter Hall, Dept. of Social and Decision Sciences, Carnegie Mellon University, Pittsburgh, PA 15213; (412) 268-3225; CARLEY@AN-DREW.CMU.EDU. (2) "Teaching and Other Computer Applications" (refereed roundtables), *Alban Wheeler*, Dept. of Sociology, Morehead State University, Morehead, KY 40351.

**Organizations & Occupations.** Three sessions for the O&O Section will be developed based on the topics of papers submitted. *Paper summaries* (up to 5 pages) should be sent to each member of the Section Program Committee by Friday, November 16. Full papers are due by the ASA deadline. Notification of acceptance will be mailed by December 21. Papers not accepted for the three paper sessions can still be considered for roundtables, and additional submissions for roundtables will be accepted up to December 31. Section Program Committee members are: *Linda Stearns* (Program Committee Chair), Dept. of Sociology, University of California, Riverside, CA 92521, (714) 787-5618 or 787-5444; *Paul Goldman*, Dept. of Educational Policy and Management, University of Oregon, Eugene, OR 97403-1215, (503) 346-5077; *Peter Yeager*, Dept. of Sociology, Boston University, Boston, MA 02215, (617) 353-2591; and *Karyn Luscocco* (Program Committee and Roundtable Organizer), Dept. of Sociology, SUNY-Albany, Social Sciences 340, 1400 Washington Avenue, Albany, NY 12222, (518) 442-4680.

**Peace and War, Sociology of.** (1) "Explaining the Transformation of International Conflicts": The Section will organize a session on the explanations and implications of the end of the Cold War and other international conflict transformations. Send papers to: *Louis Kriesberg*, Dept. of Sociology, Syracuse University, Syracuse, NY 13244-4400; (315) 443-2367; LOUK@SUVVM. (2) Refereed Roundtables: Reports of work in progress, including contributions by graduate students, are encouraged. Send papers to: *Louis Kriesberg*, Dept. of Sociology, Syracuse University, Syracuse, NY 13244-4400; (315) 443-2367; LOUK@SUVVM.

**Political Economy of the World-System.** (1) "Comparing World-Systems: Kin-based, Ancient and Modern", *Chris Chase-Dunn*, Dept. of Sociology, The Johns

## Sessions, from page 11

Hopkins University, Baltimore, MD 21218; (301) 338-7633. (2) "The Cultural Implications of Global Rivalry Between the U.S., Europe and Japan", *Orlando Patterson*, Dept. of Sociology, 520 William James Hall, Harvard University, Cambridge, MA 02138; (617) 495-3707.

**Political Sociology.** (1) Roundtables, *Deborah Abowitz*, Sociology, Bucknell University, Lewisburg, PA 17837, (717) 524-3471; *Berkeley Miller*, Sociology, Waters Hall, Kansas State University, Manhattan, KS 66502, (913) 532-6865; and *Lisa Fuentes*, Sociology, Boston College, Boston, MA 02167, (617) 552-4056. (2) "Political Extremism: Hypernationalism, Xenophobia, Anti-Semitism and Racism" (panel), *William Brustein*, Sociology, 1152 Social Science Bldg., University of Minnesota, Minneapolis, MN 55455, (612) 624-4842. (3) "Political Sociology", *Susan Eckstein*, Sociology, Boston University, 100 Cunningham Street, Boston, MA 02215; (617) 964-8524.

**Population, Sociology.** The Section will coordinate a joint session on "Family and Poverty over the Life Course" with the Section on Sociology of the Family. Papers should be sent to: *Suzanne Bianchi*, Center for Demographic Studies, U.S. Bureau of the Census, Washington, DC 20233. All other paper submissions to the Population Section (for paper or roundtable sessions) should be sent to: *Dennis P. Hogan*, Dept. of Sociology, Oswald Tower, Pennsylvania State University, University Park, PA 16802; (814) 865-2003; LZ7@PSUVM.

**Racial and Ethnic Minorities.** The Section invites submissions to its program sessions and co-sponsored activities. Three paper sessions and one refereed roundtable session are planned. Papers on any topic related to race and ethnicity are welcomed. Of special interest are papers on (1) teaching about the civil rights movements; (2) the language (i.e. verbal, non-verbal, symbolic, legal, scientific, visual, media) of race and ethnicity; (3) the complexities of discrimination; and (4) ethnic identity and community life. The refereed roundtables will encompass a variety of topics. The session on teaching of the civil rights movements may be co-sponsored with the Section on Undergraduate Education. SREM is also co-sponsoring a session on "Race, Class, and Gender" with the Sections on Marxist Sociology and Sociology of Sex and Gender; see Marxist Section announcement for details. Papers for sessions and roundtables should be sent to: *Deborah K. King*, Dept. of Sociology, Dartmouth College, 111 Silsby Hall, Hanover, NH 03755; (603) 646-3410; DEBORAH.KING@DARTMOUTH.EDU.

**Science, Knowledge and Technology.** Possible session topics include "Science, War, and Peace" and "Minorities, Science, and Technology", but papers on any topic within the scope of the section are welcome. Send papers to: *Susan E. Cozzens*, Dept. of Science & Technology Studies, Rensselaer Polytechnic Institute, Troy, NY 12180-3590; (518) 276-6575.

**Sex and Gender, Sociology.** The Section invites submissions for the following sessions: (1) "Global Politics and Gender", (2) "Gender, Community and Empowerment", (3) "Multiple Meanings and Experiences of Gender", (4) "Race, Ethnicity, Class and Gender" (co-sponsored with the Marxist Section and Racial and Ethnic Minorities Section; see Marxist Section announcement for details), (5) "Intimacy and Work", and (6) Refereed Topical Roundtables. Send papers for sessions 1-3 and 5-6 to: *Judith M. Gerson*, Dept. of Sociology, Lucy Stone Hall, Rutgers University, P.O. Box 5072, New Brunswick, NJ

08903-5072; (201) 932-2897; GERSON@ZODIAC.

**Social Psychology.** (1-2) The Section will hold a mini-conference related to the theme of the meetings: "The Social Psychology of Intergroup Relations." There will be two sessions, one of invited papers and one of submitted papers. For the submitted papers, the theme will be very broadly interpreted as including any work—from very theoretical to very applied—on attitudes, social cognition, interaction, group processes, or intergroup behavior that can be brought to bear on the question of intergroup relations. Work evaluating programs designed to improve intergroup relations is welcome, as long as it has potential generality. Send papers to: *Jane Allyn Piliavin*, Dept. of Sociology, 8128 Social Science Bldg., University of Wisconsin, Madison, WI 53706; (608) 262-2921; JPILLAVIN@WISCSSC. (3) Roundtables and Workshops on Current Issues in Social Psychology (the session will be divided into two one-hour sections), *Richard Felson*, Dept. of Sociology, SUNY-Albany, 1400 Washington Avenue, Albany, NY 12222; (518) 442-4676; RBF41@ALB-NYVM1. Graduate students are encouraged to apply to any of the above sessions, but also to consider applying to present in a graduate student paper session which will be held in the evening. The deadline for the evening session is March 15, 1991. Contact: *John DeLamater*, Dept. of Sociology, 8128 Social Science Bldg., University of Wisconsin, Madison, WI 53706; (608) 262-4357; DELAMATER@WISCDEE.

**Sociological Practice.** The Section will focus on two areas of special interest in addition to continued emphasis on aspects of practice in all employment settings. (1) "Grassroots Sociology: Research and Work in the Community and State", *Katrina W. Johnson*, 3508 Frederick Place, Kensington, MD 20895; (301) 496-3136 or 941-6768. The Section extends an invitation for practice presentations from the growing arena of sociological work carried out on the local and state level. (2) "Sociological Practice and Public Policy: National and Ethnic Minorities in the 90's", *Irvin Deutscher*, 4740 Connecticut Avenue, N.W., Apt. #1007, Washington, DC 20008. (3) "The Work of Practice: Sociology in the Community, Government, and Private Sectors" (refereed roundtable session, co-sponsored by the Sociological Practice Association), *Terrance Russell*, Room 202, Office of Professional Relations, American Chemical Society, 1155 16th Street, N.W., Washington, DC 20036. Refereed roundtable submissions may emphasize the announced session topics or other areas of applied research, clinical work, and public sector sociological practice.

**Theoretical Sociology.** Submissions are invited for the following paper and roundtable sessions. (1-2) "Rational Choice Theory: Advocacy and Critique", *James Coleman*, Dept. of Sociology, University of Chicago, 1126 East 59th Street, Chicago, IL 60637, (312) 702-8696; and *Thomas Fararo*, Dept. of Sociology, University of Pittsburgh, Pittsburgh, PA 15260, (412) 648-7583. (3) "Theory, Language, and Interactions: Europe and America", *Anne Kauls*, Dept. of Sociology, Wayne State University, Detroit, MI 48202, (313) 577-8973. (4) "Theories of Social Change in the World's 'Advanced' Societies: After Communism", *James Rule*, Dept. of Sociology, State University of New York, Stony Brook, NY 11794, (516) 632-7713. (5) Roundtables, *Guillermina Jasso*, 632-7713. (5) Dept. of Sociology, University of Iowa, Iowa City, IA 52242, (319) 335-2487.

**Undergraduate Education.** *Theodore C. Wagenaar*, Dept. of Sociology & Anthropology, 375 Upham, Miami University, Oxford, OH 45056; (513) 529-2643; TCWAGENA@MIAMIU.

## Space for Other Activities at 1991 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 1991 Annual Meeting must be received in the ASA Executive Office by March 1, 1991.

**Meeting Space.** Groups wishing to meet in conjunction with the 1991 Annual Meeting in Cincinnati, OH (Friday through Tuesday, August 23-27, 1991) 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 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 (Friday, August 23; Sunday, August 25; Monday, August 26). 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 (Saturday, August 24). No plenary session has been planned by ASA for this evening. (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, desired room setup, 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 *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 mailed by March 1, 1991, to Janet Astner, Convention Manager, ASA Executive Office, 1722 N Street, NW, Washington, DC 20036-2981. □

## Teaching

### How Am I Teaching?

With the end of the semester coming, now's a good time to take your teaching pulse. Student evaluations are but one attempt to provide instructors with feedback from consumers, but the information they yield is admittedly limited. An additional way to assess the quality of our teaching is to do a systematic self-evaluation.

The "Faculty Inventory for Good Practice in Undergraduate Education," from the Johnson Foundation, is designed to help faculty members examine individual behaviors and practices for their consistency with seven principles for good practice in education. The principles were developed on the basis of research to identify "good practice in undergraduate education." "Good practice" encourages the following behaviors:

(1) *Student-Faculty Contact* (e.g., knowing students by name, being available in one's office for students to drop by just to visit, making special efforts to be available to students of a culture or race different from one's own).

(2) *Cooperation Among Students* (e.g., encouraging students to prepare together for classes or exams, asking students to explain difficult ideas to each other, asking students to discuss key concepts with other students whose backgrounds and viewpoints are different from their own).

(3) *Active Learning* (e.g., asking students to relate outside events or activities to the subjects covered in one's course, giving students concrete, real-life situations to analyze, encouraging students to suggest

new readings, research project, field trips, or other course activities).

(4) *Giving Prompt Feedback* (e.g., preparing classroom exercises and problems which give students immediate feedback on how well they do, asking students to schedule conferences with the instructor to discuss their progress, asking students to keep logs or records of their progress).

(5) *Emphasizing Time on Task* (e.g., communicating clearly to students the amount of time they should spend preparing for classes, making clear to students the amount of time that is required to understand complex material, meeting with students who fall behind to discuss their study habits, schedules, and other commitments).

(6) *Communicating High Expectations* (e.g., making clear one's expectations orally and in writing at the beginning of each course, helping students set challenging goals for their own learning, periodically discussing how well participants are doing during the course of the semester).

(7) *Respecting Diverse Talents and Ways of Learning* (e.g., encouraging students to speak up when they don't understand, integrating new knowledge about women and other under-represented populations into courses, trying to find out about students' learning styles, interests, or backgrounds at the beginning of each course).

Reprinted from the Center for Teaching and Professional Development Newsletter Sonoma State University December 1989 □

# Sociologists in Higher Administration: A Symposium Introduction

Riley E. Dunlap, Washington State University

Over the years I watched more and more of my undergraduate and graduate-school professors and current colleagues move into higher administrative positions. My typical reaction was puzzlement. It seemed to me that such career changes largely precluded one from doing the kinds of things that seemed to attract most sociologists to our profession, and for which we were socialized in graduate school—the opportunity to teach, do research, share interesting ideas with colleagues and students, and have considerable autonomy in the specific ways we go about doing such work. I therefore found myself asking “why” fellow sociologists would give up the academic “good life” of the faculty member for a world of endless meetings, budgeting and other paper work, booked-up calendars, wrenching personnel decisions, and so forth.

The obvious answer was something like “power and money,” but the people I had encountered had not seemed especially “power hungry,” and while the pay was better I doubted that it was that much better (if you wanted to be an administrator, I thought, do so in a non-academic setting for really big bucks). A less obvious answer, but one eventually suggested by my empirical orientation, was to “ask some of them why they moved into administration.” My interest was not quite strong enough to lead me to adopt my usual approach to such questions, conduct a survey, so I settled for a compromise. I organized a panel for the 1987 meeting of the Pacific Sociological Association and invited five sociologists in higher administrative positions to participate in it.

The panelists and their positions at the time included Lois DeFleur, Provost at the University of Missouri-Columbia; Donald Garrity, President of Central Washington University; Richard Hill, Provost at the University of Oregon; Graham Spanier, Provost at Oregon State University; and James Zuiches, Director of the Agricultural Center at Washington State University.

I asked the panelists to address a range of issues in their presentations besides my central concern of “why” they moved into higher administration. Specifically, I asked them to describe their own career paths, what they saw as the major positive and negative aspects of holding administrative positions, how well a sociological background prepared them for such positions (especially compared to other disciplinary backgrounds), whether their perceptions of sociology have been affected by their administrative experience, and what advice they could offer to other sociologists considering careers in higher administration. The session was very well received, and I was urged to have the panelists put their thoughts on paper and publish them as a symposium in *PSA's Sociological Perspectives*. In what follows I will highlight some major themes and issues that emerge from their subsequent articles.

## Paths Into Administrative Careers

When describing their own career paths, all of the panelists emphasize that they had not really planned on careers in higher administration, but found themselves in “the right places at the right time.” Although this emphasis on situationally specific factors is no doubt valid as it probably is for most of our careers, the fact is that in addition to being in the right places these administrators surely had certain characteristics (“the right stuff”) which contributed to their having been offered the options of choosing administrative positions. While the panelists often

mention the importance of administrators having good communication and decision-making skills, they offer little assessment of the role that their personal characteristics played in their being offered the option of higher administrative careers. Consequently, it is difficult to determine if the panelists believe that a significant portion of their academic colleagues could in fact succeed if placed in higher-level administrative positions, or if they believe that successful administrators are more of a “rare breed.”

## Major Recommendations

There are two major recommendations on which the panelists all agree. The first is the importance of establishing a strong scholarly record before moving into administration. All five stress the importance of establishing a solid “track record” in one’s scholarly discipline (via teaching, research, and publication) before trying to move into a major administrative position (especially beyond department chair). Their reasons include the necessity of having scholarly credibility when evaluating the work of others (especially for tenure and promotion), the fact that one is less likely to move high up the administrative ladder without first establishing strong scholarly credentials within one’s discipline, and the importance of being confident that one can move back into the role of a productive faculty member should one lose one’s administrative position or decide that one does not enjoy holding such a position.

Their second recommendation is to take early opportunities to gain administrative experience. This may appear to contradict the first one, but it does not. What the panelists emphasize is the importance of seizing opportunities for learning about departmental and university governance by serving on committees within and especially outside of one’s department, by trying out temporary positions such as administrative internships, by taking advantage of fellowships and summer institutes for administrative training, and by gradually taking on positions such as assistant chair and then department chair. But as Spanier emphasizes, one should only take on these duties if they do not jeopardize one’s ability to establish a strong scholarly record. Putting both points together, the panelists caution against taking “short cuts” such as jumping into a vacant Assistant Dean slot early in career and then trying to continue a career in administration without ever having really established oneself as a scholar.

