

Footnotes



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Observing

In Memorium

I am devoting this month's column to a memorial for the two sociologists murdered on November 16, 1989, in San Salvador, the capital city of El Salvador. Drs. Segundo Montes, chair of the Social Sciences of the University of Central America, and Ignacio Martin-Baro, vice rector, were among the six Jesuit scholars and two women employees slain. Fr. Montes, Director of UCA's Institute for Human Rights, was an expert on Salvadoran migration and associated with the Center for Immigration Policy and Refugee Assistance at Georgetown University. They believed that their sociological research and analysis should be applied to the social evils that have been devastating Salvadoran society. And that marked them for death.

ASA members have written and phoned to inquire what actions the Association has taken or is planning to protest these heinous crimes. This article is designed to insure that all members are aware of these murders, as well as of actions taken and planned by the Association.

As soon as the Executive Office learned of this outrage, we sent telegrams protesting these brutal murders and calling for a return to the peace table to Salvadoran

President Alfredo Cristiani, U.S. Secretary of State James A. Baker, Assistant Secretary of State for Inter-American Affairs, Bernard W. Aronson, and Salvadoran Ambassador Miguel A. Salaverria. Three members of the sociological staff also signed our names to a protest advertisement which appeared in the November 20 *Washington Post* (page A-13). The ASA Council will consider further actions to be taken during their meeting here in Washington January 19-21, 1990.

In his letter to the ASA, Professor Adrian Raftery of the University of Washington, reminds us that "It seems likely that a main reason for their killing was their work in applying the skills of our discipline to studying the situation in their country. . . . Thus, our tax dollars are being used to kill sociologists because of their work." The U.S. government, of course, calls this "aid" to El Salvador. What bitter irony.

A few days after their deaths, Professor James Hijiya of Southeastern Massachusetts University, wrote a personal account of his friend Dr. Martin-Baro. He recalled that Martin-Baro had told him, "The military is willing to suppress all intellectual life and turn everybody into a flock of sheep." Hijiya also remembered

an academic joke told him by Martin-Baro: "In the United States, it's publish or perish. But for professors in El Salvador, it's publish and perish."

U.S. policies in Central America stand in such brutal contrast to the events occurring in Eastern Europe, where sociology is hailed by President Gorbachev as vital to their efforts for social change and perestroika. (See *Science*, November 24, 1989, pages 991-992.)

This memorial concludes with excerpts from an essay sent to the Executive Office by Sylvia J. Rosales-Fike, a sociologist from El Salvador. She is the Executive Director of the Washington Center for Central American Studies (WC-CAS) and Editor-in-Chief of *El Salvador on Line*.

"Dr. Segundo Montes, 56, a sociologist and philosopher dedicated his last twenty years revealing the structural elements lying in the human environment which are determining consciousness and motivation for social and human behavior in El Salvador. He wrote about the complexity of the Salvadoran reality immersed in social and political crisis. He described this crisis as the historical result of 'structures which violate the

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Nominations Requested for 1991 ASA Awards

General

ASA Career of Distinguished Scholarship Award: This annual award honors scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work contributed significantly to the advancement of the discipline. Members of the Association and other interested parties may submit nominations to: Judith Treas, Department of Sociology, University of California, Irvine, CA 92717. Deadline for the 1991 Award is March 1, 1990.

Award for a Distinguished Scholarly Publication: This award is given for a single work, such as an article, monograph, or book, published in the three calendar years preceding the award year. The winner of this award will be offered a lectureship known as the Sorokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA expense after the award recipient is announced. Members of the Association or other interested or knowledgeable parties may submit nominations for the award. Nominations for 1991 should include name of author, title of work, date of work, and publisher, and may be sent to: Walter W. Powell, Department of Sociology, University of Arizona, Tucson, AZ 85721. The deadline for nominations is February 28, 1990.

Distinguished Contributions to Teaching Award: This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching

and learning of sociology. The award may recognize either a career contribution or a specific product, and individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee, a statement explaining the basis of the nomination, and appropriate supporting materials (e.g. vita, course materials, text

book, or other evidence of contribution). Members of the Association or other interested parties may submit nominations to: Theodore C. Wagenaar, Department of Sociology and Anthropology, 360 Hoyt Hall, Miami University, Oxford, OH 45056. Deadline for nominations is February 15, 1990.

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Kanter Appointed Editor of the Harvard Business Review

Rosabeth Moss Kanter, the Class of 1960 Professor of Business Administration at the Harvard Business School, is taking over the top editorial job at the *Harvard Business Review*, a previous male bastion. As editor, she will continue to try to help find a balance for the *Review* between scholarly journal and accessible and popular business magazine. Kanter was tenured at the Harvard Business School in 1986, becoming the second woman to join those ranks. She is a Bryn Mawr graduate with a doctorate in sociology from the University of Michigan. Kanter previously taught at the Yale University School of Organization and Management.

Kanter's first organizational treatise explored the processes that ensure commitment by comparing the longevity of 19th Century utopian communes with the instability of the 20th Century communities. She received the C. Wright Mills award in 1977 for her landmark *Men*

and *Women of the Corporation*, which explored gender-based stratification and blockages to upward mobility for women and minorities. Kanter's 1983 *The Change Masters* established her as an authority on instilling entrepreneurial innovations into mainstream corporations, a theme she has developed into a comprehensive business strategy in her recently published book *When Giants Learn to Dance*. With her usual comparative flair, the latest book urges firms to try partnerships and alliances that take advantage of their relative strengths and to steer a course between the dangers of hierarchical stagnation and go-for-broke innovation.

Rosabeth Kanter was an economic adviser to Presidential candidate Michael Dukakis (see *Footnotes*, April 1988). With her husband, Barry Stein, Kanter co-founded the organizational consulting firm, Goodmeasure, Inc., whose clients have included blue-chip companies. □

Minority Roster Project Begins

The ASA and Sociologists for Women in Society (SWS) are working together to compile a roster of Minority Sociologists. The roster is a compilation of information provided by individuals about themselves, including current job or student status, areas of interest, educational background, and current work projects in sociology. The roster will be made available, for a nominal charge, in the form of mailing labels. Individuals, departments, organizations, and employers can use the labels to contact the minority scholars for:

- possible job opportunities;
- service on editorial boards;
- involvement in meeting programs, panels, and sessions in a variety of ways;
- invitations for visiting scholars
- inclusion on review boards for grants and competitions.

Every ASA member will receive a copy of the roster form which needs to be completed by anyone interested in being included. The forms should be spread among the graduate students, friends, colleagues, and anyone interested in participating. Please distribute it to non-ASA members who would not get the mailing. A person does not need to be an ASA or SWS member to be included in the roster.

ASA and SWS appreciate the cooperation of the Sections on Sex and Gender and Racial and Ethnic Minorities, the Association of Black Sociologists, and the Chicano Studies Association in promoting this project.

If the roster project receives a good response, from those listed in it and those using it, it will be updated on a regular basis. For more information, contact Carla Howerly or Lionel Maldonado at the ASA Executive Office. □

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most fundamental rights of the vast majority of the population, structures of death, of exclusion and marginalization.¹ His work went beyond the mere interpretation of reality by giving recognition to the cure for the illness: the transformation of the Salvadoran society. To solve this crisis, he wrote, we must seek the transformation of those "structures of death" into "structures of life", giving development to a just and equitable economy for the society as a whole, and foremost, for the vast majority of the population. The establishment of a real democracy, together with economic development for the majority, are both indispensable for the achievement of an authentic and durable peace.²

After recounting the murders and listing the names of the six scholars and two women employees murdered, Dr. Rosales-Fike proceeds to place the killings in context.

"Of course, these killings cannot be accurately understood outside the context of institutionalized repression and political persecution against dissenters of the government and against churches and humanitarian workers assisting the poor. Bishops of Catholic and Protestant churches are receiving death-threats, their residences and offices have been raided and ransacked. Rev. Luis Serrano, head of the Salvadoran Episcopal church was arrested, reportedly tortured and is facing charges from the Salvadoran government of 'subverting public order.' European and U.S. priests and lay workers have been arrested and accused of political activities; some remain in prison and have been subjected to torture, others are being forced out of the country after receiving death threats. Members of labor organizations are facing persecution as well; numerous leaders and members of the rank and file have been killed and union offices have been bombed.

"But the massacre at UCA has a special significance for us as social scientists. The killings are significant in that the small, impoverished country of El Salvador has lost a team of internationally recognized scholars and some of its most well-trained and experienced social scientists. However, the significance of the killings of the faculty members at UCA runs far deeper than this loss. The massacre illustrates that the "structures of death" in El Salvador will brutally resist transformation, even to the extent of trying to eliminate reason, rational discourse, and scientific inquiry.

"It is not a coincidence that all the professors had their brains blasted out of their skulls. It is not a coincidence that all the tools of the social scientists—their computers and typewriters—were physically destroyed in the attack. This massacre was not only an attack on these individuals, but an attack on reason itself. Dr. Montes and his colleagues had made themselves enemies of the present social structures in El Salvador by merely trying to study and explain these structures. Like Galileo Galilei, who was under house arrest for espousing the heretical notion that the earth revolves around the sun, Dr. Montes and the other scholars at UCA were killed because they attempted to explain reality. It is a shame that the United States government is funding the inquisitors today in El Salvador."

Footnotes

¹Montes, Segundo and Melendez, F., "Los Derechos Economicos, Sociales y Culturales en El Salvador, San Salvador, UCA, Instituto de Derechos Humanos, May, 1988.

²Montes, Segundo, "Democracy and

Development: conditions for cooperation"; Conference on Peace in El Salvador; La Haya, Holland, September, 1989.—WVD/A

□ □ □

Transcription of Acceptance Speech by Dr. Segundo Montes, SJ, on November 1, 1989

Editor's note: Dr. Montes accepted the CARECEN Human Rights Award at a ceremony at the U.S. Capitol on November 1, 1989. We reprint his poignant remarks here to give insight into this man's thoughts and fears, and to reveal his courage.

Last spring, according to the *Chronicle of Higher Education* (November 29, 1989, page 50) as tenuous peace talks were underway between the government and the FMLN, Father Montes predicted that if talks collapsed and the National Republic Alliance party (ARENA) came to power, El Salvador would face a "disaster." Tragically, all these events soon came to pass.

Thank you very much. I'm sorry I don't speak English. In the first place, I would like to thank you for this prize. Sincerely, I did not expect to receive any prize; I consider it a duty to work for human rights, it is the duty of every human being who has the sensibility and sensitivity to the suffering of people. As a Christian who follows the God of Life and who is against the idols of death, through the examples of

people who have come before us—the nuns who were killed in El Salvador, the North Americans who were wounded in the bombings of yesterday, Congressman Moakley who is struggling for the rights of Salvadorans in the United States, Monsignor Romero, Herbert Anaya Sanabria, I want to live with the people who suffer and deserve more. I come as a Salvadoran who has chosen to be a Salvadoran. I come obligated to serve these people.

In 1989, human rights have gotten much worse in El Salvador. The statistics show this. The churches and organizations denounce the human rights violations and a subcommittee of the United Nations has also denounced these violations in El Salvador.

But something that's bothering us even more are the new ways of working against human rights in El Salvador. Beginning with the elections this year, they have carried out campaigns against the church, popular organizations, organizations that work for human rights, and the University of El Salvador. There have been raids, assaults and massive captures. And there was a qualitative change just yesterday. Until now, bombings were not meant to kill people. I am a survivor of a bombing. But as of yesterday, bombings wound and kill people. They've also tried to change the penal code in El Salvador. What we are doing right now, with this code, would be a crime.

And the worst of all, nothing is investigated in El Salvador. No one is brought to trial, no one is punished. It's just condemned, mentioned, then utilized

politically.

While there is no peace in El Salvador, there can be no respect for human rights. Nor can there be economic development. And in addition to the military war, there is an ideological war being fought. To defend human rights is subversive. But right now there are no objective conditions for a negotiation according to my analysis. None of the parties believe enough that they need negotiations. None of the parties are ready to denounce or step back from any of their demands. Fundamentally, no one is willing to give up anything.

I don't believe that negotiations will begin before the middle of 1991. The only thing that can help to force negotiations is decisive pressure from the United States. You have a challenge. Work to make this come to fruition.

The Salvadoran people have suffered too much. Opinion polls show that the people want peace. With the January proposal by the FMLN, it was shown that more than 60 percent of the people wanted elections that could bring peace. But the people don't count for anything. That is the democracy in which we live in El Salvador.

The people of El Salvador are capable of great things. The Salvadorans living in the U.S. and other countries have shown us this. I would like to share with you my experiences in the refugee camps in Honduras, to show what people are capable of. But there is no time. We give you an opportunity and a hope for the people of El Salvador. □

Open Forum

We Should be Able to Move Easily Between Teaching and Practice

I taught for twelve years and was awarded tenure twice. With the exception of one day early last month when I was invited to give a guest lecture at a college not far from my home, it's more than four years since I've been in a classroom.

I learned to be a teacher from the teachers I had when I was a student. I learned the pedagogical use of startling students from my freshman English professor, who would do almost anything to get our attention or to get us to attend to the readings he assigned. I learned how a teacher could use drama from my sophomore year Classics professor, who ran through the classroom playing Achilles as a Western hero. The role of humor I learned in a graduate course on social theory from a professor who could make us smile even during discussions of Durkheim or Weber. The need and place for organization and order I learned from a sociology professor whose lectures and courses were always logical and orderly as he brought us progressively from ignorance to understanding.

During four years as a fourth grade teacher in the Bushwick section of Brooklyn, I honed my skills, incorporating all I had learned in a setting that left no room for error. In eight years of teaching at the college level (three part-time and five full-time), I became more and more proficient.

Teaching requires that you understand a subject well enough to be able to explain it to people for whom it may be a total mystery. By combining continued study with the repeated exposure of yourself to the challenge of new students, new ideas and insights, and new questions, you become more knowledgeable and understanding of your subject.

But there's a kind of knowledge and understanding of things that can only come from having experienced them. As a teacher, the things I taught I had never

lived. Teaching classes about criminology, for example. I could talk about criminal justice systems and provide sound information and opinion in response to the questions I was asked. But my responses were not grounded in my experience, only in my education.

I left teaching just as I was being awarded tenure for the second time, to do research at a government agency where criminal justice policy was being made about how the criminal justice system works, how government policy is made, and how bureaucracy functions. Now that I've acquired all this knowledge and given so much thought to what I've learned and observed, I'd like to share what I know and what I think with others who are interested in learning about these things.

If my earlier teaching experience had been at Harvard or Yale and if my government experience had been as advisor to the President, there most certainly would be a place for me to return to in academia. But such was not the case, so I don't know what chance I have of being accepted back.

Teaching positions announced for sociologists at colleges and universities are not designed for people whose professional experience has been outside of the academy. Most require that a person begin as an Assistant Professor, an untenable position for anyone with years of professional experience. Most demand, with obvious justification, prior teaching experience, a difficult requirement to meet for professional people whose current jobs already require long and varied hours.

Those people working in non-academic settings may have ideas about research they would like to pursue, it's difficult to have a personal research agenda (frequently requested in advertisements for jobs) when you work as a member of the staff of an organization that has its own agenda. Publications are always expected, but things

like government reports, the natural product of work in a government agency, are not counted.

As teachers, the many people with both academic training and practical experience have a unique contribution to make to colleges and universities and their students. Those people whose professional lives have been spent entirely as teachers similarly could benefit the workplaces outside of academia. It should not only be possible but encouraged that professionals move easily and routinely between teaching and practice experiences.

Just recently, on a clear, crisp early fall day, I drove for two hours through Central New York to speak to a class of students about a subject I had mastered while working in a government agency. For 45 minutes I spoke and for 15 minutes I responded to questions. My timing was off, my delivery was a little rusty, but it felt good. I was clearly an outsider, not part of the academic community. But I felt that I was being honest in a way I had not been honest in any of my previous classroom experiences. I felt the confidence that comes from knowing that the things you are saying are grounded in a knowledge gained from having been there.

It's a long time since I've thought about, let alone applied for a teaching position. There are things I have to finish before I can feel I've accomplished the goals I set for myself in my current position. One day, however, I expect I'll feel the need to return to teaching, to share what I've learned with students who are preparing for their own careers as professional sociologists. After so many years in a government agency, I wonder if the academy will have a place for a person like me.

Henry H. Brounstein, Albany, New York □

Inside the ASA Budget

Publications

by Karen Gray Edwards, Publications Manager

During the six years that I have been ASA's Publications Manager, the income and expenses associated with the Association's publications have consistently accounted for well over 50% of the ASA total budget. The ASA now publishes eight journals, including the annual *Sociological Methodology* series; and two newsletters, *Footnotes* and the *Employment Bulletin*. These publications make up well over 95% of the publications budget and will be the focus of this article. (Note that the Rose Monograph Series is funded through the Arnold and Caroline Rose Monograph Fund, except for a nominal honorarium, and is not included in the ASA general operations budget.)

Since 1983, the list of serial publications produced by the ASA has increased significantly. The small audience once captured by the low-budget *Teaching Newsletter* has grown due to the addition of the quarterly journal *Teaching Sociology*, purchased from Sage Publications in 1985. TS now boasts close to 2,400 member and non-member subscribers. It is due, in no small part, to editor Theodore Wagenaar's aggressive promotion that the journal's income has exceeded its direct expenses since its first year as an ASA publication.

In early 1985, the contract with Jossey-Bass to publish *Sociological Theory* and *Sociological Methodology* was terminated and these two publications moved from ASA-sponsored journals to full-fledged ASA publications. After much discussion in meetings of the ASA Council and the Committee on Publications, *Sociological Theory* became a semi-annual ASA journal while *Sociological Methodology* retained its annual hardcover format. The growth of sales of both ST and SM has moved at a slower pace than TS, yet each showed a slight "profit" in the final 1988 budget analysis. The pressure on the Executive Office staff to maintain non-member subscriptions and handle the extensive promotion required for ST and SM, however, far outweighed the profit margin. In 1989, the production of both publications has been assigned to Basil Blackwell, an internationally-respected journal publisher with subscription and promotion resources unavailable with in-house publication. The ASA continues to hold copyright, ownership, and editorial control of both SM and ST. With the expected royalty payments, editorial office expenses contributions, and other financial benefits contracted with Basil Blackwell, the ASA can continue to maintain both publications.

After literally years of negotiations, both in-house and with other publishers, the long-awaited *Sociological Practice Review* expects to publish its first issue in April 1990. Basil Blackwell will produce the journal and will share ownership and financial liability. Although the actual format of SPR has not been determined, under the editorship of Robert Dentler we can all expect a quality journal in the field of sociological practice.

Now, in 1990, the ASA list of periodicals is varied and highly respected. The Association published a very large number of journals and newsletters for an association of its size and, as expected, these publications are a major expense. Yet, every journal and newsletter showed a profit (excess income over expenses) in 1988. (Final 1989 figures are not yet available). These "profits" ranged from \$2,000 (TS) to \$200,000 (ASR). I would like to

briefly explain how the bottom line of each ASA publication is determined.

The income for each ASA journal or newsletter is comprised of five items: (1) dues allocation (the number of ASA members selecting that publication as part of membership, multiplied by the member subscription rate); (2) subscription income (additional journals purchased by members plus non-member subscription income); (3) advertising; (4) manuscript processing fees; and (5) other income (such as voluntary page charges).

The expenses for each ASA journal consist of direct and indirect expenses. Direct expenses include: (1) printing and mailing to subscribers; (2) editorial office salaries, supplies, postage, and phone; and (3) editorial honorarium. Added to these direct expenses is a portion of Executive Office costs (inputting subscriptions, accounting, a percentage of my salary, etc.).

With the addition of new publications,

the direct expenses involved in publishing our journals and publications has increased from slightly over \$500,000 in 1983 to \$637,000 (a 26% increase). Income, on the other hand, has increased from \$897,000 in 1983 to \$1,312,000 in 1989 (a 46% increase). The expansion of the publications program has obviously been a great success.

The profit from the journals and the newsletters allows the Association to continue many other programs that do not bring in as much in income as they expend. In reviewing the projected functional budget of the ASA in 1989, line items projecting a loss in 1989 include career publications, the directories of members and departments, the Annual Meeting, Teaching Resource Center and teaching workshops, Minority Fellowship Program (due to high functional expenses), certification, Professional Development Program, and the Public

Information Program. There can be little argument that each of these programs is important to members and to the discipline of sociology. Without the publications profit, the ASA could not continue many of these programs or afford to develop new ones as the needs of members change.

The financial success of the publications program, in particular the journals, is in large part a factor of the hard work done by ASA's editors, with whom it has been my pleasure to work over the past several years. The Association had several lean years before today's comfortable balance of income and expense, and the ASA owes a debt to its editors for tightening belts and cutting expenses far beyond what we had any reason to expect. My thanks to them for making the financial end of my job easier.

The publications budget of the ASA is far too complex for me to review adequately in the space available in *Footnotes*. I am always available to answer questions from members who may be interested in a part of the budget that I have not covered in this article. □

Open Forum

Focusing Again on Open Scholarly Exchange

by Paolo Ammassari, President of International Institute of Sociology, University of Rome, Italy

In her note "Apartheid in Focus", which appeared in the October issue, Else Oyen states that I have "endorsed" her report to the Executive Committee of the International Sociological Association (ISA) on the issue of Apartheid she had raised at the XXIX Congress of the International Institute of Sociology (IIS) in Rome last June. If the term "endorse" means, as I think it does, approval with explicit backing or support, then her statement is not correct. When she asked me if I agreed with the content of the document she circulate at the EC meeting, I replied that, although some detail was inaccurately or incompletely reported, on the whole I did not find it objectionable.

However, the document to which I did not object—that is, literally against which I did not argue—was a somewhat different document. It presented also the other two participants from South Africa as being opposed to Apartheid. It included the entire resolution passed in the Bureau Council of the IIS. It was one—third longer than the one published in *Footnotes* and, of course, it did not contain the last six paragraphs which were written for publication. It was an almost factual document circulated with the "confidential" label, "written—as stated at the end—for the EC of the ISWA in order for us to prepare for the Apartheid issues at the world congress next year."

Since the problem at stake was what are the correct and acceptable means to confront Apartheid issues at a scientific congress, I considered it irrelevant to argue against such marginalities as, for instance, the mailing time of the final program of the Rome Congress (which, in fact, was mailed to all participants one month before the opening of the congress and which was personally given three weeks earlier to ISA President M. Archer).

What instead I found necessary, as a member of the EC of the ISA, was to oppose the traditional ISA policy concerning participation from South Africa, which, in Oyen's own words, consisted in "not to accept South African scholars at its meet-

ings unless the scholars have been recommended by the African National Congress or have signed a statement disowning Apartheid." This was the policy implemented at the New Delhi World Congress in 1986 with unbearable consequences for the dignity of our colleagues from South Africa. In Rome, Oyen asked that the IIS adopt such a "political standpoint" foregoing its almost one hundred years of dedication to intellectual and scholarly exchange among sociologists. In his report, Ed Borgatta, IIS President at the time, rightly remembered the 1934 resolution against racism, and the waiving of visa restrictions for Israelis or Jews by the Algerian government, at war with Israel, on the occasion of the 1974 Congress of the IIS in Algiers. These are historical high-points of which the IIS is duly proud and which are rooted in a longstanding loyalty to the basic value of the international academic and scientific community.

Born in 1893 in Paris, the Institute would not have survived in a Europe constantly plagued by ideological, religious, political and military conflicts had it not been faithful to the principle of "bringing together sociologists from different countries for the scientific study of sociological questions." (Art. 1 of IIS By-Laws). If scholars would have been presumed responsible for their governments' policies and their participation in congresses made contingent on oath-taking, rejecting this or that sociopolitical condition of their own country, no international scientific organization would have survived.

The general position of avoiding sociopolitical judgments interfering with rules of participation in scientific meetings has also been a steady policy of the ISA, with the exception of South Africa's Apartheid case. I do not think it necessary to point out the historical and organizational reasons which could be considered in explaining the anomalous case, but its exceptionality needs to be underlined, "It is one of the few political positions the ISA has taken—and I believe it is an important one," confirms Oyen on her report. And, at the EC meeting of last July in Varna, she was determined in proposing that it should be maintained and thoroughly implemented at the next World Congress

in Madrid.

I strongly objected to having South African participants cleared by the African National Congress or obliged to sign a declaration against Apartheid. The discussion was long and exhaustive. The majority of the EC shared my views but wanted to have an alternative to the previous policy. Finally, the Committee agreed with the position advanced by Margaret Archer, ISA President, and presented in her document published in *Footnotes*. Her proposal of having a general statement to be accepted implicitly by simply registering for the meeting was generally accepted. Although I did not think that the procedure was entirely satisfactory, I found it an improvement over the previous ISA policy and I accepted it since it did not ask for an ad hoc signing and, being directed to the generality of participants, avoided putting the onus of signing a statement upon specific persons belonging to a particular association or country.

In this way, the unacceptability of any sort of oath as a prerequisite for admission to scientific meetings was clearly recognized and, moreover, the equally unacceptable procedure was rejected which demanded that *an academic and professional association should require clearance of the participants to its meetings by an extraneous political body*, in this case the African National Congress. I hope that this discarding of the traditional policy of the ISA is definitive, because I do not see any possibility of reasonable support for the latter, and for me very extraordinary, contention.

We should be grateful to Oyen for having raised the issues of IIS and ISA policies toward South African participation, to Borgatta for his firm stand against policies contrary to the history of IIS, to Archer for her wise leadership of ISA and the balance of her position on the issues and, finally, to the EC of the ISA for its decision. I consider it a fortunate circumstance that in my person coincided two official responsibilities, for IIS and for ISA. I believe that in this case the ISA profited from the ideas and historical experiences of the IIS, which is one of its institutional members. I do hope this represents the beginning of a new and long period of associational complementarity and genuine cooperation. □

Support for Independent Scholars

One of the goals of the Professional Development Program is to develop better linkages and collegial discourse between academicians and sociological practitioners. One important component of this task is to pay closer attention to the needs of independent sociologists (those engaged in sociological research, publication, and practice that is not part of their professional activity at an educational institution or other place of employment). In the following, thanks to Harold Orlans and Ross Koppel, we present useful information on support services and on electronic networking for independent sociologists.—SAB

Organizations and Services

A list of scholarly groups of possible interest to independent sociologists not affiliated with an academic or research institution is given below. Typically, such groups offer scholarly meetings, including discussions of members' research, a newsletter, information on professional events and grant programs, and help in gaining access to academic libraries. The list has been prepared by Harold Orlans as part of an inquiry into the professional needs of independent sociologists being conducted for the ASA Committee on Employment. (An earlier list, now outdated, appeared in the November 1984 *Footnotes*.)

Some groups are frail and the harried president may not even respond to an inquiry, while others are more robust and efficient; most rely on volunteer labor and few have paid staff. The groups noted here have or would welcome sociologist members; several others concerned primarily with literary or historical research are listed in *The Independent Scholar*, Summer 1989 (available from *The Independent Scholar*, 105 Vicente Road, Berkeley, CA 94705; 415/549-1922).

For several years, the ASA Executive Officer has, upon written request accompanied by a vita, provided letters of introduction for unaffiliated sociologists seeking library services at academic institutions. The precise services available may vary at different libraries. Comments on the professional needs of independent sociologists and on other ways by which ASA might help them are invited. They should be sent to Harold Orlans, 3314 Brooklawn Terrace, Chevy Chase, MD 20815-3901; (301) 652-7116.

Independent Scholars Needed for Research Project

Historians and sociologists who are independent scholars are needed for research being conducted at Northwestern University. Results of the project will add to understanding of scholars outside academe and may influence the policies of relevant institutions. The project is supported by a Spencer Foundation grant.

Independent scholars are individuals doing scholarly research that is not part of their employment. This project concentrates on a subset of all independent scholars. Persons are sought who:

- have a PhD from a history or sociology department in the United States;
- are conducting a scholarly research project that is not part of their job description, if any;
- are not retired faculty members; and
- have published scholarly writing as an independent scholar.

Interviews last about one and one-half hours and cover the individual's research and writing, aspects of one's life history,

National Coalition of Independent Scholars. Formed January 1989 to facilitate the work of independent scholars whose research is not supported by an institution: individual members and local affiliates; quarterly newsletter; directory; other services being developed. Barbara Currier Bell, President, 160 Harbor Road, Southport, CT 06490; (203) 259-7724. Joy Frieman, Vice President, Membership, 6425 Muirlands Drive, La Jolla, CA 92037.

Alliance of Independent Scholars. Founded 1980, 60 members in humanities and social sciences; monthly meetings, colloquia, reading groups, writing groups; monthly newsletter; agent for grants. Gillian Gill, Executive Director, Cronkite Center, 6 Ash Street, Cambridge, MA 02138; (617) 861-1824.

Center for Independent Study. Founded 1976, 50-100 members in humanities, education, women's studies, art, writing; monthly meetings, separate seminars, biannual meetings; bimonthly newsletter; small grants; recommendations and fiscal services for grants; limited Yale Library privileges. Therese B. Dykeman, President, 3193 Yale Station, New Haven, CT 06520; (203) 865-1491.

Chicago Association for the Study of Health Behavior. Founded 1979, 150 members in social sciences, nursing, medicine; talks and symposia on social aspects of health, health care, and health behavior; spring workshop; quarterly newsletter; critique papers and grant proposals. Roger L. Brown, President, American Medical Association, 535 North Dearborn, Chicago, IL 60610, (312) 645-5476; Sydney Halpern, Vice President, Dept. of Sociology (MC 312), University of Illinois, Box 4348, Chicago, IL 60680, (312) 996-3297.

