

Footnotes

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Profile of the ASA President

Seymour Martin Lipset: The World Is His Oyster

by Mildred A. Schwartz, University of Illinois
at Chicago

I was a student at the University of Toronto and at Columbia after Marty Lipset had left; but I still feel he has been my teacher, both through his writings and, once removed, through my dissertation adviser, Juan Linz, one of Marty's earliest and most outstanding graduate students. Even without a common university setting it's been possible to become Marty's colleague and, even more important, his friend. As a friend, I can share some of my impressions and introduce him to those who have not yet had the pleasure of knowing him.

Marty's energy is boundless; the world is his oyster. He operates well beyond the confines of a single discipline or the limits of the United States. He has been president of the American Political Science Association, the International Society of Political Psychology, and the World Association of Public Opinion Research; and vice president of the International Political Science Association and, for the social sciences, of the American Academy of the Arts and Sciences. From the publication of his dissertation in 1950, well-known to us as *Agrarian Socialism: The Cooperative Commonwealth Federation in Saskatchewan*, to what at this moment of writing is his most recent book, *Continental Divide: Values and Institutions of the United States and Canada*, his works have dominated the sociological study of politics worldwide. *Political Man*, for example, has foregone edi-



Seymour Martin Lipset

tions in Britain, France, Italy, Turkey, Argentina, Germany, Sweden, Japan, Brazil, Norway, India, Yugoslavia, Bangladesh, Lebanon, Israel, and Vietnam. In 1986, *Political Man* was acclaimed a "citation classic" by the *Social Sciences Citation Index* because it had been cited in more than 1,400 publications. Other works, similarly designated as classics after more than 350 citations, include *Union Democracy* (co-authored with Martin Trow and James S. Coleman), *The First New Nation*, and "Cleavage Structures, Party Systems, and Voter Alignments: An Introduction."¹

Unlike many graduate students who struggle to find a suitable dissertation topic, Marty in that situation at Columbia was torn between two brilliant ones. The one he chose, as I have already men-

tioned, became *Agrarian Socialism*. The second, which began as a paper for a graduate course, became *Union Democracy*. His former teacher, Robert K. Merton, recalls telling Marty shortly after he received his doctorate that "his scholarly work was bound to be of consequence even if he elected to publish only a fraction of his eager scholarship."² Now Merton admits to underestimating just how far Marty's passion for work and his capacity to generate exciting ideas would take him.

Marty has written about socialism, democracy, voting behavior, social stratification, ethnic prejudice, trade unions, political movements, universities, and more. His scholarship is broad enough to allow him to comment about the United States, Canada, Israel, Japan, Britain, Latin America, and the former Soviet Union; and you can be sure that he has visited all those countries, and more. He has become a public figure who can test the stunning variety of his interests in different settings and present them to different audiences through television appearances, public lectures, and articles in popular journals.

Yet even the remarkable volume of work does not obscure its essential coherence. Methodologically, Marty has an affinity for searching out critical cases. They enable him to ask the telling questions: why was the ITU able to sustain a democratic culture? why has there been no socialism in the United States? Without ever becoming repetitious or predic-

table, Marty is nonetheless single-minded in his concern with accounting for American exceptionalism.

Marty is also an unusually good-humored person. I don't mean by that that he is likely to tell jokes or funny

See Lipset, page 12

Berheide New Congressional Fellow

by Carla B. Howery, Director, Spivack Program
on Applied Social Research and Social Policy

The new Spivack Program on Applied Social Research and Social Policy includes a Congressional Fellowship, funded by the American Sociological Association. The Program's advisory board met in July and selected Dr. Catherine White Berheide as the 1992-93 Congressional Fellowship awardee.



Catherine White Berheide

Berheide is associate professor of sociology and outgoing chair at Skidmore College in Saratoga Springs, NY. She will leave Skidmore for the fall semester on sabbatical to pursue her fellowship work on a Congressional committee. Work and family policies will be the focus of her activities in Washington. □

Update on San Diego State University

by Carla B. Howery, Deputy Executive Officer

Potentially severe budget cuts at San Diego State University continue to threaten tenured faculty, including members of the Department of Sociology. At press time, the California State legislature has not yet passed a budget. Therefore, exact budget figures and the resulting cuts are still up in the air. The situation at SDSU was particularly acute (see August *Footnotes*) because the President, Thomas Day, chose to meet the stringent budget cuts by eliminating some departments (including anthropology) and making "narrow and deep" cuts in others. Sociology's 23 person department was cut by seven tenured faculty, while other departments retained untenured and even adjunct faculty.

The actual date of faculty layoffs has been postponed until January 4. An AAUP investigation is pending. The situation remains serious. Unless this decision is rescinded, SDSU-7 faculty positions, and a total of 146 tenured faculty campus-wide, will be terminated at the end of the semester.