In a related vein, the panelists not only stress the importance of gradually socializing oneself into administrative careers, but also emphasize the critical nature of being socialized into academic life as a faculty member. They consistently emphasize the importance of good administrators knowing both what it’s like to be a faculty member and fully appreciating the unique aspects to academic life. For this reason they stress that academic administrators must come from the ranks of faculty rather than the administrative ranks of other institutions—such as corporate managers.

## Relevance of Our Discipline

The widespread agreement disappears when the panelists address questions about the relevance and utility of a sociological background for higher administration. DeFleur and Zuiches both emphasize the utility of a sociological perspective, in general, and knowledge from specializations such as complex organizations, in particular, in administrative work, while

Garrity sees a sociological background as useful but not crucial. Both Hill and Spanier clearly de-emphasized the importance of their sociological backgrounds, and Spanier makes an important point in noting that most disciplines provide their practitioners with unique skills and information useful for contemporary administrators.

While it probably would be fair to say that the panelists would agree that sociological knowledge can be useful to an academic administrator, I suspect that even DeFleur and Zuiches might agree with the other panelists that a background in sociology is not a major advantage for an academic administrator. Spanier’s point about the advantage of understanding the importance of major developments such as biotechnology, which natural scientists are more likely to appreciate, is well taken in this regard.

Of particular interest is that two of the panelists, Hill and Garrity, both suggest that one aspect of a sociological background, our training and penchant for being “social critics” may well be a significant handicap for members of our discipline when it comes to administration. As Hill puts it, “We are more comfortable being social critics than defenders of the status quo. Such an orientation is unlikely to be comforting to an administrator in a meritocracy like a research university.” To the extent this orientation leads sociologists often to be viewed as “ideologues,” as Garrity puts it, we may be handicapped in receiving consideration for administrative positions.

On the related question of how their administrative experience has led the panelists to view sociology departments, Garrity notes that sociology departments are frequently viewed as poorly operated and sociologists as little interested in contributing to the resolution of institutional problems. DeFleur seems to tacitly agree given her advice about the importance of sociology departments appointing competent people to university committees and otherwise working to make a “good impression” on the institution. Hill adds the observation that many of the exciting developments in academia are occurring in interdisciplinary work and that sociologists seem to be too “territorial” in this regard.

## Positive and Negative Aspects of Administrative Careers

When discussing the attraction of an administrative position and the positive aspects of holding such a position, the panelists frequently mention the opportunity to “make a difference,” “implement ideas,” “initiate change,” and so forth as the primary appeal of being an administrator (exceeding the materialistic and status rewards). Zuiches, for example, notes the psychic rewards of stimulating new interdisciplinary research projects, while DeFleur notes similar satisfaction in implementing a campus writing program. It is clear that the panelists see administration as giving them the chance to take initiatives and influence their institutions to a far greater degree than they could do as faculty members, and it also seems clear that they all have a strong sense of personal efficacy.

In this regard, I found it interesting that the panelists’ comments about the attraction of being able to develop and implement policy changes were virtually always focused inward on institutional issues. There is virtually no mention of larger social issues and goals such as the role of higher education in combatting racism and sexism and promoting social justice, although DeFleur discusses the problems

of sexism vis-a-vis women administrators. While I did not explicitly ask the panelists to address such broad issues, I cannot help but wonder if the obverse of being able to influence institutional policy is a perceived decrease in one’s ability to focus on broader social issues. In other words, is the increase in power within the institution offset by a decrease in one’s ability to be a voice for social change in the larger society—due to the role constraints of holding a highly visible administrative position?

On the negative side, the enormous time demands and lack of control over one’s time, schedule, and work agenda are frequently mentioned by the panelists, along with the strain of being “on stage” and “on call” at all times. Indeed, it appears that there is a strong inverse relationship between one’s rise up the academic ladder of authority and one’s loss of autonomy in determining the nature and timing of one’s work. For many faculty, losing this autonomy would entail giving up one of the major attractions of an academic career.

The time demands of administrative positions are directly related to another major negative aspect of such positions noted by several panelists: the difficulty of maintaining one’s disciplinary roots, both within the department as well as within the larger profession. The panelists often point to the difficulty of finding time to read, teach, conduct research and remain active in professional sociological organizations, while at the same time fulfilling their demanding administrative duties. Most experience role conflict, as the demands of their administrative roles leave insufficient time for their sociologist faculty role. For Hill the most salient conflict is between “the discipline and the institution,” and he laments the fact that preoccupation with the institution led to his orientation becoming “more local and less cosmopolitan.”

While the panelists at least hint at role conflict, an equally important issue is totally ignored—the possible transformation in reference group and, ultimately, self-identity as one moves into higher administration. At a superficial level, do the panelists find themselves belonging to fewer sociology organizations and attending fewer sociological meetings but becoming increasingly active in associations composed of fellow administrators? More fundamentally, to what degree (or at what point) have they replaced sociologists with fellow administrators as their primary professional reference group. Conversely, at what point (if at all) did their self-identity shift from that of “sociologist” to “administrator”? I would expect that experiencing such a transformation in reference group and identity is a key factor in differentiating between deans who move upward and those who choose to return to the faculty ranks.

The panelists point to other negative aspects of administrative careers. Perhaps most notable are the pressures (and cross-pressures) from various constituencies within and outside of the institution, and the inevitability of receiving excess blame and insufficient credit. They also point to other positive aspects, and I found Zuiches’ discussion of the value of gaining entrée to important scientific arenas for sociological work to be especially noteworthy.

## Concluding Remarks

Readers will find much more information on administrative careers in the symposium than I have reviewed here.

See *Administration*, page 15



## Section Awards, from page 10

often prefers, life-span) phenomena. And how gratifying it was for this Section and for all researchers and teachers when the SSRC saw the importance of his work for all the social sciences, and chose as its President this brilliant exponent of this perspective!

The details of David Featherman's career are too well known to be rehearsed here, but their collective impact calls for a brief comment. He had produced seven books; he has written as many chapters for books as original articles (attesting to his influence) and the total approximates 100; his honors and awards range from Phi Beta Kappa to Guggenheim; from a Woodrow Wilson to the Center for Advanced Study in the Behavioral Sciences; from a National Science Foundation Fellowship to a named chair at the University of Wisconsin.

It is not strange that research awards were never a scarce commodity for David Featherman; nor is it strange that the Section on the Sociology of Aging is proud to give him its highest award.

*Mattilda White Riley, National Institute on Aging, Chair*

### Student Dissertation Award

The Section on the Sociology of Aging selected Roma Hanks, PhD from the University of Delaware, for the 1990 Student Dissertation Award. Her dissertation, "Family and Corporation Linkage in Timing and Control of Incentive Based Early Retirement," was a focused interview study of early retirees employed by major corporations. The Hanks study explored variables employed in previous research of incentive based early retirement and also the meaning that early retirement had for participants in relation to other major life events. Attention was also focused upon the implications of early retirement for the retirees in their family and corporation linkages.



Roma Hanks

A number of excellent papers were submitted for the 1990 Award. The Hanks paper was selected because it focused upon a topic that has both theoretical and practical importance for the sociology of aging. The research was strengthened by blending qualitative and quantitative investigation in a project designed and executed by the investigator. The paper was written clearly, concisely and displayed sophistication in the presentation of the results. A major conclusion from the research is that satisfaction with early retirement and other initiatives can be increased by creating a social climate in which employees and their families see themselves as being in control of the decisions that affect them.

*Gordon Streib, University of Florida*

## Sociology of Culture

### Book Award

The Section on Sociology of Culture's first book award was presented to George M. Thomas of Arizona State University at the Section's meeting, August 11, for his book *Revivalism and Cultural Change: Christianity, Nation Building, and the Market in the Nineteenth-Century United States* (Chicago: University of Chicago Press, 1990).

Thomas conceives of the cultural order as a set of institutional spheres (e.g. political, religious, economic) that share an underlying cultural myth (or ontology) and that, therefore, tend toward isomorphism. If dramatic and lasting change occurs in one sphere, social movements will emerge that attempt to "specify the cultural order," in other words, to realign the various institutional spheres, recreating a situation of isomorphism.

In the case of nineteenth-century U.S., market penetration gave rise to an ontology of "individual efficacy." Revivalism in the religious sphere and the Republican party (with its emphasis on individualistic nationalism) in the political sphere can be seen as social movements nudging their respective spheres toward greater isomorphism with the new structure of the economic sphere, and doing so because of the individual efficacy ontology that animated all three.

If this account is correct, three hypotheses emerge:

- (1) Effectual individuation of a region has a positive effect on the region's embrace of revivalist religions.
- (2) Effectual individuation similarly has a positive effect on support for the Republican party.
- (3) Since revivalist religion forms a plausibility structure for individualistic nationalism independent of the economic sphere, religious revivalism has a positive effect on Republican support even controlling for effectual individuation.

Thomas tested these hypotheses using country level data from four Northern and Midwestern states during the 1870-96 period. Effectual individuation was measured by individual farm ownership and by capital per manufacturing firm (an inverse measure); revivalism by support for revivalist denominations such as methodism; Republican support by voting records. The first and third hypotheses were clearly supported, while the second was mixed.

The Book Prize Committee (Mark Gottdiener, Paul Dimaggio, and Wendy Griswold, chair) regarded this book as an exemplary mixture of theoretical sophistication and empirical spadework, the type of "head-in-the-clouds, feet-on-the-ground" research in the sociology of culture that should be warmly applauded.

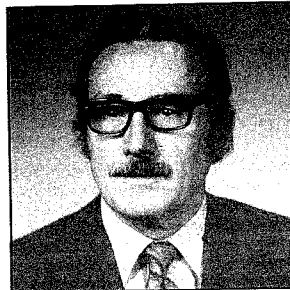
*Wendy Griswold, University of Chicago*

## Sociology of Education

### Willard Waller Award

William H. Sewell, Vilas Research Professor of Sociology and Chancellor Emeritus of the University of Wisconsin-Madison, received the 1990 Willard Waller Award for a career of distinguished scholarship in the sociology of education. Over the course of his career, Sewell has done a large body of work contributing to the sociology of education. When he went to the University of Wisconsin in 1946, his research focused on childhood socialization. He demon-

strated that speculations of the time about effects of personality were largely unfounded and helped to shift attention from a preoccupation with infancy and early childhood experiences to an awareness that social experiences throughout the life course can play a role in personality development.



William Sewell

He is most well known for his extensive work over more than thirty years on the process of socioeconomic attainment. This work, done in collaboration with a variety of scholars, has been based on a longitudinal study of more than 10,000 Wisconsin high school graduates who were first studied in 1957 and then restudied at several points later in life. The study made major contributions of both a substantive and methodological nature, which have had a large impact on the field. Substantively, the work has contributed to our understanding of the mechanisms by which socioeconomic background affects educational attainment and to our knowledge of the relative importance of socioeconomic background compared to other types of influences on educational outcomes. Sewell demonstrated that parental socioeconomic standing and academic ability affect school performance, encouragement by significant others, and the formation of educational and occupational expectations, and that all of these variables play a role in the amount of education an individual attains. He also demonstrated that the process of educational effects of schooling on adult occupational position and economic well-being. Methodologically, his research has been exemplary in maintaining a large proportion of the sample studied over time, in its careful attention to problems of measurement, in bringing together data from a number of public and private sources, and in using statistical techniques that permit detailed multivariate analysis, including the identification of direct and indirect effects. The impact of this extensive and long-term project is evident not only in the large volume of work it has produced directly but also in its influence on the work of others.

Although William Sewell nominally retired from the University of Wisconsin in 1980, he has continued his work with the Wisconsin longitudinal study since then, most recently examining the effects of birth order and sibling resemblance on educational attainment with Robert M. Hauser. He has also been studying the development and effects of intelligence with Robert D. Retherford, focusing particularly on the effect of birth order on IQ and the effect of IQ on fertility.

In recognition and appreciation of these distinguished contributions to the sociology of education, this Section on the Sociology of Education presented William Sewell with the 1990 Willard Waller Award.

*Margaret Mooney Marini, University of Minnesota*

## Sociology of the Family

### William J. Goode Book Award

Judith Blake's award-winning book, *Family Size and Achievement* (University of California Press, 1989), explores the impact of family size upon children's educational achievement and its determinants, using data from eleven major national sample surveys conducted between 1955 and 1986. Blake's goals were, first, to document family size effects on achievement and disentangle them from possible birth-order effects and the effects of socioeconomic status and other aspects of family structure and position; and second, to test the idea that the major reason for family size effects is the amount of parental time and attention given to individual children. The connecting link between family size and children's achievement therefore rests on the concept of "parental investment": the larger the family, the more "diluted" is the parental investment of time, attention, and skill transmission per child.



Judith Blake

As sociologists who have used large scale survey data for secondary analysis know, even one large data-set designed by others can be devilishly complex to deal with. One can only admire the stamina and persistence that was required of Judith Blake, who worked with *eleven* such data sets! The multiple sources of data permitted Blake to replicate her findings across independent surveys for different cohorts, and across points in the life course. As Dennis Hogan pointed out in his review of the book in *Social Forces*, the book "serves as a shining example of the merits of well-done secondary analyses of data, as well as a reminder of the many pitfalls that must be avoided if the complexities of survey design and documentation are not to overwhelm the investigator." And as Karen Mason wrote as one of the nominators of Blake's book for this year's award, "In an age of hazard modeling and calls to abandon statistical research in favor of small-scale observational studies, the book reminds us that the careful use of relatively simple statistics from large-scale surveys can teach us a great deal about important family processes."

In sum, Hogan's review praises Blake's accomplishments. "By concentrating on a single aspect of family background (sibling size), bringing evidence to bear from numerous high-quality, nationally representative sample surveys, and by means of an imaginative and tenacious analysis strategy, this study has brought order to an important but oft-neglected topic. This is a landmark study of the effects of family size on achievement that surpasses all prior research on the subject and will serve as the starting point for all further investigations of these issues."

*Alice S. Rossi, University of Massachusetts-Amherst*

See Awards, page 16



## Where the Jobs Are

# Openings in Sociology Departments, 1984 to 1989

by Richard A. Wright, University of Scranton

Much has been said recently about the improving job opportunities for PhD sociologists (D'Antonio 1987 and 1989). The number of job advertisements appearing in the *ASA Employment Bulletin* increased by approximately two-thirds from October through December, 1982 to 1986 (D'Antonio 1987). Furthermore, the ratio of available positions to job applicants in the Employment Service at the annual ASA meetings increased from 1:4.7 in 1982 to 1:2.7 in 1988 (D'Antonio 1987 and 1989). These are important indicators that the demand for new PhDs in sociology finally is increasing faster than the supply.

Here I assess the changes in the number of academic job listings advertised in *ASA Employment Bulletins* from 1984 to 1989. *Employment Bulletins* were content analyzed to determine the number of full-time, tenure track teaching positions which included at least part-time appointments in sociology departments. Advertisements were excluded from the analysis if the positions (1) involved full-time appointments in departments other than sociology (e.g., education or criminal justice); (2) were in applied fields (e.g., business or government); (3) were in two-year colleges (few openings in these schools were advertised in *Employment Bulletins* from 1984 to 1989); (4) were located outside the U.S.; or (5) were duplicated in consecutive issues of the *Employment Bulletin*.

Job openings were categorized according to (1) the highest degree offered and prestige of the department and (2) the three year period (1984-1986 or 1987-1989) in which the advertisement appeared. The highest degree offered by a department was determined by consulting the *ASA Guide to Graduate Departments of Sociology* (1989) and the list of two-year colleges in the *Webster's New World Dictionary* (1970). Department prestige was determined by consulting (1) Jones, Lindzey, and Coggeshall's (1982) ranking of 92 sociology PhD departments by faculty reputation for scholarly quality (the top 20 universities in the study were categorized as "elite PhD"); and (2) Fiske's (1988) guide to the "best" undergraduate colleges/universities in the U.S. ("bachelor's only" departments in colleges/universities cited by Fiske were categorized as "elite BA").

The table summarizes the findings of my content analysis.