Five Colleges Associates Program. Founded 1982, 17-25 associates appointed for one or two years by a Dean of Amherst, Hampshire, Mount Holyoke or Smith Colleges, or the University of Massachusetts. Phone, xerox, stationery, library services; limited office space, grant sponsorship; small research and travel fund; occasional meetings. Jan Whitaker, Coordinating Committee, Five Colleges Associates Program, Box 740, Amherst, MA 01004-0740; (413) 256-8316.

Independent Scholars' Association of North Carolina Triangle. Founded in 1985, 75 members in social sciences, sciences, humanities; monthly meetings, commun-

ity education program; monthly newsletter; critique and help with articles, manuscripts, proposals; annual research award. Judith Ruderman, President, c/o The Bishop's House, Duke University, Durham, NC 27708; (919) 684-6259.

Independent Scholars of Asia. Founded 1981, 160 members, all Asian study disciplines; conferences, workshops, annual meeting and proceedings; speakers' bureau, newsletter three times per year. Ruth-Inge Heinze, National Director, 2321 Russell #3A, Berkeley, CA 94705; (415) 849-3791. Also regional officers.

Independent Scholars of South Asia. Founded 1988, 50 members in many disciplines interested in South Asia; annual meeting; newsletter; help with grant proposals and collaborative research. Contact Geri H. Malandra, 674 Lincoln Ave., St. Paul, MN 55105; (612) 625-4801.

International Association of Independent Scholars. Founded 1983, 20 members in city planning, anthropology, literature, history; meetings; grant listings and recommendations, editorial and publishing contacts, books for review. Contact Joan Leopold, PO Box 1453, Reseda, CA 91335; (818) 342-7591.

Minnesota Independent Scholars' Forum. Founded 1983, 120 members in humanities, social sciences, arts, sciences; monthly meetings, study groups; University of Minnesota library privileges. Susan Margot Smith, President, 2415 Third Ave. South, Apt. A39, Minneapolis, MN 55404; (612) 871-1125.

Newberry Library. Resident fellowships for unaffiliated scholars; four research center programs in the humanities, including family and community history. Contact Richard Brown, 60 West Walton Street, Chicago, IL 60610; (312) 787-1115.

Northwest Independent Scholars Association. Founded 1980, 25 members in humanities, social sciences; monthly meeting and newsletter; letterhead for members; grant and library assistance. Susan Wladivaer-Morgan, President, 2513 NE Skidmore, Portland, OR 97211; (503) 282-9470.

Princeton Research Forum. Founded in 1980, 80 members in social sciences, humanities; lectures, conferences, study groups, colloquia; monthly newsletter; editorial, translation, writing, and research services; grant administration; critique papers and proposals. Gloria Erlich, President, PO Box 497, Princeton, NJ 08542; (609) 497-9228.

San Diego Independent Scholars. Founded 1982, 71 members in humanities, social sciences, sciences; monthly meetings, newsletter; UCSD library and faculty club privileges; travel scholarships; professional stationery for members. Ariss Treat Sedgwick, President, PO Box 314, La Jolla, CA 92038; (619) 454-5236.

University Seminars. Over 70 seminars organized since 1945 on topics in science, humanities, social science, culture, arts, history, politics, education, society. Participation by application and invitation. Aaron W. Warner, Director, 606 Dodge Hall, Columbia University, New York, NY 10027; (212) 854-2389.

Women's Research Institute. Founded 1983 to promote research on women and gender; affiliation for grant proposals. Sharon Toffey Shepela, Director, Hartford College for Women, 260 Girard Ave., Hartford, CT 06105; (203) 233-5662.

Electronic Communication

Sociologists in academic institutions are able to use the computer networks BITNET and NSFNET to communicate with each other and to access databases and certain organizations. Ross Koppel,

Policy Committee Chair of the ASA Sociological Practice Section, has been seeking ways to allow independent sociologists to participate in these networks. Steve Buff, ASA Director of Professional Development, will contact the chairs of all departments requesting that they work with their respective computer centers and with local independent sociologists to secure access to the networks. Moreover, Buff and Koppel will work with the ASA computer committees to develop procedures for those schools who might find it difficult to provide access to the network while limiting access to other areas of the computer system.

Independent sociologists who wish to have access to BITNET or NSFNET should write to Ross Koppel at: Social Research Corporation, Suite 2701 Center City One, Philadelphia, PA 19107. □

UCI Establishes Sociology Department

The recent decision by the University of California-Irvine to establish a department of sociology—the first new sociology department to be established at a major university in 20 years—couldn't have come at a better time.

"In April, Washington University (St. Louis, MO) announced plans to eliminate its sociology department—becoming the second major U.S. university in recent years to make this ill-advised decision," explained Judith Treas, the department's new chair. "When the UCI School of Social Sciences decided to departmentalize all of its programs, they very easily could have followed suit, absorbing the small number of sociologists into other departments, such as anthropology. The university's decision to instead create a sociology department and significantly increase the number of sociology faculty shows that IUC and the UC Regents recognize the fact that a major university needs a sociology department."

Prior to joining UCI this year, Treas was chair of the department of sociology at the University of Southern California and a faculty research associate at USC's Andrus Gerontology Center and Population Research Laboratory.

"Coming from USC, which has the oldest sociology department west of the Mississippi, I'm especially excited to be part of the pioneering spirit that exists in a new department," said Treas. "Departmentalization also has given the faculty a stronger sense of identity and disciplinary focus for our research and teaching activities. For students, it will result in a broader range of courses as we add faculty members."

There currently are six faculty members in the department—Professors Treas, Francesca Cancian, and Linton Freeman; Associate Professor Jerry Kirk and Assistant Professors David Smith and Samuel Gilmore. The department plans to recruit new additional faculty members this year.

"One of the biggest advantages to building a new department is that we are not bound to a tradition. As a result, we also can be more open to different research and teaching foci when seeking additional faculty members, letting our principal criterion to be quality," said Treas.

The department offers an undergraduate degree and jointly administers with the anthropology department interdisciplinary graduate programs in social networks and social relations. "We have about 135 undergraduate majors this year and are growing at a rate of about 30 percent annually, representing the leading edge of a resurgence of student interest observed nationwide," said Treas. □

Center for Research on Women is a Goldmine

by Carla B. Howery

The Center for Research on Women at Memphis State University is one of about 40 Women's Research Centers around the country and one of only three in the South. It was established in 1982 with an initial grant from the Ford Foundation. Sociologists have been key players in the interdisciplinary Center from its beginning. Bonnie Thornton Dill was the original Director. Lynn Weber Cannon now serves in that role.

The Center's mission is to promote, conduct, and disseminate research on women of color and Southern women. Cannon says, "Our broad goal is to improve the life circumstances of people of color, women, the working class, Southerners, and other oppressed groups by building the knowledge base of information about their lives, strengths, struggles, and challenges. We seek to combat myths and stereotypes by conducting and disseminating our own research on these groups and by supporting the scholars across the country who are committed to the same goals. Additionally, we seek to improve education by insuring that students learn about the diversity of peoples in America—not just the privileged."

Examples of recent research projects of the Center include: Pay Equity and People of Color; Employment for Professional Black Women; Social Mobility, Race and Women's Mental Health; and Coping and Survival Strategies of Female-Headed Families. The Center has obtained more than \$1 million in grants from the Ford Foundation, the Aspen Institute, National

Institute of Mental Health, and the Fund for the Improvement of Post-Secondary Education.

Bonnie Thornton Dill is heading the Center's new research initiative on rural poverty, working with Michael Timberlake and Darryl Tukufu (both of Memphis State), Bruce Williams (University of Mississippi), and Judith Maynard (University of Tennessee-Martin). The research will explore the relationship among gender, race, family structure, and poverty within one community. The one-year exploratory study looks at the coping and survival skills of black and white female-headed families, using data collected through interview, ethnographic methods, and Census data.

In addition to research projects, Elizabeth Higginbotham has led the Center's efforts to integrate more research on women into the curriculum and has developed a series of publications about that work. The Center has also developed the Research Clearinghouse—an on-line data base of bibliographic citations to the latest research in women of color and Southern women. The 5,000 citation Clearinghouse is available on floppy disk for \$134.95. For more information, contact Computer Century at (901) 452-4444. The latest publication is a 300-page bibliography entitled *Women of Color and Southern Women: A Bibliography of Social Science Research, 1975-1988*, edited by Andrea Timberlake, Lynn Weber Cannon, Rebecca F. Guy, and Elizabeth Higginbotham. It sells for \$15 (plus \$2 postage/handling).

The Center also sponsors on-going

seminars and annual curriculum and research workshops and institutes. The annual curriculum integration workshop, held at the end of May, is an excellent opportunity to learn about resources and strategies for making the sociology curriculum more inclusive. The first week-end of March, the Center staff will lead a shorter workshop on inclusiveness, as part of the Sociologists for Women in Society meeting, in Louisville, KY.

On the MSU campus, the Center is spearheading efforts to integrate race and gender into the General Education requirements. A \$50,000 grant from the Ford Foundation kicked off this project this past semester.

The Center disseminates information through three newsletters a year. The newsletter has a circulation of 10,000 and is mailed to persons in every state and 25 countries. The Center also publishes and sells many research and curriculum reports which are purchased by educators, students, businesses, and libraries. Write for a brochure listing all the publications.

For more information, contact: Center for Research on Women, Memphis State University, Clement Hall, Room 33, Memphis, TN 38152. 901-454-2770. □

Emeritus Member Criteria Changed

The ASA Council recently changed the criteria for Emeritus membership in the Association. To change from a regular member to an Emeritus member, a person must be retired from the primary workplace and must have been an ASA member for at least 10 years. There is no age requirement.

Dues for Emeriti members are \$15. Dues may be waived on request. The \$15 covers the direct cost of mailing Emeriti members *Footnotes*, the Preliminary Program, the ballot, and other communications. If Emeriti members wish to belong to Sections or subscribe to journals, they need to pay the appropriate fees for those benefits. Of course, those eligible for Emeritus status may choose to remain regular members of the ASA.

The ASA values the longstanding membership and participation of its current and future Emeriti members. If you wish to move to Emeritus member status, please request a simple form from the Executive Office to make the change. □

Correction

Richard Martin, author of the story on Alan Sica, incoming editor of *Sociological Theory* (November 1989, page 1), had his affiliation incorrectly listed. He is at the University of Illinois Press. □

SSS Clearinghouse

The Southern Sociological Society has established a clearinghouse for information on incidents of campus racist, anti-Semitic, and anti-foreign discrimination, harassment, and violence. Readers are encouraged to report known incidents for inclusion in the databank to: Jerry Dockery, Clearinghouse on Violence and Discrimination, 900 Assembly Street, University of South Carolina, Columbia, SC 29208.

Awards, from page 1

Distinguished Career Award for the Practice of Sociology: This annual award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more speciality areas in sociology and, by so doing, has elevated the professional status or public image of the field as a whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent not less than a decade of full-time work involving research, administrative or operational responsibilities as a member of or consultant to private or public organizations, agencies or associations, or as a solo practitioner. Nominations may be sent to: Katrina Johnson, 3508 Frederick Place, Kensington, MD 20895. The deadline is April 30, 1990.

Dissertation Award: Inaugurated in 1989, this annual award is given in recognition of unusually good work without regard to speciality area. Nominations must be received from the student's advisor or the scholar most familiar with the student's research and should explain the precise nature of the work and why the result merits the Award. Dissertations defended since January 1, 1989, will be eligible. Send nominations (with two readable copies of the dissertation) by February 15 to: Alan Sica, Department of Sociology, University of California, Riverside, CA 92521.

Tradition Awards

DuBois-Johnson-Frazier Award: This biennial award was created in 1971 to honor the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson and E. Franklin Frazier. An award will be given either to a sociologist for a life time of research, teaching and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. A nomination statement should indicate career or achievements, teaching, publications, and the way in which these are consistent with the traditions of these outstanding Afro-American scholars and educators. Send nominations for the 1992 award by March 31, 1991 to: Cheryl Townsend Gilkes, Department of Sociology, Colby College, Waterville, ME 04901.

Jessie Bernard Award: The Jessie Bernard Award is given in odd-numbered years in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, in theory, or in methodology. It may be for an exceptional single work, several pieces of work, or significant cumulative work done throughout a professional career. The award is open to work by women or men and is not restricted to works by sociologists. The work need not have been published recently; however, it must have been published by the date of nomination. Nominations for the Jessie Bernard Award may be submitted only by members of the ASA. Nominations for the book award should include a one-to-two page statement explaining the importance of the work. Nominations for the life works award should include a letter of nomination, two copies of the vitae of the nominee, and examples of relevant scholarship or other materials. Nominations should be sent to: Joan W. Moore, Department of Sociology, University of Wisconsin, Milwaukee, WI 53201. Deadline for the 1991 award is March 1, 1990. □

Clyda Rent New MUW President

by Carla B. Howery

Clyda Stokes Rent is the 12th president, and first woman president, of Mississippi University for Women. She also is a sociologist. From the opening fanfare of trumpets to the closing anthem by the inaugural chorus, the October 14 inauguration was a day of celebration for Rent and women in general. In her address to an overflow crowd, Dr. Rent praised those great daughters of MUW who have played important parts in the institution's 105-year history.

"Through the University's history, it is as if the voices of some of the world's greatest women 'whispered' their wisdom to the historical institution and their wisdom has been 'judiciously heeded.'" But Rent added that on the MUW campus, like so many, the words carved in stone are those of great men—not women. So, she added, it was only fitting that a new inscription outside the administration building reads: "For all serious daring starts from within."

Those are the words of Eudora Welty, the Pulitzer Prize winning MUW alumna, who was honored with the establishment of a visiting professorship in her name.

Journalist Judy Woodruff gave the keynote speech, challenging both men and women to change the stereotypical views that hold women as primary nurturers while pushing them into the competitive world of business. As a friend of Dr. Rent, Woodruff says she knows the new president is "no shrinking violet. She is a burr under the saddle and that is a cause to celebrate." Rent joins the rare club; women are 10 percent of the presidents of four year colleges and universities in the United States. But among the 94 U.S. wom-



Clyda Stokes Rent

en's colleges, 74 are headed by women.

One month after coming to MUW, Rent established an action plan to re-emphasize the education of women. The plan includes: (1) heightening awareness of stereotyping and its effects; (2) providing male and female role models who believe in the worth and dignity of both sexes; (3) providing experimental and leadership opportunities for women.

Rent came to MUW from Queens College in Charlotte, NC, where she had been for 17 years, after completing undergraduate and graduate degrees from Florida State. Her husband, George Rent, also a sociologist, was department head at University of North Carolina-Charlotte. He is now the assistant to the dean of the Graduate School and a member of the Sociology Department at Mississippi State University. He commutes from Columbus, MS, to the MSU campus in Starkville.

(Material drawn from the *Commercial Dispatch*, October 15, 1989) □

Scholarly Exchanges Between Hungary and the U.S.

by Anthony Obershall, University of North Carolina-Chapel Hill

During his recent visit in Hungary, President Bush unveiled on July 12, 1989, a services of new U.S.-Hungary exchange programs, to include labor leaders, legislators, professors, students, English teachers and legal experts. These new proposals and the existing exchanges were further reviewed and discussed with Hungarian officials at a November meeting in Washington, DC. In this brief note, I'd like to share with sociologists, and not only specialists on Eastern Europe, some thoughts about how to make use of existing and new opportunities for scholarly exchanges with Hungary.

During a week's visit in Hungary this past June, I discussed this topic with some Hungarian sociologists and a U.S. Embassy official in charge of scientific and cultural exchanges. I am also currently serving on the discipline Advisory Committee for Fulbright Scholar Awards in Sociology at the Council for International Exchange of Scholars (CIES) in Washington, DC, which administers the Fulbright Senior Scholar Exchange Program for USA. One of the tasks of the committee is to make these exchanges productive and attractive for both parties. With respect to Hungary, there are two aspects to be covered: (1) Since informed opinion is viewed as especially important, what issues U.S. sociologists might have an opportunity to study in Hungary as a result of recent political and economic changes?; and (2) How can U.S. participation be organized and financed?

(1) Hungary is in the grip of momentous political and economic reforms. In politics, the communist party-state is being dismantled and democratic institutions are being introduced in politics and the news media, of course, but also in the workplace, in social services, in education, in the justice system, in local government. In the economy, privatization, joint ventures with foreign firms, reduced subsidies for state enterprises, the gradual introduction of market forces in wage and price determination, changes in management, in labor policy, in agriculture policy, and much else are transforming economic institutions. In social policy and social services, voluntary associations, non-profit foundations, religious organizations, etc., are gaining the right to organize and to operate.

These political, economic, and social reforms pose many concrete and practical questions of public policy and implementation, about how to create new institutions and reshape existing ones, and how distributive justice issues and social problems should be handled in a changing society. How does one democratize the work place by providing employees more rights and making managers and administrators more accountable? How can the police and the justice system be made more accountable to the citizens? How should a democratic civic culture be taught in schools and otherwise nurtured? What functions should local government and non-state associations be responsible for in democracy? How to increase professionalism and professional autonomy in law, social work, education, management? How to deal with unemployment, labor mobility, and retraining workers in inefficient state industries? What impact do the reforms have on the welfare state and various social problems like poverty among pensioners and the aged?

These and many related issues demand attention, thought, and action. Hungarian intellectuals, politicians, and arbiters of public opinion are debating them. Hungar-

ian sociologists are not only institution building. There is a sense of intellectual ferment, of optimism about the future, and of a great deal to be accomplished in a short time.

The best source of up-to-date information in English about on-going sociological research on these and other topics in the *Almanac of the Institute of Sociology* (163 pages, 1988), published by the Hungarian Academy of Sciences, which can be obtained by writing: MTA Szociologiai Kutató Intézet, Uri U. 49, H-1250 Budapest 1.

According to its associate director, Dr. Tamas Gyekickzky, the institute has an active research program in industrial sociology, sociology of work, and economic organization; in political sociology and public policy; in the sociology of law; and in the sociology of culture, life-styles, and minorities. The institute is the ideal institutional base for U.S. sociologists who wish to research these topics and collaborate with Hungarian researchers.

An example of institution building is centered at Eotvos Lorand University, under the direction of Dr. Zsuzsa Ferge,

where degree programs in social work and in social and public policy have been introduced, at the BA and MA level, and plans are afoot to do the same at some provincial universities. U.S. development, and field work training for social workers, probation officers, health and social policy professionals can make a contribution to the professionalization of welfare state services delivery in Hungary. Information can be obtained by writing to Institute of Sociology of Eotvos Lorand University, Department of Social Policy, Kun Bela Ter 2, 1083 Budapest VIII, Hungary.

For those who might best contribute to intellectual exchanges through courses, public lectures, and seminars at a Hungarian University within the framework of American studies and sociology, some topics are likely to elicit a great deal of interest. According to Robert McCarthy, the officer at the U.S. Embassy responsible for cultural and education programs, among these topics are political sociology, the sociology of law, the sociology of science, and the sociology of religion (the role of religion and religious institutions in a rapidly changing socialist society).

As far as organization and financing such exchanges is concerned, both CIES (which manages the Fulbright program jointly with USIA) and the Ministry of Education and the Hungarian Academy of Science which accept Fulbright nominations in consultation with U.S. Embassy officials, are open to flexible arrangements enabling U.S. scholars to spend three to six months in Hungary, when that is appropriate, in addition to the more usual three to ten months framework for the Fulbright program. The best source of information on organization, finance and up-to-date developments on Fulbright programs in Eastern Europe and the USSR is Georgene Lovecky, Executive Associate at CIES, 3400 International Drive NW, Suite M-500, Washington, DC 20008-3097; (202) 686-6251. One hopes that senior sociologists and those with a particular expertise who are not East European specialists and who may have busy professional schedules, spouses in careers, adolescents in schools, to mention but the most obvious obstacles, can thus be easier accommodated, and will consider participating in U.S.-Hungarian scholarly exchanges. □

Agenda Proposed for Arctic Social Sciences

The Committee on Arctic Social Sciences, an offshoot of the National Research Council's Polar Research Board, has released a multidisciplinary blueprint for federally supported social and behavioral science research in Arctic areas. The report, *Arctic Social Science: An Agenda for Action*, recommends that the National Science Foundation (NSF) be given official recognition as the lead agency in coordinating such Arctic research. At a meeting convened for the report's release, Committee Chairman Oran Young said the National Science Foundation is "clearly" the appropriate agency to play this role. The report further recommended that the National Science Foundation hire a social scientist experienced in Arctic research to manage the overall effort.

The report is divided into two principal sections; the first covers program initiatives while the second examines organizational issues. The report does not address the financing of its recommendations, though it notes that even without budgetary increases for Arctic research, improvements in the current research structure can be made. (Young did note that the National Science Foundation would need resources to hire the proposed program manager.) One Polar Research Board staff member noted that Agenda for Action will be used at least in part as a guide in the first biennial revision of the U.S. Arctic Research Plan, due in July.

Young noted the difficulty his committee faced in pulling together a comprehensive plan for studying the human components of Arctic regions. After conferring with experts in the social and behavioral science disciplines, Young said committee members had an "impossibly large" number of themes and ideas with which to work. In an effort to "prioritize," several criteria were set, including the recommendation that proposed initiatives should transcend traditional disciplinary boundaries and link social and natural scientists.

The report outlines the three major themes under which program initiatives would fall. They are: human-environment relationships; community viability; and rapid social change. The report offers the background and justification for each of these themes, as well as representative types of questions and issues to be incor-

porated into applied and basic research; research in the context of opportunities for international cooperation is also explored. The report notes that the types of research questions cited to illustrate program opportunities are not intended to be exhaustive or exclusive.

Suggested program initiatives are quite varied. They include studies on methods of resource allocation; the impact of global warming trends on Arctic populations; Arctic family and education research; motivation and psychosocial adjustments of the Northern work force; obstacles to community survival; and social stress, alcoholism, and mental health in the Arctic environment.

Beyond its call for the National Science Foundation to serve as the lead federal agency in Arctic social and behavioral science research, the report recommends strong interagency coordination. According to the report, involvement could span

a wide range of agencies, from the Department of Defense and the National Institute of Mental Health to the Department of Transportation and the U.S. Fish and Wildlife Service. "Interagency coordination could produce significant advances in our understanding of Arctic phenomena," the report claims, "even in the absence of increased funding for social science research in and on the Arctic." To achieve this coordination, the report recommended the creation of a task force under the auspices of the Interagency Arctic Research Policy Committee. The task force would consist of social scientists from federal agencies with Arctic responsibilities or interests.

Copies of *Agenda for Action* are available at no charge from the Polar Research Board, 2101 Constitution Avenue, NW, Washington, DC 20418.

Reprinted from *COSSA Washington Update* □

Eastern European Cities in Comparative Perspective

An international panel of scholars gathered at the University of Texas at Austin to discuss the political-economic and sociological aspects of the Eastern European models of urban development. The meeting was sponsored by The Center for Soviet and East European Studies, the Department of Sociology and the Lyndon B. Johnson School of Public Affairs. The organizers were Joe Feagin and Jozsef Hegedus.

There is dual controversy regarding the Eastern European model of urbanization: in the first place, this model is contrasted with the Western (capitalist) one; in the second, the differential course of urbanization within the Eastern European economies and societies is discussed. The debate on urban social problems, of which housing is the most pertinent and acute one, is instrumental in highlighting the first controversy. Likewise, a discourse on the impact of the State and Market on the general shape the urbanization takes is relevant to the second controversy.

The workshop was divided into two sessions, one dealing with housing problems (J. Hegedus—Institute of Sociology, Hungarian Academy of Science, H. Morton—City University New York), the other with urbanization (B. Misztal—University of Indianapolis at Fort Wayne, A. Helgenson—University of Texas, Austin). The former focused on housing questions during the period of modernization of East European economies, and latter on the urban problems of economic decline of the 1980s. Both sessions were commented upon and discussed by scholars (J. Feagin—University of Texas, Austin, M. Gottdiener—University of California, Riverside, L. Rhoads—University of Texas, Austin, B. Roberts—University of Texas, Austin, N. Rimachevskaya—Institute for Socio-economic Studies of Population, Academy of Sciences USSR, R. Wilson—University of Texas, Austin) pointing to the social consequences arising in other social and political context (i.e., U.S. and Latin America). □

The Development of Sociology in New Zealand

by Paul Spooney, President of the Sociological Association of Aotearo and immediate Past Vice-President of the Sociological Association of Australia and New Zealand

New Zealand provides one of the outposts of the sociological enterprise. The numbers involved as both teachers and researchers is small by world standards and research achievements are modest. But it is an active community and is beginning to develop a new confidence as it grows and explores its options in the South Pacific.

Symptomatic of this maturation process is the recent decision to split from the Australians. From the early 1970's, the principle sociological organization had been the Australian and New Zealand Sociological Association (SAANZ) which has been responsible for an annual conference and the publication of the *Australian and New Zealand Journal of Sociology* (circulation approximately 1200), among other things. New Zealand was represented by right on the executive and the editorial board, with two positions on both. It was a productive association and SAANZ has played a role in nurturing sociology in New Zealand. However, the two countries are quite different despite what outsiders might think, and the contrast tended to produce rather important differences in focus.

New Zealand is a small country (population 3.25 million) with a long tradition of liberalism on matters such as welfare and political rights. In contrast to Australia where the migrant population has come from a wide range of origin societies, New Zealand has drawn the bulk of its migrants from Britain, and more recently, the Pacific Islands (e.g. Western Samoa, Tonga, Cook Islands, Fiji, etc). There is also a significant and politically active indigenous population, the Maori, who currently constitute about 14 percent of New Zealand's population. New Zealand sociology has reflected these interests in welfare and political rights, and especially the rights of the Maori as first contained in the Treaty of Waitangi signed in 1840 between the British Crown and the Maori. These were not issues shared with the Australians and because of this, and a concern at the dominance of Australian interests in SAANZ, moves were made from 1986 to develop an independent sociological organization in New Zealand.

New Zealand had always had its own executive as a legally constituted sub-branch of SAANZ and during 1987, the executive was charged with exploring the possibility of severing ties with the Australians. At the 1987 New Zealand Sociological Conference, the matter was put to the vote and the overwhelming opinion was in favour of breaking away. The vote was supervised by Dr. Ed Kick (University of Utah). An interim executive followed, and in August 1988, a new constitution came into being at the annual sociology conference, and the Sociological Association of Aotearoa (New Zealand), referred to as SAA, was born. In December of the same year, the Australians discussed and voted on the same issue (ironically at a general meeting presided over by a New Zealander). They then formed the Australian Sociological Association (TASA).

By ASA standards, SAA is small. There are currently 89 members. The core of the membership involves those who teach sociology within New Zealand's universities. But SAA, and its predecessor, has always had a significant non-academic section. More than half of SAA's membership are employed in non-academic jobs which is quite unlike TASA where the equivalent proportion is much smaller,

again with important differences in focus for Australian versus New Zealand sociologists.

Sociology could be said to have begun in New Zealand with the establishment of the Bureau of Social Science Research in 1936. (It might have begun much earlier if Herbert Spencer had actually followed up with his ambition of migrating to New Zealand last century). But this was a short-lived unit and it really wasn't until the teaching of sociology in universities began in the late 1960's that sociology was truly established. The first department was at Victoria University of Wellington under Professor Jim Robb. Now there are five departments (the universities of Otago and Lincoln do not have departments but do employ sociologists) with almost 60 full-time staff and about the same number of part-time and junior staff. There are sociologists employed in medical and other specialist schools and a growing number in non-university tertiary education to service applied courses such as nursing.

Teaching has always been given a great deal of emphasis in the New Zealand context. As an indication of what is involved in teaching sociology in New Zealand, Massey University provides an example although not necessarily a typical one. The university currently has 7000 students enrolled as full-time on-campus students and another 17,000 enrolled as off-campus or extramural students. The Department of Sociology has 13 full-time staff (one professor who is also Assistant Vice Chancellor, four female staff) and teaches 21 undergraduate courses. There are two first year courses. "Introductory Sociology" attracts about 800 students, both internal and extramural, while "New Zealand Society" has about 500. The students are then required to undertake core theory and research papers (two at both second and third year levels) to complete a major along with three other sociology papers. Twenty-one papers required for a bachelor's degree. There are a small number of graduate students with about a dozen registered for postgraduate degrees.

The dominant paradigms in the teaching of sociology taught are heavily British and American in origin. As the various departments were being established in the 1970s, their staff were recruited from the U.S. and Britain and these sociologists helped play an important role in the growth of sociology in New Zealand. The second group were New Zealanders who had trained in Europe or North America. By the late 1970s, more New Zealanders were being appointed, and during the 1980s, the inclination has been to appoint New Zealanders who have been trained locally. This has been associated with moves to consciously adapt European and North American theory to local requirements, and journals such as *New Zealand Sociology* and *Sites* are important vehicles for these attempts at theoretical indigenisation. We are still influenced by sociology from elsewhere (and always will be), although the major points of personal contact with U.S. sociology come via sabbatical leave in the U.S. or the regular and appreciated arrival of American Fulbright scholars.