This table shows an impressive 24.8 percent increase in the total number of openings in sociology departments from 1984-1986 to 1987-1989. The improvements, however, were not uniform across all types of departments—although dramatic job increases occurred in MA departments (up 81.8 percent) and "other

BA" departments (up 60.4 percent), the number of openings in PhD departments actually declined by 14. In general, the data show that to date, improvements in job opportunities have been confined mostly to less prestigious sociology departments.

More importantly, these data suggest that greater parity has occurred between the number of new PhDs earned in sociology and the number of available full-time, tenure-track teaching positions in sociology departments. In recent years, an average of 450 new PhDs have been granted annually to sociologists seeking employment in the U.S. (D'Antonio 1987). Data derived from the table show that new PhDs annually exceeded available jobs by 127—or by a ratio of 1.4:1—for the years 1984 to 1986; however, these figures improved to an excess of only 47 new PhDs for available jobs by a ratio of just over 1.1:1—for the years 1987 to 1989. Considering that (1) openings available to sociologists in applied areas and in departments other than sociology were excluded from my analysis and (2) additional sociology openings sometimes are advertised in publications other than the *ASA Employment Bulletin* (e.g., in *The Chronicle of Higher Education* and/or in various regional association publications), it appears that the job market has improved to the point where there are almost a sufficient number of available openings for new sociology PhDs.

These data in no way suggest that sociology is on the brink of repeating the halcyon days of the 1960s and early 1970s, when Lyson and Squires (1978) estimated that available sociology teaching positions annually outnumbered the supply of new PhDs by a ratio of over 1.5:1. The backlog of new PhDs accumulated during the past decade unquestionably means that the job market for sociology teaching positions will remain tight for the foreseeable future.

Still, the favorable trends for the years 1984 to 1989 suggest that for the first time in almost 20 years, sociologists can be cautiously optimistic in encouraging students to pursue a PhD in the reasonable expectation of finding a suitable full-time, tenure track teaching position.

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## Administration, from page 13

Especially notable are DeFleur's extensive discussion of the unique issues facing women administrators in academia, Garrity's analysis of the roles of administrators in different types of institutions (liberal arts universities, comprehensive universities and research universities), Zuiches' discussion of the need for social science in agricultural research and policy-making, and the rather detailed suggestions offered by Hill, Spanier and Zuiches to would-be administrators. The latter should be especially helpful to those seriously contemplating careers in academic administration.

In short, the five panelists provide a good deal of insight into the nature of administrative careers in academia, and a fair amount into the impact of such careers on the professional lives of those who undertake them. Their insight and concrete advice should prove interesting to most academics. And while the panelists fail to answer fully my question of "why" a faculty member would choose a career in administration, they give insights into this question beyond those I have already discussed. In particular, besides their strong sense of efficacy, noted earlier, one also detects a sense of obligation and altruism in their essays. They clearly recognize the importance of a university being well-governed, and see individuals who can contribute to effective governance as having an obligation to serve in that regard. While this orientation may not be representative of all academic administrators, it is certainly an admirable one and—I suspect—a characteristic of most successful administrators.

This a shortened version of the introductory essay for a symposium on "Sociologists in Higher Administration: Voices of Experience," published in *Sociological Perspectives, Volume 33 (Summer 1990), pages 253-311*. The symposium originated in a session organized by Dunlap for the 1987 meeting of the Pacific Sociological Association, and was dedicated to the memory of the late Richard J. Hill, one of the participants. □

## Groves New Census Associate Director

Robert M. Groves, Program Director, Survey Research Center, and Associate Professor of Sociology at the University of Michigan has been named the Census Bureau's Associate Director for Statistical Standards and Methodology.

Dr. Groves will direct statistical research to improve data collection from individuals and establishments and will assist in planning the next decennial census of population and housing in the year 2000.



Robert M. Groves is sworn in as Associate Director for Statistical Standards and Methodology at the Census Bureau by Director Barbara Everitt Bryant.

Dr. Groves, 41, has taught at the University since 1975. He is the author of five books, the most recent of which is *Survey Errors and Survey Costs* (John Wiley, 1989). He has written a number of monographs, articles, and research papers on survey technology and methods.

In accepting the position, Dr. Groves established several goals—to improve cooperation of the public with Census Bureau surveys, to develop methods of improving accuracy of data obtained in surveys, to use both statistical and social science knowledge to improve surveys, to improve the cost efficiency of bureau research, and to take advantage of new technologies in conducting surveys. □

## Goodman Honored by SUNY

Norman Goodman, Distinguished Teaching Professor of the Department of Sociology at SUNY-Stony Brook, has been named a Distinguished Service Professor by the trustees of the State University of New York. Goodman is the first faculty member in the state university system to receive this double distinction.

Goodman joined the faculty of the Department of Sociology in 1964 and during the years since has demonstrated commitment, leadership, innovation and hard work for the university and the community.

For 15 years, beginning in 1973, Goodman served as chairman of the sociology department, administering, teaching and initiating courses, including two milestone courses on "Death and Dying" and "The Role of Women."

The Distinguished Service Professorship honors outstanding service to the State University, the community, the State of New York and the nation. To be nominated for this honor, a faculty member must attain the rank of professor and complete at least 10 years of service in the State University of New York. □

ASA Employment Bulletin Job Listings, 1984 to 1989

Highest Degree Offered/ Prestige of Department	1984 to 1986	1987 to 1989	Percent/Number Increase (Decrease)	Percent/Number 1984 to 1989
Elite PhD	128	110	(-14.1)/(-18)	10.9/238
Other PhD	369	373	1.1/4	34.1/742
MA	99	180	81.8/81	12.8/279
Elite BA	132	160	21.2/28	13.4/292
Other BA	240	385	60.4/145	28.7/625
Totals	968	1208	24.8/240	99.9/2176

The 1984 to 1986 data are based on an availability sample of *Employment Bulletins*. Estimates of the job listings for the seven missing issues were derived by comparing available issues from consecutive months and years. Because estimates are included in these figures, these data should be viewed with some caution. I wish to thank the ASA staff for supplying back issues of the *Employment Bulletin*.

## Section Awards, from page 14

### Sociology of Sex and Gender

#### Dissertation Award

The 1990 Dissertation Award of the Sex and Gender Section was presented to Elaine J. Hall at the business meeting of the Section on August 12. The award, which carries a contribution of \$100 for dissertation related expenses, is in recognition of the dissertation paper best contributing to our understanding of sex and gender. Hall's paper, "Doing Gender by Waiting: Engendering the Work of Table Servants," is a study of how work relationships shape gender relations between men and women. Hall's PhD is expected in December 1990 from the University of Connecticut.



Elaine J. Hall

"Doing Gender by Waiting" is based on data, both qualitative and quantitative, gathered through a telephone survey, interviews, and participant observation in an urban area. Hall's analysis dissects the way that gendered meanings are embedded in work roles, even when traditionally women's work is done by men. "Doing gender" refers to the process by which these gendered meanings are socially constructed.

Hall has recently taken a position as Assistant Professor of Sociology at Old Dominion University. Her MA is from the University of Connecticut; her BA, from the University of California, Santa Barbara. She is also the recipient of the Candace Rogers Award of the Eastern Sociological Society. She is the author of several publications, including a forthcoming article in *Gender & Society* entitled "Visual Images of American Society: Gender and Race as Depicted in Introductory Sociology Textbooks" (co-authored with Myra Marx Ferree), "One Week for Women: Implications of the Structure of Inclusion of Gender Issues in Introductory Textbooks," published in *Teaching Sociology*, and "Race Differences in Abortion Attitudes," published in *Public Opinion Quarterly* (co-authored with Myra Marx Ferree). She has been an active member of the Sex and Gender Section of the American Sociological Association, as well as chair of the Graduate Student Caucus of the Eastern Sociological Society.

Margaret L. Andersen, University of Delaware

### Theoretical Sociology

#### Theory Prize

The Section on Theoretical Sociology is pleased to announce that Stephen Kalberg has won the Theory Prize for his paper entitled "Rationalization of Action in Max Weber's Sociology of Religion." Concerned, as was Weber, with the ways in which religion influences and rational-

izes both one's views on and actions in the world, Stephen Kalberg, with extraordinary precision, interprets Weber's delineation of a methodical, rational way of life for methodical ethical action. Concentrating on social action—not on the intrinsic belief systems in themselves—Kalberg, again like Weber, sets to add to the theorists' understanding of Weber by filling in gaps and bridging bridges in Weber's writings on this subject. His intent, to provide a more systematic analysis than Weber himself provides of how views on the supernatural influence and explain action and how they affect legal, economic and cultural realms as well, impressed the readers both for its valuelessness to social theory and its creative assessment of a continuing concern of sociology.

The members of the Committee found value in Kalberg's systematic joining of action to religious views, especially his painstaking differentiation of "Salvation Paths," both those that rationalize action and those that fail to do so, that is, those that lack an ethic of conviction and those in which such an ethic is present. The Committee appreciated the ways in which theory is shown to contribute to social action being seen as an intelligible enterprise. This discerning dissection of Weber was undertaken with an artisan's care; and while the analysis critiques the interpretations of others—Tenbruck, Schluchter and Habermas—it adds its own voice to sociological theorizing.

The paper has just been published in *Sociological Theory*. The members of the Prize Committee are Sondra Farganis, New School for Social Research, Chair; Roslyn Bologh, CUNY, College of Staten Island; Jere Cohen, University of Maryland, Baltimore County; Mark Croteau, University of California, Riverside; Norbert Wiley, University of Illinois.

Sondra Farganis, New School for Social Research

### Undergraduate Education

#### Hans O. Mauksch Award for Distinguished Contributions

The 1990 Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Sociology has been awarded to Caroline Hodges Persell. The award, named after a colleague who has given so much to the teaching of sociology, honors a member of the Undergraduate Education Section whose activities have added substantially to the teaching of our discipline at the undergraduate level.



Caroline Hodges Persell

Dr. Persell is professor of sociology and chair of the department of New York University where she began her teaching career in 1971. Her career exemplifies commitment to all of the activities that

result in outstanding teaching. She has published three texts and three other works including *Preparing for Power: America's Elite Boarding Schools* (with Peter W. Cookson, Jr.). Six monographs devoted to various aspects of educational research, an impressive number of articles and reviews devoted to teaching, and grant awards and proposals to improve education are reflected on a vitae that illustrates an outstanding combination and balance of service and scholarship.

Caroline Persell has served on numerous committees in the ASA, was elected Vice president of the Eastern Sociological Society, served as Chair of the ASA Sociology of Education Section in 1983-84, and most recently has served as Chair of the Section on Undergraduate Education. Over 60 invited lectures, papers, and workshops reflect the professional esteem awarded Persell by her institution, colleagues, professional organizations, and the larger community. As Director of Undergraduate Studies at New York University, Persell received a NSF award to develop a senior seminar

in applied sociology. Along with Richard Maisel she has received a FIPSE grant to develop computerized experiments to improve the teaching of basic and advanced concepts in statistical sampling. Her text, *Understanding Society: An Introduction to Sociology* (New York: Harper and Row) is in the third edition. She is the co-author of the "Teaching Sociology of Education Syllabi Set" (with Jeanne Ballantine, Floyd M. Hammack, Edith King, and Theodore Wagenaar). This year's award recipient received her BA from Swarthmore College and her MA and PhD from Columbia University. She was selected by the Executive Council of the Section on Undergraduate Education after having emerged from a longer list of fine candidates who were initially screened by the Section's Award Committee.

The members of the Award Committee were Al Short (Chair), D. Stanley Etizen, Teresa Sullivan, Mary Ann Groves, Charles S. Green III and Ann Sundgren.

Al Short, Southwest Texas State University □

## Two Issues of Sociological Practice Review Now Available

by Stephen A. Buff

The first issue of the *Sociological Practice Review (SPR)* was mailed in mid-June. A second issue appeared in August.

According to editor Robert Dentler (University of Massachusetts-Boston), "SPR will offer a frame of topical reference as well as historical continuity for the place of practice, application and clinical intervention in sociology as a discipline, as well as in our post-industrial society." A large minority of sociologists in the United States and world-wide are employed in government, business, private practice and non-profit institutions. It is this growing group, along with large numbers of academic social scientists with strong interests in practice who have been waiting for such a forum in which to highlight their work and learn of the work of others.

SPR intends to:

- cross disciplinary boundaries to present news, data or conceptual perspectives pertinent to business and public service.
- report on social policy controversies, present divergent and clashing perspectives, and risk generating heat on occasion in order to illuminate the frontiers of social policy and practice.
- provide a forum for practicing sociologists in government, business, social agencies and social action organizations, and for academics with a strong interest in applied and clinical fields.
- provide an interdisciplinary forum, as well, for psychologists, anthropologists, educators, political scientists, and economists.

In the first issue, continuity is expressed in Albert Gollin's overview of ASA's Distinguished Career Awards for the Practice of Sociology to Conrad F. Taeuber (1986), John W. Riley, Jr. (1987), Paul C. Glick (1988) and David L. Sills (1989), together with the responses of these honored recipients.

The lead article in the June 1990 issue, "Applied/Practical Theory" by Calvin C. Larson, links *SPR* to the history of theory. Michael C. Hoover and William A. Lewis present a paper on conceptual strategy for peer group counseling while Dennis L.

Peck and Kimberly A. Folse analyze the content of suicide notes to aid the process of prevention. Rolf K. Blank offers *SPR* readers a new look at magnet school development.

*SPR* will regularly feature short reports, and notes on events and activities of pertinent committees, groups and associations from the wide world of practice. In the first issue, Irwin Deutscher, Hubert Horan and Bruce Phillips report from "inside" sociological practice.

It is the hope of the *SPR* editorial committee that it will foster dialogue among practitioners from many fields and settings and between academics and practitioners. To add to the vitality of the profession and help retain its unity by embracing practice, the ASA Council has engaged in a number of initiatives in recent years such as: the creation of the Distinguished Career Awards for the Practice of Sociology, the creation and development of the Professional Development Program, the institution of a national Certification Program, the revision and enlargement of the ASA Code of Ethics to encompass practice, and the growing cooperation between the ASA Committee on Sociological Practice, the ASA Section on Sociological Practice and a host of sister practice organizations. The long-awaited *SPR* can be added to this growing list and help give further substance and additional intellectual momentum to sociological practice.

The introductory 1990 subscription rates are: \$15 to ASA members; \$22 to individual non-members; \$30 to institutions. Subscription rates for 1991 when *SPR* will appear quarterly are: \$18 to ASA members; \$32 to individual non-members; \$60 to institutions. (Add \$5 for postage outside the U.S.) Members may select *SPR* on their dues renewal notices for 1991. Order your subscription by contacting: *Sociological Practice Review*, American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 833-3410. □

## Open Forum

### A View from the Left

I have been instructed by the Social Action Committee of the Midwest Sociological Society to extend our most sincere commendation on your editorial comments in the January 1990 issue of *Footnotes*. The engineered death of colleagues anywhere under any condition is a cause of concern and compassion. The murder of six Jesuit Priests who undertook to provide their country with the emancipatory social knowledge so necessary to a good and decent society is a cause of particular concern to a morally informed profession. We were glad to have that concern so well registered in your report to the profession. We are also gratified to find *ASA Footnotes* giving a voice to its membership on this contemptible act.

But more than that, the Social Action Committee of the Midwest Sociological Society believes that the members of the ASA should have an opportunity to act in more concrete ways to repair the damage to the human project and to the knowledge process in El Salvador by this act and other similar acts over the past ten years. We would invite the membership of the ASA to consider a motion to form a special partnership between the ASA and the University of Central America in El Salvador in the effort to accept our share of the responsibility for what our government does to support such politics in Central America.

At 1990 meetings, I made a resolution at the Business Meeting moving to effect such a special relationship. It would parallel one adopted by the members at the 1990 Business Meeting of the Midwest Sociological Society and under consideration by its governing council in which MSS will ascertain how best it might help sustain the sociological enterprise of UCA in Managua, Nicaragua. In other correspondence, I will invite the members of other regional sociology societies to fashion similar relationships between North and Central American sociology departments.