Research has developed rather more slowly. The conditions of appointment for university staff are quite generous and every seventh year is a non-teaching year on full-play, plus travel monies. It was this sabbatical which provided the best opportunity for research although, until recently, staff were required to travel overseas for the year. Since the 1970s, a number of developments have helped the development of research. Firstly, the

growing sociology departments were providing suitably qualified students who were going on to do postgraduate or contract research. Secondly, many government departments established social research units and in the 1980s, local authorities have also employed sociology graduates. Both national and local government employ significant numbers of sociologists and require research which has a direct policy application. Thirdly, there were new sources of funding. The Social Science Research Fund Committee was set up in 1979 and is currently responsible for dispensing approximately \$NZ400,000 per year. Other wealthier funding agencies, such as the Medical Research Council, have tended to fund more and more social scientific research during the 1980s.

The recent development of a research tradition has meant that there are some issues that need addressing by SSA. One of the most urgent is a code of ethics as a way of protecting the interests of sociological researchers and the reputation of sociology. SAA is moving to develop and adopt a code at the moment and has looked closely at the ASA code. Another major gap is the lack of long-term funding which allows basic and extensive research to be done. The teaching commitments of university staff and the policy-specific environment of government researchers has meant that more sustained projects have not been possible. Instead, some of the most impressive and important research has been done as thesis work at a graduate level. By U.S. standards, a Mas-

ters thesis in New Zealand is a weighty document of around 100,000 words in length. PhD programs only require that a thesis be submitted (hence even more substantial tomes) which is then examined by two qualified sociologists from the host university, another New Zealand based sociologist and one from overseas. The 12 to 15 MA sociology theses, and a smaller number of PhD theses, which are completed each year are an important element in local research.

It is difficult to characterize the major interests of the local research agenda, although gender and sexism, along with racism and ethnicity, are important themes. Given the recency of New Zealand's settlement/frontier history with its male dominance, research on gender has often explored the separate politics and culture of male and female. In terms of racism and ethnicity, the over-riding issue has been the unequal relationship between Maori and Pakeha (New Zealand European) and to a lesser extent, between Pacific Island migrant and Pakeha. More recently, the radical experiments of the 1984 Labour government and the move away from welfarism have encouraged sociologists to look at what has produced New Right libertarian economic policies alongside liberal political policies such as making New Zealand a nuclear-free zone. The nature of recent changes have certainly encouraged an interest in sociological teaching and research and confirmed the need for a New Zealand-focussed sociology, and hence a local sociological association. □

Sociologists Study Food and Society

Nearly 80 persons attended the Third Annual Meeting of the Association for the Study of Food and Society (ASFS) in College Station, Texas, from June 3-5, 1989. This year's meeting included 40 papers in 19 sessions, dealing with issues ranging to the causes of world hunger, the myth of food scarcity, the eating habits of college students, and the causes and consequences of solitary eating. Sidney Mintz delivered the keynote address entitled "Choosing Freely: Our Ancient Natures in a Modern World." Several panel discussions were also held. One was organized around recent changes in knowledge of the biological make-up of beef and its consequences for human health. The second dealt with an assessment of the green revolution. The discussion was led by Norman Borlaug, whose work in improving wheat varieties earned him a Nobel Prize.

The meeting also featured workshops concerning research design on nutritional epidemiology and anthropometric measurement methods and slide presentations of the Root Festival of the Warm Springs, Oregon Indians and the Chocolate Festival of Grand Rapids, Michigan.

ASFS was established four years ago by Bill Whit, Department of Sociology, Aquinas College and Yvonne Vissing, Department of Sociology, Ferris College. Their concerns initially centered on world hunger. These led to the formation of an organization made up of sociologists, nutritionists, dieticians, anthropologists, food scientists, and political scientists whose interests reflect the diversity of the organization. These include applied concerns for ameliorating such problems as malnutrition and hunger to integrating food in terms of its material and cultural manifestations into sociological theory. The group publishes a biannual newsletter, currently put together by Bill Whit. Efforts to publish a journal are also

underway.

The next meeting will be held in Philadelphia, PA, from June 1-3, 1990. Jeff Sobal, Department of International Nutrition at Cornell University, Ithaca, NY, will serve as Program Chair with Ellen Harris, Department of Nutrition and Food Sciences, Drexel University, Philadelphia, PA, in charge of local arrangements. Inquiries as well as abstracts/completed papers should be referred to Dr. Sobal (address above) as soon as possible.

Elections of new officers were also held naming William Alex McIntosh, Department of Sociology and Rural Sociology at Texas A&M University as President; Jeff Sobal as Vice President; Cruz Torres, Department of Sociology, Texas A&M University as Treasurer; and Sondra King, Department of Human and Family Resources, Northern Illinois University as Secretary. □

Good Ideas

■ Starting in the fall of 1990, students entering the University of Connecticut will be required to enroll in a course titled "Race, Gender, and Cultural Diversity in American Society." Myra Marx Ferree spearheaded a campaign to make the course part of the general curriculum as a way to redress discrimination. "While other colleges have instituted courses focusing on racism, none have combined this with gender and homophobia, which this course does," says Ferree.

For more information, contact: Myra Marx Ferree, Department of Sociology, University of Connecticut, Storrs, CT 06268. □

Open Forum

How Was Plagiarism Overlooked?

The February 1989 *Footnotes* (page 2) discusses the Foon plagiarism case. As you report, the Publications Committee of the ASA has decided that Foon plagiarized from a 1970 *ASR* article by Thomas P. Wilson. Her article was published in *Social Psychology Quarterly* (Volume 50, Number 1). I have had a chance to read both papers closely and it is obvious that Foon did indeed plagiarize from Wilson.

What is interesting and important about this, it seems to me, is that it *happened at all*. Obviously, neither reviewers nor editors of *Social Psychology Quarterly* caught the plagiarism. And Wilson's *ASR* article is an established part of the ethnomethodological canon. All this seems to give the lie to a cumulative notion of normal science according to which research contributes to a gradually evolving edifice of established academic work. Who on earth would have believed that it is possible to plagiarize from the *ASR* of all places and get away with it? And Wilson's original paper preceded Foon's by 17 years, not 1700 years; disciplinary memory seems short indeed.

Ben Agger, SUNY-Buffalo

Rejoinder on Foon Plagiarism Case

The ASA has received letters from Dr. F.L. Jones of the Department of Sociology at the Australian National University (ANU) and from Dr. R.G. Cushing, Dean of the Arts Faculty at ANU. They are referring to the February 1989 issue of *Footnotes* that carried a story of documented plagiarism by Ann Foon. They want to make it clear that Ann Foon was a doctoral student in psychology and was not associated with the sociology department in any way. She did publish the plagiarized material in a sociology journal.

Is ASA Committed to Sociological Practice?

It is too bad that the ASA's commitment to Sociological Practice is not reflected in the areas of interest to be included in the 1990 Biographical Directory of Members. A review of the list of Areas of Interest does include Applied Sociology/Evaluation Research, but does not list Sociological Practice or Clinical Sociology among the choices. The choices are in alphabetical order, but a glance at the numbers indicates some areas (ethnomethodology, sociology of emotions) are recent additions to the list. Adding Sociological Practice or Clinical Sociology to the list would hence be easy.

I suppose I could take comfort in the fact that 25 or 30 years ago, the only choice given was between "being an applied or a theoretical sociologist"; now the applied sociologists/evaluation researchers can specify that they have some theoretical interests as well. But those with theoretical interests who also consider themselves practitioners or clinicians still have no way to indicate this to their colleagues (or to ASA). Maybe next time?

David J. Kallen, Editor, *The Clinical Sociology Review*

(Editor's note: The 1990 membership forms include Sociological Practice as a specialty area.)

The Voting Rights of Student Members

This is an inquiry concerning the voting rights of students in the ASA. During the Annual Meeting in San Francisco, considerable ambiguity was conveyed concerning voting eligibility requirements. Some reported that voting rights depended on membership status. Another member contended that voting rights were contingent upon a Master's degree.

During the resolution section of the meeting we asked the ASA legal counsel for clarification and consulted the first Executive Officer for an opinion. It was informally ruled that students were not allowed to vote. Immediately following the meeting we approached the Past President of the ASA who indicated voting rights were dependent upon the amount paid at registration (due to ASA subsidies).

As dues paying members of the ASA, we seek clarification on voting qualifications. Are voting rights contingent upon paying full registration? Are students, emeriti, unemployed, and disabled members all disqualified from voting based on economics?

We believe all ASA members should be allowed to vote regardless of registration status. If registration status is a limiting factor, we believe that information regarding all voting restrictions should be clearly delineated on the registration form.

We appreciate your cooperation and attention to this matter.

Donald Davis, University of Tennessee (PhD Student); Melvin F. Hall, University of Notre Dame (PhD Student); Kari Lerum, Pacific Lutheran University; Mark Meyerson, San Francisco State University (letter also signed by 36 other students)

Editor's note: ASA membership categories and privileges are defined by the Bylaws, Article I, Section 1 through 8. This information is summarized on the back of each "Membership Renewal Notice" which reads, "There are four types of membership in the Association: voting Member, voting Emeritus member, non-voting Associate, and non-voting Student. Individuals in all membership categories have the right to attend and participate in the Annual Meeting. They are entitled to a subscription to the ASA newsletter *Footnotes* and to a choice of such other publications as Council may decide." Anyone "subscribing to the objectives of the Association" may choose to be a Member. The ASA subsidizes those in the Student and low-income Member categories, by offering reduced dues and reduced meeting registration fees. Student members may not vote in ASA elections nor at the business meeting. The bylaws are the basis for this policy, not registration fees, subsidies, or anything else. However, students may choose to be a full voting member of the ASA, regardless of their degree in sociology. They would pay the appropriate dues based on their income. Note, low income member dues and student dues are the same.

"Technology is too important to be left to the engineers . . ."

The article by Stephen A. Buff in September *Footnotes* ("Engineers Confer with Sociologists on Technological Change") fills a great void. Not only is there need for other professionals such as engineers and health practitioners to consult with sociologists about the interplay between

social processes and structure, on the one hand, and technological devices and practices, on the other. But there is also a need to report back to the professional sociological community on such consulting events and their subsequent results. I hope that Buff's article augurs a major new reporting direction for *Footnotes*.

But in such reporting one should not fall into the same conceptual traps as the actors being reported on. Thus Buff mentions, without even the briefest of parenthetical comments, the consensus among participating sociologists, it is the human and organizational questions connected with the implementation of technology, as distinct from its technological elements, that are problematic." This statement needs to be debated because, to recoin a phrase, technology is too important to be left to the engineers.

In many instances, the "technological elements" may themselves be problematic because they veil not easily recognized assumptions about human behavior and consensus on values. Moreover, some technological elements are based on inadequate understandings about how physical, biological and social systems work, especially at their interfaces. The following three examples will illustrate the point.

1. Many engineers claim that decisions about where to locate dams are purely technical. But the U.S. has sustained about a century of political fights on where dams are to be sited, attesting to the fact that a wide range of values held by diverse constituencies are affected by such "purely technical" decisions.

2. The traffic engineering decisions about the length of time "walk" signs should be on and placement of "free" right-hand turns do not accommodate the needs of persons who cannot cross streets quickly. This has shrunk the social space in which the elderly, the disabled and others move who do not want to risk crossing at what they perceive as dangerous intersections.

3. Much of the water pollution in this

country can be attributed to early twentieth century engineering beliefs, when engineers argued for cleaning up cities by dumping wastes into rivers (dilution is the solution to pollution). The objections of public health physicians that this practice would contaminate the water supplies of communities living further downstream were dismissed with another engineering solution—filtration and treatment of domestic water at the intake point!!

¹Petulla, Joseph M. 1989. *Environmental Protection in the United States: Industry, Agencies, Environmentalists*. San Francisco Study Center

Ruth Love, Portland, OR

Steve Buff Replies

I agree entirely with Ruth Love's substantive comments. Engineering is too important to be left to the engineers, and the same could be said for medicine, law, or, for that matter, any profession, including our own. (However, I stand by my report as an accurate portrayal of the two conferences where questioning of engineers' technical assumptions was rarely made.) Furthermore, I certainly had such a critique of engineers' assumptions in mind when I suggested that sociologists address the extent to which that revolution may prove to be either a monster or an empowering boon to society. In using the formal term "monster," I was referring to the process, as frightening as any science fiction, by which humans create a structure of relationships in which they lose control over their own labor, their products, and their relations to one another. Such loss of control is central to the concept of alienation. This is one possible framework, following Braverman¹, for a fundamental critique of the technological revolution that would certainly encompass the basic "technical" assumptions of engineers.

¹Harry Braverman, *Labor and Monopoly Capital*, New York: Monthly Review Press, 1974.

Stephen A. Buff, American Sociological Association □

Pre-Publication Discount Available on 1990 Biographical Directory of Members

The 1990 *Biographical Directory of Members* will be published in early March 1990. This special directory, last updated in 1982, contains name, address, degrees, position held and employer, electronic address (if provided), office phone, section membership, and areas of interest for each of the 13,000 members of the ASA. Regularly \$15, ASA members using the form below and ordering by February 28 can receive the directory for a pre-publication discount price of \$10 each. Also available for this special offer is the complete set of 1990 ASA reference materials, including the 1990 *Biographical Directory*, *Directory of Departments*, and *Guide to Graduate Departments*. Use the form below and mail to the ASA Executive Office by February 28 to take advantage of these special prices.

Name _____ ASA ID# _____
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Please send me the following materials at pre-publication discounts. I have enclosed a check payable to ASA.

- _____ copy/copies of the 1990 *Biographical Directory of Members* at \$10 each (regularly \$15)
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Offer valid to ASA members only. Prepaid orders must be received in the ASA Executive Office (1722 N Street NW, Washington, DC 20036) by February 28, 1990. Materials ordered will be mailed upon publication.

China's Long Hot Summer

Peter M. Nardi, Pitzer College

A 60-year old man, carrying his parakeet in a bamboo cage, struggles across the vast square and is shot dead by the soldiers. This is the first person killed in the bloody June 4 massacre in Tiananmen Square. Or so we are told by the local tour guide in Beijing as we hear the shocking news for the first time. The guide then describes to us the murder of a pregnant woman, a nine year old girl, and hundreds, maybe thousands, of students. Within hours of the killings mythologies already begin to unfold and the elevation of martyrs begins.

That imagery of a caged bird and an old man, however, has become a more appropriate symbol of what is happening in China today than the metaphors of rebirth and growth which were prevalent in the weeks leading up to the military action.

On May 28, I was surrounded by 50 or 60 excited young Chinese people at the "English Corner" section of Shanghai's largest park, Remin Park or the People's Park. Every Sunday, crowds of English-speaking Chinese gather at the Shanghai Library side of the park to practice their English. This day they had a lot to talk about. Exactly 40 years ago, on May 28, 1949, the People's Liberation Army arrived in Shanghai transforming control of the city from foreign hands to the new China. And now these young people were talking

about the prospects of democracy and freedom for a newer China.

Just 10 days earlier China and the world witnessed the largest demonstrations held anywhere. Students, who originally gathered in Beijing to mourn the death of Hu Yaobang, began to chant for democracy and freedom. Soon, however, the millions who rallied in Beijing and the hundreds of thousands who marched in Shanghai were calling for Li Peng to resign and, in essence, for all the old leaders to step down. A "China Spring" was happening.

People have often asked why these huge demonstrations seem to occur during the spring: Prague in 1968, Paris in 1968, and now China. Perhaps the answer really is as simple and cynical as the observation that it's more convenient to demonstrate during warmer weather. Perhaps, more likely, is an answer Joseph Campbell might argue, that spring is traditionally a time for rebirth and renewal: planting the seeds for later harvest.

Such was clearly the imagery when talking with Shanghai people that particular Sunday in May. While their dreams may have been for immediate results, their realism about social change led them to see the recent demonstrations as a planting for later fruition. The sense of rising expectations—typically the conditions under which revolutions are more likely to occur—came through loud and clear as

Sociologist Returns from China

Sociology Professor Nancy Tuma, who returned June 9 from a four-week visit to China, said the democracy-seeking professors and students she talked to want a "kinder, gentler socialist system" that would provide for the rule of law and freedom of expression.

"They want to shift their system, not establish a system just like we in the U.S. have," she said.

Tuma, who stressed that she is not an expert on China, shared her impressions at an informal meeting with about 20 colleagues and students at Stanford University. She had been in China lecturing at universities in Beijing and Shanghai.

She paid her first visit to Tiananmen Square May 15, the day Soviet leader Mikhail Gorbachev arrived in Beijing. For several hours she watched the demonstration, which involved, she estimated, between 300,000 and 500,000 people.

"It was very different from what I expected a demonstration to be," she said. "The students were very serious but at the same time relaxed. There was no hostility. I've seen much more hostility at some demonstrations here."

At times, the atmosphere reminded her of that at a high school graduation in the United States. Students, many in their best clothes, took turns photographing one another, clearly intending to have a memento of the historic occasion.

She went again to Tiananmen Square on May 18 and witnessed a demonstration of about a million people, which, she said, was "a moving experience."

What did the demonstrating students want? Tuma said one man, a university faculty member, summarized it for her this way: "We have a constitution and laws, but the government controls the constitution and laws, the party controls the government, the ruler controls the party, and the ruler is controlled by his feelings."

"We want a situation like your country where the leader and everyone else is subservient to the constitution and the laws."

Students told Tuma they want a meritocracy, in which they would be rewarded for hard work and ability, rather than the present "back door" system, which depends on a large extent on knowing the right people.

Students also talked about eliminating corruption in the system. Tuma had a personal encounter with their zeal on the subject when she and her party were stranded at the airport with no way to get to their hotel in Shanghai. They finally were able to arrange a ride on a motorized vehicle owned and operated by a handicapped person. (The vehicle had an attachment for carrying packages and it was here that Tuma rode.)

En route to the hotel, they came to a large blockade formed by buses and were surrounded by a crowd of students.

The students were clearly angry, said Tuma, although not at her. In fact, one student made a point of assuring her that she was in no danger. She found out later that the students were accusing the owner of the vehicle of charging too much money and profiteering from the situation.

She had paid the equivalent of \$20 for the ride, which in China is an assistant professor's salary for one month.

It was an example of how the system allows entrepreneurs engaged in the private market to make large sums of money, while those on fixed salaries are hit hard by rampant inflation.

While seeking to remedy such ills, protesting students stressed how much they love their country, displaying a patriotism that Tuma found quite sincere.

The protesters she talked to had studied the techniques of non-violent protest and were familiar with Gandhi and Martin Luther King.

"I don't think they ever considered that indiscriminate killing by the army was a possibility."

Reprinted from *Stanford Observer* (Mary Ann Seawell) □

I stood for two hours among the Shanghai people, eager not only to practice their English, but also eager for information.

My arrival in the park was immediately acknowledged as the English speakers quickly formed a huddle around me, four-deep and anxious to talk. Clearly and in often good English, the mostly young people competed to ask me questions, first about my opinions of the mass demonstrations, then about the economics of capitalism and the politics of democracy. Despite some attempts by me to change the topic to other social issues, as new faces entered to the growing circle, the questions continued in the same vein. What they asked and how they phrased them concisely points out their central concerns.

Is it true that the U.S. government doesn't own any farms or factories? Can someone appear on TV, criticize the government, and not get arrested? Are local leaders, like mayors, appointed by the central government? Can you choose where to live and work you do? Did Americans support the demonstrations? What do you think will happen to China and its leaders? Are demonstrations an effective way to change society? How do you remove leaders from office if you don't approve of what they do?

These Shanghai young people devoured any and all information about American politics and economics. My 15 minutes of fame at the center of attention quickly became two hours as we discussed these issues. They showed a remarkable familiarity with the American system, even correcting me at one point on the eligibility requirements to run for a Congressional seat. Much of their news comes from the Voice of America and the BBC, they said. I wondered how many young Americans would say they regularly listened to the news or would have been able to discuss similar questions about their own country with as much depth as these Chinese people were doing.

Although I felt as if I were the defender of the American system, my answers were not simplistic patriotism about democracy and capitalism. I tempered by remarks by pointing out some of the criticisms: power in our society typ-

ically resides in the hands of rich white males. As I pointed out some of the flaws of our economic apartheid, we collectively agreed that all systems have flaws and that corruption often goes with power regardless of the model. We concluded that the issue becomes, not what economic and political models will eliminate corruption and inequality, but under what flawed system can people attain the most freedoms and have the most effective voices in determining their own lives. What they wanted was some new system which combined the best aspects of capitalism and the strengths of socialism.

These discussions, on a late spring afternoon in Shanghai, generated ideas and topics which might one day come to bloom in China. Their passion and fervor for change are indescribable; it can only be experienced by standing in the middle of a crowd, completely surrounded on all sides, and listening to their voices cry out in unison. On that Sunday, the 40th anniversary of liberation from foreign control, these young people spoke about a newer liberation. They were sure that, although the old, conservative leadership was maintaining its hegemony, China couldn't possibly go backwards any longer. The Chinese people said they were witnessing the future: joint ventures with Western values and styles appear throughout the country; Hong Kong's economic system and lifestyles are familiar to the mainland Chinese as they discuss the impact of the 1997 return; and television, rapidly diffusing throughout the country, brings them ever closer to the global village for relative comparisons. It is in this next context, they said, that their calls for democracy and freedom evolved.

But this was one week to the day before the massacre in Tiananmen Square. As our tour bus drove to the hotel, past smoldering trucks and convoys of soldiers with guns, I reflected on my conversations with the people in the park. The seeds planted by student unrest and dissatisfaction did not bring an early harvest of change, only a harvest of shame. The springtime rebirth imagery of birds, often a symbol of freedom, welcoming the new season with their calls, has been replaced—this time with a caged bird surrounded by bloodstains. □

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Fiske on Departments of Sociology

by Richard A. Wright, Kansas State University

What does the College of Idaho have in common with the University of Chicago, the University of North Carolina at Chapel Hill, and Ripon College in Wisconsin? In the latest editions of the influential Fiske guides to American colleges and universities (see Fiske 1988; Fiske and Michalak 1987), all have sociology departments rated as "strong." In this paper I: (1) briefly review and critique the methods Fiske used to gather his data; (2) compare Fiske's evaluations of sociology programs to other departments in the social sciences; and (3) list the sociology departments evaluated by Fiske as "strong" and "weak."

Since first appearing in 1982, the Fiske guides have become the *creme de la creme* among books written to assist prospective students in selecting the "right" undergraduate college/university to attend. Part of the prestige of his guides rests on Edward Fiske's prominence as the Education Editor of the *New York Times*, Fiske (1988, page xix) himself flatly states that his *Guide to Colleges* is a perennial "best-seller" that "is generally recognized as the definitive college guide of its type." Unlike comprehensive guides which provide basic descriptive information (e.g., overviews of degree programs, campus organizations, athletic programs, and admission requirements) for a majority of the 2,000+ four-year colleges and universities in the United States (see for example Kaye 1987; The College Entrance Examination Board 1988; The College Research Group of Concord 1988), the Fiske guides purport to offer an "insider's view" of the "best and most interesting institutions in the nation" (Fiske 1988, page xix) or those institutions which "represent the best combinations of academic quality and [modest] cost" (Fiske and Michalak 1987, page 3). Also unlike the one competing "insider's guide to colleges" (see The Staff of the *Yale Daily News* 1988) the Fiske guides "always discuss the departments that are particularly strong or weak" for each cited institution (Fiske 1988, page xxi).

The two most recent Fiske guides together profile 393 American undergraduate colleges and universities in individual essays ranging in length from 1,000 to 2,500 words. The data for each essay are compiled by distributing open-ended questionnaires to college administrators, and then asking administrators to distribute an additional set of questionnaires "to a cross section of students" (Fiske 1988, page xxi). The essays on which responses are based cover a wide variety of topics, including everything from the social life of the campus and local community to the quality of dormitory housing and cafeteria food. Each essay also contains one or more long paragraphs summarizing administration and student evaluations of academic programs.

The reliability and validity of Fiske's

measures of departmental quality can be challenged on three grounds: (1) university students; (2) the criteria used to evaluate departments—e.g., faculty teaching ability, reputation for scholarly accomplishments, and so forth—are not made explicit; and (3) the one group of "insiders" perhaps best able to evaluate departments—the faculty—are not surveyed. Nonetheless, Fiske usually reports his findings without qualifications, often in a terse, no-holds-barred fashion. Positively evaluated departments are characterized as "strong," "notable," "formidable," "real stars," "first rate," or "standout" while negatively evaluated departments are labeled "weak," "deficient," "lackluster," "second fiddle," "so-so," "disappointing," and even "the runts of the litter." These blunt evaluations would be of little concern to sociologists if it weren't for the fact that when Fiske mentions sociology departments, he fairly consistently evaluates them as weak.

The remainder of this paper briefly summarizes the findings of a content analysis of each institutional essay in the two most recent Fiske guides (Fiske 1988; Fiske and Michalak 1987). The academic profile portions of the essays were examined closely to determine: (1) the percentage of strong and weak departmental evaluations for various social science disciplines; and (2) those sociology departments which Fiske specifically labels as strong and weak. I primarily compared Fiske's evaluations for six social science disciplines—anthropology, economics, history, political science-government, psychology, and sociology. Five other social science disciplines mentioned by Fiske—black-ethnic studies, criminal justice, gerontology, social work, and women's studies—were largely deleted from the analysis because each is evaluated fewer than ten times for all 393 institutions. In addition, general assessments of entire schools in larger universities (e.g., the characterization of Arts and Sciences as strong but Engineering and Applied Sciences as weak) were omitted from consideration because school-wide assessments do not reflect directly on specific departments.

Table 1 compares the percent and number of strong or weak evaluations for departments in the social sciences. As the data indicate, Fiske is especially generous in praising history departments, but economics, political science-government, and psychology departments also garner mostly favorable reviews. In contrast, a slight majority of evaluated anthropology departments are judged weak, while over two-thirds of the assessed sociology departments received thumbs-down. Indeed, 32.4% (or 47) of all negative evaluations of social science departments involve sociology programs, but only 4.4% (or 22) of all positive evaluations mention sociology. Table 1 also shows that among the social sciences, Fisk is most likely to evalu-

ate history programs and least likely to mention anthropology and sociology. Given the opprobrium that he often directs toward evaluated sociology departments, Fiske's silence on most of these programs should be considered good news.

One hundred and thirty-eight times in his profiles, Fiske chooses only one social science department in an institution to characterize as strong or weak. These "limelight" evaluations assume added importance, because each focuses the reader's attention on one particular department. As Table 2 shows, Fiske generally praises the social science departments he places in the limelight, except in the case of sociology (where 90% of all limelighting involves denigration). According to Fisk, only two prestigious institutions in the United States—Fisk University in Tennessee and Gordon College in Massachusetts—have sociology departments which stand shoulders above all other programs in the social sciences.

Table 3 lists the 69 institutions judged by Fiske to have particularly strong or weak sociology departments. Considering the previously noted problems of reliabil-

ity and validity in Fiske's measures—along with the special animus which he seems to harbor for sociology programs—no stigma should be attached to the 47 departments rated as weak. Instead, because faculty in these departments almost certainly eventually will encounter administrators, colleagues from other departments, and prospective and current students who take Fiske's evaluations seriously, I offer Table 3 in the spirit of forewarning.

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TABLE 2: PERCENT (NUMBER) OF DEPARTMENTS "LIMELIGHTED" BY FISKE AS STRONG OR WEAK FOR VARIOUS SOCIAL SCIENCE DISCIPLINES (N=138)

Social Science Discipline	% (#) Departments Limelighted as Strong	% (#) Departments Limelighted as Weak	% (#) of Institutions Where Department is Limelighted
History	88.6 (31)	11.4 (4)	8.9 (35)
Economics	69.2 (9)	30.8 (4)	3.3 (13)
Political Science/Government	66.7 (6)	33.3 (3)	2.3 (9)
Others*	60.0 (18)	40.0 (12)	7.6 (30)
Psychology	52.2 (12)	47.8 (11)	5.6 (23)
Anthropology	50.0 (4)	50.0 (4)	2.0 (8)
Sociology	10.0 (2)	90.0 (18)	5.1 (20)
Totals	77.4 (497)	22.6 (145)	

*Includes black/ethnic studies, criminal justice, gerontology, social work, and women's studies.

TABLE 3: DEPARTMENTS OF SOCIOLOGY EVALUATED BY FISKE

Departments Rated as Strong	
Alma College, MI	Indiana University
University of Arizona	University of Michigan
University of California-Berkeley	New School for Social Research
University of Chicago	University of North Carolina-Chapel Hill
CUNY-Hunter College	University of Pennsylvania
CUNY-Queens College	Pitzer College, Claremont, CA
Columbia College, Columbia University	Ripon College, WI
Fisk University, TN	Southwestern University, TX
Gordon College, MA	SUNY-Albany
Hood College, MD	Swarthmore College, PA
College of Idaho	University of Wisconsin-Madison
Departments Rated as Weak	
Bard College, NY	Le Moyne College, NY
Bellarmine College, KY	Lewis and Clark College, OR
Boston College	Loyola College, MD
Brown University	Marietta College, OH
University of California-Santa Barbara	Millsaps College, MS
Canisius College, NY	Mount Holyoke College, MA
Colby College	Northeastern University, MA
Colorado College	Oberlin College, OH
Creighton University, NE	Oregon State University
Davidson College, NC	Pacific Lutheran University, WA
DePauw University, IN	Princeton University
Furman University, SC	University of Puget Sound, WA
George Mason University, VA	Reed College, OR
Georgetown University	College of Saint Catherine, MN
University of Georgia	St. Louis University
Goucher College, MD	University of Utah
Grove City College, PA	Vanderbilt University, TN
Hampden-Sydney College, VA	University of Vermont
Hendrix College, AR	Washington University, St. Louis
Hiram College, OH	Wesleyan University, CT
College of the Holy Cross, MA	Western Washington University
Lake Forest College, IL	Westminster College, MO
La Salle University, PA	University of Wyoming
Lawrence University, WI	

TABLE 1: PERCENT (NUMBER) OF DEPARTMENTS EVALUATED BY FISKE AS STRONG OR WEAK FOR VARIOUS SOCIAL SCIENCE DISCIPLINES (N=642)

Social Science Discipline	% (#) of Strong Evaluations	% (#) of Weak Evaluations	% (#) of Institutions Where Department is Evaluated
History	96.7 (146)	3.3 (5)	38.4 (151)
Economics	85.6 (89)	14.4 (15)	26.5 (104)
Political Science/Government	84.4 (114)	15.6 (21)	34.4 (135)
Others*	76.0 (19)	24.0 (6)	6.4 (25)
Psychology	74.8 (89)	25.2 (30)	30.3 (119)
Anthropology	46.2 (18)	53.8 (21)	9.9 (39)
Sociology	31.9 (22)	68.1 (47)	17.6 (69)
Totals	77.4 (497)	22.6 (145)	

*Includes black/ethnic studies, criminal justice, gerontology, social work, and women's studies.