The central point of the motion is to establish a joint Working Group with ASA and members of the academic community of El Salvador to ascertain the material, technical, and scholarly needs of UCA; report these needs back to the Council of the ASA; and to establish a mechanism to help meet those needs within the budgetary limits set by the Council as directed by its membership. Such items as basic computer hardware and software; fax and copying equipment; basic texts and journal subscriptions in theory, method and substantive areas as well as graduate student training and faculty exchange are some ideas to consider. The need for texts reflecting the international sources of social problems and cross cultural data is particularly important. Such a partnership might well repair, in some small way, the terrible harm visited upon those colleagues, that university and the people by death squads and military control of the country and sustained by our government.

At the very least, our action would honor the memory of these, our slain colleagues. At most, it would help reconstitute a knowledge process set in place by these Jesuit scholars, a knowledge process which would help reverse the social evils against which our colleagues worked; would help enable and empower a people for whom our colleagues worked.

The Social Action Committee of the MSS is well aware of the political implica-

tions of such an action, we would be joining ASA to a scholarly endeavor against which the anger of the elite in El Salvador has been aimed. We would be acting against the foreign policy of the U.S. Government which supports structures of class and racial privilege in Central America and has done so since the 1930s. We are well aware of the concern that most of our colleagues have, rightly so, for a well tempered objectivity and a healthy distance from the strong emotions of social conflict when doing social research and social theory.

At the same time, as scholars we have a responsibility to preserve and protect the integrity of the knowledge process, broadly conceived, such that accurate and timely information about social processes and social dynamics can be made available to the people who must live out their lives in such social orders. In El Salvador, responsible scholarship is met with death. It is our very commitment to objectivity and a balanced social analysis which joins with our moral indignation at the murder of good people that demands measured response on the part of the membership of ASA.

It may give you personal satisfaction to know that our Motion to effect such a special partnership with UCA arises, in part, from your memorial column. Again, on behalf of the Committee, I thank you.

T.R. Young

*(Editor's note: The following motion was presented and discussed by ASA Council. The Council minutes report the discussion. The motion carried.)*

**Motion:** that the American Sociological Association, in conference assembled in this year, 1990, do hereby invite our colleagues at the Department of the University of Central America (UCA) in San Salvador to form and establish a partnership in the collection, interpretation, distribution and critique of social knowledge within and between the countries of the Americas; that the President of the American Sociological Association appoint a Working Group from among its membership with expertise in Central America to invite the sociology faculty at UCA, El Salvador, to join a collaborate effort aimed at ascertaining the academic and research needs of our sister institution; that this Committee be instructed to make an annual report to the Council of the ASA for the next three years, setting forth their recommendations for cooperation with and support of UCA, El Salvador; that an appeal for permanent funding made directly to the membership of the ASA through its newsletter *Footnotes*, and that the long term means for donations to a UCA Sistership Fund be included in the annual Notice of Dues sent to members; that the Committee be authorized to spend such contributions in the execution of this charge; that the Treasurer of the ASA be instructed to make the sum of \$5000 available immediately to the Chair of this Committee for the purpose of immediate aid to UCA in the form of computer equipment, software, journal subscriptions, and other essential tools of the knowledge process as the Working Group shall judge necessary and prudent.

Discussion focused on background information behind the request, action already taken by the Midwest Sociological Association and ways in which sociologists around the world working under duress might be offered support and protection. It was agreed that an appeal could be published in *Footnotes* and that the Committee on International Sociology be advised of this resolution so that general procedures could be devised for assisting in such situations. Council urged this Committee to also contact its counterpart at AAAS for assistance. Expressing its reluctance to allocate a budget amount and to forward aid through intermediaries, Council asked that requests be made directly from UCA and that UCA be placed high on the list to

receive available ASA assistance. Authors of the resolution are to be so notified. No action was taken on the motion.

A resolution dealing with the Seville Statement on Violence was deferred until January at the request of its sponsor, the Section on the Sociology of Peace and War, in order that information on the Seville Statement itself could be disseminated.

### What do We Mean by "Paradigm"?

Does the term "paradigm" carry too many possible meanings for rigorous thinking? Has it become quasi-mystical? Is it time to review its many usages and to consider discarding it in favor of more precise terms that convey to others more accurately what we mean to say? The answers, I believe, are yes.

Although "paradigm," according to the OED, was used as early as 1483 (to mean a "pattern," "exemplar," or "example"), it did not become widely popular in sociology until after 1962 when Thomas S. Kuhn published *The Structure of Scientific Revolutions*. Even as it spread among sociologists and other social scientists in the late 1960s and early 1970s, it was being questioned and respecified at the source. Masterman (1978) in a Colloquium in London as early as 1965 counted twenty-one different senses of the use of "paradigm" by Kuhn himself in 1962 work alone, some of which Kuhn (1978, p. 271) acknowledged. And as early as 1969 Kuhn (1977) suggest alternative terminology for some of the different meanings he gave to the term.

Masterman's list plus my own perusal of other writings, including those of sociologists, leads me to the following list of meanings attributed to "paradigm": a theory; a mode; a perspective, a new way of seeing; a world view; a frame of reference; an approach; a research program or traditional hypothesis; an explanation; a set of concepts; a myth; a classification; a procedure, a methodology, a technique, a tool, an instrumentation; a formal (logical, symbolic) system; a map; a textbook; something that determines a large area of reality; a set of assumptions; an algorithm; a theme; a set of standards; a pattern; an example; a grammar; a set of rules; a prototype; a set of precedents; a concrete scientific achievement; a universally recognized scientific achievement; something similar to a set of political beliefs or an accepted judicial decision; a characteristic set of beliefs and preconception, including instrumental, theoretical, and metaphysical commitments; a successful metaphysical speculation; a set of scientific habits; a genuinely insightful puzzle-solving trick or device; a concrete problem solution; an analogy; a metaphor; a picture; an exemplary object of ostension; a gestalt-figure. And, of course, there are others.

Admittedly, many of these meanings overlap, as Masterman pointed out in the case of her 21, so the situation is not as fully confused as such a large number of meanings might indicate. Moreover, she was able to cluster the meanings into three sets which she labeled: (1) Metaphysical paradigms (including a set of beliefs, a myth, a successful metaphysical speculation, a standard, a new way of seeing, a map, etc.) (2) Sociological paradigms (including both a concrete and universally recognized scientific achievement, a similarity to a set of political beliefs or an accepted judicial decision, and, most centrally, a set of scientific habits.) (3) Artifact or construct paradigms (including textbooks, tools, instrumentation, a grammar, analogy, and a gestalt-figure).

And we can look to Kuhn himself for concept clarification, as some sociologists have noticed (e.g., Wallace 1988). In brief, he proposes the term *disciplinary matrix* to refer to most of the objects of "group commitment" described in his 1962 book as "paradigms" (Kuhn 1977, 1978). The major components of a disciplinary matrix are: *shared symbolic generalizations* (which include logical expressions used by the scientific community, e.g. F = MA); *shared models* (which are preferred analogies and an ontology, either heuristics, like the hydrodynamic model of the electric current, or metaphysical commitments, like atomism); *shared values* (which include the accuracy of prediction); and other elements, particularly *exemplars* (which include concrete problem solutions which scientists learn, share, and accept as distinctive examples of proper work in their discipline).

Although the motto, "one word, one meaning," such as that recommended by language maven William Safire, may be too constraining, we sociologists, obviously, can do better than we have at saying what we mean, even to each other, not to mention to such "publics" as students, the larger academic and professional communities, and policy makers. Next time we are about to speak or write the word "paradigm," why not pause a moment and ask whether another, more precise word might be used instead? If so, use it.

Wendell Bell, Yale University

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### On Undergraduate Program Accreditation

Many years ago in the *Southern Sociologist*, I wrote in opposition to an accreditation proposal because it sought to impose single paradigm on a multi-paradigm discipline. That there is a need for an accreditation regime is obvious, however. Many institutions allow poor programs to exist, and even reduce good programs to shambles, for a variety of reasons—frequently as a strategy for student retention. The result is that decision-makers inside and outside the academy often haven't the slightest idea of what sociology is and are predisposed to discriminate against the field as a kind of remedial civics.

A few years after my *Southern Sociologist* comment, I guided a social work program through an initial accreditation, as chair of a small joint department. The visitation team made a very favorable impression for their field by insisting that they wanted students not only to acquire the principles and skills of social work but also to be aware of the wider world of science and

See Open Forum, page 18

## Open Forum, from page 17

culture, with its sensitivities to the quality of civilization and acuity of thought.

An accreditation regime for sociology might be most effective with administrations, as well as most defensible from a disciplinary perspective, if it similarly respected the breadth of the world of knowledge and of the field itself. The practical implication of this is that while the PhD in sociology should be the normal prerequisite for professors in the discipline, for example, not all holders of the degree can be presumed to have pursued a course of study which corresponds to the breadth of learnedness which would be most appropriate for undergraduate programs and their role in the academy. By the same token, there are academicians, even some with sociology doctorates, whose knowledge is not genuinely sociological and who should not be offering courses for credit in sociology. Accreditation should not aim for either one or the other of general learning and disciplinary specialization, *but both and*.

We might organize some of the important considerations around four concerns: (1) the sociology curriculum for non-majors (2) staffing sociology "service" courses, (3) the curriculum of the sociology major and (4) staffing courses for sociology major programs.

(1) The content and context of the introductory course in sociology, and other lower division offerings, is a most important matter. The reputation of sociology and the quality of student majoring in the field are at stake. It is crucial that sociology be presented as a science having alternative hypothesis testing, interpretive, and critical problematics, and that it be presented as addressing individual, institutional, and societal level matters. The context of the courses should include core and distribution requirements which would tend to expose students to the breath of the world of learnedness. The offering of sociology courses in the absence of math, philosophy, history, and economics should be explicitly discouraged since the field supplements but does not supplant these.

(2) The staffing of lower division sociology courses needs to be limited to people who hold earned PhDs in the field *and* have undergraduate backgrounds themselves in the arts, natural sciences, and various social sciences. This second feature can usually be verified with undergraduate transcripts, which often escape scrutiny in faculty recruitments. The only reasonable exception would be *current* graduate assistants need not have the PhD though they would need the appropriate undergraduate background.

(3) Major programs would have requirements in theory, methods, and research skills (e.g. statistics), as well as such mainstream elective areas as political, family, educational, and urban sociology. Theory would focus on epistemological concerns, as addressed by the "founders" and others; it would definitely not be "theory construction" or a history of social thought. Methods should include both methodology (especially validity issues) and research techniques. A first course in statistics might be left to math departments, but a second course in the sociology department would familiarize students with the use of quantitative methods in analysis.

(4) Professors of major program courses should be holders of the PhD who are helped and required by the institution to keep current, especially by conducting research, publishing, and participating in relevant scholarly meetings. Occasional sections may be offered by current

doctoral-level graduate students. It should be noted here that a specialized course at this level might be offered by someone—e.g. an adjunct professor—who would not be appropriate for a lower-division course.

One could go beyond these four concerns—e.g. into the matters of academic freedom and practices of administrations which undermine standards, the sequencing rather than random availability of courses, department sizes, occupationally relevant internships, etc.—but the four areas mentioned above should be at the center of an accreditation regime.

Anthony J. Blasi, *Muskingum College*

## Social Science for the 1990s: A New Synthesis of Qualitative Methods and Environmental Ethics

Recently, much has been written about "qualitative methods" in social science. This is unfortunate, as each new scholarly article that is printed indirectly destroys our forests. Most of these scholarly papers are suggesting that traditional positivist methodologies are bunk.

But, there are even more radical alternatives to researching, writing, and publishing in the social sciences. These alternatives eschew the hard, quantitative methodologies in favor of more environmentally aware strategies for producing and distributing empirical knowledge about our social world. This brief note describes our synthesis of these alternatives.

First, it is necessary to situate the origins of this new approach in biographical and historical context. All social action, including scientific discovery, is only contextually meaningful. For example, the introduction of path analysis into social science was the result of conversations among Sewell Wright, Hubert Blalock, Herbert Simon, Herbert Costner, and O.D. Duncan. The critical event that led to the Blau-Duncan works on occupational mobility is said to have been a late-night dinner at the Corn and Hog tavern in southeast Chicago, on July 4, 1964. The primordial path models of the status attainment process were apparently sketched in blue chalk upon the walnut walls of that dark tavern. Chicago university students visit frequently to take Polaroids.

Our own epistemological epiphany occurred when one of our graduate students struggled with an analysis of some interviews with 37 Moodyites (persons who have been 'brought back' from near-death experiences by medical personnel). This graduate student—let us call her Annalee—had spent months developing a sophisticated interview schedule that included open-ended and structured questions. In total, her data amounted to 37 individuals (cases) with more than 150 coded variables per case. Some would have called this a "rich source of data."

Annalee thought otherwise after we sat down together over a laptop computer to map out her data analysis strategy in detail. Whereas months before she had agreed to examine the pattern and strength of relationships between each of a dozen demographic variables and the responses to another dozen structured questions about near-death experiences, Annalee now balked at the daunting prospect of running, reading, and reporting the results of a gross of crosstabulations. Annalee proceeded to educate me in the advantages of qualitative methodology, and pointed out that she was not

interested in number-crunching or data-dredging. As she put it, "Death is not digitizable." She recounted a particularly poignant interview with a 29-year-old man who had been resuscitated after a cocaine-induced heart attack. The interview schedule was blank.

After much debate, we agreed that the thesis would be "qualitative" in its methodological approach. No numbers. More trees saved, more ozone, more "truth."

Then our discovery became obvious: this printed the way to an environmentally-friendly methodology. There would be no reams of computer paper wasted. No piles of dusty completed questionnaires. In fact, in an extreme version of what we like to call *environmental qualitative methodology*, all research would be oral or visual, wholly organic, and there would be no scholarly papers at all (not even using recycled paper): the report would be performed as a play, a dance, or a song for the scholarly community. Now THAT is social science for the new millennium!

Well, at least for the next few years.

Maurice A. Renard and Paul M. Baker, *University of Victoria*

## More on "Homophobia"

Unless of course, Panos Bardis (Open Forum, September 1990) is planning to publish material relevant to gay studies in

## Good Ideas

■ The University of Maryland has told its graduate students that involvement in their national professional association is important. And they've made it financially easier to join the ASA. The department offered to pay \$20 toward a \$28 student membership. The ASA is paying \$3 and the students pay \$5. The ASA subsidizes student memberships which carry all benefits of membership including one journal subscription and *Footnotes*.

"This is a one-time departmental contribution for new full-time graduate students," says Joseph J. Lengermann, Director of Graduate Studies at the University of Maryland. "We hope to make it our annual policy to provide this initial departmental support to our new students for ASA membership. We do wish to impress on them, by putting our money on the line, the importance of their membership and involvement in ASA."

Other departments that want to make the same arrangements should contact ASA's Membership Manager, Sharon K. Gray.

■ Robert Weggmann, University of Houston-Clear Lake, has a knack for writing for lay audiences. He has written several popular books on finding jobs and analyzing job opportunities, all published by Ten Speed Press. Now he's turned his talents to a weekly newspaper column in the Sunday Business Section of *The Citizen*. Recent columns addressed "Women can avoid the lower paying jobs" and cited the work of Stanford sociologists James Baron and Andrew Newman. Another article, entitled "The length of time employed depends on various factors," presented the Census data on unemployment, showing that college graduates have the longest periods of unemployment. The byline of his column notes that he is a professor of sociology and director of the University of Houston-Clear Lake Center for Labor Market Studies.

Greek, I am not convinced that his Hellenic descent in itself quite justifies his objection to your use of the term "homophobia." It certainly does not justify his attempt to make up yet another term in English for "fear of homosexuality."

In his 1967 cross-cultural study "Homosexual Behavior Among Males", Wainwright Churchill used the term "homoeerotrophic" to differentiate the anti-gay attitudes of cultures such as the United States from those he described as "homoeerotophilic." While etymologically pure, "homoeerotrophic" preceded the development of a mass market for such concepts, and did not gain wide acceptance.

In 1971 the psychologist George Weinberg's book *Society and the Healthy Homosexual* introduced the term "homophobia" into the popular vocabulary in the United States, where it has remained ever since.

Terms which use the suffix "phobia" to describe anti-gay or anti-lesbian feeling can be validly critiqued from a sociological perspective. To native English speakers a "phobia" has unfortunate clinical connotations, and is more likely to be thought of as a disease than as a social problem. A better term from this point of view is "heterosexism", suggesting a system which privileges heterosexuality.