Authors and Networks: Gender in Sociological Journal Articles

by Maren Lockwood Carden*, Long Island University, Brooklyn Center

This report evaluates changes in (1) the proportion of women who publish articles in the *ASR* and the *AJS* during the years between the early 1970s and the later 1980s, (2) the extent to which women are part of the colleague networks from whom journal authors solicit comments, and (3) the gender of authors who receive federal support.

Method

The basic data comes from volumes 76 and 77 of the *AJS* (1970-72) and volumes 35 and 36 of the *ASR* (1970-71) which are compared with volumes 91 and 92 of the *AJS* (1985-87) and volumes 50 and 51 of the *ASR* (1985-6). All of the major articles in each of the volumes were included with the exception of a few reflective rather than analytical presentations such as pre-

sidential addresses. First, each article was examined to determine the gender of the author or authors. Second, footnotes in which the author referred to people who had helped in preparation of the article were studied: when people were recognized for their critical comments, they were included as part of the author's consultation network; when people were thanked for providing data or research assistance, they were counted as being part of the colleague network.¹ Third, when the author(s) reported that the research was funded in part or whole by funds from the federal government, this fact was recorded.

Overview

The total number of major articles published in the two journals had changed little: there has been a slight decrease from 190 in 1970-72 to 174 in 1985-87 (Table 1). The average number of authors per article

had increased from 1.5 to 1.7 authors. Articles written by a single author were much more common in the past: in the early 70s, 62% of the articles were by single authors; the comparable figure for the later 1980s was 47%. The proportion of articles whose author(s) acknowledged the intellectual contribution of colleagues increased from 63.2% to 82.8% (Table 2). In 1970-72, the average number of colleagues mentioned was 3.5 and, in 1985-87, the average was 4.7. Finally, the proportion of articles in which federal support was acknowledged remained almost constant: 41.4% in 1970-72 compared with 40.5% in 1985-87 (Table 3).

To summarize: when compared with people who published papers in the earlier period, authors of the more recent articles were more likely to publish with someone else rather than to be sole authors; they were more likely to thank colleagues for help in preparation of the paper; they acknowledged more colleagues; and they are equally likely to report receiving federal support for their research.

Gender and Publication

When we compare the proportion of women authors for the 1970-72 and the 1985-87 periods, we find that their representation has changed from 10.7% to 17.9%. During the same period, the proportion of male authors has declined from 88% to 80%.² These figures can be compared with those for "available" female and male authors, that is, the proportion of women sociologists at each time (Table 4). Women have increased their representation in the ranks of sociology PhDs with a growth of 114%, from 21% in 1971 to 45%. Similarly, they are more likely to be on the faculty of sociology departments where they have increased their representation from 14% in 1971 to 24.5% in 1984, the most recent year for which figures are available, an increase of 71%. In graduate departments of sociology, they have increased their representation from 10% in 1971 to 20.5% in 1984, an increase of 105%.

During the early 1970s, therefore, when women represented 10.7% of the authors in the *ASR* and the *AJS*, they represented 15% of the ASA membership, 21% of the new PhDs, 14% of the sociology faculty, and 10% of the faculty of graduate departments of sociology. During the later 1980s, when women represented 17.9% of the *ASR* and *AJS* authors, they represented 35% of the ASA membership, 45% of the new PhDs, 24% of the sociology faculty, and 20.5% of the faculty of graduate departments of sociology. Thus, while there has been a substantial increase in the proportion of women authors in the *ASR* and *AJS* and a similar increase in the proportion of women sociology faculty members, there has been a far larger increase among new PhDs, ASA members, and in sociology graduate departments (Table 4).

Although single authorship has become less common, women were about as likely as in the past to be single authors in the latter period (Table 1). In the early 1970s, 5.3% of all authors were women publishing alone compared with 7.5% in the later 1980s. In contrast, male sole authorship declined sharply from 56.3% of all articles to 38.5%.

Networks and Gender

The proportion of male single and joint authors who consult *only* other males in preparing articles for publication has declined dramatically from 74.2% to 31.9% (Table 2). Fifty-five per cent of the more

recent articles included both males and females in the people acknowledged. Women's representation in the consultation networks increased from 6.5% to 20.2%. However, in these networks, as among article authors, women are significantly underrepresented when these figures are compared with their participation in academic sociology.

Discussion

The major question that these results raise is why women's representation among authors and authors' networks in the *ASR* and the *AJS* has not increased as much as the representation in the profession at large. Overt discrimination cannot explain the differences: it could occur only when references or other clues identify an author's identity to the reviewer.

One possible explanation of the observed male/female publication and acknowledgment rates is that authors who publish in the *ASR* and the *AJS* are older and more experienced sociologists: women, who achieved significant access only during the 1970s, have not yet reached the stage where their work regularly reaches the pages of the highest-prestige journals. This argument seems to be supported by data showing that the proportionate increase in women authors is comparable to the increase in women associate and full professors in graduate departments of sociology (Table 4). However, even if a causal relationship exists, we do not know its direction. Perhaps women scholars are not mature enough either to publish in the *ASR* and the *AJS* or to achieve equity in the higher ranks of sociology departments. Alternatively, perhaps their failure to publish in these journals is part of the reason they are less likely to be employed at the highest ranks in the graduate departments. This argument predicts that, as women scholars mature, they will achieve both greater representation in the higher ranks of academe and in the *ASR* and *AJS*.

One might suggest that, even if many women were not yet experienced enough to write articles for the *ASR* and *AJS*, they would play a greater part in the consultation networks of those who do. Such is not the case. If those networks are training grounds for future *ASR* and *AJS* authors, women are inadequately represented.

Another explanation of both authorship and network participation rates is based on the observation that women are less likely than men to teach in graduate departments. If discrimination keeps them out of such departments, it results in their having fewer ready-made intellectual contacts with members of the academic "major leagues," and receiving less institutional support for research in the form of time, money, and day-to-day encouragement. Discrimination could explain why women comprise 24% of the faculty in all four-year institutions but only 20.5% of the faculty in graduate departments of sociology (Table 4). However, such a small difference in institutional association can, at most, account for only part of the female/male publication rates in the *ASR* and the *AJS*.

A third possible explanation of the observed differences concerns the type of article published in the journals analyzed and takes the form of a hypothesis. Perhaps younger women scholars do not care to produce the type of work found in the *ASR* and the *AJS* and, instead, publish elsewhere. Indeed, gender may not be the main explanatory variable. It may be that younger scholars, male as well as female,

TABLE 1: ARTICLES, AUTHORS, AND GENDER OF AUTHORS

	ASR 1970-71 AJS-1970-72		ASR 1985-86 AJS 1985-87	
Total articles	190	100.0%	174	100%
Multiple authors	72	37.9%	93	53.4%
Single author	118	62.1%	81	46.6%
Male	107	56.3%	67	38.5%
Female	10	5.3%	13	7.5%
Gender unknown	1	0.5%	1	0.6%
Total authors	281	100.0%	301	100.0%
Male	247	87.9%	242	80.4%
Female	30	10.7%	54	17.9%
Gender unknown	4	1.4%	5	1.7%

TABLE 2: COLLEAGUES ACKNOWLEDGED, BY GENDER

	ASR 1970-71 AJS-1970-72		ASR 1985-86 AJS 1985-87	
Total articles	190	100.0%	174	100.0%
No colleagues acknowledged	70	36.8%	30	17.2%
Colleagues acknowledged	120	63.2%	144	82.8%
Only males acknowledged	89	74.2%	46	31.9%
Only females acknowledged	3	2.5%	5	3.5%
Males and females acknowledged	20	16.7%	79	54.9%
Gender of one or more unknown	8	6.7%	14	9.7%
Number of colleagues acknowledged	414	100.0%	820	100.0%
Male colleagues	349	84.3%	612	74.6%
Female colleagues	27	6.5%	166	20.2%
Gender of one or more unknown	38	9.2%	42	5.1%

TABLE 3: FEDERAL SUPPORT FOR RESEARCH

	ASR 1970-71 AJS-1970-72		ASR 1985-86 AJS 1985-87	
Total articles	190	100.0%	174	100.0%
Federal support	77	40.5%	72	41.4%

TABLE 4: CHANGES IN WOMEN SOCIOLOGISTS' REPRESENTATION IN SELECTED PARTS OF THE DISCIPLINE

	Early 1970s	Later 1980s	% Increase
Authors in <i>ASR</i> and <i>AJS</i> ¹	10.7%	17.9%	67.3%
ASA members ²	15%	35%	133.3%
New PhDs ³	21%	45%	114.3%
Sociology faculty ⁴	14%	24%	71%
Sociology faculty in graduate departments ⁵	10%	20.5%	105%
Professor	5%	9%	80%
Associate Professor	12%	19%	58%
Assistant Professor	16%	39%	23%

¹Column 1 is for 1970-71 (*ASR*) and 1970-72 (*AJS*); Column 2 is for 1985 (*ASR*) and 1985-87 (*AJS*)
²Column 1 is for 1972 (Hughes, 1973, 45); Column 2 is rounded average of figures for 1984 (34.3%) and 1987 (35.1%) (Huber, 1988).

³Column 1 is for 1971 (Hughes, 1973, 9); Column 2 is for 1985-86 (NCES, 1988, 201).

⁴Column 1 is for 1971 (Hughes, 1973, 11); Column 2 is for 1984 (Miller et al., 1988, 3).

⁵Column 1 is for 1971 (Hughes, 1973, 11); Column 2 is for 1984 (Miller et al., 1988, 3).

Review Copies of College Texts Can be Returned Painlessly

Working with the U.S. Postal Service, a group of college textbooks publishers are creating a simple procedure for returning unwanted examination copies of textbooks. These books are sent free of charge by publishers to faculty members. In the final phases of development by the Association of American Publishers Higher Education Division (AAP/HED), the mailer is an adhesive strip that will be included with each complimentary textbook. It is already addressed to the publisher and can be easily attached to an unwanted book.

"This return mailer is painless," stated Parker Ladd, Director of AAP's Higher Education Division. "It can be quickly wrapped around an undesired text

which is then left in the professor's or department's outgoing mail. We believe we have created a procedure as easy to use as when you accidentally take your hotel key home with you." Mr. Ladd expects the mailer to be sent out with examination textbooks by the end of the year.

It is the long-standing practice of the industry to send faculty members complimentary examination copies of textbooks in order to facilitate the task of choosing the best materials for their courses. The sale of these books ultimately costs professors/authors \$10 million per year in lost royalties, AAP estimates. In addition to working to reduce this monetary loss, college publishers

hope to respond to the concerns of students who have complained about purchasing "free books" from bookstores.

A growing number of colleges, universities and college stores are now adopting policies discouraging the sale of comp copies.

"We appreciate the problem that faculty members have expressed about what to do with complimentary texts which they don't need," noted Kenneth Zeigler, chairman of the AAP's Higher Education Division and Vice President, College and School Division, West Publishing Company. "And we trust the new mailer will go a long way toward solving this problem."

By approving a new Statement of Principles, college publishers are also responding to concerns expressed by college and university faculty and academic groups about the overall process whereby textbooks are offered for adoption by professors.

"Our new Statement of Principles reinforces practices that are already followed by most of the industry," stated Nader F. Darehshori, chairman of AAP/HED's Ethics Committee and Executive Vice President and Director, College Division, Houghton Mifflin Company. "As publishers," Darehshori continued, "we feel strongly that a textbook should be chosen only on the basis of the quality of the book and its ancillary materials, such as a teacher's manual." Activities which the Statement defines as "unacceptable" include "providing cash grants, allowan-

ces or rebates to academic institutions."

In the college textbook industry, books are marketed to professors who "adopt" them for their courses. Individual copies are subsequently purchased by students in college stores. "Over the last decade our marketplace has become very complex, raising many questions in the minds of professors and administrators. Darehshori concluded, "Thus the intention of the Statement is to clarify the more desirable practices."

College textbook publishers who drafted and approved the statement as members of AAP/HED include Harper & Row Publishers, Houghton Mifflin Co., Macmillan Publishing Co., McGraw-Hill Publishing Co., Prentice Hall, Inc., Addison-Wesley Publishing Co., Wm. C. Brown Group, W.H. Freeman & Co., D.C. Heath & Co., Thomson Publishing Co., Merrill Publishing Co., C.V. Mosby Co., St. Martin's Press, PWS-KENT Publishing Co., Scott Foresman/Little Brown College Division, South-Western Publishing Co., Wadsworth Publishing Co., West Publishing Co., John Wiley & Sons, Inc., and Allyn & Bacon, Inc. These companies were joined by the textbook divisions of Harcourt Brace Jovanovich, Inc. and Holt, Rinehart & Winston, Inc.

The members of AAP's Higher Education Division expressed hope that these two initiatives will help strengthen the important partnership that exists between textbook publishers and professors in giving students the best possible education. □

Open Forum

Unethical Publishers: Why Not Do Something About Them?

We are "familiar" with the following scenario: Publishers sign a contract with scholar, sit on the manuscript for some years and then return it. The excuses run the gamut from a change in market demand, to a cut in production, financial difficulties, to the sudden discovery that the ms. is after all, of "unpublishable quality." We have heard of such "horror" stories but rarely have we seen them documented and even more rarely investigated.

These problems keep recurring because we have no institutionalized recourse against this form of exploitation. Each author who is unethically dealt with reacts as if this were a personal matter. As well, some of us are loath to admit that a ms. has been rejected. Consequently, we are all isolated and powerless. Under such an atomized framework, nothing can indeed be done and publishers know it.

The fact is, however, that we can develop an effective program of recourse. First, each one of us has to realize that this is not a private matter; it is a public concern. Second, we need to get together to document the frequency and the circumstances surrounding this phenomenon. Third, with this documentation, public steps can be taken.

1. We can make public a list of firms with a pattern of unethical practices. This list would serve as a warning sign to avoid unethical publishers. Ultimately, publishers do need authors and this tactic could have a sobering effect.

2. Professional associations, even regional ones, can adopt a policy to the effect that their journals will be published only by firms with a clean record. Associations can also refuse to place advertisements from unethical publishers in journals. This double step would result in a loss of income as well as a diminished public exposure for publishers.

3. Associations' newsletters (such as *Footnotes*) can censure publishers whose unethical and even illegal practices have been thoroughly documented and investigated by an appropriate committee. Censure notices can be accompanied by a motion urging members not to submit to or buy texts from them.

4. Publishers' groups can be lobbied, after some of the above steps have been taken, to adopt contracts which are uniform, less vague about publication schedules and termination clauses.

I have volunteered to gather this information and document the extent and types of unethical publishers' activities.

Once this information is gathered and collated, it will be turned over to the appropriate committees of the ASA, SWS, SSSP, CSAA, NCFR and other interested disciplines, such as the APA, so that the above steps can be implemented.

We need to hear from three sets of colleagues. First, any colleague who has been unethically treated by his/her publisher is urged to send me a one to three page summary of the chronology of events. Indicate what evidence (contract, correspondence, phone bills) are available. Also explain how the situation has affected your career. Second, colleagues who have gone through a similar experience but have resolved the problem to their satisfaction are also urged to inform us of their successful tactics. Third, has anyone sued a publisher and what was the outcome?

You may say, "It's too late for me, why should I help?" If you do nothing, it may happen to you again. Second, if we are to achieve something, it can be done only through a collective effort. We all stand to gain something in this: more control over scholarly output, reduced uncertainty, preservation of intellectual resources, enhanced academic freedom. Why should the results of our scholarly lives be controlled by erratic, external circumstances of the unethical ilk?

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Anne-Marie Ambert, York University □

Short Takes

■ I have an idea for a new *Footnotes* column, called *Rumors*—in which you could print the juicy ones and deny the less so. In the latter category, should you have such a column, yours truly would like to deny two rumors that reached me in San Francisco: (1) that I have retired; (2) that I was (strongly) in favor of ASA getting off that [*amicus curiae*] brief.

Herbert Gans, Columbia University

■ I would appreciate it if you would inform the readers of *Footnotes* that the Joseph Berger whose article you responded to is a regular writer for the *New York Times* and is not this member of the American Sociological Association.

Joseph Berger, Stanford University □

AAP's Higher Education Division Statement of Principles for College Publishing

The Higher Education Division believes that the criteria for textbook selection at two and four year colleges and universities properly concern only the quality of the textbook itself and its immediate ancillary materials.

The Higher Education Division recommends that college publishers follow the guidelines set forth below to ensure that their individual competitive practices do not lead away from this focus on educational materials because of payments of money or other consideration, directly or indirectly, to the benefit of individuals or academic departments (other than normally accepted entertainment practices and common courtesies). Individual publishers' policies for textbook adoption should be universally applied and openly stated.

College publishers should avoid making any improper inducement to any actual or potential adopter, directly or indirectly, which may be described as a

bribe, kickback or excessive commission or fee which is contingent on the adoption of their textbooks or their ancillary materials.

Unacceptable activities include, but are not limited to, the following:

1. Providing cash grants, allowances or "rebates" to individuals other than students, booksellers or other direct purchasers.
2. Providing cash grants, allowances or "rebates" to academic institutions.
3. Making direct payments to individuals other than for actual services rendered.
4. Making contributions of equipment to academic departments, or paying for such equipment, in return of textbook adoptions.
5. Making cash payments to third party suppliers of equipment or materials to institutions where the equipment or materials are not part of a textbook ancillary materials package.

Gender, from page 11

are creating a new sociology or even several new sociologies. Such people likely to have their own networks wherein they exchange ideas. They may publish in journals more sympathetic to their views, or they may even find that books rather than articles are better avenues for publication. To explore these ideas, we need more information about where different sorts of sociologists, regardless of gender, seek and/or find outlets for their work.

Footnotes

¹When both authors and/or persons acknowledged had ambiguous first names and when they were identified only by initials, they were assigned to the "don't know" category.

²Figures do not add to 100% because cases where author's gender is unknown are excluded.

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(*In the preparation of this paper, I found the comments of C. Critzer, E. Moran, and B. Katz Rothman very helpful.*) □

Teaching

Merit Pay and Assessment of Teaching: A Procedure for Peer Evaluation in Multidisciplinary Units

by Keith A. Roberts, Firelands College and Bowling Green State University

In recent years a number of educational institutions have implemented salary increment procedures based on meritorious performance. At most universities, departments have avoided evaluating teaching as part of the merit formula, with primary emphasis placed on research and publications and with secondary emphasis on academic service (Lewis and Doyno, 1983). This is apparently done because quality of teaching is so difficult to quantify (especially into dollar increases) and because differences in philosophies of education make assessment of teaching very difficult. Since evaluation of teaching involves a substantial element of subjectivity, it can also be a major source of interdepartmental rancor. In many cases the salary increase is less a source of contention than the symbolic effect on faculty members of being ranked lower than they think appropriate or lower than a particular other faculty member whose teaching they do not respect.

One difficulty with failure to include teaching in the salary merit process is that faculty will devote their energies to those areas in which the institutional rewards are strongest. If there are no significant rewards for teaching, the quality of teaching in the academic unit may suffer.

Smaller schools and regional campuses of major universities frequently face slightly different dilemma. The emphasis of the campus may be squarely on teaching, but academic units (divisions or departments) which determine merit may include widely divergent disciplines. Evaluation of teaching may be made increasingly difficult if the assessment of the scholarly content becomes problematic. Further, resentment and conflict can fester when judgments are made about the appropriate goals and methods for teaching a discipline by those who are not even in a cognate field. On my own campus, chemists, mathematicians, and physicists are in the same academic unit with historians, sociologists, and psychologists. The division is made up of faculty from ten disciplines, and in some cases only one person represents a discipline.

The trustees of this university have specified that each year sixty percent of the salary increment shall be "across the board" increases (based on a percentage of one's current salary), and forty percent shall be based on merit. Each department has been required to establish guidelines and procedures for distributing the merit funds, including whether and by what criteria teaching shall be rewarded. The division of Natural and Social Sciences (NSS) at Firelands College (a regional campus of Bowling Green State University) has determined that fifty percent of the merit increase should be based on excellence in teaching, but the unit has struggled for several years with the issue of how to evaluate teaching within a multidisciplinary division and how to assign a dollar amount for salary increments.

Guidelines for Assessment of Teaching

After one year of intense conflict and several years of agonizing struggle, a process has been designed by the NSS division which attempts simultaneously to emphasize rewards for teaching, to pro-

vide respect for a diversity of educational philosophies, and to avoid the kind of rancorous conflict within the unit which often results from salary merit evaluations. The procedure requires that each faculty member who wants to be considered for merit must apply for it. To do so, a member follows a set of guidelines and presents a summary of activities during the year. This provides each faculty member with an opportunity to engage in self evaluation and to present his/her own case regarding the relative merit of the year's work. The document, called an Annual Report of Service and Activities (ARSA), has sections on research and publications, service, and teaching. The discussion of teaching is composed of four sections.

The first section on teaching involves a statement of teaching objectives and goals. This entails an elaboration of goals appropriate for lower level and advanced courses, and may involve detailed formulation of the specified objectives for each course taught. For example, a faculty member may establish learning goals for an introductory level course which focus primarily on recognition and recall learning, but may seek in upper level courses to (1) strengthen general critical thinking skills, (2) foster capacity to engage in comparison, contrast, and synthesis of theoretical perspectives, and/or (3) facilitate ability to work with raw data and to formulate and test hypotheses. It seemed essential to the division that the evaluation of teaching begin with a statement of the goals and objectives of each faculty member, for an analysis of one's teaching (for example, by reviewing student and peer classroom evaluations) without sensitivity to one's teaching goals is a hollow exercise.

Some faculty members' statements of goals focus on very concrete goals related to the discipline, while other faculty members may summarize a theory of learning and indicate how that theory shapes his or her teaching goals and strategies. Requiring members to spell out their educational goals forces them to think seriously about their educational philosophy and to be consistent in applying it in concrete teaching strategies. Indeed, reading one another's statements may cause faculty members to rethink their own assumptions and may stimulate their further creativity—if the process can be done in an environment that does not lead to defensiveness.

For the most part, faculty members are not evaluated on the adequacy of their goals and objectives, for vastly different philosophies of teaching exist within the division, each standing within a legitimate tradition of educational philosophy. However, each faculty member is evaluated on consistency among (a) one's teaching strategies (b) one's methods of evaluating student learning, and (c) one's goals and objectives for the course. For example, a faculty member's stated goal may be to develop independent critical thinking skills, capacity to formulate hypotheses from raw data, and ability to engage in constructive syntheses of theoretical perspectives. But if that faculty member uses strictly a lecture format of instruction and employs multiple choice examinations which focus on recognition and recall knowledge of names, dates, and concrete facts, he or she may get a less-than-stellar merit evaluation from colleagues, regardless of how "popular"

he or she is with students. While lecture can be a highly effective method of teaching, the empirical evidence is that it is clearly more appropriate for some goals than for others. (Goldsmid and Wilson 1980; McKeachie 1978; Duthrow and Wilkinson 1984; Erickson 1977b). Likewise, multiple choice and true/false examinations are appropriate for assessing some types of learning while take-home examinations and research papers are more appropriate for others. (McKeachie 1978; Erickson 1977a).

The second category in the teaching section of the ARSA is "Method of Instruction." In this section, each faculty member discusses his or her teaching strategies and documents his or her effectiveness at implementing these strategies. In order to focus one's self-evaluation, faculty are expected to address three areas: "Instruction Characteristics," "Teaching Methods," and "Student/Teacher Relations."

In discussing "Instructor Characteristics," faculty are to present evidence that they display enthusiasm both for the subject matter and for teaching itself, that they attempt to appeal to students with a diversity of learning styles, and that they encourage students to think for themselves. In describing their "Teaching Methods," faculty are asked to provide evidence of being well organized (both in individual class presentations and in courses as a whole), of communicating clearly and relating abstract theories to student experience, of being flexible (changing methods of instruction to meet new situations or to attain different types of learning goals), and of joining course content to methods of research in the discipline. In describing "Student/Teacher Relations," faculty are expected to present evidence that they are responsive to student needs and concerns—both within and outside of class. Responsiveness to student needs may include anything from effectiveness in handling questions in the classroom to private tutoring or providing academic counseling.

While narratives under each of these subsections usually address the specific issues raised here, they are not limited to these matters.² Faculty members are simply expected to describe their own teaching activities and characteristics as accurately as possible and to provide evidence that they are successful in that approach. Evidence of effectiveness normally includes student course evaluations (with comparative data on department or university norms, where available), peer reports on classroom observations, handouts or other written materials used in the course (including course syllabi), and letters from alumni which comment on one's teaching. Most importantly, the narrative is to describe how a faculty member's teaching methods are related to the specific goals and objectives of the course.

The third teaching subsection in the ARSA is Method of Examination and Evaluation. The instructor is to specify what methods are used to assess student learning and to describe why that method of assessment is most appropriate to the specific learning objectives for that course. Examples of examinations and descriptions of written assignments are to be provided as part of the documentation. Hence, if a faculty member claims to write examination questions which assess

critical thinking or which test ability to synthesize theoretical perspectives, those questions are available for colleagues to judge for themselves. Also, since the university has at least a nominal commitment to teach writing across the curriculum, points may be earned by displaying evidence that one does, indeed, emphasize and evaluate grammar and syntax on written assignments.

The fourth section on teaching describes those activities which ensure that courses do not become outdated, and the instructor does not "rest on his or her laurels". In a section on "Modification of Courses and Systematic Study of Instructional Methodologies," the instructor is to provide evidence that he or she is continually revising and improving his or her courses. In this section, faculty members discuss (a) experiments with new modes or strategies of teaching, (b) systematic studies or evaluations of the effectiveness of a teaching strategy or experiment, (c) major reconceptualization of courses and the rationale behind the revamping of the course, and (d) incorporation of new material into a course which keeps it "state of the art" scholarship.

This Modification of Courses category is the one which generates the most controversy in the division, for changes and innovations do not ensure quality, nor does a lack of "innovative" methodologies in the classroom necessarily indicate that a lesser quality of instruction is taking place. But thus far the category has remained because faculty feel it important to reward a willingness to grow and explore. If one's current methods result in high student evaluations, the temptation is to stay with what is "safe". Offering rewards for continuing testing and assessment of teaching methodologies decreases the likelihood that an instructor will stay with the same notes for a decade.

When the document was created, several other categories were discussed, including scholarly knowledge of subject matter. This is, of course, one area that has been consistently identified as one of the components of effective teaching in a variety of surveys of students, faculty, and administrators (Centra 1979). However, given the diversity of our disciplines, that item was omitted for pragmatic reasons. Most sociologists are not able to assess whether their colleagues in chemistry or physics are state-of-the-art scholars, and few natural scientists know the most recent developments in the various social sciences. The sections of the merit procedures which assess research, publications, and other scholarly activity require that faculty be actively involved in professional societies and in publication in refereed scholarly journals. We are forced to depend on the referees of those journals to evaluate the scholarship of our colleagues.

Procedure for Collegial Evaluation

If the establishment of acceptable criteria for evaluation of colleagues is difficult, the procedure is even more vexing. The first year that the university required salary increases based on merit, the division set up a committee to do the evaluations. When some persons were ranked low and received very small merit increases, there were bruised egos. Indeed, one faculty member never again spoke to the members of that merit committee until his retirement a few years later, and one non-tenured faculty member who was assigned to the committee feared that he might receive negative votes on his bid for tenure by

Small World

Fulbright Scholars Visit U.S.

Each year, over 1,200 scholars from abroad are invited to lecture and conduct research in American colleges and universities under the Fulbright Scholar Program. The majority apply for grants through Fulbright commissions or U.S. embassies in their home countries. A few are invited by American educational institutions to lecture in their specific fields, under the Scholar in Residence Program. The Council for International Exchange of Scholars (CIES), which cooperates with U.S. Information Agency

in administering the Fulbright program, publishes a directory of these visiting Fulbright scholars and lecturers. Listed below are sociologists from abroad who are visiting scholars at American colleges and universities, as well as a contact person where each is spending time:

■ **Bogdanovic, Marija Ilija**, Associate Professor, Department of Sociology, Faculty of Philosophy, University of Belgrade, Belgrade, Yugoslavia—Lecturing on Changes in Social Structure, Social Inequalities, and Social Mobility in Con-

Sociologist Runs Capital Market Workshops for Poles

Joseph L. Tropea of George Washington University has been busy directing a series of workshops offering Polish economic advisors a critical forum on their transformation to a market economy. The first was held in June-July at George Washington, a second in Warsaw, Poland, in November, and a third was scheduled for Washington in December.