Joel I. Brodsky □

■ Vanderbilt University sponsors a Vita-Bank to assist in the recruitment of faculty members. The objective of the VitaBank is to establish communication with and recruit scholars who may be interested in faculty positions in the College of Arts and Sciences. To submit your credentials to Vanderbilt's VitaBank or to inquire about setting up a similar procedure at another institution, contact: Gale B. Pinkston, Assistant Director, Opportunity Development Center, Franklin Building, Box 1809, Station B, Vanderbilt University, Nashville, TN 37420; (612) 322-7311. □

## International Research & Exchanges Board

The International Research & Exchanges Board (IREX) is pleased to announce that it has opened a Moscow office in cooperation with the Academy of Sciences of the USSR. The office will:

- Help American IREX researchers in the Soviet Union gain access to facilities and materials.
- Assist in opening IREX programs with the republics of the Soviet Union.
- Coordinate applications by Soviet doctoral candidates to the graduate departments of American Universities.
- Assist subscribing U.S. Institutions in the administration of their Soviet programs and exchanges.

The office is located at Ulitsa Gubkina 14, Suite 112. Telephone/FAX number is 310-70-38. The Moscow office is also served by electronic mail from IREX's Princeton, NJ, headquarters.

IREX will soon announce the opening of two additional offices in Prague and Bucharest.

Institutions wishing to become subscribing members should contact the Executive Director, IREX, 126 Alexander Street, Princeton, NJ 08540-7102; (609) 683-9500; FAX (609) 683-1511. □

## Call for Papers

### CONFERENCES

**Current Work in Ethnomethodology and Conversation Analysis**, July 15-19, 1991, University of Amsterdam, the Netherlands. Lectures, paper sessions, workshops dealing with a range of topics in the field. Proposals for papers and workshops are invited by January 1991. For information, contact: Paul ten Have, University of Amsterdam, Department of Sociology, Oude Hoogstraat 24, 1012 CE Amsterdam, the Netherlands; (31) (20) 525 2250/9 or (31) (20) 909038; BITNET A715HAVE@HASARA11.

**Eastern Sociological Society 1991 Annual Meeting**, April 12-14, 1991, Providence, RI. Theme: "Family Research and Family Policy." Members of ESS are encouraged to submit papers on the theme or on any topic of sociological interest. Submit three (3) copies of your paper by November 10 to: ESS Papers Committee, c/o Cynthia M. Duncan, Department of Sociology, University of New Hampshire, Durham, NH 03824.

**18th Annual Western Anthropology/Sociology Undergraduate Research Conference**, April 20, 1991, Santa Clara University, Santa Clara, CA. Empirical, theoretical, and review papers are invited. Drafts of papers or detailed abstracts with name of student author(s) and faculty sponsor(s) should be submitted by February 15, 1991, to: Charles Powers, Department of Anthropology/Sociology, Santa Clara University, Santa Clara, CA 95053.

**Fifth Biennial Conference on East-Central Europe, Russia, and the Soviet Union**, March 25-27, 1991, New College-University of South Florida, Sarasota, FL. Focus will be on recent changes but all 19th and 20th century topics are welcome in Sociology, History, other Social Sciences and interdisciplinary studies. Deadline for proposals: December 15. Contact: Laszlo Deme, Program Coordinator, New College, University of South Florida, Sarasota, FL 34243-2197.

**Interdisciplinary Conference in the Cold War**, October 18-20, 1991, Madison, WI. Theme: "Rethinking the Cold War: A Conference in Honor of William Appleman Williams." Papers are invited on all aspects of the cold war. Proposals for papers or entire sessions are requested by March 15, 1991. For information and for submission of proposals write: Allen Hunter, Havens Center, Room 8117, Social Science Building, University of Wisconsin, Madison, WI 53706; or Thomas McCormick, History Department, Humanities Building, University of Wisconsin, Madison, WI 53706.

**International Sociological Association International Conference**, June 2-6, 1991, University of Missouri-Columbia, Columbia, MO. Theme: "The Globalization of the Agricultural and Food Order." Topics include: globalization and theories of change; public policy and public institutions; the political economy of the global food and agricultural system. Send papers/abstracts to: Alessandro Bonanno, Department of Rural Sociology, University of Missouri, Columbia, MO 65211; (314) 882-2873; fax: (314) 882-1473. Abstracts must be received by January 31, 1991. Completed papers must be received by April 30, 1991.

**American Sociological Association 1991 Annual Meeting**, August 23-27, 1991, Cincinnati, OH. The Asia/Asian American Section plans to organize a number of panels, roundtables, a paper-presentation session and scholar-to-scholar presentations. It welcomes suggestions and proposals for panels. Panel themes currently under consideration include: inter-ethnic relations among Asians, Blacks, and Hispanics; intellec-

tual perspectives for Asian studies; gender and family; inter-generational relations; field work methods and experiences in Asia; Asian immigrants in U.S.; and ethnic violence. Proposals should be sent by November 30 to: Nan Lin, Department of Sociology, Duke University, Durham, NC 27706; (919) 660-5614; BITNET: NANLIN@DUKEVEM.

**Ninth Annual Conference of the Society for Applied Sociology**, October 31-November 4, 1991, Annapolis, MD. Theme: "Generating Knowledge from Application." Types of presentations include formal papers, didactic sessions, videotapes, panel discussions, innovative alternatives, and roundtables. For a conference "Call for Presentation" form or to submit an abstract, contact: Stephen F. Steele, Division of Social Sciences, Anne Arundel Community College, 101 College Parkway, Arnold, MD 21012.

**Rural Sociological Society Annual Meeting**, August 19-21, 1991, Columbus, OH. Theme: "Rural Divisions of Labor: Comparative Perspectives." Abstracts due: February 1, 1991. Papers due: April 15, 1991. Contact: Patrick H. Mooney, 1559 Patterson Office Tower, Department of Sociology, University of Kentucky, Lexington, KY 40506-0027.

**Joint Session on Race, Class and Gender, ASA Annual Meeting**, August 23-27, 1991, Cincinnati, OH. Papers are especially encouraged which advance either our theoretical understanding of the intersections of race, class, and gender or our practice of building bridges across these differences in pursuit of common concerns. Papers or proposals should be sent by January 10, 1991, to: Carolyn Howe, Sociology, College of the Holy Cross, PO Box 65A, Worcester, MA 01610.

**Sixteenth Annual New England Undergraduate Research Conference in Sociology**, April 12, 1991, Providence College, Providence, RI. Student submissions of undergraduate work of an empirical, theoretical, critical review, applied or interdisciplinary nature are invited; co-authored papers are welcome. Proposals for these sessions, group and/or roundtable presentations will also be considered. Cash prizes will be awarded for the two most outstanding papers. Deadline for receipt of papers and application materials is January 21, 1991. For information and application forms, contact: Nicholas Sofios, Conference Coordinator, Department of Sociology, Providence College, Providence, RI 02918; (401) 865-2516.

**Southeastern Council on Family Relations Annual Conference**, February 27-March 1, 1991, Orlando, FL. Theme: "Building Positive Family Relationships: Child Care Challenges." Submit proposals for papers and workshops to: Suzanna Smith, 3041 McCarty Hall, University of Florida, Gainesville, FL 32611-0130; (904) 392-2202.

### PUBLICATIONS

**The Antinuclear Movement: References and Resources** is seeking copies of papers presented at conferences, abstracts of these (and dissertations), and copies of published articles on the subject of the antinuclear movement for inclusion in an extended annotated bibliography. Send materials or citations to: Jerome Price, P.O. Box 1228, Scarborough, ME 04074.

**Demography** editors plan to devote an issue in 1992 to papers on the social causes of fertility transitions. The papers may pursue a variety of explanatory approaches, including cultural, value, diffusion, and materialist perspectives. Papers may be historical or contemporary in focus, and they may vary from integrative reviews of the literature to standard hypothesis testing. The exact month of the issue will depend on the number and quality of

articles received by July 1, 1991. Four copies should be submitted to: Editor, *Demography*, Department of Sociology, DK-40, University of Washington, Seattle, WA 98195.

**Garland Library of Sociology Series.** Manuscripts and proposals in sociology and related disciplines are solicited. This series is intended to provide a forum for the publication of a broad spectrum of significant theoretical, substantive, problem/policy-oriented studies on issues of contemporary interest. The series welcomes a wide variety of types of sociological works from an international community of scholars. Manuscripts and proposals should be directed to the series editor: Dan A. Chekki, University of Winnipeg, 515 Portage Avenue, Winnipeg R3B 2E9, Canada.

**Humbolt Journal of Social Relations** is planning a special issue on Emotions and Social Relations. We are interested in papers that further conceptions of the social aspects of emotions and/or address the issue of how emotions contribute to the understanding of the social order. We welcome papers that address theoretical, methodological, and substantive issues from sociological and anthropological perspectives. We will accept manuscripts until February 1 (hardcopy or disk) for the Fall 1991 issue. All papers are anonymously refereed. For further information, contact: Betsy Watson, Department of Sociology, Humbolt State University, Arcata, CA 95521; (707) 826-4772.

**Journal of Family Issues** announces a special issue for December 1991 on "Families, Poverty, and Public Policies." We especially encourage submissions such as the following: legal, historical, or critical analysis of public policies affecting low-income families; empirical analyses of legal and policy innovations in areas such as AFDC, child support enforcement, child care, supported work, health care delivery, housing and homelessness; and analyses of ethnic and family structure differentials in the impact of public policies on low-income families. Papers will be reviewed through the regular editorial process of *JFI*. Manuscripts should be no longer than 30 pages and should follow APA guidelines. For consideration, four (4) copies of articles should be submitted no later than December 15, 1990. Submissions and correspondence should be directed to: Robert F. Kelly or Sarah H. Ramsey, Stanford Law School, Stanford, CA 94305-8610; (415) 723-2465.

**The Race and Ethnic Relations Series**, Sage Publications, is soliciting manuscript proposals and manuscripts for contract consideration. The editors are especially interested in publishing manuscripts which offer new theoretical insights and innovative methodological applications in the race and ethnic relations field. Interdisciplinary and comparative perspectives are highly welcomed. For an initial evaluation, please send a letter detailing the particulars of the proposed book, monograph, or anthology to: John H. Stanfield, II, Sage Race and Ethnic Relations Series Editor, Department of Sociology, The College of William and Mary, Williamsburg, VA 23185.

**Research in Social Policy** editors are soliciting papers for Volumes III and IV with historical and contemporary perspective. This research annual publishes theoretically oriented and interdisciplinary papers and critiques social policies, especially when it comes to the ways in which such constructs of reality are related to the quality of life experiences by the oppressed, e.g., women, racial minorities, poor, aged. Papers should be no longer than 40 pages. Authors who wish to have a paper reviewed for publication consideration should submit their manuscript

by February 15, 1991, to: John H. Stanfield, II, Department of Sociology, College of William and Mary, Williamsburg, VA 23185.

**Social Psychology Quarterly** seeks manuscripts for a special issue on "Theoretical Advances in Social Psychology," which is intended to provide a current assessment of the state of theory in social psychology as we look toward the turn of the century. Interdisciplinary efforts are welcome. We invite the submission of theoretically oriented manuscripts (general formulations, critiques, assessment of sets of interrelated theories, or synthetic pieces) on a broad range of topics. Papers from all theoretical persuasions are welcome.

Send manuscripts by June 15, 1991, to: Karen S. Cook and Judith A. Howard, Special Issue Co-Editors, *Social Psychology Quarterly*, Department of Sociology DK-40, University of Washington, Seattle, WA 98195.

**Studies in Technological Innovation and Human Resources** solicits manuscripts for an upcoming volume, *Women and Technology*. This volume plans to bring together research, critical analysis, and proposals for change on technological innovations and how they affect people in the workplace. Manuscripts must have a concluding section titled "Implications for Research and Management."

*Continued on next page*

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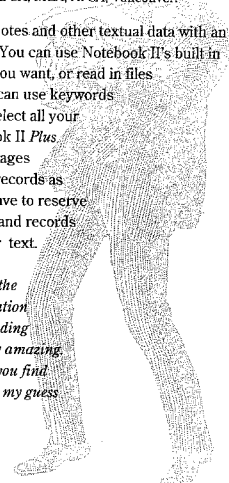
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## Call for Papers, *continued*

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## Meetings

**November 14-16.** *Water Science and Technology Board Colloquium*, Scottsdale, AZ. Theme: "Managing Water Resources Under Conditions of Climate Uncertainty." Contact: Rick Borchelt, (202) 334-2138.

**November 15-17.** *American Psychological Association/National Institute for Occupational Safety and Health Conference*, Washington, DC. Theme: "Work and Well-Being: An Agenda for the 90's." Contact: Sonja Preston, APA/NIOSH Conference Coordinator, (202) 955-7754.

**November 28.** *State University of New York Institute for Social Analysis Conference*, SUNY-Stony Brook, NY. Theme: "Modern Culture: Social Science and Cultural Theory." Contact: Ellen Hopkins, Institute for Social Analysis, SUNY-Stony Brook, NY 11794-4356; (516) 632-7706.

**November 30.** *Centers for Latin America Studies and Portuguese and Brazilian Studies Conference*, Brown University, Providence, RI. Theme: "Mexico and Brazil: Contrasting Models of Media and Democratization." Contact: Brown University, Box 1866, Providence, RI 02912.

**December 6-7.** *Seventh Annual Conference on Criminal Justice Statistics*, John Jay College of Criminal Justice-CUNY, New York, NY. Theme: "Correction Procedures." Contact: John Jay College of Criminal Justice-CUNY, John Jay Square, 899 Tenth Avenue, New York, NY 10019.

**February 6-8.** *International Conference on Gender and the Family*, Brigham Young University, Provo, UT. Contact: Conferences and Workshops, 136 Harman Building, Brigham Young University, Provo, UT 84602.

**February 21-22.** *Alabama and Mississippi Sociological Association Meeting*, Montgomery, AL. Contact: Don Bogie, Auburn University-Montgomery, Montgomery, AL 36195; (205) 244-3388.

**February 26-March 1.** *National Juvenile Justice Services Leadership Forum*, Washington, DC. Contact: Gail Schwartz, Program Chair, (202) 994-0246; or Training Resource Center, (606) 622-1497.

**March 8.** *Community and Diversity Workshop*, Boston, MA. Contact: Division of Continuing Education, University of Massachusetts-Boston, Downtown Center, Boston, MA 02125-3393; (617) 287-7290; fax: (617) 287-7922.

**March 12-15.** *Environmental Design Research Association Annual Conference*, Oax-

tepec, Mexico. Theme: "Healthy Environments." Contact: Javier Urbina-Soria, EDRA 22 Chair, Apartado Postal 22 119, 14000, D.F. Mexico; fax: (5) 550-25-6; BITNET: JURBI@UNAMVMI.

**March 13-17.** *Society for Applied Anthropology 50th Annual Meeting*, Charleston, SC. Theme: "Building Knowledge and Theory in Contexts of Action." Contact: Jacquetta Hill, Program Chair, Educational Psychology, University of Illinois, 1310 S. 6th Street, Champaign, IL 61820-6990; (217) 333-8512.

**March 14-17.** *Comparative and International Education Society Annual Conference*, Pittsburgh, PA. Theme: "Education and Changing Social Realities." Contact: Mark B. Ginsburg, CIES President-Elect, Director, Institute for International Studies in Education, School of Education, University of Pittsburgh, 5R01 FQ, Pittsburgh, PA 15260; (412) 648-1783; fax: (412) 648-5911.

**April 11-14.** *Midwest Sociological Society Meetings*, Des Moines, IA. Contact: Susan Wright, Program Chair, Department of Sociology, Drake University, Des Moines, IA 50311-4505.

**April 19-21.** *North American Symposium on Emerging Forms of Architectural Practice*, Cincinnati, OH. Contact: David G. Saile or Gordon Simmons, Center for the Study of the Practice of Architecture, School of Architecture/Interior Design, University of Cincinnati, Cincinnati, OH 45221-0016; (513) 556-3415/3414.

**April 25-28.** *North Central Sociological Association Annual Meeting*, Dearborn,

MI. Theme: "Sociological Career Retrospectives." Contact: Barbara J. Denison, Continuing Education, Lebanon Valley College, Annville, PA 17003; (717) 867-6278.

**April 26-28.** *Association for Death Education and Counseling 13th Annual Conference*, Duluth, MN. Theme: "Changing Times, Changing Families: Challenges to Death Education and Counseling." Contact: Association for Death Education and Counseling, 638 Prospect Avenue, Hartford, CT 06105-4298; (203) 232-0819; fax: (203) 232-0819.

**May 1-6.** *Society for Intercultural Education Training and Research (SIETAR) International 17th Annual International Congress*, Banff Springs, Alberta, Canada. Theme: "Creating Global Synergy: The Intercultural Perspective." Contact: Rebecca Chan Allen, Chair, XVII Congress, 3719 Beaver Road NW, Calgary, Alberta, Canada T2L 1W9; (403) 289-3843; fax: (403) 289-3843; or SIETAR, International Secretariat, 733 15th Street NW, Suite 900, Washington, DC 20005; (202) 737-5000; (202) 737-5553.

**May 3-5.** *Advanced Clinical Course in Pediatric Obesity*, San Francisco, CA. Contact: Laurel Mellin, Center for Child and Adolescent Obesity, Department of Family and Community Medicine, School of Medicine, Box 0900, University of California, San Francisco, CA 94143.

**May 9-11.** *Earth Ethics Forum '91 Symposium*, Saint Leo College, North Tampa, FL. Theme: "Green Visions and Pathways for the Third Millennium." Contact: Earth Ethics Research Group, Inc., 13938-85th Terrace North, Seminole, FL 34646; (813) 397-9042.

**May 12-15.** *American Lung Association/American Thoracic Society 1991 International Conference*, Anaheim, CA. Contact: American Thoracic Society, 1740 Broadway, New York, NY 10019; (212) 315-8794.

**May 24-26.** *Seventh Conference on Computers and Writing*, Biloxi, MS. Theme: "Making Connections." Contact: Julie Chaplin, USM Division of Lifelong Learning, Southern Station, Box 5056, Hattiesburg, MS 39406-5056; (601) 266-4196.

**June 16-21.** *14th World Conference on Health Education*, Helsinki, Finland. Contact: Finnish Council for Health Education, Karjalankatu 2 C 63, SF-00520 Helsinki, Finland; 358 0148 5640; fax: 358 0148 5919.

**June 26-29.** *International Conference on Law and Society*, University of Amsterdam, Amsterdam, Netherlands. Theme: "Law and Society in the Global Village—Toward Collaborative and Comparative Research." Contact: Executive Offices, Law and Society Association, Hampshire House, University of Massachusetts, Amherst, MA 01003; (413) 545-4617; fax: (413) 545-1640.

## Funding

**Alpha Kappa Delta International Sociology Honor Society** solicits proposals for 1991-92 research symposia. AKD will provide up to \$400 in supplemental support of initial sociological research symposia sponsored by local AKD chapters. Up to \$200 in support is available for established symposia. Requests must be received by September 1, 1991. Applications must be from AKD chapters and must include information in how the requested funds are to be used and what other financial assistance is available to the symposium. Send 20 copies of the application by May 1, 1991, to: Wayne C. Seelbach, AKD Secretary-Treasurer, P.O. Box 10026, Lamar University, Beaumont, TX 77710.

**The Center for Critical Analysis of Contemporary Culture-Rutgers Uni-**

versity will be awarding external fellowships to scholars in the humanities, social sciences, or natural sciences for the academic year 1991-92. Humanists and social scientists or natural scientists whose work includes a humanistic dimension, and whose approach is broad enough to appeal to students and scholars in several disciplines are encouraged to apply. External fellows will teach one undergraduate class in either the fall or spring semester and will participate in the weekly colloquium of Center fellows. A \$32,000 stipend will be given, and office space, along with all the usual university privileges, will be granted. Fellowships run from September 1991 through May 1992. Applications are due January 25, 1991. For application forms or further information, contact: Center for the Critical Analysis of Contemporary Culture, 8 Bishop Place, Rutgers University, New Brunswick, NJ 08903; (908) 932-8426.

**Congressional Black Caucus Foundation (CBCF).** CBCF sponsors two fellowship programs that place Black students with congressional staffs. Senior Congressional Fellowships are offered to individuals who have completed graduate degrees or are currently doctoral candidates. Applicants must have at least five years of experience in a concentrated area. Congressional Fellowships are available to individuals in the process of completing a graduate degree with five years or less of experience. Additionally, an applicant may receive designation as an RJR Nabisco Fellow. Nabisco Fellows must be graduate students in government or public policy and be receiving graduate credit for their fellowship work. All Fellows serve from October 1 through July 1. Senior Congressional Fellows receive a \$15,000 stipend, and Congressional Black Fellows receive a \$12,000 stipend. All Black full-time graduate students, professionals pursuing part-time studies, or university or college faculty are eligible. The application deadline is April 30, 1991. Contact: Andre D. Owens, Research Associate, Congressional Black Caucus Foundation, 1004 Pennsylvania Avenue, SE, Washington, DC 20011; (202) 657-6735.

**Congressional Hispanic Caucus Institute, Inc. (CHCI, Inc.)** Similar to the CBCF Fellowships, these positions are designed to provide Hispanic graduate students with one year of experience on a Congressional staff. In addition to a staff assignment, CHC Fellows participate in a weekly seminar examining the components of government. The program runs from September 8 to May 13 and includes a stipend of \$1,000 per month plus travel expenses. Hispanic graduate students, or students for whom Hispanic heritage has been an integral part of their academic studies, are encouraged to apply. Applicant should be working toward a graduate degree in areas of public policy or policy-related fields. The application deadline is May 15, 1991. Contact: Eva E. De Luna Castro, Project Coordinator, Congressional Hispanic Caucus Institute, Inc., 504 C Street, NE, Washington, DC 20002; (202) 543-1771.

**The Ford Foundation** announces the Program of Postdoctoral Fellowships for Minorities. Approximately 25 fellowships will be awarded in 1991 in a national competition conducted by the National Research Council on behalf of the Ford Foundation. Fellowships will be offered only to individuals who are citizens or nationals of the United States at the time of application and who are members of the following minority groups: Native American Indians or Alaskan Natives (Eskimo or Aleut), Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Micronesians and Polynesians),

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**Funding, continued**

and Puerto Ricans. Applicants are required to have earned the PhD and ScD degree by January 11, 1991. Only those individuals already engaged in a teaching and research career or those planning such a career are eligible to apply. Each applicant must describe a plan of study or research that will further his or her career in higher education. Tenure is for nine to 12 months, beginning on September 1, 1991. In addition to a \$25,000 stipend, Fellows will receive a travel and relocation allowance of \$3,000. Closing date: January 11, 1991. Application materials are available from: Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, DC 20418.

The Ford Foundation invites applications for Predoctoral and Dissertation Fellowships for minorities. Applicants must be U.S. citizens or nationals and members of one of the following minority groups: Alaskan Natives (Eskimo or Aleut), Native American Indians, Black/African Americans, Mexican Americans/Chicanos, Native Pacific Islanders (Polynesian or Micronesian), and Puerto Ricans. Predoctoral Fellowships include an annual stipend of \$11,500 for each of the three years of tenure, and an annual institutional grant of \$6,000 to the fellowship institution in lieu of tuition and fees. Dissertation Fellowships include a \$18,000 stipend. Closing date: November 9, 1990. Application materials available from: Fellowship Office, National Research Council, 2101 Constitution Avenue, Washington, DC 20418.

**General Accounting Office (GAO).** The GAO provides congressional committees and individual members with a wide variety of information and analyses. GAO funds doctoral students whose dissertation research would benefit from access to GAO projects and information. Fellows work with the office while completing their research. Appointments begin on or about October 1 and do not exceed one year. Yearly salaries range from \$23,000 to \$29,000 with some additional benefits. Doctoral candidates who have completed all necessary course work are eligible for this program. Applications are due by February 2, 1991. Contact: Kenneth W. Hunter, Doctoral Research Program, Training Institute, U.S. General Accounting Office, 441 G Street, NW, Room 7822, Washington, DC 20548; (202) 275-8074.

**The Gerald R. Ford Foundation** awards grants of up to \$2,000 to support research based in important part on the archival collections of the Gerald Ford Library. A grant defrays travel and living expenses for conducting research at the Library. Application deadlines are March 15 and September 15, 1991. Contact: David Horrocks, Gerald Ford Library, 1000 Beal Avenue, Ann Arbor, MI 48109; (313) 668-2218.

**Louisiana State University** announces the Board of Regents' Graduate Fellowships in the Social Sciences. These fellowships carry a stipend of \$13,000, and are renewable for three years, beginning with the fall of 1991. To be eligible for consideration, candidates must be U.S. citizens or resident aliens, and be interested in doctoral study in one of the social sciences. The award will be based on superior grade-point average, GRE scores, and three letters of recommendation. Minority students are especially encouraged to apply. To receive full consideration, your application must be submitted by February 15, 1991. For additional information about this fellowship program and other funding opportunities for graduate study within LSU's Department of Sociology, please write or call: Mike Grimes, Department of Sociology, Louisiana State University, Baton Rouge, LA 70803; (504) 388-5319.

**The National Endowment for the Humanities**, through the Travel Collections Program, provides grants of \$750 to assist American scholars to meet the costs of long-distance travel to the research collections of libraries, archives, museums, or other repositories throughout the United States and the world. Awards are made to help defray such research expenses as transportation, lodging, food, and photoduplication and other reproduction costs. The application deadlines are January 15 and July 15, 1991. For further information and application materials contact: Travel Collections Program, Division of Fellowships and Seminars, Room 316, National Endowment for the Humanities, 1100 Pennsylvania Avenue, NW, Washington, DC 20506; (202) 786-0463.

**The National Endowment for the Humanities** will offer 51 seminars for college teachers and independent scholars during the summer of 1991. These seminars, which will provide the oppor-

tunity for advanced study or research, will be offered to 612 participants at 38 institutions across the United States plus one each in Great Britain, France, Italy, and Greece. Participants will work together in an area of mutual interest under the direction of a distinguished scholar. They will have access to the collections of a major library, will discuss a body of common readings with their colleagues, and will pursue individual research or study projects of their own choosing and design. Seminar topics are broad enough to encompass a wide range of interests while remaining central to the major ideas, texts, critical concerns, and approaches of the humanities. Seminars are six, seven, or eight weeks long. Participants receive a stipend to help cover travel, books, and research and living expenses. For more information, contact: Summer Seminars for College Teachers, Division of Fellowships and Seminars, Room 316, National Endowment for

the Humanities, 1100 Pennsylvania Avenue, Washington, DC 20506; (202) 786-0463. The application deadline is March 1, 1991.

**The National Institute for Dispute Resolution** announces the Innovation Fund, through which it will award grants to fund support experiments with new approaches to dispute resolution, projects that develop new ideas and approaches for using dispute resolution processes, and documentation of dispute resolution innovations. Applicants must submit one original and six copies of a concept paper that describes the proposed project in no more than ten pages. All submissions must be received by the Institute before 5 p.m. EST on November 16. Send to: National Institute for Dispute Resolution, Attn: Innovation Fund, 1901 L Street, NW, Suite 600, Washington, DC 20036.

**The National Science Foundation** Division of Instrumentation and Resources provides support for the acquisi-

tion of large scale multi-user equipment and computers and for other infrastructure support for multidisciplinary and multi-investigator activities. The Instrumentation and Instrument Development Program provides support for purchase of major items of multi-user instrumentation costing between \$35,000 and \$500,000. The instrumentation may be used in the conduct of basic research in the sciences that fall within the purview of the NSF Divisions of Behavioral and Neural Sciences, Biotic Systems and Resources, Cellular Biosciences, Molecular Biosciences, and Social and Economic Sciences. Proposals for the IID Program and other available programs should be organized according to the specialized guidelines available from each program, as well as those contained in Grants for Research and Education in Science and Engineering, which is available at no cost from: Forms and Public

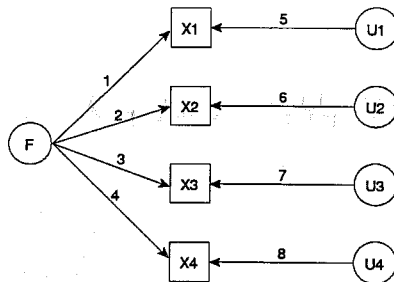
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*is input like this:*

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 -2-> [X2],  
 -3-> [X3],  
 -4-> [X4],  
  
 (U1) -5-> [X1],  
 (U2) -6-> [X2],  
 (U3) -7-> [X3],  
 (U4) -8-> [X4]

*and output like this:*

(F) -1 { 0.320 SE= 0.112 }-> [X1],  
 -2 { 0.674 SE= 0.133 }-> [X2],  
 -3 { 0.431 SE= 0.114 }-> [X3],  
 -4 { 0.520 SE= 0.119 }-> [X4],  
  
 (U1) -5 { 0.947 SE= 0.064 }-> [X1],  
 (U2) -6 { 0.739 SE= 0.109 }-> [X2],  
 (U3) -7 { 0.520 SE= 0.119 }-> [X3],  
 (U4) -8 { 0.854 SE= 0.075 }-> [X4]

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## Funding, continued

cations, Room 232, National Science Foundation, 1800 G Street, NW, Washington, DC 20550. Formal proposals should be submitted to: Proposal Processing Unit, Attn: Instrumentation and Instrument Development Program (or cognizant program), National Science Foundation, 1800 G Street, NW, Washington, DC 20550.

**Office of Technology Assessment.** OTA provides congressional committees with analyses of various technical issues. Fellows are selected for their potential to add to OTA research and analysis capabilities. Successful applicants are given one-year appointments beginning in September. Salaries range from \$28,000 to \$55,000 depending on current salary and economics, public policy, or social science. Applicants must have significant experience in technical fields or management. Applications are due by January 31, 1991. Contact: Bill Norris, Congressional Fellowships Personnel Office, Office of Technology Assessment, Congress of the United States, Washington, DC 20510-8025.

**The Pembroke Center for Teaching and Research on Women** offers postdoctoral research fellowships to untenured scholars in the humanities and social and life sciences. Fellows pursue individual research and meet regularly in a research seminar on "Scientific Knowledge and Difference." Stipend is \$21,000. Third World and minority scholars are encouraged to apply. Application deadline is December 14. For application materials or further information, contact: Pembroke Center for Teaching and Research on Women, Box 1958, Brown University, Providence, RI 02912.

**The Penn State University Demography of Aging Research Training Program** announces openings for two one-year postdoctoral positions beginning July 1, 1991. The program is oriented toward refinement of demographic research skills through collaborative apprenticeships in ongoing faculty research in population biology, intergenerational relations, and cohort succession in aging populations. Applications must have received PhD in social or biomedical fields related to the training program within the last five years. Contact: Dennis Hogan, Director, Population Issues Research Center, 22 Burrows Building, Department FN, University Park, PA 16802. An Affirmative Action/Equal Opportunity Employer. Women and minorities encouraged to apply.

**Population Reference Bureau** invites applications for the PRB Internship Program for the summer of 1991. PRB internships provide an opportunity for persons with a strong interest in population to work under the supervision of professional demographers on a wide range of national and international issues. Insofar as possible, they assist PRB staff on specific projects and help in the preparation of publications. Interns usually work 35 hours a week from May or June to August or September for which they receive a stipend of \$8.00 per hour. Undergraduate and graduate students are eligible. Interested individuals should forward a letter of application describing their completed academic studies, their future academic plans their interests in the field of population, and any additional information which supports their candidacy. Three letters of recommendation from instructors should be sent separately. Applications should be submitted by February 1, 1991, to: Internship Program, Population Reference Bureau, Inc., 777 14th Street, NW, Suite 800, Washington, DC 20005.

**The Social Science Research Council and the American Council of Learned Societies** announce a new International

Predissertation Fellowship Program. The new three-year program will be administered by the Social Science Research Council and is being funded by the Ford Foundation. The program is aimed primarily at graduate students in Economics, Political Science, and Sociology but will be open to students in the other social science disciplines as well. Applications are sought from first- or second-year graduate students interested in combining their disciplinary training with area and language studies. Fellowships will include living stipends and tuition for course work, language training, and overseas study. The intent of the Fellowships will be to prepare students to conduct dissertation research in Africa, China, Latin America and the Caribbean, the Near and Middle East, South Asia and Southeast Asia. For additional information, contact: David L. Szanton, Social Science Research Council, (212) 661-0280.