For many Eastern Europeans, capitalism is a stranger with a "romantic face"—an allure explained by years of struggling under "dead end" command economies, according to Tropea. After 40 years of Marxist economics, Poles are now grasping at opportunities to scrutinize the free enterprise system. Tropea notes that for those who "have been educated with a Marxian perspective and have fixated on the wild capitalism of the 19th century" the West can best explain and demythologize capitalism by "making clear the analytic relationship between, for example, representative governments and the development of modern capitalist society." He believes it is important for Eastern Europeans to "learn how we have constrained those excesses, to see what institutions are in place to direct, guide and protect society while at the same time not stultifying private sector development."

Tropea said the workshops grew out of initial curiosity expressed by his Polish contacts about that flagship of modern capitalism—the Stock Exchange. The Poles saw it as a model that could be adapted to Poland and wanted to learn more about it. Broadening the topic to give the Poles an inside view of the dynamics of U.S. business and its regulatory mechanisms, Tropea organized seminars on topics such as: the preconditions of capital market development, capital market operations, the stock market and regulation in the U.S., the U.S. Securities and Exchange Commission; monetary policy and banking, and privatization.

Tropea has been impressed with the enthusiasm of the Poles during the week long workshops. With a specialty in the role of law in moderating conflicts in modern society, Tropea said "It's so important that we just not verbalize the importance of an independent legal system," but show how law can resolve conflicts that crop up in daily business affairs. This is knowledge the Poles "must have," he emphasized, because "their Marxian view has focused primarily on one basic conflict—capitalists and labor—to the detriment of understanding the many kinds of conflicts generated in modern capitalist society." Tro-

pea said that contract law will become especially important to understand "as their government agencies begin to exercise proprietary actions" over the private sector.

Commenting on moves in Poland and Hungary to link political and economic reforms, Tropea emphasized that, "It isn't just a question of idealism or values supporting democracy; there are practical relationships that have developed between (Western) governments and the making of more responsible markets, and this is what they have to see and learn. If we do our work, then those who are apprehensive about democratizing too rapidly will overcome some of those fears. Tropea added that the Eastern Europeans face the problem of having to create the entrepreneurial spirit without any historical development.

After the first workshop Tropea noted the Poles initial apprehensions and the importance of an open forum for looking quite critically at the models available in modern capitalist societies. He said that at first the Polish participants "believed their movement toward markets would free them from regulation." But at the end of the workshop they came to have a better understanding of the importance of business-government relations. And in the long run, Tropea believes this knowledge will overcome "some of the apprehension about the instabilities that will be generated by development of capital markets in their own society." Tropea said "I'm optimistic. If we can continue these critical exchanges . . . and forewarn them of difficulties, problems, and conflicts, they can then better anticipate them within their own society."

Privatization was the primary focus of the workshop completed in November. Tropea addressed a committee of Parliament while in Warsaw, and the American Ambassador received the American participants for discussion of issues before the beginning of that workshop.

The workshop project has been supported in part by contributions from IBM, Merrill Lynch, the Kosciuszko Foundation, and Pan American Airways. U.S. participants have included representatives from Merrill Lynch, IBM, the Securities and Exchange Commission. Sullivan and Cromwell, the World Bank, the International Monetary Fund, and the Universities of Michigan, Maryland, Columbia, Harvard, and George Washington.

(Adapted from a news release from Jim Fisher-Thompson, *USIA staff writer*) □

temporary Yugoslav Society; George Washington University, Department of Sociology, Washington, DC 20052; September 1989-January 1990, c/o Dr. Robert Brown

■ **Boutefnouchet, Mostefa**, Senior Lecture, Department of Sociology, University of Algiers, Algiers, Algeria—Research on the Dynamics of Collective Action; University of California—Berkeley, Department of Sociology, Berkeley, CA 94720; July 1989-April 1990, c/o Dr. Troy Duster

■ **D'Souza, Victor Slavdore**, Honorary Professor, Department of Sociology, Indian Institute of Education, Pune, India—Lecturing on Indian Society, Culture, and Development; Sinclair Community College, International Education Committee, Dayton, OH 45402; September 1989-May 1990, c/o Professor Robert Keener

■ **De Bruijn, Jeanne**, Assistant Professor, Department of Sociology, University of Groningen, Groningen, Netherlands—Research on Comparable Worth: Job Evaluation and Gender; Affiliation to be determined; September 1989-January 1990, c/o Ms. Jean McPeck, CIES

■ **Esmer, Rasim Yilmaz**, Associate Professor, Department of Public Administration, Bogazici University, Istanbul, Turkey—Research on a Computerized Sampling Frame for Turkey; University of Michigan, Ann Arbor, MI 48109; September 1989-May 1990, c/o Dr. Steven Heeringa

■ **Gamie, Mohamed Nabil**, Professor, College of Agriculture, Alexandria University, Alexandria, Egypt—Lecturing in Sociology and Rural Sociology; University of Utah, Middle East Center, Salt Lake City, UT 84112; dates to be determined, c/o Dr. Lee L. Bean

■ **Haddar, Mustapha**, Head, Institute of Psychology, University of Algiers, Algiers, Algeria—Research on Traditional Intellectuals in Algeria and Other Muslim Countries: Their Part in the Evolution of Present Educational Systems; University of California—Berkeley, Department of Anthropology, Berkeley, CA 94720; January 1990-June 1990, c/o Dr. Paul Rabnow

■ **Hasenbalg, Carlos**, Professor, Department of Sociology, IUPERJ, Botafogo, Brazil—Lecturing in Sociology; University of Florida, Center for Latin American Studies, Gainesville, FL 32511; January 1990-May 1990, c/o Dr. Terry McCoy

■ **Hess, Henner**, Professor, Department of Educational Sociology and Adult Education, University of Frankfurt, Frankfurt, Federal Republic of Germany—Lecturing on Drug Trafficking, Research on Organized Crime and Political Terrorism in Western Europe; CUNY-John Jay College of Criminal Justice, New York, NY 10019; September 1989-April 1990, c/o Professor Robert F. Kelly

■ **Hisschemoller, Matthijs**, Research Associate, Department of Sociology, Erasmus University, Rotterdam, Netherlands—Research on Policy Theories and the Structure of Policy Problems; University of Pittsburgh, Library and Information Science, Pittsburgh, PA 15260; January 1990-June 1990, c/o Dr. William N. Dunn

■ **Kaufmann Hahn, Alicia Eva**, Professor, Department of Economics Faculty of Business and Economic Sciences, Alcala de Henares, Spain—Research on Sociology of the Organization and Enterprise; Yale University, Department of Sociology, New Haven, CT 06520; September 1989-May 1990, c/o Dr. Charles Perrow

■ **Kellermann, Paul**, Professor, Depart-

ment of Sociology, Klagenfurt University of Educational Sciences, Klagenfurt, Austria—Lecturing on History of European Sociology University of Northern Iowa, Department of Sociology and Anthropology, Cedar Falls, IA 50614; August 1989-December 1989, c/o Professor Thomas W. Hill

■ **Nawawi, Mohd Nor Bin Haji**, Lecturer, Department of Anthropology and Sociology, University of Malaya, Kuala Lumpur, Malaysia—Research on Malaysian Middle Class and Ethnic Relations in Malaysia; University of Wisconsin-Madison, Department of Political Science, Madison, WI 53706; October 1989-June 1990, c/o Dr. M Crawford Young

■ **Prah, Mansah**, Former Lecturer, Department of Anthropology and Sociology of Cape Coast, Cape Coast, Ghana—Lecturing in Women's Studies and Sociology; Great Lakes Colleges Association, Ann Arbor, MI 48105 Hope College, Holland, ME 49423; August 1989-December 1989, Denison University, Granville, OH 43023; January 1990, College of Wooster, Wooster, OH 44691; February 1990-May 1990, c/o Dr. Jeanine L. Elliott, Dr. Jacob Nyenhuis, Dr. Barbara Hill, Dr. Donald Harward

■ **Reinares Nestares, Fernando**, Research Associate and Lecturer, Department of Social Theory, Complutense University of Madrid, Madrid, Spain—Research on Social and Political Consequences of Terrorism in Western Europe and North America; Stanford University, Center for European Studies, Stanford, CA 94305; September 1988-December 1989, c/o Dr. Philippe C. Schmitter

■ **Saussois, Jean-Michele**, Professor, Ecole Supérieure de Commerce de Paris, Paris, France—Research on Relations Between Government and Industry in the United States: Two Case Studies; Brookings Institution, Department of Government Studies, Washington, DC 20036; October 1989-July 1990, c/o Dr. Thomas Mann

■ **Sipila, Jorma J.K.**, Professor, Department of Social Policy, University of Tampere, Tampere, Finland—Research on the American Social Welfare System; Affiliation to be determined; August 1989-April 1990, c/o Ms. Jean McPeck, CIES

■ **Zermeno, Sergio**, Researcher, Department of Sociology and Social Work, Instituto de Investigaciones Sociales, Mexico City, Mexico—Research on Student Conflicts: Future of the Mexican University System; University of California-Los Angeles, UCLA Program on Mexico, Los Angeles, CA 90024-1487; September 1989-October 1989, c/o Dr. James Wilkie. □

New in 1990

Sociological Practice Review

The ASA is pleased to announce the forthcoming publication of its new journal, *Sociological Practice Review*, edited by Robert Dentler, University of Massachusetts-Boston. The journal will be devoted to research about, and reports by, sociologists in practice settings. In 1990, *SPR* will publish two issues, scheduled for June and October. In 1991, the journal will be extended to a regular quarterly publication. ASA members may subscribe to *SPR* in 1990 for a special introductory rate of \$15 by sending their name and address, along with prepayment of \$15 (plus \$5 for postage outside the U.S.) to the ASA Executive Office.

Teaching, from page 13

disgruntled colleagues who had not fared well. The conflict within the division was intense, and no one wanted to serve on the committee the following year.

The procedure which was established provided for a merit committee which simply facilitated the process and tabulated scores, removing the onus from the committee. After each member of the division completes his or her ARSA, the entire collection of ARSAs is placed in the faculty secretary's office. Using the division's Merit Service Points Guideline, every member of the division is then asked to evaluate every member of the department other than himself or herself. Points are marked on a Merit Evaluation Sheet (MES) designed by the division. Each MES involves a potential score of 122 points (60 points maximum for teaching; 31 points maximum for service; 31 points maximum for research, publications, and other scholarly activity).

The Merit Service Points Guideline is fairly specific about the number of points a candidate may receive for various types of service forms of scholarly activity. The teaching evaluations are more open for judgment, but points are assigned within specified areas.

In the Method of Instruction section, points are assigned for each of the three sub-division. A maximum of 12 points may be given for meritorious Instructor Characteristics. Up to 18 points may be assigned to a colleague in the Teaching Method category. A maximum of six points may be given for maintaining effective Student/Teacher Relations.

Under the second section on teaching—Method of Examination and Evaluation—a total of 12 points may be assigned, with the primary criterion of evaluation being consistency between (a) the instrument of evaluation and (b) the course goals.

Finally, a maximum of 12 points may be assigned for Modification of Courses and Systematic Study of Instructional Methodologies.

The Merit Committee tabulates the points accumulated for each candidate, and establishes the mean score for every candidate. The committee then subtracts 22 points—which represents "good" as opposed to "meritorious" work—from each candidate's mean score. (10 points are subtracted from the teaching area, leaving a possible score of 50; 6 points are subtracted from both service and scholarly activity scores leaving a possible total of 25 in each category). The result is the candidate's merit score. Only candidates with positive meritorious scores will receive merit, but for the sake of divisional harmony, most faculty members are fairly generous in evaluating colleagues. Hence, it is uncommon for a member of the department to receive no merit recognition at all.

The Merit Committee then adds the merit scores for all candidates for a division merit-point total, and divides each candidate's score by the total. The result is the candidate's percentage of the merit pool. The results are submitted to the division chair who then calculates the actual salary merit increases for each member of the department. Finally, the committee writes a letter to each recipient, indicating where the candidate was ranked especially high and indicating the percentage of the merit pool which he or she will receive. The emphasis of these letters is always on the positive, and the rankings of other faculty members are never published. The symbolic effect of being rated low and of

"losing face" within the division is, in our experience, far more devastating to morale and far more likely to create conflict than the actual distribution of dollars. The result of such damaged morale is a reduction in overall productivity and in commitment to the institution.

Problems and Frustrations

The major frustration with the procedure which we have worked out is that it is very time consuming. Many members of the department submit large ARSAs, with extensive documentation and sometimes as much as ten pages explaining their rationale and strategies in teaching. Reviewing these merit packets for twelve or fifteen colleagues is extremely time consuming. It does, however, provide us with an opportunity to review one another's teaching strategies and philosophy, and it forces us to think critically about our own approaches to teaching.

Secondly, the procedure would work best where one's colleagues are well versed on the empirical research regarding the relative effectiveness of various teaching methodologies and various methods of evaluation. Not all of our faculty are equally well versed in this literature, but the procedure does reduce the intradepartmental conflict and that is ultimately more important to most of our faculty than the precise accuracy of the peer assessments. In one sense, the procedure calls for peer accountability, but compromises this emphasis with the realities of divisional politics.

A third troubling aspect of this procedure is that while our division for the most part has a good sense of collegiality, a few personality conflicts do exist within the unit. Invariably, a faculty member who is rated very high by nearly everyone in the division will be given an extraordinarily low score by one rater. While such apparent inequities are frustrating, the only solace is that at least that one negative rater was not a member of a three person committee that did the rating. One low score out of twelve or fifteen evaluators only pulls the mean score down by a couple of points. In an average year, a couple of points may cost a faculty member twenty dollars or so—about ten cents per working day. The loss of a couple of points due to a single person evaluating peers on the basis of personalities does not generate significant dissatisfaction with the process. If a small committee was responsible for the evaluations, a single low rating could be the cause of more substantial discontent and conflict.

Conclusion

Evaluation of colleagues for Salary Merit can be a major source of conflict—even of intense animosity—within an educational institution. The problems of evaluating teaching, with its inevitable problems of subjectivity, diversity of philosophies of education, and differences regarding what is appropriate evidence for the evaluation of good teaching, is especially vexing. At the college level the difficulties seem to be exacerbated in multidisciplinary academic units, for faculty members often protest evaluation by colleagues whose field is not the same and, indeed, may not even be a cognate area.

The procedure described here allows each faculty member to define his or her goals, objectives, and philosophical approach to teaching, and encourages every faculty member to submit what-

ever evidence they think substantiates their claim that they have succeeded in fulfilling their goals and objectives. There is an implicit expectation that goals and objectives for upper level courses should involve more sophisticated thinking skills than recognition and recall learning, but otherwise the goals are normally accepted at face value and the assessments are based on consistency between goals, methods of instruction, and methods of assessment.

While the process is far from perfect, it has reduced the conflict and bitterness which once characterized merit evaluations. It further provides a context in which faculty members reflect systematically about how and why they teach the way they do. Perhaps most importantly, it provides a system of institutional rewards for focusing one's energy and resources on teaching.

Notes

¹Learning styles are commonly defined in terms of the classic categories of auditory, visual verbal, visual spacial, and kinesthetic. However, other conceptualizations may also be employed in explaining how one adjusts to diversity of learning styles (for example, see McCarthy 1980; Dunn and Dunn 1978).

²The characteristics which have been specified, however, are listed precisely because they are among those which have been most commonly identified in empirical studies as central to effective teaching (Goldsmid and Wilson 1980; Centra 1979; McKeachie 1978; Hildebrandt et al. 1971).

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Travel Awards for 1990 ISA Meeting in Madrid

The International Sociological Association (ISA) will hold its XII World Congress of Sociology in Madrid, Spain, on July 9-13, 1990. The theme of the meeting is "Sociology for One World: Unity and Diversity." Persons needing details about ISA membership or the Program (including hotel accommodations and pre and post-Congress tours) should immediately contact the ISA, Pinar 25, 28006 Madrid, Spain; phone (34)(1)261-7483 or 7485. (Congress fees increase from \$130 to \$180 after December 15, 1989.)

As was the case for the XI Congress in New Delhi, the ISA has sought travel support to assist U.S. participants. We are happy to announce receipt of a \$20,000 travel grant from the National Science Foundation. Deadline for application is February 15, 1990; mail to the ISA, c/o ISA Travel Awards, 1722 N Street, NW, Washington, DC 20036. Awards will be announced by April 1.

As we expect to receive many more justifiable requests than can be met, applicants are asked to limit requested amounts to the level of absolute need. Individual travel grants will be awarded to a maximum of \$500 each. An ISA travel committee will evaluate applications. Eligibility criteria are the following: paper presentation (include verification of invitation, paper's acceptance, and an abstract), organizing or chairing a session in the academic structure of the Congress (explain your role), or a role in the organizing structure of the ISA itself (Council, Executive Committee, or Research Com-

(ERIC Documentation Reproduction Service No. ED 266 840).

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McKeachie, Wilbert J. 1978. *Teaching Tips*. 7th ed. Lexington. □

mittee). Other things being equal, scholars in the earlier stages of their careers will receive special consideration. ASA membership is not required for application, and the Committee will be expected to uphold affirmative action principles. The usual restrictions accompanying use of government funds will apply, such as ticketing with a U.S. carrier. □

Resources for Teaching Assistants

The ASA Teaching Resources Center announces the availability of *Training Teaching Assistants*, edited by Edward Kain and Shelley Immel, Southwestern University. The 189-page book is directed at supervisors and teaching assistants for use as a training manual, a resource book, and a text for seminars on teaching. It lists readings for TAs to do in preparation for their teaching assignment. The final section contains readings to assist teaching skills: note-taking, lecturing, leading discussion, and test construction. The price to ASA members is \$10 (\$13 to non-members). The price includes postage and handling. Send your prepaid orders to: ASA Teaching Resources Center, 1722 N Street NW, Washington, DC 20036. A free catalog of all Teaching Resources Center materials is available from the same address.

Funding Opportunities and Awards for Sociologists

NSF Awards

Sixty-five awards—53 new, six continuing, two to support applicants' dissertation research, and four special—were made by the Sociology Program of the National Science Foundation (NSF) for FY89. This number of awards is greater by eight compared to FY88 and total slightly more than \$4.3 million dollars. Awardees, their institutional affiliation, project title, and grant amount are listed below.

Proposals normally are evaluated by ad hoc reviewers selected from the scientific community for their expertise in relevant research areas. Reviewers also are made by an advisory subpanel that meets twice annually. Target dates for regular proposals are August 15 and January 15. Information, program announcements, and application forms may be received by contacting Murray A. Webster, Jr., Director, or Gwen Lewis, Associate Director, Sociology Program, National Science Foundation, 1800 G Street NW, Washington, DC 20550; (202) 357-7802.

Bielby, William T., and Bielby, Denise D., University of California-Santa Barbara: "From Market to Hierarchy: Case Study of Changing Employment Relations," \$100,000.

Blau, Judith R., and Land, Kenneth C., University of North Carolina-Chapel Hill: "The Historical Transformation of Cultural Institutions," \$70,000.

Bollen, Kenneth A., University of North Carolina-Chapel Hill: "Cross-National Measures of Political Democracy," \$45,103.

Butler, Amy., SUNY-Buffalo: "The Effect of the AFDC Guarantee on Family Income," \$8,848.

Cherlin, Andrew J., and Furstenberg, Frank F., Johns Hopkins University: "Prospective Studies of the Effects of Divorce on Children," \$30,000.

Coleman, James S., and Bidauell, Charles E., National Opinion Research Center: "Analysis of National Education Longitudinal Studies Data," \$399,999.

D'Antonio, William V., and Marinneau, William H., American Sociological Association: "Group Travel for U.S. Participants in XIII World Congress of Sociology, to be held in Madrid, Spain, July 9-13, 1990," \$20,000.

Duncan, Greg J., University of Michigan, Ann Arbor: "Hispanic Supplement to the Panel Study of Income Dynamics," \$10,000.

Duncan, Greg J., and Tuma, Nancy B., University of Michigan, Ann Arbor: "Conference on Event-History Analyses of Data from the Panel Study of Income Dynamics, Ann Arbor, MI 1989," \$50,000.

Elder, Glen H., University of North Carolina-Chapel Hill: "Life Course Effects of Social Change," \$70,000.

England, Paula and Farkas, George., University of Texas-Dallas: "Gender Differences in Wages," \$106,999.

Fennell, Mary L., Pennsylvania State University: "Governing Boards and Profound Organizational Change," \$125,998.

Firebaugh, Glen., Pennsylvania State University: "Cohort Replacement and Social Change: A Systematic Analysis of Recent Trends in the U.S.," \$79,413.

Fusfeld, Herbert I., and Etkowitz, Henry., Rensselaer Polytechnic Institute: "Factors Affecting Recruitment of Women to Science: Culture Dimensions of University Departments," \$26,578.

Gerlach, Michael L., and Lincoln, James R., University of California-Berkeley: "The Organization of Business Networks in the U.S. and Japan," \$109,996.

Hans, Valerie P., University of Delaware: "Public Views of Corporate Responsibility for Wrongdoing," \$49,513.

Harris, Lorna H., University of North Carolina-Chapel Hill: "The Privatization of the Home Health Industry: The Case of North Carolina," \$9,991.

Harrison, Roderick J., Harvard University: "Analyzing Job Opportunities," \$65,001.

Hogan, Dennis P., Pennsylvania State University: "Analysis of Community Variations in Women's Status and Fertility," \$75,239.

Hout, Michael; Burnaway, Michael; Sanchez-Jankowski, Martin; and Wright, Erik O., University of California-Berkeley: "A Comparative Study of Social Structure, Social Inequality, and Class Consciousness in the United States and the Soviet Union," \$49,997.

Kalleberg, Arne L., University of North Carolina-Chapel Hill: "Collaborative Research: U.S. Organizations' Human Resource Policies," \$16,388.

Kelley, Maryellen., Carnegie Mellon University: "Inter-form Linkages and the Diffusion of Programmable Automation," \$155,847.

Knake, David H., University of Minnesota: "Collaborative Research: U.S. Organizations' Human Resource Policies," \$20,381.

La Porte, Todd R.; Roberts, Karlene H., and Rochlin, Gene., University of California-Berkeley: "High Reliability in Very Complex Organizations: Comparing Three Cases," \$85,991.

Laslett, Barbara., University of Minnesota-St. Paul: "Household Structure and Family Strategies," \$47,060.

Leuvenstein, Bruce V.; Gieryn, Thomas F.; Doggan, William., Cornell University: "Documenting Cold Fusion: An Urgent Project to Preserve Historical and Sociological Materials from Fast-Moving Science," \$11,092.

Marc, Robert., University of Wisconsin-Madison: "Collaborative Research: Marriage and Marital Dissolution In A Changing Labor Market," \$30,920.

Marsden, Peter V., Harvard University: "Collaborative Research: U.S. Organizations' Human Resource Policies," \$17,911.

Matsueda, Ross L. (former MFP recipient), University of Wisconsin-Madison: "Family Models of Sibling Delinquency: Testing a Differential Social Control Theory," \$39,965.

Maume, David J., University of Cincinnati: "Child Care and Women's Labor Supply: A Panel Approach," \$52,885.

Mayer, Susan E., Northwestern University: "Conference Proposal," \$9,815.

McPherson, J. Miller and Freeman, John., Cornell University: "Niches and Networks Among Voluntary Groups," \$140,800.

Mickelson, Roslyn A., and Ray, Carol., University of North Carolina-Charlotte: "Corporate Leaders and Educational Reform," \$50,000.

Miethe, Terance D., Virginia Poly Institute and State University: "Opportunity, Choice, and Social Control: Testing an Integrated Theory of Criminal Victimization," \$186,353.

Mosteller, Frederick., Harvard University: "Basic and Applied Studies of Social Statistical Methods," \$45,495.

Muthen, Bengt., University of California-Los Angeles: "Psychometric Modeling in Heterogeneous Populations," \$87,000.

Orloff, Ann., University of Wisconsin-Madison: "Child Support: Policy making in the Contemporary United States," \$100,832.

Pescosolido, Bernice A., and Mendelsohn, Robert., Indiana University-Bloomington: "A Network Approach to Suicide Rates," \$73,998.

Petersen, Trond., University of California-Berkeley: "Payment Systems and the Structure of Wage Inequality," \$50,000.

Schuman, Howard., University of Michigan: "Generational Effects: Past, Present and Future," \$16,804.

South, Scott J., The Research Foundation of SUNY: "Marriage Opportunities and Women's Roles in the U.S.," \$58,607.

Spaeth, Joe L., University of Illinois-Chicago: "Collaborative Research: U.S. Organizations' Human Resource Policies," \$38,381.

Stevenson, David Lee and Baker, David P., Catholic University of America: "National Differences in Educational Outcomes: A Comparative Analysis of Mathematics Achievement and Instruction," \$79,000.

Studman, Seymour; Schwarz, Norbert; and Blair, Johnny., University of Illinois-Urbana: "Cognitive Aspects of Proxy Reporting in Survey Research," \$102,994.

Tuma, Nancy., Stanford University: "Collaborative Research: Modelling Life Transitions," \$54,713.

Wallace, Ruth A., George Washington University: "Institutional Constraints and Role Transition," \$10,000.

Weitzman, Lenore J., Harvard University: "Career Advancement Award on the Transformation of Property," \$40,841.

Wharton, Amy S., Washington State University: "Women's Psychological Well-Being and Family Functioning," \$12,000.

Whyte, Martin K., University of Michigan-Ann Arbor: "U.S.-China Cooperative Research (Sociology): A Comparative Study of U.S. and Chinese Family Structure," \$42,746.

Williams, David R. (former MFP recipient), Yale University: "Religion and Mental Health," \$11,990.

Winship, Christopher., Northwestern University: "Collaborative Research: Marriage and Marital Dissolution in a Changing Labor Market," \$29,078.

Wu, Lawrence., University of Wisconsin: "Collaborative Research: Modeling Life Transitions," \$40,999.

Continuation/Supplements

Davis, James A., and Smith, Thomas W., National Opinion Research Center: "A National Data Program for the Social Sciences (NORC General Social Survey Five Year Renewal)," \$842,976.

Duncan, Greg., University of Michigan: "Panel Study of Income Dynamics," \$250,000.

Grusky, David B., Stanford University: "Presidential Young Investigator Award," \$25,000.

Mizruchi, Mark S., Columbia University: "Presidential Young Investigator Award," \$25,000.

Walters, Pamela B., and James, David R., Indiana University-Bloomington: "The Relationship Between Inequality in Education and Political and Economic Structures," \$7,500.

Dissertation Awards

Rogers, Everett M., University of Southern California: "Doctoral Dissertation Research in Sociology," \$5,210.

Lake, Robert W., and Vural, Leyla., Rutgers University-New Brunswick: "Doctoral Dissertation Research in Geography and Regional Science," \$7,232.

Marc, Robert, and Xie, Yu., University of Wisconsin-Madison: "Doctoral Dissertation in Sociology," \$4,200.

Special Awards

Beck, Bernard, and Avolos, Lisa., Northwestern University: "MGR Honorable Mention: Lisa Avolos," \$3,968.

DiMaggio, Paul, and Charfauros, Eve A. (MFP recipient), Yale University: "MGR Honorable Mention: Eva Charfauros," \$4,000.

Janoski, Thomas, and Atkinson, Phillip., Duke University: "MGR Honorable Mention: Phillip Atkinson," \$3,712.

Lewis, Michael, and Moore, Valerie., University of Massachusetts-Amherst: "MGR Honorable Mention: Valerie Ann Moore," \$4,000.

NICHD Awards

The Demographic and Behavioral Sciences Branch of the Center for Population Research at the National Institute of Child Health and Human Development (NICHD) funded 32 individuals in population research during FY89. Information, program announcements, and application forms may be received by contacting Wendy Baldwin, Chief, Demographic and Behavioral Science Branch, Executive Plaza North, Room 611, 6130 Executive Blvd., Bethesda, Maryland 20892; (301) 496-1174. Principal Investigators, project title, institutional affiliations, and award amounts are listed here.

Anderson, Barbara A., University of Michigan-Ann Arbor: "Comparative Demographic Patterns," \$150,000.

Bloom, David E., National Bureau of Economic Research: "Labor Market Impact of the Aids Epidemic," \$57,464.

Brooks-Gunn, J., Educational Testing Service: "Outcomes of Multigenerational Child Care Arrangements," \$90,327.

Bumpass, Larry L., University of Wisconsin-Madison: "Health and Well-being of Families in Transition," \$161,337.

Bumpass, Larry L., University of Wisconsin-Madison: "Formation and Stability of Marital and Cohabiting Unions," \$157,649.

Cherlin, Andrew J., Johns Hopkins University: "Effects of Divorce on Children," \$136,067.

Falbo, Toni., University of Texas-Austin: "China's One Child Policy and Children's Outcomes," \$182,673.

Fricke, Thomas E., University of Michigan-Ann Arbor: "Economy, Family Change and Fertility," \$79,920.

Gage, Timothy B., State University of New York at Albany: "Mortality and Nutritional Status-Demographic Analysis," \$55,570.

Haines, Michael R., Wayne State University: "A Study of Mortality Decline," \$75,782.

Hammel, Eugene A., University of California-Berkeley: "Fertility Decline," \$116,686.

Hogan, Dennis P., Pennsylvania State University: "Intergenerational Exchange in Families with Children," \$120,579.

Kanduse, David E., Rand Corporation: "HIV Infection and Risk Behaviors in Prostitutes," \$468,083.

Lee, Ronald D., University of California-Berkeley: "Modeling and Forecasting Demographic Time Series," \$110,731.

Marc, Robert D., University of Wisconsin-Madison: "Demographic Influences on Family and School Transitions," \$83,449.

Morgan, S. Philip., University of Pennsylvania: "U.S. Racial Differences in Family Structure," \$91,039.

Parcel, Toby L., Case Western Reserve University: "Linking Maternal Employment and Child Care Arrangements," \$89,032.

Philliber, Susan G., Columbia University: "Decision Making for Sterilization," \$122,732.

Popkin, Barry M., University of North Carolina-Chapel Hill: "Infant Feeding, Women's Nutrition, and Birth Spacing," \$88,764.

Rindfuss, Ronald R., University of North Carolina-Chapel Hill: "Contraceptive Choice in a Changing Environment," \$74,170.

Rodgers, Joseph L., University of Oklahoma-Norman: "Adolescent Behavior: Family and Non-Family Influences," \$53,459.

Schoen, Robert., Johns Hopkins University: "First Unions and First Marriages," \$75,291.

Seltzer, Judith A., University of Wisconsin-Madison: "Demographic and Social Issues in Child Support," \$113,157.

Starfield, Barbara., Johns Hopkins University: "Low Birthweight and Prematurity—Race and Risk Factors," \$89,976.

Tanfer, Koray., Battelle Seattle Research Center: "Condom Use by Adult Men to Prevent Aids," \$1,121,187.

Thomson, Elizabeth J., University of Wisconsin-Madison: "Family Structure, Socialization, and Child Well-Being," \$77,804.

Thornton, Arland., University of Michigan-Ann Arbor: "Intergenerational Panel Study of Parents and Children," \$139,534.

Tsui, Amy O., University of North Carolina-Chapel Hill: "A Model of Pregnancy Avoidance," \$88,175.

Udry, J. Richard., University of North Carolina-Chapel Hill: "Biosocial Models of Women's Gender Role Behavior," \$227,909.

Waldorf, Daniel O., Scientific Analysis Corporation: "Condom Use in a High-Risk Population," \$224,735.

Weinstein, Sidney., NCRL: "Behavioral and Physical Indices Predict Condom Preference," \$96,150.

Wells, James A., People-to-People Health Foundation, Inc.: "Aids Risk Reduction and Condom Use in a National Sample," \$47,570.

Winship, Christopher., Northwestern University: "Demographic Influences on Family and School Transitions," \$69,998.

1989 NIMH Grants

The National Institute of Mental Health awarded 67 research grants to sociologists this past year totalling \$8,241,490. In addition, 19 research training, fellowships, and career awards totalling \$3,273,107 were awarded, as well as three grants of \$314,704 to support clinical training. Awardees, their institutional affiliation, project title, and grant amount are listed below.

Many other research training programs, which do not have a sociologist as the program director, also provide support for sociologists. Research grant, career development, and individual pre- and postdoctoral fellowship applications are strongly encouraged in mental health services research.

For information, program announcements, and application forms contact Mr. Thomas Lally, The National Institute of Mental Health, 5600 Fishers Lane, Room 18C14, Rockville, Maryland 20857; (301) 443-3364.

Broman, Clifford (former MFP recipient), Michigan State University: "Need and Use of Mental Health Services Among Blacks," \$25,396.

Canton, Carol., Columbia University: "Services & Homelessness in Chronic Mental Illness," \$249,981.

Cook, Judith., Thresholds, Inc., Chicago: "Efficacy of Two Models of Vocational Service to the Chronically Mentally Ill," \$130,851.

Doreian, Patrick., University of Pittsburgh: "Social Services Delivery Under Resource Constraints," \$261,026.

Eaton, William., Johns Hopkins University: "Long-Term Course of Severe Mental Illness in Four Service Systems," \$133,883.

Greenley, James., University of Wisconsin: "Mental Illness Services Research Center on the Organization and Financing of Care for the Severely Mentally Ill," \$412,888.

Johnson, David., University of Nebraska: "Economic Decline and Psychosocial Impairment," \$233,633.

Kaufmann, Caroline., University of Pittsburgh: "Self Help and Severe Mental Illness," \$54,408.

Leaf, Philip., Yale University: "Pediatric Provision of Mental Health Services," \$543,032.

Mechanic, David., Rutgers University: "Research Center on the Organization and Financing of Care for the Severely Mentally Ill," \$346,717.

Funding Opportunities/Awards, from page 17

Pescosolido, Bernice, Indiana University; "Research Career Development Award: A Multi-Level Network Model for Mental Health Services," \$55,575.

Pescosolido, Bernice, Indiana University; "A Network-Episode Model for Mental Health Services," \$52,175.

Rosenfeld, Sarah, Rutgers University; "Service Effects on Patient Outcomes," \$141,306.

Schoth, Thomas, University of Pittsburgh; "Cooperation in Systems of Services for the Mentally Ill," \$68,966.

Tessler, Richard, University of Massachusetts; "Research Scientist Award: Family, Mental Illness, and Homelessness," \$60,891.

Tessler, Richard, University of Massachusetts; "Continuity of Care, Residency, and Family Burden of the Severely Mentally Ill," \$238,333.

Williams, David (former MFP recipient), Yale University; "Psychiatric Disorder and Help Seeking Among Blacks," \$38,304.

Research Training and Fellowship Awards for Mental Health Services Research

Bale, Anthony, Yale University; "Sociology of Compensation for Workplace Mental Health Services," \$28,000.

Greeley, James, University of Wisconsin; "Mental Health Services Postdoctoral Research Training," \$119,248.

Mechanic, David, Rutgers University; "Postdoctoral Mental Health Services and Systems Research Training," \$240,055.

Rogler, Lloyd, Fordham University; "Assessing Hispanic Mental Health Needs and Services," \$113,589.

Russel, Amy, Stanford University; "The Institutionalization of the Mental Health System," \$11,500.

National Institute on Aging Awards

Over the past few years, age has become increasingly recognized as a critical aspect of social and behavioral research. Despite budgetary constraints, the Behavioral and Social Research Program (BSR) at NIA is funding a broad spectrum of research in areas ranging from basic methodology to social policy, from human development to social epidemiology, from the demography of aging to studies in the life course, from the sociology of age to interdisciplinary studies. Additionally, several dozen training grants are providing opportunities for graduate students. Talented investigators in aging research are in short supply.

The following illustrative lists of new, continuing, and training grants currently being funded by NIA suggest the scope of the program. Many of the grant recipients listed here are sociologists, and all of the projects are in some respects sociologically relevant.

A full description of the Behavioral and Social Research Program is available by writing to: BSR/NIA/NIH, Building 31C, Room 5C32, Bethesda, Maryland 20892.

New Awards

Ainlay, Stephen C., Holy Cross College; "Worcester Area Project on Aging," \$109,596.

Aldwin, Carolyn M., Boston University; "Psychosocial Factors Affecting Health Among Older Men," \$87,887.

Alexander, Frances, California State University-Los Angeles; "Alcohol Use in Retirement Communities," \$66,245.

Barker, William H., Kaiser Foundation Research Institute, Portland Oregon; "Mortality Decline among the Aged—Explanatory Factors," \$309,004.

Bales, Barry T., University of Oregon; "Aging and Transfer of Training—Exercise Intervention," \$53,207.

Blau, David M., University of North Carolina; "Dynamics of Retirement Behavior of Individuals," \$58,859.

Brown, Ronald E., Eastern Michigan University; "Group Based Participation of Black Elderly," \$70,911.

Cleary, Paul D., Harvard University; "Age Case-Mix Process and Outcome in Hospitalized Patients," \$139,817.

Coe, Rodney M., St. Louis University; "Care of the Aged: Application of Health Services Research," \$49,404.

Cohn, Barbara A., California Public Health Foundation, Berkeley; "Age, Sex and Survival-Stability of Associations," \$72,759.

Colby, Benjamin N., University of California-Irvine; "Stress and Health in Elderly Japanese Americans," \$72,750.

Czaja, Sara J., State University of New York at Buffalo; "Age Differences in Task Stress for Computer Tasks," \$111,420.

Devin, Judith C., Medium Well Done, Minneapolis; "Behavior Management of Alzheimer's for Caregivers," \$37,955.

Foner, Nancy, State University of New York at Purchase; "Nursing Home Workers and Patient Care: A Case Study," \$87,443.

Fortune, Martha, HCR Inc., Rochester, New York; "Operational Decision-making for Planning Alzheimer's Care," \$50,000.

Freidenberg, Judith, Mount Sinai School of Medicine, New York; "Health-Seeking Behavior of Low-Income Elderly Hispanics," \$111,202.

Frøbert, Debra G., University of Minnesota; "A Process-Tracing Study of Discharge Decision Making," \$30,996.

Garrard, Judith, University of Minnesota; "Discharge of Nursing Home Elderly to the Community," \$64,368.

Gilinzky, Alberta S., University of Bridgeport, Fairfield, CT; "Judgment and Reasoning Across the Life Span," \$64,280.

Gubrium, Jaber F., University of Florida; "Institutionalization and Life Course Narrative in Old Age," \$117,296.

Hemmlin, Albert H., University of Michigan; "Comparative Study of the Elderly in Four Asian Countries," \$258,778.

Hultsch, David F., University of Victoria, Canada; "Individual Differences in Memory Change in the Aged," \$58,513.

Juster, F.T., University of Michigan; "Saving, Wealth and Health Among Older Americans," \$125,968.

Kahana, Eva F., Case Western Reserve University; "Adaptation to Frailty Among Dispersed Elderly," \$173,229.

Kelman, Howard R., Montefiore Medical Center, Bronx, New York; "Health—Health Care, Family, and Social Transitions," \$273,356.

Keyl, Penelope M., Johns Hopkins University; "Effects of Alzheimer's Disease and Aging on Driving," \$204,753.

King, Abby C., Stanford University; "Exercise and Stress-Related Response in Older Adults," \$61,865.

Kotlikoff, Laurence J., Boston University; "Consumer Behavior, Transfers, and the Extended Family," \$85,066.

Liang, Jersey, University of Michigan; "Well-Being Among the Aged: A Three-Nation Study," \$297,953.

Lillard, Le A., Rand Corporation, Santa Monica, California; "Social and Economic Functioning in Older Populations," \$386,315.

Lindauer, Martin S., University of Michigan; "Creativity and Old Age," \$34,500.

Mace, Ronald L., Barrier Free Environments, Inc., Raleigh, North Carolina; "An Adaptable Bathing Fixture for Elderly Disabled Users," \$48,092.

Magaziner, Jay, University of Maryland; "Epidemiology—Determinants of Recovery From Hip Fracture," \$184,049.

Mauw, Ann P., Research Dimensions, Inc., Alexandria, Virginia; "Age Bias in Job Performance," \$48,280.

Mitchell, Keith C., Solon Consulting Group, Ltd., Burtonsville, Maryland; "Making HCFA Data Accessible to the Research Community," \$49,938.

Morrow, Daniel G., Decision Systems, Inc., Los Altos, California; "Aging, Expertise, Text Organization, and Comprehension," \$122,850.

Parnes, Herbert S., Ohio State University; "NLS Resurvey—Older Male Survivors and Descendants' Widows," \$218,440.

Quandt, Sara A., University of Kentucky; "Nutritional Strategies and Dietary Status of Rural Elderly," \$85,722.

Rainwater, Lee P., Harvard University; "Comparative Life Course Research on Economic Well-Being," \$79,322.

Rogers, Andrei, University of Colorado; "Forecasting Active Life Expectancy and Population," \$59,750.

Rohrer, James E., University of Iowa; "Mental Illness and Outcomes of Nursing Home Care," \$125,100.

Rubinstein, Robert L., Philadelphia Geriatric Center; "Middle Aged Child's Experience of Parental Death," \$196,988.

Schia, K. Warner, Pennsylvania State University; "Longitudinal Studies of Adult Cognitive Development," \$332,571.

Spitze, Glenn D., University of New York, Albany; "Family Structure and Intergenerational Relations," \$98,082.

Sterns, Ronni S., Evening Star Productions of Ohio; "Video Programming and Formats to Enhance Older Adult Fun," \$50,000.

Stoller, Eleanor P., SUNY-Plattsburgh; "Self Care Lay-Response to Illness," \$243,808.

Turner, Lisa Mae, Turner Associates, Seattle, Washington; "Aging Training in Behavioral Sciences Research," \$46,000.

Waizkin, Howard, University of California, Irvine; "Communication With Elderly Patients," \$33,000.

Walsh, David A., University of Southern California, Los Angeles; "Individual Decision Making a Successful Aging," \$98,849.

Willis, Sherry L., Pennsylvania State University; "Practical Intelligence and Mental Abilities in Old Age," \$178,160.

Wise, David A., National Bureau of Economic Research, Cambridge, Massachusetts; "Pension Plan Provisions and Early Retirement," \$104,653.

Wolf, Douglas A., The Urban Institute, Washington, DC; "Intergenerational Families—Structure, Dynamics, Exchanges," \$93,672.

Continuation Awards

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

Anderson, Trudy B., University of North Carolina, Greensboro; "Aging Couples—Last Stage of Family Life," \$54,116.

Antonucci, Toni C., University of Michigan; "Social Support Over the Life Course," \$53,529.

Antonucci, Toni C., University of Michigan; "Panel Study of Social Supports in the Elderly," \$72,332.

Belmont, John M., University of Kansas Medical Center; "Problem Solving and Memory in Elderly Adults," \$115,499.

Bengtson, Vern L., University of Southern California, Los Angeles; "A Longitudinal Study of Generations and Mental Health," \$520,137.

Boath, Alan, University of Nebraska, Lincoln; "Marital Instability Over the Life Course," \$63,757.

Bosse, Raymond, Hellenic College, Boston; "The Effect of Retirement on Physical Health," \$112,107.

Brogdon, Joan L., Kin Care, Inc., Chicago; "Respite Care for Older Adults: A Prototype," \$260,682.

Brown, Scott C., Gallaudet University; "Aging and the Interaction of Demography and Hearing Loss," \$86,160.

Carstensen, Laura L., Stanford University; "Behavioral Effects on Aging in Long-Term Care," \$102,843.

Cassel, Christine K., University of Chicago Medical Center; "Forecasting Life Expectancy and Active Life Expectancy," \$304,453.

Chatters, Linda M., University of Michigan; "Subjective Well-Being of Older Blacks," \$80,607.

Chiriboga, David A., University of Texas, Galveston; "Adult Child Caretakers of Dependent Parents: A Process," \$41,366.

Clarkson-Smith, Louise M., Scripps College, Claremont, California; "Relationship of Life-Style to Cognition in Older Adults," \$26,004.

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

Clubb, Jerome M., University of Michigan; "Factors in Aging: Continued Development of Research Resources," \$466,000.

Coe, Rodney M., Gerontological Society of America; "International Congress of Gerontology," \$76,128.

Craus, Douglas E., Northwestern University; "Multiple-Cause Mortality Among Aging Samoans," \$28,398.

Crimmins, Eileen M., University of Southern California, Los Angeles; "Does Improvement in Mortality Mean Better Health?," \$104,538.

Cube, Lee J., Wellesley College; "Place Identities Among Elderly Migrants and Non-Migrants," \$58,755.

Cunningham, Walter R., University of Florida; "Age Changes in Intellectual Abilities in the Elderly," \$57,177.

Davanzo, Julie S., Rand Corporation; "Demographic Change and Family Decision-Making," \$41,034.

Davis, Lucille H., Northwestern University; "Social Factors in Health of Black Urban Elders," \$143,611.

Davis, Maradee A., University of California, San Francisco; "Living Arrangements, Diet and Survival of Older U.S. Adults," \$137,160.

Eckert, J. Kevin, University of Maryland; "Caregivers to At-Risk Elderly Board/Care Home Residents," \$229,197.

Elias, Merrill F., University of Maine; "Age, Hypertension, and Intellectual Performance," \$228,708.

Erber, Joan T., Florida International University, Miami; "Age and Related Factors in Memory Failure Appraisal," \$77,711.

Felson, David T., Boston University; "Osteoarthritis and Physical Disability in the Elderly," \$152,184.

Ferraro, Kenneth F., Northern Illinois University; "The ADE Amendment and Public Support for Older Workers," \$57,933.

Ford, Amasa B., Case Western Reserve University; "Cleveland Elderly 12 Years Later," \$228,593.

Fry, Christine L., Loyola University, Chicago; "Age and Culture: Community and Well-Being in Old Age," \$62,514.

Gallagher, Dolores E., Veterans Administration Medical Center, Palo Alto; "Enhancing Caregivers' Capacity to Care for Frail Elders," \$41,425.

Garber, Alan M., Stanford University; "Health Economics of Aging," \$89,201.

German, Pearl S., Johns Hopkins University; "Impact of Mental Morbidity on Nursing Home Placement," \$80,417.

Given, Charles W., Michigan State University; "Caregiver Responses to Managing Elderly Patients at Home," \$189,682.

Goldstein, Melvin C., Case Western Reserve University; "Impact of China's Economic Reforms on the Elderly," \$56,043.

Guinnane, Timothy W., University of Pennsylvania; "Migration and Old-Age Support," \$21,000.

Hansner, Suzanne B., Stanford University; "Caregivers of Alzheimer's Patients: Music Therapy," \$34,500.

Hareoon, Tamara K., Harvard University; "Aging and The Life Course: Social Change and Generations," \$88,053.

Haug, Marie R., Case Western Reserve University; "Self-Care Behaviors of Aged Japanese," \$101,792.

Hauser, Robert M., University of Wisconsin; "Trends in SES Achievement Across the Life Course," \$177,753.

Henretta, John C., University of Florida; "Joint Retirement in Two-Worker Couples," \$64,476.

Hess, Thomas M., North Carolina State University, Raleigh; "Schematic Knowledge Influences on Memory in Adulthood," \$69,277.

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

Hibbard, Judith H., Kaiser Foundation Research Institute, Portland, Oregon; "Female Employment Patterns, Life Stage and Health Status," \$86,118.

Holland, Audrey L., University of Pittsburgh, Western Psychiatric Institute and Clinic; "Discourse and Everyday Remembering," \$64,004.

Holmes, Douglas, DMH Associates, Inc., Bronx, New York; "Computer Based Intervention re Demented Elderly," \$112,043.

House, James S., University of Michigan; "Productivity, Stress and Health in Middle and Late Life," \$116,523.

Hoyer, William J., Syracuse University, Syracuse; "Aging, Skills, and Knowledge Use," \$95,458.

Hurd, Michael D., National Bureau of Economic Research, Stony Brook, New York; "Consumption and Wealth of Elderly," \$122,550.

Idler, Ellen L., Rutgers State University; "Epidemiology of Chronic Pain and Self-Assessed Health," \$53,713.

Johnson, Colleen L., University of California, San Francisco; "The Social World of the Oldest Old," \$136,578.

Johnson, Colleen L., University of California, San Francisco; "Elderly Outpatient Care and Informal Social Support," \$126,915.

Juster, F. Thomas, University of Michigan; "Life Course Savings and Wealth From the PSID," \$136,072.

Kaufman, Sharon R., University of California, San Francisco; "Chronicity and Life Reorganization in Old Age," \$130,445.

Kirasic, Kathleen C., University of South Carolina, Columbia; "Aging, Cognitive Processing, and Learning Abilities," \$76,916.

Kitson, Gay C., University of Akron; "Violent Death—Life Course Adjustment for Widows," \$268,439.

Klag, Michael J., Johns Hopkins University; "Precursors of Premature Disease and Death," \$225,911.

Kotlikoff, Laurence J., Boston University; "Life Insurance of American Family: Adequacy/Determinants," \$94,053.

Kutner, Nancy G., Emory University; "Older ESRD Patients: Rehabilitation and Quality of Life," \$76,485.

Lachman, Margie E., Brandeis University; "Course of Personal Control in Later Life," \$71,316.

Larsen, Ulla M., University of California, Berkeley; "Application of Statistical Methods in Aging Research," \$30,500.

Lawton, M. Powell, Philadelphia Geriatric Center; "Affect, Normal Aging, and Personal Competence," \$202,215.

Lenenson, Robert W., University of California, Berkeley; "Aging and Effective Marital Functioning," \$227,931.

Leventhal, Howard, Rutgers State University; "Symptom and Emotion Stimuli to Health Action in Elderly," \$177,290.

Liang, Jersey, University of Michigan; "Well-Being Among the American and Japanese Elderly," \$85,818.

Liang, Mattheo H., Brigham and Women's Hospital, Boston; "Development and Evaluation of Physical Function Measures," \$111,303.

Lillard, Le A., Rand Corporation; "Elderly Life Expectancy, Health and Asset Management," \$134,497.

Liv, Korbin, The Urban Institute, Washington, DC; "Private Expenses for Long-Term Care," \$147,201.

See Funding, page 18

Funding Opportunities/Awards, from page 17

Logan, John R., SUNY at Albany; "Informal and Formal Supports in Aging," \$128,323.

Longino, Charles F., Jr., University of Miami, Coral Gables; "Health and Residential Mobility Among the Old," \$109,330.

Maddox, George L., Duke University; "An Integrated Investigation of Aging and the Aged," \$248,115.

Magaziner, Jay, University of Maryland; "Aged Living Alone: Medical and Psychiatric Consequences," \$135,149.

Manton, Kenneth G., Duke University; "A Demographic Study of Multiple Causes of Death," \$143,239.

Manton, Kenneth G., Duke University; "Forecasting Life Expectancy and Active Life," \$190,703.

Manton, Kenneth G., Duke University; "Functional and Health Changes of the Elderly—1982-1988," \$624,365.

Manton, Kenneth G., Duke University; "Active Life Expectancy in Old and Oldest-Old Populations," \$161,057.

Marini, Margaret M., University of Minnesota; "Age, Gender, and Careers," \$72,682.

Markides, Kyriacos S., University of Texas, Galveston; "Aging and Health Among Hispanics," \$121,893.

Mathews, Sarah H., Case Western Reserve University; "Dividing Filial Responsibility in Adult Sibling Groups," \$55,876.

McAuley, Edward, University of Illinois; "Self-Efficacy Cognition, Exercise, and Aging," \$62,336.

McKinlay, John B., New England Research Institute, Inc., Watertown, MA; "Oral Health of Older Adults," \$647,476.

McKinlay, John B., New England Research Institute, Inc., Watertown, MA; "Pathways to Provision of Care for Frail Older Persons," \$353,525.

McKinlay, Sonja M., New England Research Institute, Inc.; "An Epidemiological Investigation of Menopause," \$294,264.

McKinlay, Sonja M., New England Research Institute, Inc.; "Health and Effective Functioning in Normally Aging," \$647,805.

Mittles, Linda S., University of California, San Francisco; "Natural History and Folk Etiology of Age-Related Disorders," \$53,186.

Mittles, Linda S., University of California, San Francisco; "The Behavioral Context of Incontinence in the Elderly," \$159,327.

Modan, Baruch, Chaim Sheba Medical Center, Israel; "National Epidemiological Study of the Oldest Old," \$136,246.

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

Mossey, Jana M., Medical College of Pennsylvania, Philadelphia; "Determinants of Recovery Among Older Women," \$118,765.

Mutcher, Jane E., SUNY at Buffalo; "Change in Elderly Households: Race/Ethnic Comparisons," \$104,587.

Newman, Sandra J., Johns Hopkins University; "Life Adjustments to Aging: An Evaluation of New Data," \$140,992.

Pampel, Fred C., Florida State University; "Cross National Research on Aged and Pension Policy," \$30,226.

Parrish, Charles J., Wayne State University; "Life Span Development and Competence," \$122,181.

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

Reese, Hayne W., West Virginia University; "Cognition in Adulthood and Old Age," \$84,394.

Rice, Dorothy P., Kaiser Foundation Research Institute, Oakland, California; "Epidemiology of Chronic Disease in the Old," \$438,995.

Rice, Dorothy P., University of California, San Francisco; "Costs of Formal and Informal Care—Alzheimer's Patients," \$294,721.

Rice, Grace E., Arizona State University; "Older Adults' Memory for Written Medical Information," \$115,260.

Rubinstein, Robert L., Philadelphia Geriatric Center; "Life-style and Generativity of Childless Older Women," \$224,315.

Satariano, William A., Michigan Cancer Foundation, Detroit; "Health and Functioning in Older Women With Breast Cancer," \$122,136.

Scheer, Jessica, National Rehabilitation Hospital, Washington, DC; "Aging With a Disability: The Late Effects of Polio," \$14,000.

Schultz, Richard, University of Pittsburgh, Western Psychiatric Institute and Clinic; "Coping With Dementia: Multivariate Casual Models," \$125,969.

Seligman, Martin E., University of Pennsylvania; "Explanatory Style/Predictor of Mortality and Morbidity," \$124,915.

Siu, Albert L., University of California, Los Angeles; "Health Policy and Functional Status," \$55,226.

Smeeding, Timothy M., Vanderbilt University; "Comparative Economic Status of Elderly," \$46,285.

Smith, Ken R., University of Utah; "Widowhood, Economic Status, and Panel Attrition," \$124,246.

Standard, Raymond L., Howard University; "Planning Grant—Minority Aging," \$89,000.

Stern, Steven N., University of Virginia, Charlottesville; "Job Exit Behavior of Older Workers," \$87,179.

Struyk, Raymond J., Urban Institute, Washington, DC; "Housing Family Care and Risk of Institutionalization," \$97,214.

Stull, Donald E., University of Akron; "Caring for Elders—Impact of Social Support and Burden," \$80,514.

Sustad, Bonnie L., University of Wisconsin; "Predicting the Use of Sleep Medications in Nursing Homes," \$67,263.

Taylor, Jerome, University of Pittsburgh; "Factors Affecting Health of Black Women 25-65 Years Old," \$181,893.

Taylor, Robert J., University of Michigan; "Familial/Non-Familial Support Network Black/White Elderly," \$80,031.

Tobis, Jerome S., University of California, Irvine; "Intervention Effects—Psychobiological Decline in Aging," \$799,314.

Tobis, Jerome S., University of California, Irvine; "Experimental Intervention for Reduction of Falls," \$254,400.

Verbrugge, Lois M., University of Michigan; "Arthritis and Daily Life," \$74,224.

Verbrugge, Lois M., University of Michigan; "Arthritis, Physical and Social Disability in Elderly," \$121,866.

Vertrees, James C., La Jolla Management Corporation, Silver Spring, Maryland; "Estimate of Financial Liability for Long-Term Care," \$239,479.

Vitaliano, Peter P., University of Washington; "Stress in Alzheimer's Patient-Spouse Interactions," \$93,878.

Vogt, Thomas M., Kaiser Foundation Research Institute, Portland, Oregon; "Social Predictors of Morbidity and Mortality," \$159,937.

Walker, Alexis J., Oregon State University; "Parent Caring and the Mother-Daughter Relationship," \$197,741.

Wallace, Robert B., University of Iowa; "Teaching Nursing Home," \$572,014.

Ware, John E., Jr., New England Medical Center Hospital, Inc., Boston; "Physician-Patient Relationships—Outcomes for Elderly," \$257,780.

Washburn, Richard A., New England Research Institute, Inc., Watertown, MA; "Epidemiology of Activity in a Bircial Older Population," \$98,905.

Washburn, Richard A., New England Research Institute, Inc., Watertown, Massachusetts; "A Physical Activity Questionnaire for Older Adults," \$170,860.

Weinberger, Morris, Duke University; "Cost-Benefit of Easing Burden of Alzheimer's Caregivers," \$17,250.

Weiss, Robert S., University of Massachusetts; "Transition to Retirement from Managerial Roles," \$139,468.

Welch, Finis R., Unicom Research Corporation, Los Angeles, California; "Effect of Changing Industrial Structure on Older Workers," \$323,404.

Williams, Ben T., University Park Pathology Association, Urbana, Illinois; "Morbidity Risk Assessment in Elderly," \$159,397.

Wise, David A., National Bureau of Economic Research, Cambridge, Massachusetts; "Economics of Aging," \$659,902.

Wolinsky, Frederic D., Texas Agricultural and Medical University; "Ethnicity, Aging and Use of Health Services," \$143,191.

Woodbury, Max A., Duke University; "Longitudinal Models of Correlates of Aging and Longevity," \$116,225.

Yelin, Edward H., University of California, San Francisco; "Factors in the Declining Function of the Aging," \$55,296.

Zautra, Alex J., Arizona State University; "Life Events and Demoralization in the Elderly," \$163,312.

Training Awards

Bengtson, Vern L., University of Southern California, Los Angeles; "Multidisciplinary Research Training in Gerontology," \$246,187.

Clark, M. Margaret, University of California, San Francisco; "Anthropological Gerontology," \$142,124.

Clark, Robert L., North Carolina State University, Raleigh; "Doctoral Training in Economics of Aging," \$35,400.

Cohen, Harvey J., Duke University; "Behavior and Physiology in Aging," \$116,397.

Cook, Fay L., Northwestern University; "Research Training in Aging and Social Policy," \$87,609.

Dunkle, Ruth E., University of Michigan; "Social Research Training on Applied Issues of Aging," \$193,262.

Eaton, William W., Johns Hopkins University; "Psychiatric Epidemiology Training Grant," \$56,343.

Elder, Glen H., Jr., University of North Carolina, Chapel Hill; "Demography of Aging and the Life Course," \$51,997.