**The U.S. Centers for Disease Control and Emory University** announce a joint program to attract doctoral-level sociologists to public health and the study of AIDS/HIV. Funded by a National Research Service Award from NIMH and CDC, trainees are being recruited from the social and behavioral sciences for a two-year postdoctoral program. Trainees will spend half their time enrolled in Emory's School of Public Health, where they will earn a Master of Public Health degree. The remaining time will be spent at CDC working with social/behavioral scientists in the study of AIDS/HIV. The program pays all academic fees and offers stipends ranging from \$17,000-\$31,500, with possibilities of additional support. For further information, contact: Richard Levinson, Program Director, Emory University School of Public Health, 1599 Clifton Road NE, Atlanta, GA 30329; (404) 772-7806; fax: (404) 727-9744.

**Women's Research and Education Institute (WREI).** WREI places female graduate students on congressional and committee staffs. The program begins with a month-long orientation on women and public policy, followed by an office assignment spanning the remainder of the academic year. No particular field of study is required, but applicants should be graduate students with an interest in public policy and gender issues. Tuition and living stipends are provided. Applications are due in mid-February. Contact: Fellowship Director, Women's Research and Education Institute, 1700 18th St, NW, #400, Washington, DC 20009; (202) 328-7070.

## Competitions

**Alpha Kappa Delta International Sociology Honor Society** announces its 1990-91 Undergraduate Student Paper Competition. First prize includes a \$500 cash award and up to \$500 in travel expenses to the 1991 American Sociological Association Annual Meeting. Second and third prizes are \$250 and \$100 respectively. Authors must be an AKD member and an undergraduate student at the time papers are written. Papers must be submitted by June 15, 1991. Send papers and inquiries to: Gregory Donnerwerth, Chair-AKD Paper Competition, Department of Sociology, Memphis State University, Memphis, TN 38152.

**The ASA Section on Organizations and Occupations** will present the Thompson Award for the best paper about organizations or occupations by a currently enrolled student. Submit three copies by March 1, 1991, to: David Jacobs, Department of Political Science, University of Oregon, Eugene, OR 97403.

**The ASA Section on Organizations and Occupations** is also accepting nominations for the 1991 Max Weber Outstanding Scholarship Award. This year's award is for an outstanding article published within the last three years addressing issues that fall within the sociology of organizations and occupations. The award includes \$500 to support travel to a professional meeting at the regional, national, or international level. Nominations may be made by the authors themselves or by any Section member. The deadline for nominations is January 15, 1991. Send author's and nominator's name, address, affiliation, and phone number, as well as one copy of the nominated article, if possible, to: Ronnie Steinberg, Department of Sociology, Temple University, Gladfelter Hall, Philadelphia, PA 19122.

**The Joint Center for Political and Economic Studies** announces the fourth annual Distinguished Scholars competition. An outstanding scholar or public policy analyst will be invited to spend up to one year in residence at the Joint Center in Washington, DC to conduct research on issues of importance to black Americans. A stipend of up to \$60,000 will be awarded with the fellowship. Eligible persons must have a substantial publication record in their field. Applicants should submit a curriculum vitae and a short research proposal (not more than 2,000 words), and should arrange for two letters of support to be sent to the Joint Center by January 4, 1991. Special consideration will be given to applicants whose research interests coincide with those of the Joint Center, generally in the areas of economic policy, international affairs, and political participation. Inquiries and/or applications should be sent to: Kim Mahling, Distinguished Scholars Program, Joint Center for Political and Economic Studies, 1301 Pennsylvania Avenue, NW, Suite 400, Washington, DC 20004; (202) 626-3595.

**The North Central Sociological Association Committee on Teaching** is calling for nominations for the 1990 Award for Distinguished Contributions to Teaching. The award may be given to an individual, a department, a program, or an institution. When making nominations, nominators are asked to send some or all of the following: a letter of nomination, a vita and/or listing of activities which have fostered better teaching of sociology, documents supporting the nomination. The deadline for nominations is December 1. Please send nominations or address questions to: Keith Roberts, Bowling Green State University, Firelands College, 901 Eye Beach Road, Huron, OH 44839; (419) 433-5560.

**The Population Reference Bureau** invites applications for the PRB Visiting Scholar Award for the nine-month period beginning September 1991. The award recipient will spend at least nine months at PRB's Washington, DC headquarters carrying out a population policy-related project of either domestic or international focus. Priority will be given to policy-oriented projects that attempt to synthesize work on a particular topic. Forward a brief description of planned activities, a curriculum vitae, and a sample of recent publications by January 15, 1991, to: Thomas W. Merrick, Visiting Scholar Program, Population Reference Bureau, Inc., 777 14th Street, NW, Suite 800, Washington, DC 20005; (202) 639-8040. The negotiable stipend is comparable with academic salaries and includes the cost of transportation to and from Washington, DC.

**The Section on Environment and Technology** announces a graduate student paper competition for the American Sociological Association's 1991 Annual Meeting. The competition is open to all graduate students. The award will be given to the graduate student(s) with

the most outstanding paper(s) on the sociology of environment and/or technology. The award recipient(s) will be eligible for up to \$200 per person (\$400 per paper) to help defray the costs of attending the meeting. The paper must include an abstract as well as text; the student's name, affiliation, mailing address, phone number, and if known, name of advisor and expected date of graduation. Papers should be sent to: Allan Schnaiberg, Chair of the Section's Ad Hoc Student Award Committee, Department of Sociology, Northwestern University, Evanston, IL 60201.

## Mass Media

**Carol Brown**, University of Lowell, was interviewed for and quoted in a September 9 Lowell *Sun* article about McDonald's Corporation developing a dinner-style cafe.

**Paul Burstein**, University of Washington, was interviewed on KING-AM and KUOW-FM, Seattle, about the paper he presented at the 1990 ASA Annual Meeting, "Reverse Discrimination Cases in the Federal Courts." The paper was also the subject of articles in the *Seattle Post-Intelligencer* and the *Northwest Ethnic News*.

**Carole Campbell**, California State University-Long Beach, was interviewed for an article on "Women and AIDS" in *Rutgers Magazine*.

**Francis T. Cullen**, University of Cincinnati, was quoted in the *Cincinnati Enquirer* about the corruption in college athletics.

**Susan Eberly**, Weber State University, was featured in a July *BYU Today* article on America's failure to provide its children with adequate math and science skills.

**William H. Frey**, University of Michigan, was quoted in recent *New York Times* and *Washington Post* articles interpreting the preliminary 1990 Census results. Articles based on his (July) *Population Reference Bureau Bulletin*, "Metropolitan America," appeared in the *Wall Street Journal*, *The Philadelphia Inquirer* and several other newspapers.

**Fred Koenig**, Tulane University, was interviewed and quoted in a story about the stock market for *USA Today*. He was also interviewed on the same topic for WOR radio in New York. Also, he was interviewed and quoted in a story about children's kidnappings in Latin America for the *Sacramento Bee*.

**Gary D. LaFree**, University of New Mexico, had his study of date rape featured in a lead article of the Health Section of the September 4 *Washington Post*.

**Steven J. McGuire**, Muskingum College, has written a two-part op-ed column on the commercialization of Christmas, as well as a column on bicycling.

**Don O'Meara**, Raymond Walters College-University of Cincinnati, was interviewed on WKRC-TV in Cincinnati on the subject of "Singlehood in the 90s."

**Georgios P. Piperopoulos**, University of Macedonia, is now contributing a weekly column of sociological perspective to the Sunday edition of Northern Greece's largest circulation daily *Makedonia*. He is also on the national radio station Makedonia every Saturday afternoon with a five-minute "sociogram."

**Lawrence Pisani**, Southern Connecticut State University, wrote an article on differential treatment of racial and ethnic slurs by the media which appeared in the May 13 edition of *The New Haven Register*. Another article on ethnic stereotyping appeared in the July 9

edition of *The Waterbury Republican-American*.

**Muhammad Ruhaiki** was quoted in a front-page article in the August 5 edition of the *Washington Post* on Kuwait's difficult domestic situation prior to the invasion by Iraq.

**Robert Philip Weber** now writes a regular column on electronic publishing for *Publishers Weekly*.

## People

**Ben Agger** has been appointed Associate Dean of the Graduate School at the State University of New York-Buffalo.

**Jim J. Christiana** has been appointed Assistant Professor in the Sociology/Behavioral Sciences Department at Chamaine University of Honolulu.

**Eugene Fappiano** is now the Chair of the Southern Connecticut State University Department of Sociology and Anthropology.

**Lawrence Pisani**, author of *The Italian in America*, has retired from Southern Connecticut State University after 28 years of service, the last 23 years as Chair of the Department of Sociology and Anthropology.

**Rebecca L. Warner** has been appointed to the faculty in the Department of Sociology at Oregon State University.

**Robert Philip Weber** is now a Principal at Northeast Consulting Resources, Inc., a Boston consulting collaborative.

## Awards

**Jeanne Ballantine**, Wright State University, received the Outstanding Faculty Member Award for scholarship, teaching, and service for 1990.

**Ralph Bell**, Governors State University, received a Faculty Excellence Award for teaching, research, and service.

**Paul Colomy**, University of Denver, received the Outstanding Professor in the Core Curriculum Award from the University for his teaching during the 1989-90 academic year.

**Eva M. Garrouite**, Princeton University; **John M. Wallace**, University of Michigan; **Jualynne Dodson**, Schomburg Center for Research; and **Laura M. T. Souder**, DePaul University, received a predoctoral or postdoctoral award from the National Research Council.

**Jon Hendricks**, Oregon State University, has been named the University's College of Liberal Arts Researcher of the Year for 1990-91.

**Joseph Kasof**, University of Texas-Austin, was awarded second place in the Student Prize for Outstanding Research on Women and Gender from the Association of Women in Psychology and the American Psychological Association's Psychology of Women division.

**Lloyd Rogler**, Fordham University, received an honorary degree of Doctor of Humane Letters from the John Jay College of Criminal Justice. Rogler is the Albert Schweitzer Professor in the Humanities and Director of the Hispanic Research Center. He was honored for his lifetime devotion to humanistically oriented and scientifically rigorous research on minorities and for an exemplary career as a teacher and in public service.

**Loic J. D. Wacquant** has been appointed a Junior Fellow at the Society of Fellows, Harvard University, for the period 1990-93.

Continued on next page

## Awards, continued

Hans Zeisel, Emeritus Professor at the University of Chicago Law School, was awarded an honorary Doctor of Human Letters degree from John Jay College of Criminal Justice. Zeisel was honored for his six decades of research and its application to legal questions.

## Deaths

Myra Elizabeth Mack Chang was assassinated nearby her office in Guatemala City on September 11. Chang was the co-founder of the Guatemalan Association for the Advancement of Social Sciences (AVANSCO). She had recently completed work on the internally displaced population of Huehuetenango and Alta Verapaz in the Guatemalan Highlands and was preparing a major study in collaboration with U.S. social scientists at the time of her death.

Joanne R. Frankel, Social Science Analyst, Human Resources Division, General Accounting Office, died on October 2 in Washington, DC.

## Obituaries

### C. Arnold Anderson (1907-1990)

C. Arnold Anderson, Professor Emeritus in Education at the University of Chicago, died on June 26, 1990. He was 83. Anderson joined the faculty in 1958, when he was appointed Professor of Education and Director of the newly established Comparative Education Center. The Center was formed to stimulate research in the variety of ways nations provide education, to train students to become faculty members in education, and to work on projects sponsored by government agencies throughout the world.

Anderson was interested in education in the Soviet Union and cautioned Americans not to attribute Soviet successes in space exploration to a superior educational system. His visits to the USSR in the 1950s showed him the superior training provided for a few specialists, but poor quality schools in general.

Anderson served on advisory committees studying education in the United States and abroad. Much of his work was in Sweden, where he helped plan a UNESCO conference on nutrition education, worked on educational statistics for the Swedish Central Statistics Bureau, and helped design courses on education in developing countries.

Anderson received his BA (1927) his MA (1928) and his PhD (1932) from the University of Minnesota, in sociology. He came to the University of Chicago from the University of Kentucky, having previously served on the faculties at Harvard and Iowa State.

He is survived by his wife, Mary Jean Bowman and a son, Lloyd. Anderson was remembered at a memorial service on August 25 in Hull Chapel at the First Unitarian Church.

*Material taken from the University of Chicago Chronicle, July 19, 1990.*

### Robert T. Bower (1919-1990)

Robert T. Bower, founder and long-time director of the Bureau of Social Science Research in Washington, DC, died of a heart ailment at his home in Washington on June 22, 1990.

A native of Yonkers, NY, Bob attended Andover and Yale, where he received his undergraduate degree in sociology.

He then served as a Navy flyer during World War II. Later, during his years of graduate study at Columbia University, the direction of his professional life became firmly established. Under the influence of Robert Merton and especially Paul Lazarsfeld, he became a committed sociologist, a fervent believer in quantitative and scientific approaches to the study of social phenomena, and an enthusiastic participant in the newly expanding field of public opinion measurement. While working on his PhD (awarded in 1956) he spent several years on the staff of the Bureau of Applied Social Research at Columbia.

In 1950, he joined the faculty of the American University in Washington, DC and soon found himself in demand by federal and local government agencies in a need of outside research expertise at a time when the social research industry was in its infancy. In 1951 he persuaded a somewhat reluctant and skeptical university administration to establish the Bureau of Social Science Research (BSSR) and to appoint him as director. BSSR was housed in two small basement rooms, where Bower, together with another part-time researcher and a few graduate students, designed questionnaires and interview guides and hand-sorted, tabulated, and analyzed data on topics ranging from international communications to housing patterns in the District of Columbia.

By 1956, BSSR had graduated to larger quarters and a sizable staff, and relations with American University had deteriorated. There came a parting of the ways. BSSR became an independent, non-profit organization, with a distinguished board of directors (including Paul Lazarsfeld and George Gallup) but with so little working capital that senior staff members (and especially the director) often had to put off cashing pay checks for many weeks. But in spite of financial constraints, BSSR grew and even prospered. The rapid growth of BSSR and the escalating demand for social science research by the government never ceased to astonish the director. In BSSR's heyday, he found himself in large quarters directing a staff of more than 100, many of whom were or became well-known social scientists.

Over time, the changing nature of the federal government's research interests and the emergence of a social research and evaluation industry characterized by highly competitive for-profit organizations made it increasingly difficult for BSSR to maintain its niche. The Bureau's decline began during the Carter administration and accelerated during the Reagan years. In 1981, beset by health problems, Bower resigned the directorship but continued to participate in the Bureau's work as a senior research associate. In 1986, after 35 years, BSSR closed its doors.

The climate at BSSR was very much an extension of Bob Bower's personality: relaxed, informal, modest and un-bureaucratic. When funds became less scarce, they were spent on training, publications, and in-house methodological research, while the director turned a deaf ear to suggestions for improving the Bureau's decor or investing in promotional efforts. His basic concern was that BSSR should add to the body of knowledge in the social sciences. To this end, he encouraged senior staff to pursue their own interests, and helped junior staff to gain new skills and research experiences. As a result, in the 1950s and 60s BSSR served as an important training facility for social scientists with a policy orientation.

Bob never stopped being an active researcher and participant in the affairs of the profession. He testified frequently before Congress on issues of importance to the social sciences. He was best known for two books on the Amer-

ican television audience: *Television and the Public* (1973) and *The Changing Television Audience in America* (1985) both of which were based on national surveys of Americans' viewing habits. He served as president of the DC Sociological Society (1959-60) from which he received the Stuart Rice Award in 1982. At the national level, he was active for many years as council member and president (1969-70) of the American Association for Public Opinion Research. He also served as president of the National Council on Public Polls. From 1968 through 1984, he was a member of the National Council on the Humanities.

His colleagues in his many endeavors will remember him with deep affection and gratitude.