Evans, Denis A., Brigham and Women's Hospital, Boston; "Training Program in Epidemiologic Research on Aging," \$119,530.

Featherman, David L., University of Wisconsin; "Population, Life Course, and Aging," \$118,292.

Garry, Thomas F., University of Kentucky; "Behavioral Science Research Training in Aging," \$20,052.

German, Pearl S., Johns Hopkins University; "Gerontology in Public Health," \$106,040.

Greer, David S., Brown University; "Institutional National Research Service Award," \$39,693.

Hermalin, Albert I., University of Michigan; "Training in Social and Economic Demography," \$103,044.

Kahana, Eva F., Case Western Reserve University; "Health Research in Aging," \$70,845.

Kahana, Eva F., Case Western Reserve University; "Research Training in Social Aspects of Mental Health and Aging," \$96,849.

Kasl, Stanislaw V., Yale University; "Research Training in the Epidemiology of Aging," \$176,218.

Kaysner-Jones, Virgine S., University of San Francisco; "Research Training in Gerontological Nursing," \$36,451.

Liang, Jersey, University of Michigan; "Public Health and Aging," \$80,555.

Lieberman, Morton A., University of California, San Francisco; "Training Program in Human Development and Aging," \$36,566.

Myers, George C., Duke University; "Medical Demography and Social Epidemiology of Aging," \$130,744.

Peterson, Warren A., University of Missouri, Kansas City; "Inter-University Training-Adult Development and Aging," \$275,640.

Preston, Samuel H., University of Pennsylvania; "Demography of Aging," \$110,209.

Sly, David F., Florida State University; "Demography of Aging," \$49,535.

Smith, Anderson D., Georgia Institute of Technology, Atlanta; "Research Training in Cognitive Aging," \$77,517.

Speare, Alden Jr., Brown University; "Demography of Aging," \$85,062.

Treas, Judith, University of Southern California, Los Angeles; "Demography of Aging," \$80,407.

Wallace, Robert B., University of Iowa; "Training Program in Epidemiology and Biometry of Aging," \$91,294.

Wise, David A., National Bureau of Economic Research, Cambridge, Massachusetts; "Economics of Aging-Training Program," \$50,080.

Zarit, Steven H., Pennsylvania State University Park; "Interdisciplinary Training in Gerontology," \$191,400.

Other announcements of funding opportunities appear on page 20 of this issue.

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Interviewer prompts can be built into interview

Automatic termination of unqualified respondents

Call-back scheduling assistance

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Reporting Features

Daily or cumulative quota reports

Daily or cumulative disposition reports

Daily or cumulative incidence reports

Daily or cumulative interviewer productivity reports

Top-line and filtered marginal reports

Sample reports

Print reports to screen, printer, or disk

ASCII files for custom reports

Remote Features

Setup-up from remote station in network

Generate reports from remote stations in network

Interviewer prompts can be built into interview

Automatic termination of unqualified respondents

Call-back scheduling assistance

Interviewer-to-supervisor note function

Reporting Features

Daily or cumulative quota reports

Daily or cumulative disposition reports

Daily or cumulative incidence reports

Daily or cumulative interviewer productivity reports

Top-line and filtered marginal reports

Sample reports

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ASCII files for custom reports

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Call for Papers

CONFERENCES

Association for the Sociology of Religion invites submissions for a session co-sponsored with ASA on "Conflict and Change in World Religions." This session is expected to be held on August 11, 1990, and will be listed in both the ASR and ASA meeting programs. Send paper submissions to: Bradley Hertel, Department of Sociology, VPI, Blacksburg, VA 24061.

Sixteenth Annual Conference on Social Theory, Politics and the Arts, October 11-13, CUNY Graduate Center, New York, NY. Theme: "Art/New York." Submission deadline: April 15. Send five copies of completed papers, detailed abstracts, or three-paper panel proposals to: Judith H. Balfé, Department of Sociology, CUNY Graduate Center, 33 W. 42nd Street, New York, NY 10036; (212) 642-2401 or (201) 746-4851.

The Kings College Ninth Annual Conference on Death and Bereavement, with special emphasis on Bereavement. Send a two page proposal as well as a 25 word summary of presentation and a curriculum vitae to: John D. Morgan, Coordinator of Death Education Conference, Kings College, 266 Epworth Avenue, London, Ontario, Canada, N6A 2M3, before October 1, 1990.

The Seventeenth Annual National Historical Communal Societies Association Conference, October 25-28, New Lebanon, NY and Pittsfield, MA. Theme: "The Individual in Community." Send brief personal resume and 100 word abstract by March 1, 1990, to the program chair: Andrew J. Vadnais, Mt. Lebanon Shaker Village, PO Box 628, New Lebanon, NY 12125; (518) 794-9500.

The 15th Annual European Studies Conference, October 11-13, Omaha, NE. Sample of areas of interest: arts and literature; science and technology; current issues and future prospects in cultural, political, social, economic or military areas; education and socialization; business; international affairs; religion, ideology, etc. Abstracts of papers and curriculum vitae should be submitted by March 31, 1990 to: Bernard Kolasa, Conference Coordinator, Political Studies, University of Nebraska, Omaha, NE 68182; (402) 554-3617.

The Rural Sociological Society Annual Meeting, August 8-11, Norfolk, VA. Theme: "Minorities in Rural Society." Abstracts are requested for thematic papers, other contributed papers, and panels. Submit abstract (with complete title, name, address, and phone number) by February 1 to: Jess Gilbert, Program Chair, Department of Rural Sociology, 340 Agriculture Hall, University of Wisconsin-Madison, Madison, WI 53706; (608) 262-9530.

PUBLICATIONS

Current Perspectives in Social Theory, a journal-of-record in social theory, is seeking papers for a thematic issue on "Cultural Studies as Critical Theory." Work on unrelated topics is also welcome. Send four copies of manuscripts by April 1, 1990 to the editor: Ben Agger, Department of Sociology, 430 Park Hall, SUNY-Buffalo, Buffalo, NY 14260.

The Michigan Sociological Review will publish its next issue in fall, 1990. Scholarly research papers, theoretical articles, research notes, and book reviews are invited for submission. Deadline: April 1, 1990. Papers should be submitted in duplicate and should follow the

standard bibliographical format used by ASA. Please send manuscripts to: Akbar Mahdi, Editor, MSR, Department of Sociology, North Hall, Adrian College, Adrian, MI 49221.

Research Advances in Social Science and Computers is recruiting chapters for the fourth volume of this JAI Press Series. Chapters should average 30-50 pages in length, be interdisciplinary, have significance in dealing with descriptive problems that relate to what should be done in public policy or social problems, causal problems that relate to why things happen the way they do in social interaction, or methodological problems that relate to how we can know what should be done or why things happen. Send proposal or paper to: Stuart Nagel, 361 Lincoln Hall, University of Illinois, 702 Wright Street, Urbana, IL 61801.

Sociological Focus announces a special issue for February 1991 on "Health and Health Care in Developing Societies." All methodologies and theoretical stances are welcome. *Sociological Focus* is a quarterly journal of the North Central Sociological Association. The Guest Editor for this special issue will be Eugene B. Gallagher, University of Kentucky. Submit four copies of manuscripts by June 1, 1990 to: Ralph Wahrman, Editor, *Sociological Focus*, Bowling Green State University, Bowling Green, OH 43403.

Meetings

February 2. *San Diego State University Conference on Race, Class, Power and Gender in the Modern World-System*, San Diego, CA. Contact: R. George Kirkpatrick, Department of Sociology, San Diego State University, San Diego, CA 92182-0383.

February 4-8. *The National Network of Runaway and Youth Services 1990 Annual Conference*, Washington, DC. Theme: "Partnership with Youth: A National Resource." Contact: NNRYS, 1400 I Street NW, #330, Washington, DC 20005; (202) 682-4114.

February 24-27. *National Juvenile Detention Association Juvenile Services Leadership Forum*, Washington, DC. Contact: National Juvenile Detention Association, Eastern Kentucky University, 217 Perkins, Richmond, KY 40475-3127; (606) 622-6259.

March 16-18. *Society for the Advancement of Socio-Economics Second Annual International Conference*, Washington, DC. Contact: Society for the Advancement of Socio-Economics, 714H Gelman Library, 2130 H Street NW, Washington, DC 20052.

March 18-21. *The Census Bureau 1990 Annual Research Conference*, Arlington, VA. Contact: Ms. Maxine Anderson-Brown, Conference Coordinator, Office of the Director, Bureau of the Census, Washington, DC 20233; (301) 763-1150.

March 22. *The Association of Death Education and Counseling Specialty Workshops*, New Orleans, LA. Themes: "Critical Incident Stress"; "Impact of AIDS in the Infant/Maternal Population"; "Saying 'Goodbye'." Contact: Delpha J. Camp, ADEC Specialty Workshops, 1627 Agate Street, Eugene, OR 97403-1921; (503) 686-4220.

March 25-26. *Fourth Symposium on Ethnic Identity*, Arizona State University. Theme: "Ethnic Identity and Psychological Adaptation." Contact: Martha Bernal, Department of Psychology, Arizona State University, Tempe, AZ 85287-1104; (602) 965-7606; 965-3990.

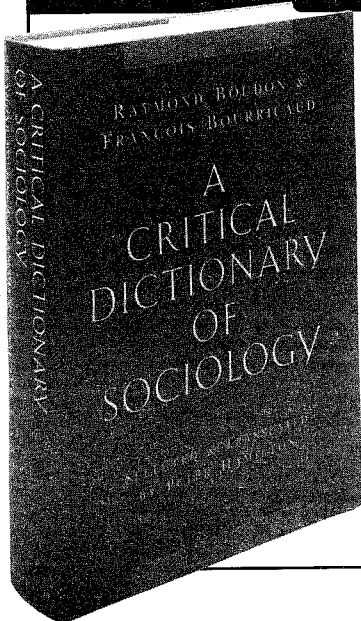
April 7-12. *The International Society for Intercultural Education, Training and Research Sixteenth Annual Congress*, Kilkenny, Ireland. Theme: "Moving Towards New Intercultural Partnership: The Four Worlds and the New Europe." Contact: Carol Bergin, SIETAR Vice-President/1990 Congress, Newpark Mews, Castlecomer Road, Kilkenny, Ireland; or SIETAR International Secretariat, 73 15th Street NW, Suite 900, Washington, DC 20005; (202) 737-5000; fax (202) 737-5553.

April 24-28. *CURE: Conference on the Unemployed in their Regional Environment*, The Netherlands. Contact: Fryske Akademy/CURE, c.o. Kees Verhaar, Conference Coordinator, Doelestrijtte 8, 8911 DX Ljouwert/Leeuwarden, The Netherlands; 31 (0)58 131414 or fax: 31 (0)58 131409.

April 26-28. *The Center for Austrian Studies 12th Annual Symposium*, University of Minnesota. Theme: "Great Power Ethnic Politics: The Hapsburg Empire and the Soviet Union." Contact: Center for Austrian Studies, University of Minnesota, 712 Social Science Building, 267 19th Avenue South, Minneapolis, MN 55455.

May 5-9. *National Juvenile Detention Association/National Juvenile Services Training Institute*, Richmond, KY. Contact: National Juvenile Detention Association, Eastern Kentucky University, 217 Perkins, Richmond, KY 40475-3127; (606) 622-6259.

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This distinguished reference work is much more than a lexicon or ordinary dictionary. Each entry is a small essay, complete with bibliographical references, which taken together form a coherent and sophisticated critique of the sociological tradition that synthesizes American, British, French, and German contributions. This long-awaited English-language edition carefully abridges the second French edition of the dictionary to reflect issues that are of the greatest interest to an English-speaking readership.

Covering a broad range of topics, the entries deal with key sociological concepts and paradigms, methodological issues, classes of social phenomena, and major classical figures in the field. Informed by a non-Marxist point of view, each article grapples directly with an issue, whether theoretical, epistemological, philosophical, political, or empirical, and provides a strong statement of the author's position on the topic.

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- Culturalism & Culture
- Democracy
- Dialectic
- Durkheim, Emile
- Equality
- Family
- History & Sociology
- Ideologies
- Marx, Karl
- Objectivity
- Power
- Professions
- Rationality
- Structuralism
- Weber, Max

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Funding

American Bar Association will jointly sponsor with the Law and Society Association a Fourth Annual Graduate Student Workshop in Berkeley, CA, May 29-31, 1990, which will focus on interdisciplinary research and teaching. The workshop is open to students pursuing a PhD as well as to law school students. Modest travel stipends are available. Application deadline: March 1, 1990. For more information, write: John Paul Ryan, ABA Commission on College and University Nonprofessional Legal Studies, 750 North Lake Shore Drive, Chicago, IL 60611.

American Bar Association 1990-91 Mini-Grant Program will provide grants of up to \$1200 for college and university faculty directing campus projects to enhance undergraduate education about law, the legal process, and the role of law in society. Interested faculty and administrators may obtain application guidelines by contacting: Jean Pedersen, ABA Commission on College and University Nonprofessional Legal Studies, 750 N. Lake Shore Drive, Chicago, IL 60611. The application deadline is March 15, 1990.

The American Bar Association will sponsor its sixth annual higher education conference, "American Citizenship and the Constitution," from May 3-5, 1990, at the Abbey Resort on Lake Geneva, WI. The ABA will provide two nights lodging, breakfast, and lunch for invited participants. Interested faculty should send a curriculum vitae and cover letter describing their teaching interests and desired benefits from the conference by February 1, 1990 to: John Paul Ryan, ABA Commission on College and University Nonprofessional Legal Studies, 750 North Lake Shore Drive, Chicago, IL 60611.

University of California, San Francisco, The Center for Reproductive Health Policy Research, Institute for Health Policy Studies, is pleased to announce the availability of a two-year postdoctoral fellowship in reproductive health policy. The fellowship, which begins July 1, 1990, is open to graduates of social science doctoral programs and graduates of professional doctoral programs. Application materials are due by February 16, 1990. The stipend will range between \$21,000 to \$30,000 per year, depending on educational level and years of experience. For information and application materials contact: Nancy Ramsay, Center for Reproductive Health Policy Research, Institute for Health Policy Studies, University of California, San Francisco, 1326 Third Avenue, San Francisco, CA 94143-0936; (415) 476-4921.

Case Western Reserve University. Postdoctoral Fellowships in Social Aspects of Health and Aging. Elderly Care Research Center. Individualized programs which emphasize theoretical and research skills for studying issues relevant to the aged. Recent PhDs in sociology, psychology, anthropology as well as established social scientists interested in aging research are encouraged to apply. Contact: Eva Kahana, Chair, Department of Sociology, Case Western Reserve University, Cleveland, OH 44106; (216) 368-5247.

Case Western Reserve University is soliciting applications to its unique graduate program focusing on Sociology of Aging with additional areas of specialization in Family and Medical Sociology. Program provides opportunities for early professional socialization and hands-on research experiences on one of over 40 funded research projects in the field of aging throughout CWRU. Fellowships are available under an NIA-funded training program in Health Research in Aging. For further information call: Eva Kahana, Chair, CWRU, Sociology Department, 11220 Bellflower

er Road, Mather Memorial Building, #226, Cleveland, OH 44106; (800) 362-8600.

The Gerontology Society of America is now soliciting applications for its 1990 Student Fellowship Program in Applied Gerontology. Students address issues involved in managing and providing care to the elderly in a variety of residential settings. Students receive a stipend of \$2,000. Criteria for students include enrollment in a degree-granting program, demonstrated interest in gerontology or geriatrics, demonstrated understanding of the project and the appropriateness and feasibility of the proposed project design, related non-academic skills, and degree to which the project would be compatible with students' academic and career goals. Applications due February 1, 1990. For information and application, contact: Lori Simon-Rusinowitz, Director, Fellowship Program in Applied Gerontology, The Gerontological Society of America, 1275 K Street NW, Suite 350, Washington, DC 20005-4006; (202) 842-1275.

The Gerontology Society of America is now soliciting applications for its 1990 Postdoctoral Fellowship Program in Applied Gerontology. The fellowship supports academic researchers in providing technical assistance to agencies serving the elderly. The purpose of the three-month summer fellowship is to help host agencies address problems and issues beyond its in-house expertise or resources. Fellows receive a \$6,500 stipend. Criteria for fellow selection include relevant research and non-academic experience, demonstrated understanding of the project, as well as the appropriateness and feasibility of the proposed project design, related professional skills, the degree to which the project would be compatible with the researcher's own career goals and directions, and a doctoral degree. Applications due by February 8, 1990. For application and more information, contact: Lori Simon-Rusinowitz, Director, Fellowship Program in Applied Gerontology, The Gerontological Society of America, 1275 K Street NW, Suite 350, Washington, DC 20005-4006; (202) 842-1275.

Northwestern University's Dispute Resolution Research Center offers one or two year fellowships at the postdoctoral level. Applicants must have completed a PhD in a social science discipline prior to beginning the fellowship. Fellows will have the opportunity to pursue their own research and will be granted as much as \$5,000 per year in research support. Fellows will teach four sections per year of an applied course in negotiations at Northwestern's Kellogg Graduate School of Management. The fellowships pay \$30,000 per year. Applications should include a vita, examples of written work, two letters of recommendation, and a statement as to how current or future research interests would benefit from association with the Center. Applications must be received by March 1, 1990. Inquiries and applications to: Joann Dillon/Peggy Dash, Dispute Resolution Research Center, Organization Behavior, Kellogg Graduate School of Management, Northwestern University, Evanston, IL 60208-2011; (708) 491-8068.

Radcliffe College announces a program of small grants to support postdoctoral research drawing on the data resources of the Henry A. Murray Research Center. The Radcliffe Research Support Program offers grants of up to \$5,000. There are three deadlines: October 15, February 15, April 15. The Research Center is a national repository for social science data on human development and social change, particularly the changing life experiences of American women. For complete program information and application guidelines,

please write to: The Radcliffe Research Support Program, Murray Research Center, 10 Garden Street, Cambridge, MA 02138.

SUNY-Binghamton, Fernand Braudel Center for the Study of Economics, Historical Systems, and Civilizations offers postdoctoral fellowships in world-systems studies. They seek a fellow with interest in and background in world-systems analysis to spend two years at the Center, participating in collective research of the Center. First-year stipend: \$25,000-\$28,000 according to experience. Fellow will be expected to teach one course per semester. Send letter of application (explaining research interests), curriculum vitae, addresses of three references, and written material to: Immanuel Wallerstein, Director, Fernand Braudel Center, SUNY-Binghamton, Binghamton, NY 13901. Deadline: February 1, 1990.

University of Wisconsin's Center for Demography and Ecology has a position available on a project analyzing family transitions and statuses over the middle-adult years. This work is to be based particularly, though not exclusively, on the 1987-88 National Survey of Families and Households. This position can begin anytime from January 1 to September 1, 1990, though an early starting date is preferred. Applications sought from recent PhDs with training relevant to the social demography of the family and/or lifecycle analysis. Since the project will involve substantial collaboration in analytical writing, examples of applicants' work will be helpful. Applicants should write to: Larry Bumpass, Center for Demography and Ecology, University of Wisconsin, 1180 Observatory Drive, Madison, WI 53706.

Competitions

ASA Sociology of Emotions Section Graduate Student Paper Award. Submissions should be single authored by a graduate student and should represent original research or conceptual work in the sociology of emotions. All methodologies are acceptable. Papers should be 40 pages or less in length. Send three copies to: Donileen R. Loseke, Department of Sociology, Union College, Schenectady, NY 12308, by April 15, 1990. The winner will receive a certificate and \$100 to defray to costs of attending the ASA meeting where the award will be presented.

ASA Section on Undergraduate Education seeks nominations for the 1990 Hans O. Mauksch Award for Distinguished Contributions to Undergraduate Teaching. The nominee may be an individual, a program, or an organizational unit. To place a name in nomination for this award please send a note to the selection committee chair indicating the name of the nominee and a brief explanation concerning his or her nomination. Please indicate the address and phone number where you may be reached and the address and phone number where the nominee may be contacted. Nominators will receive an informal copy of the same nomination form that will be sent to the nominees for completion. Please send your nomination as soon as possible, but no later than February 20, so that the completed application form may be returned to the committee by March 15. Please send the name of your nominee to: Al Short, Chair, Awards Committee, Department of Sociology and Anthropology, Southwest Texas State University, San Marcos, TX 78666.

International Association of Gerontology announces the fifth Sandoz Prize for Gerontological Research. The prize will be worth 50,000 Swiss Francs and awarded on the occasion of the Regional Congresses of the IAG, II European

Congress of Gerontology, Madrid, September 11-14, 1991 and IV Asia-Oceania Congress of Gerontology, Yokohama, Japan, October 13-November 3, 1991. Applications and nominations in English should comprise a summary of the research work of 3-5 pages, curriculum vitae, bibliography and reprints of not more than three pivotal publications in English or with extended summaries in English. Individuals and research teams are invited to submit their application or nomination no later than November 15, 1990 to: M. Bergener, Official Coordinator of the IAG for the Sandoz Prize, Rheinische Landesbank, Wilhelm-Griesinger-Strasse 23, D-5000 Köln 91, Federal Republic of Germany.

The National Council on Family Relations Feminism and Family Studies Section is seeking applicants for their first annual "Outstanding Research Proposal from a Feminist Perspective Award." Graduate students and new professionals are encouraged to apply for this \$500 award. Proposals will be evaluated for their potential contribution to feminist scholarship and use of feminist frameworks and methods. For more information on application procedures contact: Polly Fassinger, Awards Committee Chair, Department of Sociology, Concordia College, Moorhead, MN 56560; (218) 299-3549. Deadline for applications is April 30, 1990.

The National Council on Family Relations is seeking applicants for their first annual "Outstanding Contribution to Feminist Scholarship Paper Award." Applications for this non-monetary award are open to all graduate students and new professionals. Papers should demonstrate contribution to feminist scholarship and use of feminist framework and methods. Applicants should be sole author or first author of the published or unpublished paper. To apply, please submit five copies of your paper to: Polly Fassinger, Awards Committee Chair, Department of Sociology, Concordia College, Moorhead, MN 56560; (218) 299-3549. Deadline for application is April 30, 1990.

Obituaries

C. Norman Alexander (1939-1989)

(Charles) Norman Alexander died September 21, 1989, nine days short of his fiftieth birthday; the cause was metastasized esophageal cancer. Survivors include collateral relatives and James Collins, Norman's good friend with whom he lived for many years.

Norman was born in Alabama, and attended Tulane and the University of Alabama, where he was elected to Phi Beta Kappa. He moved to the University of North Carolina-Chapel Hill for his doctoral work. It was at Chapel Hill where he began forming his views of interaction as motivated by individuals' desires to learn the symbolic meanings of situations, and to enhance their identities within them. His thesis advisor, Ernest Q. Campbell, stressed the importance of supporting theoretical ideas with hard evidence. In consequence, Norman developed almost unique skills: he was a symbolic interactionist who also could design rigorous experiments in the small groups laboratory.

These abilities were very obvious in his frequent contributions to *Sociometry* (now *SPQ*) in the late sixties and early seventies. These articles chronicle the development of Norman's theoretical perspective, Situated Identity Theory. This perspective views identity formation as the cornerstone of social interaction. Norm's view of interaction stressed the fluidity of identities, as well as the reflexivity inherent in identity formation.

Unlike many interested in ongoing interaction (situated activity), Norman pursued his interest in identity using experimental methods. Despite his seemingly psychological methodological approach, Norman's sociological "eye" was reflected in all of his work. It was evident in his emphasis on the constructed nature of interaction and in his claim that the proper object of study was not all human behavior but only that which occurs when actors orient themselves to a field in which others are psychologically present.

Norman's fascination with the interplay of identity and interaction continued despite his ill health. He died while planning the analysis of a large data set he had collected during the last year.

Norm displayed his Southeastern origins. His speech carried the soft inflections of that region. His manner was courteous and respectful of people, even while challenging their ideas. He enjoyed cola drinks (diet), and tobacco. He struggled against the tobacco addiction until the last year of his life.

Two years into graduate school, some of the students were talking about where they would like to work. Norm announced "I'm going to Stanford," and three years later, he did. While there, Norm bought a Victorian house, planning to restore it. Like many people, he found the job to be endless, though he made considerable progress learning to hang sheetrock and install plumbing. He must have come to like the labor. In Chicago he bought and restored several small apartment buildings.

The physical labor may have been a respite from Norm's main involvement, the world of ideas. He could be almost tongue-tied in front of a lecture class, and his patience quickly ran out in committees. With graduate students he excelled. Many at Stanford, UC-Riverside, Iowa, and UIUC, remember his challenging them to extend and develop their ideas. Norman taught thinking, by example and precept.

While at Chapel Hill, Norman devoted thousands of hours to civil rights demonstrations and actions. One of his jobs was organizing voter registration workers by telephone. A local funeral parlor donated use of its telephones for that work after hours, and Norm spent many evenings among bodies in various stages of pre-funeral preparation. When a volunteer kept him on the phone too long, Norm would say "I have to go; somebody else here wants to use the phone."

Norman didn't tell jokes, yet he laughed easily. He knew, as the story above illustrates, that it isn't necessary to contrive situations to find humor in the world. Few others perceive the nuances and ironies Norman saw in everyday life. For him, life was an adventure with drama, foolishness, dignity, opportunities, and joy. That outlook persisted through his last years of intermittent hospital stays and painful treatment. He died while planning for a Christmas trip by train through Mexico.

Norman's friends and colleagues remember his personal loyalty and sincere interest in their lives. His legacy to sociology is in our social psychology journals, book chapters, and conference papers.

Murray A. Webster Jr., National Science Foundation, and Mary Glenn Wiley, University of Illinois-Chicago

Mass Media

Rebecca Adams, University of North Carolina, Greensboro, had her summer school class on the subculture of the Great Dead fans which involved following their summer tour featured in

Continued on next page

Media, continued

recent articles in the *Philadelphia Inquirer*, the *Southern Economist*; the *Tahoe Daily Tribune*; the *Tribune*, Bowling Green, OH; the *Richmond News Leader*, and the *Greensboro News & Record*.

Joseph R. DeMartini, Washington State University, was interviewed by radio stations *KIRO*, Seattle, *KXLY*, Spokane, and *Northwest Public Radio* about his research on former student political activists. His work was also featured in the September 30 and October 1 issues of the *Daily News/Idahonian*, the October 2 *Lewisston Tribune*, and the October 29 *Spokane Chronicle*.

Joe R. Feagin, University of Texas, was cited in an October 29 *New York Times* article about politics and business in Houston.

Thomas M. Guterbock, University of Virginia, wrote an article for the *Richmond Tribune* about the ineffective polling in the race for Virginia governor.

Robert H. Lauer and Jeannette C. Lauer, published an article in the summer issue of the magazine *Marriage Partnership* about their book, *Til Death Do Us Part*.

Elaine Stahl Leo, was quoted in an article in the September issue of *Child* magazine on finding family time.

Janet Lever, University of Southern California, had her article on the popularity and passion of soccer published in the April 22 *Los Angeles Times*.

Rhonda F. Levine, Colgate University, was quoted in an article on fraternities on college campuses in the August 21 issue of *The Nation*.

Stanley Lieberman, Harvard University, was cited in an article on trends in baby names in the August 2 issue of *The Cincinnati Enquirer*.

Mark Lihman, U.S. Census Bureau, had his study on the work habits of the poor featured in a September 4 *Washington Post* article on whether the poor wanted to work.

Diane R. Margolis, University of Connecticut, was cited in a September 10 *Boston Globe* article on the abandonment of education.

Mary Haywood Metz, University of Wisconsin, Madison, was cited in an April 9 *New York Times* advertisement by the American Federation of Teachers titled "The Myth of 'Real' Schools . . . And the Reality of Failure."

Thomas J. Meyers, Goshen College, was cited in an article on the working relationship between a home building company and the Amish in Northern Indiana in a June 11 story in the *South Bend Tribune*.

Stephen J. Morewitz, was featured in a special issue of *Chicago Daily Law Bulletin* about how his litigation sociology firm helped win a legal case.

Aldon Morris, Northwestern University, and **Robert Blauner**, University of California-Berkeley, were cited in *The New York Times* on August 27 regarding factors that help account for increased physical violence by Whites against Blacks, particularly in light of recent events in New York City and elsewhere.

Mary Jo Nolin appeared on CNN's "Sonya Live in LA." to comment on *Seventeen* magazine's recent survey of adolescents and youth.

Don O'Meara, University of Cincinnati, **Roger Libby** and **Jackie Boles**, Georgia State University, were cited in an August 9 *Atlanta Journal* article on whether men and women can be just friends.

Maryjane Osa, University of Chicago, published an op-ed article, "The Essence of Polish Reforms: Ambiguity," in *The New York Times* on May 29. It was reprinted in *The International Herald Tribune*.

H. Wesley Perkins, Hobart and William Smith Colleges, was cited in the *Rochester Democrat and Chronicle* in a September 18 article on his research on collegiate problem drinking and campus norms.

Georgios Piperopoulos, Graduate School of Thessaloniki (Salonica, Greece), appeared on the National TV network of Greece on Sunday March 19 analyzing the socio-psychological framework for the strike called by the Greek association of soccer referees against the violent attacks on many referees by angered Greek soccer fans. He also appeared on another program discussing drug abuse.

Jack Nusan Porter, Boston University, appeared on Boston TV, Japanese television, and was cited in the *Boston Globe* regarding the Holocaust and the anti-Semitism in the affluent suburbs west of Boston.

Harriet Presser, University of Maryland, was cited in the May 18 issue of *The Baltimore Sun* in an article on child care. She was also featured in a May issue of *Warfield's* about her presidency of the Population Association of America.

Mark R. Rank, Washington University, was featured in newspapers and radio stations across the country during late May and early June, including the *Los Angeles Times*, *Washington Post*, and *Chronicle of Higher Education*, for his research on fertility among women on welfare.

Karin Ringheim, University of Michigan, published a letter to the editor titled, "Too Easy to Blame Addiction for Homelessness," in the June 12 issue of *The New York Times*.

John Ryan, Clemson University, was interviewed by *The Greenville News* for a feature article on parental need for discretion in selecting children's toys, which appeared on September 25.

Linda Saltzman and Sandra Huguley, The Centers for Disease Control, were featured along with their study on domestic violence in an August 16 *Atlanta Journal and Constitution* article.

Roberta Satow, Brooklyn College, was interviewed and quoted by *The New York Times*, *The Litchfield County Times*, *The Hartford Courant*, *The Waterbury Republican* and several other papers about her study of rural gentrification in Connecticut.

Janet Schofield, University of Pittsburgh, was featured in a May 2 article about her report on national desegregation.

Bob Smith, Brandeis University, appeared on ABC's "Chronicle" discussing the impact of modern technology on the use of time in society.

Brenda J. Vander Mey, Clemson University, was interviewed and answered call-in questions on "The Joe Madison Show" on *WXYZ* Detroit on October 21.

Theodore C. Wagenaar, Miami University, was featured in a May 20 article about the rising tide of high school dropouts.

Mark Warr, University of Texas, was quoted in the cover story of the September 11 issue of *Time* about citizen activist groups fighting drug dealers.

Dorothy C. Wertz, Boston University, was quoted in *USA Today* on July 17 and in the *Boston Herald* on June 26 and August 21 regarding her 19-nation survey of ethics and human genetics, focussing on use of prenatal diagnosis for sex selection. She was also on five segments of CBS *Countdown to Tomorrow*, July 24-28 and on Boston Channel 5 *Evening News* on July 27.

Doris Wilkinson, University of Kentucky, had her documentary on early Afro-American physicians aired again on *KET (Kentucky Educational Television)* on July 17.

Robin M. Williams, Jr., Cornell University; **William Kornblum**, CUNY-Graduate Center; and **William D'Antonio**, American Sociological Association, were cited in a September 4 *New York Times* article on hatred and social isolation spurring acts of racial violence.

Terry Williams' study "Cocaine Kids" was profiled in the September 11 issue of *Time* magazine.

Betty Yorburg, City College, was cited in an August 2 *New York Daily News* article about dating.

People

David L. Allen has been named Assistant Dean for Program Development at the University of Findlay.

Susan Alexander completed her PhD at American University and has taken a job as a research associate with U.S. English.

Barbara Altman is now Service Fellow with the National Center for Health Services Research, working on intramural research on the National Medical Expenditure Study.

Said A. Arjomand, SUNY, Stony Brook, will be Visiting Professor of Sociology and Development Studies at the University of California, Berkeley, for the fall semester 1989.

Denise D. Bielby has been appointed Assistant Dean, College of Letters and Science at the University of California, Santa Barbara.

David Britt is the new chair at Wayne State University.

Roy Bryce-Laporte, College of Staten Island, CUNY, is on the International Advisory Committee of the African Diaspora Research Project, headed by Ruth Simms Hamilton, Michigan State University. The project recently held its first international advisory committee meeting.

Robert D. Bullard, has joined the faculty of the Department of Sociology at the University of California, Riverside.

Eduardo Velez Bustillo has accepted a position as an Education Specialist in the Technical Department at the World Bank.

William Canak presented the Keynote Address at the October 6-7 meeting of the Midwest Association of Latin American Studies in Kansas City, MO.

Barbara L. Carter, Spelman College, has been appointed to the Task Force

on Minority Participation in Independent Higher Education of the National Association of Independent Colleges and Universities.

Michael M. Cernea will spend the academic year as a visiting scholar in the Department of Anthropology at Harvard University, on leave from the World Bank.

Harvey M. Choldin, University Illinois, Urbana, will spend the 1989-90 academic year as the Andrew Mellon Visiting Scholar at the Population Reference Bureau, Washington, DC.

Adele Clark has accepted a position as Assistant Professor of Sociology in the Department of Social and Behavioral Science, University of California, San Francisco.

Burton Clark, University of California, Los Angeles; **Mary Frank Fox**, Pennsylvania State University; **Eugene Rice**, Carnegie Foundation; and **Martin Trow**, University of California, Berkeley, were members of the American delegation for the Anglo-American Conference on Higher Education and the role of research in higher education systems, held in York, England.

Stewart R. Clegg joins the University of St. Andrews, Scotland, to develop research, teaching and leadership in the Sociology of Organizations.

Anthony J. Cortese, Southern Methodist University, is now Director of Mexican American Studies and Associate Professor of Sociology. He was awarded a Fulbright Lectureship to Japan for 1990-91.

Thomas Cushman has joined the Department of Sociology at Wellesley College.

Stephen J. Cutler, has been selected the Bishop Robert F. Joyce Distinguished University Professor of Gerontology at the University of Vermont.

Mary Beard Deming has been named Vice-Chair of the Siting and Environmental Planning Task Force of the Washington-based Edison Electric Institute.

Robert Dingwall, Centre for Socio-Legal Studies, Oxford University, will be spending the first half of 1990 as a Visiting Scholar at the American Bar Foundation.

Edwin D. Driver, University of Massachusetts, Amherst, has been appointed Distinguished Visiting Professor, University of Vermont.

Mary L. Fennell is now Professor of Sociology at the Pennsylvania State University.

Marijean Ferguson has joined the faculty at LaRoche College in Pittsburgh.

Lisa Greenwall has joined the faculty of Wayne State University.

Thomas D. Hall now holds the Lester M. Jones Chair in Sociology, Department of Sociology and Anthropology at DePauw University.

Melissa Hardy, Florida State University, has been reappointed to the Human Development and Aging Review Group for NIMH.

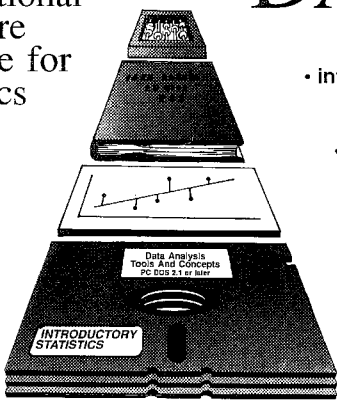
Sharon L. Harlan is the new Director of Research for the Center for Women in Government, Albany, NY.

Donald M. Henderson, University of Pittsburgh, has been appointed Provost of the University.

Hayward Derrick Horton has joined the faculty of the Department of Sociology and Anthropology at Iowa State University.

Allen Imershein and **Aaron McNeece**, Florida State University, have received a \$341,000 federal and state contract for a study of Child Support Enforcement in Florida. Imershein also received a \$82,500 contract for the study of Perinatal AIDS transmission.

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People, continued

Larry Issac, Florida State University, received a small grant for the summer of 1989 from the Committee on Faculty Research Support as well as a sabbatical award for the fall of 1989.

Bennett Judkins is a Visiting Professor at Meredith College for the 1989-90 year.

John D. Kasarda, University of North Carolina, will direct the University's Kenan Institute of Private Enterprise.

Michael S. Kimmel, SUNY, Stony Brook, delivered a paper on "Baseball and the Reconstitution of American Masculinity, 1880-1920," at the 50th Anniversary celebration of the Baseball Hall of Fame in Cooperstown, NY.

Donald B. Kraybill, Elizabethtown College, will direct the College's Center for Anabaptist and Pietist Studies.

Anthony Lemelle was appointed Associate Professor in the Department of

Sociology and Anthropology, University of the Pacific.

Gwen Lewis, is the new Associate Program Director for Sociology at the National Science Foundation.

Gordon H. Lewis, Carnegie Mellon University, has been appointed Visiting Scholar at the Urban Institute, Washington, DC, for the academic year, 1989-90.

Paul M. Lewis has joined the Human Factors Branch of the U.S. Nuclear Regulatory Commission.

Louise Levesque-Lopman, Regis College, has been promoted to Professor in the Department of Sociology and Social Work.

Ted Long is now the Associate Dean at Merrimack College.

Judith Lorber gave a talk, "Women as Subject and Object of Study," at a Feminist Sociology for Women Workshop, Union Theological Seminary, New York City, on April 29. She was a panelist at a

session, "The Impact of the Women's Movement on Our Public and Private Lives," Alumni College Day at Brooklyn College, on May 7. On June 8, she gave a presentation, "Can Women Physicians Ever Be True Equals in the American Medical Profession?" at the Centennial of Johns Hopkins Medical Institutions.

Lee Maril has joined the Department of Sociology at Oklahoma State University.

Arlene McCord is now the Associate Provost at Yale University.

Philip Monchar has joined the Information Industry Practice at National Analysts in Philadelphia.

Paul T. Murray, Siena College, was elected to the Board of Education for the City School District of Albany, NY.

Jack Nusan Porter was appointed Assistant Professor of Social Science in the College of Basic Studies at Boston University.

Brian J. O'Connell was inaugurated as the 23rd President of Niagara University on September 31, 1989.

Dudley L. Poston, Jr. is now a Professor of Rural Sociology and Asian Studies and a Research Associate in the International Population Program at Cornell University.

Ann Rawls has joined the faculty at Wayne State University.

John A. Riccobono has been named director of Research Triangle Institute's new Center for Research in Education.

Paul Shrivastava, joined Bucknell University as the Howard I. Scott Professor of Management.

Vijai P. Singh, University of Pittsburgh, has been appointed an Associate Provost and Director of the University Center for Social and Urban Research.

William G. Staples is now Assistant Professor of Sociology at the University of Kansas.

Teresa Sullivan, University of Texas, has been appointed Associate Dean of Graduate Studies.

Zoltan Tarr on a recent trip to Europe to conduct research, presented papers in Italy, Holland and West Germany.

Linda A. Teplin, Northwestern, has been named to the American Bar Association's Commission on the Mentally Disabled.

Judith Treas is now Professor and Chair, Department of Sociology, University of California, Irvine. She continues as Research Associate at the Andrus Gerontology Center at the University of Southern California.

Gaye Tuchman will be joining the Department of Sociology at the University of Connecticut in September 1990.

Carol A.B. Warren has been appointed Professor and Chair of the Department of Sociology at the University of Kansas.

Norman F. Washburne, Rutgers University, is the new president of the Rutgers Council of AAUP Chapters.

Murray A. Webster, Jr., is the new Associate Director of the Sociology Program at the National Science Foundation.

Rosalyn Weinman has been named to the newly created position of Vice President for Program Standards and Community Relations at the NBC in New York.

Doris Wilkinson, University of Kentucky, has been awarded a Ford Foundation Fellowship to Harvard for the 1989-90 academic year. She also has received a grant from the American Council of Learned Societies to continue research on Afro-American physicians. She is also slated to receive a Distinguished Alumnus Award from University of Kentucky.

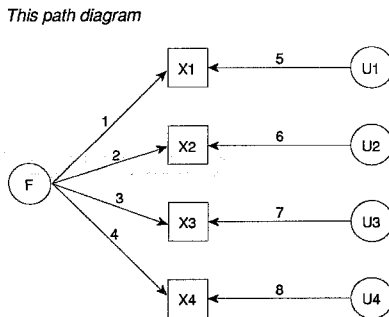
Harvey Williams, University of the Pacific, received a special commendation from the Latin American Studies Association.

T. R. Young, will be a Visiting Professor of Sociology at the University of Michigan-Flint for the 1989-90 academic year.

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      -3->[X3],
      -4->[X4],
```

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

and is 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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New Books

Rebecca G. Adams, University of North Carolina-Greensboro, and Rosemary Blesener, Virginia Tech, *Older Adult Friendship: Structure and Process* (Sage, 1989).

David P. Aday, Jr., College of William and Mary, *Social Control at the Margins: Toward a General Understanding of Deviance* (Wadsworth, 1989).

Ben Agger, SUNY, Buffalo, *Reading Science: A Literary, Political and Sociological Analysis* (General Hall, 1989).

Suzanne M. Bianchi, U.S. Bureau of the Census and Daphne Spain, University of Virginia, *American Women in Transition* (Russell Sage, 1986).

Denny Braun, Mankato State University, *While the Rich Get Richer: The Rise of Income Inequality in America and the World* (Nelson-Hall, 1990).

Marlis Buchmann, University of Zurich, *The Script of Life in Modern Society: Entry into Adulthood in a Changing World* (University of Chicago Press, 1989).

Martin Bulmer, Jane Lewis and David Fiachaud (editors), London School of Economics and Political Science, *The Goals of Social Policy* (Unwin Hyman, 1989).

Robert D. Bullard, University of California, Riverside, *In Search of the New South: The Black Urban Experience in the 1970s and 1980s* (University of Alabama Press, 1989).

Continued on next page

New Books, continued

Victoria E. Bumagin, Loyola University, and Kathryn F. Hirn, *Helping the Aging Family: A Guide for Professionals* (Scott, Foresman and Company, 1989).

Francesca M. Cancian and J. William Gibson (editors), *Making War/Making Peace: Social Foundations of Violent Conflict* (Wadsworth).

Walter F. Carroll, Bridgewater State College, Brockton: *From Rural Parish to Urban Center* (Windsor Publications, 1989).

Mariam K. Chamberlain (editor), National Council for Research on Women, *Women in Academia: Progress and Prospects* (Russell Sage, 1989).

Dan A. Chekki, University of Winnipeg, *Dimensions of Communities: A Research Handbook* (Garland, 1989).

Levon Chorbajian (editor), University of Lowell, *Readings in Critical Sociology* (Ginn Press).

Stewart R. Clegg, University of New England, Armidale, Australia, *Frameworks of Power* (Sage, 1989); *Capitalism in Contrasting Cultures* (DeGruyter, 1989); *Organization Theory and Class Analysis*, (DeGruyter, 1989).

Ira J. Cohen, Rutgers University, *Structuration Theory: Anthony Giddens and the Constitution of Social Life* (St. Martin's Press-U.S. and Macmillan-U.K.).

M. Herbert Danzger, CUNY, Lehman College and Graduate Center, *Returning to Tradition: The Contemporary Revival of Orthodox Judaism* (Yale University Press, 1989).

Mitra Das and Shirley Kolack, *Technology, Values and Society: Social Forces in Technological Change* (Peter Lang, 1989).

Charles Downs, Giorgio Solimano, Carlos Vergara, and Luis Zuniga (editors), *Social Policy from the Grassroots: Nongovernmental Organizations in Chile* (Westview Press, 1989).

Simona Draghici, (editor), *Juan Donoso-Cortes on Order* (Plutarch Press, 1989).

Eva Etzioni-Halevy, Bar-Ilan University and the Australian National University, *Fragile Democracy: On the Use and Abuse of Power in Western Democracies* (Transaction Publishers, 1989).

Joseph H. Fichter, Loyola University of New Orleans, *A Sociologist Looks at Religion* (Michael Glazer Press, 1988). *Pastoral Provisions: Married Catholic Priests* (Sheed and Ward, 1989).

David D. Franks, Virginia Commonwealth University, and E. Doyle McCarthy, Fordham University (editors), *The Sociology of Emotions: Original Essays and Research Papers* (JAI Press, 1989).

Cynthia Fuchs Epstein, CUNY, Graduate Center, *Deceptive Distinctions: Sex, Gender, and the Social Order* (Russell Sage, 1988).

Davita Silfen Glasberg, University of Connecticut, *The Power of Collective Pulse Strings: The Effect of Bank Hegemony on Corporations and the State* (University of California Press, 1989).

B.A. Gustafsson and N.A. Klevmarcken, University of Goteborg, Sweden, *The Political Economy of Social Security* (Elsevier Science Publishers, 1989).

Heidi I. Hartmann and Roberta M. Spalter-Roth, *Family and Medical Leave: Who Pays for the Lack of It?* (The Women's Research and Education Institute, 1989).

Leonard Hochberg, Stanford University, and Eugene Genovese (editors), *Geographic Perspectives in History* (Basil Blackwell, 1989).

Dale J. Jaffe, University of Wisconsin, Milwaukee, *Caring Strangers: The Sociology of Intergenerational Homesharing* (JAI Press, 1989).

Jerry Jacobs, Syracuse University, *The Search for Acceptance: Consumerism, Sexuality and Self Among American Women* (Wyndham Hall Press, 1988).

Ruth Harriet Jacobs, *Out of Their Mouths*, (American Studies Press).

Sara Lee Johann and Frank Osanka, *Representing... Battered Women Who Kill* (Charles C. Thomas, 1989).

Gary A. Kreps, College of William and Mary, *Social Structure and Disaster* (University of Delaware and Associated University Presses, 1989).

Michael R. Leming, Raymond G. DeVries, and Brendan F.J. Furnish (editors), *The Sociological Perspective: A Value-Committed Introduction* (Academic Books, 1989).

Louise Levesque-Lopman, Regis College, *Claiming Reality: Phenomenology and Women's Experience* (Rowman and Littlefield, 1988).

Sar A. Levitan, George Washington University, Garth L. Mangum, University of Utah, and Marion W. Pines, The Johns Hopkins University, *A Proper Inheritance: Investing in the Self-Sufficiency of Poor Families* (George Washington University, 1989).

Sar A. Levitan and Frank Gallo, George Washington University, *A Second Chance: Training for Jobs* (George Washington, 1989).

Emanuel Levy, Wellesley College, *John Wayne: Prophet of the American Way of Life* (Methuen, Scarecrow Press, 1988).

Gordon H. Lewis and Richard J. Morrisson, Carnegie Mellon University, *Income Transfer Analysis* (Immergut & Siolek, 1987). Currently distributed by the Urban Institute Press.

Alex Liazos, Regis College, *Sociology: A Liberalizing Perspective* (Allyn and Bacon).

June S. Lowenberg, University of San Diego, *Caring and Responsibility: The Crossroads of Holistic Practice and Traditional Medicine* (University of Pennsylvania Press, 1989).

James F. Short, Washington State University, *Delinquency and Society*, (Prentice-Hall, 1989).

William H. Swatos, Jr., Northern Illinois University, *Religious Politics in Global and Comparative Perspective* (Greenwood, 1989).

Stephen Temyik, *Social Learning Processes* (Verlag, 1989).

Jan Yager, *Making Your Office Work for You* (Doubleday, 1989).

T.R. Young, The Red Feather Institute, *The Drama of Social Life: A Macro-analytic Study of Dramaturgical Society* (Transaction Books, 1989).

Awards

Melissa Hardy, Florida State University, received the "Best Teacher Award" from the Department of Sociology for 1988-89.

Harlow Hatle, University of South Dakota, received the Distinguished Service Award from the Great Plains Sociological Association.

Barbara Heyns, New York University, was awarded four months support in 1990 by the Soviet and East European Affairs Office of the National Academy of Science.

Barbara J. Johnson, North Hennepin Community College, received the Distinguished Teaching Award from Sociologists of Minnesota.

Rebecca Klatch, Stanford University, received a summer travel grant from NEH and a small research grant from the American Philosophical Society to support her research on "A Generation Divided: Reinterpreting the Politics of the 1960s."

Richard Maisel and Caroline Hodges Persell, New York University, have received a grant from the Fund for the Improvement of Postsecondary Education for their three-year project, "Enhancing the Teaching of Statistical Sampling and Inference by Developing a Computer Simulation."

Howard Sauer, South Dakota State University, received the Award of Merit from the Great Plains Sociological Association.

Yasemin Soysal, Stanford University, received funding for a comparative study of incorporation and membership of immigrant workers in the Federal Republic of Germany, Switzerland, and France.

R. Stephen Warner received the Distinguished Book Award from the Society for the Scientific Study of Religion for his book, *New Wine in Old Wineskins: Evangelicals and Liberals in a Small-Town Church*, 1988.

Upcoming Teaching Workshops

Introducing Multi-Cultural and International Content and Experiences into Sociological Courses & Curricula

March 15-17, 1990 New Orleans, Louisiana

Participants will:

- ♦ assess cross-cultural and comparative perspectives in sociology and their application in sociology courses and curricula
- ♦ discuss the practical issues involved in introducing multi-cultural materials and experiences into the undergraduate sociology program
- ♦ identify resources available to support cross-cultural and multi-cultural efforts in sociology courses
- ♦ reflect on problems and issues involved in the development and implementation of international and multi-cultural programs
- ♦ begin the process of integrating these perspectives into existing courses and programs

Introducing Computers to Teaching: The Integration of Computers Into the Sociology Curriculum

May 10-12, 1990 Nashville, Tennessee

Participants will:

- ♦ learn about computer resources available to the sociology teacher
- ♦ experience a range of computer applications for sociology classes
- ♦ view demonstrations and have hands-on experience with modern computer software
- ♦ learn about computer interviewing and the statistical analysis of survey research data
- ♦ gain experience in making computers an integral part of the sociology educational process

Enhancing Undergraduate Sociology Programs: Creating Courses & Activities to Attract Better Students

May 17-19, 1990 Dayton, Ohio

Participants will:

- ♦ discuss findings about the current state of the undergraduate major and related programs in sociology
- ♦ examine models depicting alternative types of majors, courses of study, and programs for undergraduate sociology and apply these to one's own department
- ♦ analyze the implications of various resources such as the number of faculty, the size of the campus and related programs, and budgetary constraints for strengthening programs in sociology
- ♦ develop ways to recruit students into the major while learning about factors which shape student decisions about majors
- ♦ look at ways to encourage both faculty and student participation in undergraduate programs while also enhancing the visibility and prestige of the major on campus

Fee for each workshop: \$300 to ASA members; \$375 non-members

For more information on these workshops, contact: Dr. J. Michael Brooks, Academic Services, Texas Christian University, Box 32877, Fort Worth, TX 76129; (817) 921-7485.

Publications

Clinical Intervention for Bereaved Children: A Hospice Model, by Elizabeth J. Clark, Grace C. Zambelli, Ann de Jong, and Karen Marse. Order from: The Hospice, Inc., 34 Label Street/Walnut Plaza, Montclair, NJ 07042, (201) 783-7879.

Continued on next page

List of MFP Fellows Available

The Minority Fellowship Programs expects to offer for sale its mailing list of MFP Fellows supported over the history of the program. Available to individuals and organizations at a cost of \$60, written requests should be sent to Nancy Sylvester at ASA Executive Office. All requests must be prepaid and must state the intended use of the mailing list. ASA reserves the right to refuse the sale of the list if it will be used for other than academic or professional purposes.

Publications, continued

Great Plains Sociologist Vol. 2, No. 1 is available. To submit articles to the journal, contact the new editor: Cliff Staples, Department of Sociology, University of North Dakota, Grand Forks, ND 58202.

The Handbook for Achieving Sex Equity Through Education, edited by Susan Klein and the **Sex Equity Handbook for Schools**, by David and Myra Sadker are considered classics in the field of sex equity. A limited number will be made available at no charge to organizations that plan to use them the most effectively. Organizations wishing to receive free copies may do so by stating how they plan to use them effectively to support sex equity and how they will encourage others to purchase copies of the handbooks. For more information, contact: Carnegie Project for Sex Equity, School of Education, University of Massachusetts, Room 124 Furcolo Hall, Amherst, MA 01003 or call Kathy Mathers (413) 586-2755.

Contact

ASA Teaching Services Program requests materials for new manual. This publication will provide a source of visual materials to illustrate basic sociological concepts to enrich classroom presentations and lectures. Possible resources include: overhead transparencies, slides, and video cassettes. No later than March 15, 1990, send materials and inquiries to: Delores F. Wunder, Department of Sociology, PO Box 720, Wittenberg University, Springfield, OH 45501; (513) 327-7507. Please include your name, address, and phone number on all correspondence.

The **ASA Teaching Resources Center** is revising its volume "Syllabi and Instructional Materials for Teaching Sociology of Work and Occupations." The editor seeks course syllabi, class exercises, reviews of texts, software and films, and other instructional materials. Please send to: Geoffrey Grant, Department of Sociology, South Dakota State University, Brookings, SD 57007.

University of Oregon Center for the Study of Women in Society is pleased to announce the availability of visiting scholar positions for varying time peri-

ods. For the 1990-91 appointment, the Center is interested in receiving applications from scholars whose work focuses on the experiences and concerns of women of color. Competitive stipends are available for those willing to assume duties such as teaching a one term upper division course, participating in a faculty seminar, and giving a public lecture. Stipends are ordinarily intended to supplement other income. To apply please send vita, description of your current research project, and three references. Application deadline: February 15, 1990. Notification of award will be made by April 5, 1990. Send applications to: Cheris Kramarae, Acting Director, CSWS, University of Oregon, Eugene, OR 97403. The University of Oregon is an Affirmative Action/Equal Opportunity Employer.

The **Society for Applied Sociology** is seeking candidates for a part-time position as Administrative Officer. This person will be responsible for carrying out all administrative and clerical functions of the organization, including maintaining membership and dues records, compiling the membership directory, distributing the quarterly newsletter and the annual journal, reproducing and distributing announcements of the annual conference and its preliminary program, and handling annual election ballots. The Administrative Officer will also be the central communications point for the organization. These duties are expected to require about 200 hours a year. Candidates must have some training in sociology, with at least an MA preferred. They must have access to a computer and familiarity with word-processing and spread-sheet programs. Salary will be \$2000 per year, plus travel expenses. The appointment will be on an annual, renewable basis. The job will begin in April or May 1990. Send letter of application and vita to: Jeanne Ballantine, President for Applied Sociology, Wright State University, Dayton, OH 45435, by February 15, 1990.

Other Organizations

The **Great Plains Sociological Association** officers for 1989-90 are: President: Kathy Tiemann, University of North Dakota, Vice President: Dan Peterson,

Black Hills State College, Journal Editor: Cliff Staples, University of North Dakota.

Summer Programs

University of Kentucky Sanders-Brown Center on Aging, Seventh Annual Summer Series on Aging, July 17-20, 1990, Lexington, KY. Continuing Education Credit: 21.5 hours for RN's, social workers, nursing home administrators, and dietitians. All other professionals may receive 21.5 hours credit through the College of Allied Health Professions, University of Kentucky. Contact: Carol Peary, Allied Health Continuing Education, Medical Center Annex 3, University of Kentucky, Lexington, KY 40536-0218; (606) 233-5618.

Classified Ads

The **Davis Humanities Institute** offers residential fellowships for three months to a year in all areas of the Humanities, with preference given during 1990-91 to applicants whose research projects relate to the theme of "The Genealogy of the Present," although it is not absolutely necessary that the Fellows' research projects relate to the theme. Level of support depends on individual circumstances but ordinarily will not exceed \$25,000. Applications are due February 1, 1990. Contact: Michael J. Hoffman, Director, Davis Humanities Institute, University of California, Davis, CA 95616; (916) 753-8979.

Irish Sociology Student completing Doctorate on "Farmwives and Power" interested in pursuing post-doctoral studies in North America, commencing fall 1990. Additional experience since 1988 in major research institute in Ireland of working on large-scale survey projects relating to the Sociology of Education, Training, Migration, and the Labour Market. Expects to have partial funding. Particularly interested in combining post-doctoral arrangement with opportunity to undertake selected course work. Replies to: Sally Shortall, The Economic and Social Research Institute, 4, Burlington Road, Dublin, Ireland. Telephone: (01) 760115; Fax: 686231.

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.

Over 200 Sources of Funds for Women's Education at all ages and levels. Booklet \$4.95 plus \$1.00 shipping/MC/V

accepted. Pegasus Institute, 4134 Dover Lane, Provo, UT 84604.

Research/grant proposal development and editing. Experienced developer of funded projects. I can help give your proposal a competitive edge. Joanne B. Ries, P.O. Box 21924, Lexington, KY 40522; (606) 272-3544.

Section on Sociology of Aging Introduces Series of Research Committees

Below you will find a list of five 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 1990 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 (committees and 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.

Research Committee on Work and Retirement

Chair: 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

Chair: Elena Yu, University of Illinois-Chicago, Pacific/Asian American Mental Health Research Center, 1033 West Van Buren Street, Chicago, IL 60607.

Research Committee on Aging Well

Chair: Tanya Fusco Johnson, Department of Sociology, University of North Carolina, Greensboro, NC 27412.

Research Committee on Parent-Child Relations in the Later Years

Chair: J. Jill Suito, 17 Chevy Drive, S. Setauket, NY 11720.

Research Committee on Comparative Social Gerontology

Chair: John Williamson, Department of Sociology, Boston College, Chestnut Hill, MA 02167.



Advantage

Professional Development Program

As the ASA's newest service, the Professional Development Program (PDP) seeks to enhance the role of sociology and sociologists in all types of public and private job settings. The Program has four primary goals:

- promoting sociology in practice settings—primarily in federal, state, and local government settings, and in corporate and non-profit (especially advocacy and labor) sectors—by sensitizing employers as to the utility of sociology;
- developing better linkages between academy and practice settings;
- fostering sociology in the academy through curricular development and by supporting internships and apprenticeships; and
- enhancing the image of sociology among employers.

Write for the PDP brochure on Career Resources. For more information, contact: Steve Buff, Director, Professional Development Program, ASA, 1722 N Street NW, Washington, DC 20036.

Membership in ASA benefits you!

Footnotes

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Future ASA Annual Meetings

**1990—August 11-15
Washington Hilton & Towers
Washington, DC**

**1991—August 23-27
Cincinnati Convention Center
Cincinnati, OH**

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