Laure M. Sharp, *Research Specialist, Montgomery County Schools*

### Jack E. Dodson (1924-1990)

Jack Dodson, retired Associate Professor at the University of Houston, died in May in Fort Worth after an extended illness. Jack is survived by his wife Dorothy and daughter Diane of Fort Worth and his son Steve of Decatur, Texas. He leaves a legacy of humanitarian principles which are remembered by many colleagues and a multitude of former students, some of whom still practice sociology.

Jack was born in Burkburnett, Texas on July 7, 1924. After receiving a BA at North Texas in 1950 and a MA at the University of Texas in 1951 in economics, Jack began his love/hate relationship with sociology. He was a Teaching Fellow at Texas (1952-4) and Assistant Professor of Sociology at Southwestern at Memphis (1954-5) while he worked on his doctorate. He completed his PhD at Texas in 1955 and was an instructor there during 1955-6. After a year at Texas College of Arts and Industries and a summer at Michigan State as Assistant Professor in 1957, he took an Assistant Professorship at the University of Oklahoma where he taught seven years. While at Oklahoma, he was promoted to Associate Professor in 1962 and twice served as chair (1958-62 and spring, 1964). That fall Jack became an Associate Professor at Houston, a position he held until accepting health related, early retirement in 1980.

Dr. Dodson's ten publications focused on minority relations and political sociology. Jack's commitment to racial equality led him to serve on several civil rights and school desegregation commissions. Ever a man of praxis, Jack and his family lived in a predominantly black neighborhood until his retirement. His home (including beds and Dorothy's table) was always a haven for forlorn civil rights activists, disenfranchised faculty, and destitute graduate students. It was in this milieu that many of us learned what it meant to take a stand on social issues and to deal with the consequences, bitter and sweet, of such commitments. It was here too that we learned of communalism and camaraderie, sang old union songs with Diane on guitar, and witnessed the daily toll his intellectual, political, and always iconoclastic leadership extracted, even on his health. It was here that we also became intimately familiar with what Mills meant by "the promise" of sociology and the inevitable rearguard resistance of "cheerful robots," too often cloaked in academic regalia.

Jack's forte was teaching. Buoyed by student activism during the 1960's and early 1970's Jack's classes became some of the most popular at Houston where it was not uncommon for his introductory sections to surpass 500 students. Yet, he never forgot that Houston was a commuter school and continued to teach seminars and classes at night, semester after semester, for students

who had to juggle their education around familial and occupational obligations. A testimony to Jack's commitment to students occurred in 1975, when the graduate student association, recognizing that he had served on (and usually chaired) many more preliminary examination and theses committees than any other departmental member, proposed to Jack that he stand for promotion. His response, totally in character, was that given C. Wright Mills' tribulations, he must decline.

Jack's high esteem among students was seldom matched by official reactions in the post 1960's purge of academia. It was, perhaps, inevitable that his popularity in combination with his Marxist humanism aroused resentment among some colleagues and threatened administrators; unfortunately, both reactions contributed to his declining health and early retirement. Nevertheless, those who knew him well loved him. He was a staunch ally and loyal friend of those who fought the good fight. To others he was a respected, yet unrelenting adversary who remained ever committed to principle.

The last time I saw Jack in a Fort Worth hospital, his health having almost totally forsaken him, he glowed with excitement over teaching a fellow, illiterate patient how to read. He was, we will never forget, a lifelong pedagogue of the oppressed.

Bill Reese, *Augusta College*

### Norbert Elias (1897-1990)

Norbert Elias died at his home in Amsterdam on August 1 at the age of 93. He was still in harness as a sociologist, continuing to write to the day of his death.

Few academics can have become intellectual celebrities quite so late in life as did Elias. All but one of his dozen or so books, and all but a handful of his scores of articles, were published after he reached the normal retirement age of 65. Even then his stature was more readily appreciated in Germany, the Netherlands, France, and Italy than in the English-speaking world. He visited the USA only a couple of times, once at the invitation of Richard Sennett after the publication of the translation of the first volume of *The Civilising Process* in 1978, and again when he taught at Indiana University-Bloomington, for a few weeks in 1982, but he lived and taught in Britain for nearly half his long life, and since at that time he wrote in English, the lack of translations is only a partial explanation for the belatedness of his reputation.

He was born in Breslau of Jewish parents, and after service in the First World War studied medicine and philosophy there. He disagreed with his doctoral supervisor, Richard Honigswald, about the merits of Kantian philosophy, ever afterwards arguing that the whole central tradition of Western epistemology was misconceived in terms of a *homo clausus*—a closed person—and a preoccupation with how a single, adult mind knows what it does. Sociologists must rather think in terms of *homines aperti*—open people in interdependence—building up knowledge in long-term processes extending over many generations.

Elias moved to Heidelberg as a sociologist, studying with Alfred Weber, and giving his first paper on the sociology of Gothic architecture in the cathedrals of France and Germany to Marianne Weber's *salon* on the balcony of Max Weber's house. In 1929, when Karl Mannheim moved to the chair of sociology at Frankfurt, Elias accompanied him as his academic assistant. Their department occupied rooms rented from the independent Institute für Sozialforschung. It was there that Elias wrote *The Court Society as His Habilitationsschrift* though it was not published until 1969

(1983 in English). A study of power, culture and social behavior in ancient regime France, it can be read as an historicisation of Erving Goffman, *avant Goffman* (who was one of the very earliest American sociologists to cite Elias's work, long before it was translated). It was more generally an investigation of one of the genealogies of the modern self-image and mode of self-experience; Elias set the long-term process of the taming of warriors alongside (rather than in contradiction to) the emergence of the entrepreneurial bourgeoisie, to which sociologists have paid more attention.

It was not until 1954, when he was already 57, that Elias found a secure academic post, at Leicester, where with Ilya Neustadt he built up a very large department of sociology. Numerous subsequently prominent British sociologists were either students or junior colleagues at Leicester: John Goldthorpe and Tony Giddens to name but two.

Many found Elias an inspiring and visionary teacher. Others probably regarded him as a throwback to social evolutionism; the 1950s and 1960s were not a period when a concern with long-term processes of social development resonated widely among sociologists. In that respect, Elias seems a figure of much greater relevance to sociology in the 1980s and 1990s. With the republication of *The Civilising Process* in German in 1969, his reputation soared, and he was visiting professor at many German and Dutch universities. After a long period when he published reluctantly, books poured out of him. His essays on sport and violence were collected in *Quest for Excitement* (with Eric Dunning, 1986). His many important papers on knowledge and the sciences formed *Involvement and Detachment* (1987). His theory of time and timing is about to be published in English in *Time: An Essay*, a challenging if badly organized book. *The Society of Individuals* is also on the brink of publication, as is *The Symbol Theory*. It is to be hoped that a British or American publisher will also bring out *Studies on the Germans*, which appeared in Germany—far once with impeccable timing—only last year.

In his last years, Elias received many honors: high state decorations in Germany and Holland, honorary degrees from Bielefeld and Strasbourg, the first Adorno Prize from the City of Frankfurt (1977) and the first Premio Europeo Amalfi for the best sociology book (*Die Gesellschaft der Individuen*) published in 1987. On his eightieth birthday, Bryan Wilson of All Souls' College, Oxford, wrote of Elias as having "one of the world's most original and penetrating sociological minds, on a par with Talcott Parsons and Robert Merton." To most readers of *Footnotes* that may seem an extravagant claim; but as the full range of Elias's writings over the last two decades become available, it may come to appear less unrealistic.

Stephen Mennell, *Monash University*

## New Books

Howell S. Baum, *Organizational Membership: Personal Development in the Work-place* (State University of New York Press, 1990).

Piers Beirne, University of Southern Maine, editor, *Revolution in Law: Contributions to the Development of Soviet Legal Theory, 1917-1938* (M. E. Sharpe, 1990).

Phil Brown and Edwin J. Mikkelsen, *No Safe Place: Toxic Waste, Leukemia, and Community Action* (University of California Press, 1990).

Dan A. Chekki, University of Win-nipeg, editor, *Research in Community*

Continued on next page

## New Books, continued

*Sociology: A Research Annual* (JAI Press, 1990).

**LouEllen Crawford**, *Dependent Care and the Employee Benefits Package: Human Resource Strategies for the 1990s* (Quorum Books, 1990).

**Gordon DiRenzo**, University of Delaware, *Personality and Society* (Ginn Press, 1990).

**Samuel Farber**, Brooklyn College, *Before Stalinism: The Rise and Fall of Soviet Democracy* (Polity/Basil Blackwell, Verso/Routledge, 1990).

**Frank T. Fitzgerald**, College of Saint Rose, *Managing Socialism: From Old Cadres to New Professionals in Revolutionary Cuba* (Praeger Publishers, 1990).

**Bruce Fuller**, Harvard University, *Growing-Up Modern: The Western State Builds Third-World Schools* (Routledge, 1990).

**Jaber F. Gubrium**, University of Florida, *The Mosaic of Care* (Springer, 1991).

**David M. Hummon**, *Commonplaces: Community Ideology and Identity in American Culture* (State University of New York Press, 1990).

**James M. Jasper**, New York University, *Nuclear Politics: Energy and the State in the United States, Sweden, and France* (Princeton University Press, 1990).

**Robert Masao Jobu**, *Ethnicity and Inequality* (State University of New York Press, 1990).

**Florence Mazian**, *Why Genocide? The Armenian and Jewish Experiences in Pers-*

*pective* (Iowa State University Press, 1990).

**Gary Natriello, Edward L. McDill, and Aaron M. Pallas**, *Schooling Disadvantaged Children: Racing Against Catastrophe* (Teachers College Press, 1990).

**Paul C. Rosenblatt**, *Farming Is in Our Blood: Farm Families in Economic Crisis* (Iowa State University Press, 1990).

**Judith Stacey**, University of California-Davis, *Brave New Families: Stories of Domestic Uplift in Late 20th Century America* (Basic Books, 1990).

**Robert Philip Weber**, *Basic Content Analysis, Second Edition* (Sage Publications, 1990).

## New Publications

Get-A-Ref 4.3, by DatAid, is a new menu-driven bibliographic reference software that resides in the random-access memory. The social scientist can access reference information while working within a word processing program and can insert references or comments directly into the document's text at the touch of a key. Reference lists can be created automatically and tailored to the specifications of any journal or book. Get-A-Ref may contain as many as 32,000 references with as many as 16,000 characters each. The user can rapidly search on author names, titles, abstracts, or personal comments; no user-defined keywords

are necessary. References obtained via lexigraphic databases can be automatically converted into Get-A-Ref file format. Reprint request letters can be generated automatically. Get-A-Ref operates on the IBM PC XT/AT, PS/2 or compatible computers with MS-DOS or PC-DOS. \$250; discounts for multiple copies. Student rate \$100.

The National Research Council reports on Urban Poverty in the United States and Haze in the Grand Canyon are due for release. Please call the Office of News and Public Information at (202) 334-2138 to be placed on the contact list for these reports.

The PhD Program in (Medical) Sociology at UCSF is accepting applications for 1991-92 (deadline 3/1/91); various fellowships available. Specialties in aging and chronic illness; family health and human sexuality; health policy; health professions, occupations, and organizations; and women, health and healing. Contact Susan Benner, Department of Social and Behavioral Sciences, School of Nursing, University of California, N631Y, San Francisco, CA 94143-0612; (415) 476-3047.

## Contact

I am interested in collaborative research on war and peace issues, with special emphasis on current conflicts in the Middle East. Please contact me about your work in this area. Donna Wendell, 5932 Cabral Avenue, San Jose, CA; (408) 629-8782.

I have begun an extensive research study on women and computers and would appreciate hearing from female readers interested in completing a survey for this study. Contact: Peggy Cole, PO Box 161775, Cupertino, CA 95016.

Social scientists who wish to make contact with our in-country professionals in the Baltic States of Estonia, Latvia, and Lithuania on a full range of social issues, problems, and possible collaboration, please contact Joan A. Agerholm at Baltic Ventures, (703) 461-9433.

## Other Organizations

The Leadership Conference Education Fund announces the availability of its bimonthly publication, the *Civil Rights Monitor*. This publication reports on the Federal Government's civil rights efforts in employment, education, voting, and housing. The *Monitor* provides articles and in-depth analyses on the status of federal civil rights legislation, on judicial and executive branch nominations, on oversight of executive branch civil rights enforcement, as well as on research of interest to the civil rights community, and notices of reports and conferences. Subscriptions are \$35/year and may be ordered from: Leadership Conference Education Fund, 2027 Massachusetts Avenue, NW, Washington, DC 20036.

## Classified Ads

I'll bring out the best in your book or paper. Expert editing for style, clarity, mechanics. Twenty years' experience with sociological material. Karen Feinberg, 5755 Nahant, Cincinnati, OH 45224; (513) 542-8328.

## Section on Sociology of Aging Research Committees

Below you will find a list of six research committees that have been created by the Section on Aging. If you want to participate in one of these research committees in connection with the 1991 ASA Annual Meeting, or if you just want to find out more about what the committee will be doing, contact the chair of the committee as soon as possible. If you would be interested in organizing such a research committee, send your vita and proposed topics to John Williamson, Department of Sociology, Boston College, Chestnut Hill, MA 02167. In subsequent years, additional research committees will be added. To keep informed about these committees, join the Section on Aging so that you will get the Section's newsletter. Activities will vary from one committee, to another. The chair of a committee (chairs listed below) will fill you in on details for that committee. The research committee idea is being organized on a trial basis and will be reviewed each year by the Council of the Section on Aging. It is hoped that each of these research committees will be in place for several years and will be active between ASA meetings as well as at the Annual Meeting. Active between ASA meetings as well as at the Annual Meeting.

■ *Research Committee on Work and Retirement*: David J. Ekerdt, Center on Aging, Room 5021B, University of Kansas Medical Center, 39th and Rainbow Blvd, Kansas City, MS 66103.

■ *Research Committee on Alzheimer's Disease and Caregiver's Stress*: Elena Yu, Graduate School of Public Health, San Diego State University, San Diego, CA 92182.

■ *Research Committee on Aging Well*: Tanya Fusco Johnson, Department of Sociology, University of North Carolina, Greensboro, NC 27412.

■ *Research Committee on Parent-Child Relations in the Later Years*: Jill Suito, 17 Chevy Drive, S. Setauket, NY 11720

■ *Research Committee on Comparative Social Gerontology*: John Williamson, Department of Sociology, Boston College, Chestnut Hill, MA 02167.

■ *Research Committee on Rural Aging*: Novella Perrin, CMSU Gerontology Institute, Central Missouri State University, Warrensburg, MO 64093.

## Upcoming Teaching Workshops...

## Teaching Undergraduate Research Methods and Statistics

Jointly sponsored with Department of Sociology Providence College

January 11-13, 1991 - Providence, RI

and

## Back to Basics: Dependable Approaches to Lecturing, Generating Discussion and Active Learning, and Evaluating Undergraduate Teaching

Jointly sponsored with Dept. of Sociology Southwest Texas State University

January 24-26, 1991 - Austin, TX

For information, contact: Michael Brooks, Field Coordinator, Texas Christian University, Box 32877, Ft. Worth, TX 76129; (817) 921-7485



## Advantage

### Minority Fellowship Program

The ASA Minority Fellowship Program announces two competitions for 1991-92: a new initiative designed to recruit undergraduate minority students, and the long-standing PhD support program. Open to U.S. citizens and permanent residents, including but not limited to Blacks, Latinos, American Indians, Asians, and Pacific Islanders.

Predocoral applicants must document an interest in and commitment to teaching, research and service careers on the sociological aspects of mental health issues of ethnic and racial groups. Beginning and continuing students in PhD-granting sociology departments are eligible. Application deadline is December 31. Stipend is \$8,500 annually. Approximately 10-15 new awards will be made.

Undergraduate summer program applicants should have at least junior program status. Applicants may select either the University of Delaware or the University of Wisconsin-Madison for summer course work. Travel, room and board, tuition and fees, and stipend provided. Application deadline is December 31.

Write or call for applications: MFP, American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 833-3410.

Funds provided by the Minority Resources Branch Division of Biometry and Applied Sciences, NIMH; and by the American Sociological Foundation, Maurice Falk Medical Fund, and Ford Foundation.

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## Footnotes

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

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