Thus far, the response to the San Diego State University (SDSU) Defense Fund exceeds \$2700. Over 70 contributions have come in from individuals and departments,

departments of political science, anthropology and other disciplines, and Canadian colleagues. The ASA and the SDSU Department are grateful for the response. The ASA is still accepting contributions to the Defense Fund. Checks should be made out to ASA, with the notation SDSU-7, and sent to the ASA address.

A Continued Vigilance on Campus Issues

The ASA annual meeting included a special session on "The State of Sociology in the Academy." Panelists included Paul DiMaggio, Princeton University and formerly of Yale describing the events at Yale (see Erikson letter, August *Footnotes*); Ruben Rumbaut, San Diego State University; Mike Otten, San Jose State University, and Joan Huber, Provost, The Ohio State University. James S. Coleman, University of Chicago and ASA President, and Felice Levine, ASA Executive Officer, presided and commented. Otten and Huber described strategies for strategically positioning departments. The ASA Council heard a presentation from Dr. Rumbaut and discussed the general issues of budget reductions on campuses.

The ASA Executive Office has and will respond to concerns from departments. Dr. Levine and Dr. Coleman have written letters to administrators, made personal vis-

its, sent documentation about the state of the field, and coordinated with the Consortium of Social Science Associations (COSSA) and the American Association of University Professors (AAUP) to organize support for departments in trouble. ASA's own Committee on Research and Teaching (COFRAT) has received and investigated cases of alleged improper termination of faculty or programs. □

1993 Call for Papers to Appear in October Issue

The Call for Papers for the 1993 Annual Meeting (August 13-17, 1993, in Miami Beach, Florida, will appear in the October 1992 issue of *Footnotes*. By changing the publication of the Call for Papers to October, we will be able to include a more complete and accurate listing of sessions and organizers.

Look for the 1993 Call for Papers in the next issue of *Footnotes*. And, plan ahead for Miami! □

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The Executive Officer's Column

Keep the ASF Congressional Fellowship Thriving

An open letter from the Executive Officer

As we depart for the Annual Meeting, I am writing my Open Window Column as an "Open Letter."

Our page 1 story reports on the selection of Dr. Berheide as the next ASA Congressional Fellowship recipient. Her presence in Washington and in this office will be catalytic to a range of activities. Along with COSSA and our own efforts, she can be our eyes and ears on the Hill, identifying ways in which sociological concepts and data can be brought to bear on important issues. Her own work on work and family linkages will exemplify the reality of those connections.

ASA sponsored three Congressional Fellows in past years: Carol Weiss, Raymond Russell, and William Freudenburg. Their work was extremely important in the areas of education, employee-owned companies, and the environment, respectively. Because resources did not permit funding these



Fellowships from the general ASA budget, the program was suspended pending additional funding through the American Sociological Foundation (ASF). This year, ASF has provided the stipend. Also, ASF is actively working to meet a challenge grant to more effectively establish the Congressional Fellowship Program.

When you receive your ASA dues statement, please add an additional contribution to ASF. Regardless of who occupies the White House in November, sociological work needs to be well represented. The triad of ASA, COSSA, and Congressional Fellowships can do just that. Congressional Fellowships are vital to bringing the perspective of Sociology to policy audiences and the policymaking process. In so doing we educate important constituents about the relevance and value of our field.

Contribute to the Congressional Fellowship and Sociology's National Voice. When you receive your dues renewal this fall, please give whatever you can.

Felice J. Levine, Executive Officer

Marrett Organizes New Directorate

Corra Marrett, the first Assistant Director of NSF's new Directorate in Social, Behavioral, and Economic Sciences has announced the organization of the Directorate into five clusters for the research division. The five research program clusters are: (1) Anthropological and Geographic Sciences—includes support for Anthropology and Geography and Regional Science; (2) Cognitive Psychological and Language Sciences—includes support for Human Cognition and Perception, Social Psychology, and Linguistics; (3) Economic, Decision, and Management Sciences—includes support for Economics and Decision, Risk, and Management Science; (4) Social and Political Sciences—includes support for Sociology, Political Science, Law and

Social Science, and Measurement and Methods; and (5) Science, Technology and Society—includes support for Ethics and Values in Science and Engineering, History and Philosophy of Science and Engineering, and Research in Science and Technology. Coordination of Cross-Division and Cross-Directorate Programs will also be handled in this cluster.

In thinking about the structure of the directorate, the key, according to Marrett, is to achieve intellectual integration through an emphasis on shared approaches and common problems researched from a multidisciplinary perspective. This does not negate the importance of disciplines as broad communities, but the notion of program "cluster" similar to the Language, Cognition and Human Behavior program in the Behavioral and Cognitive Science Division or the new program structure in the Biology directorate, is the structural approach she seems to favor. She also sees an increased role for the Measurement Methods and Statistics program.

ASA Executive Officer, Felice J. Levine and the executive officers of the other COSSA organizations have held several meetings with Marrett. Marrett expressed her basic belief that science should be concerned with and related to the condition and welfare of human beings. These comments echo those of the NSF Director, Walter Massey, who stressed that "people still remain a Foundation-wide priority." Marrett underscored the importance of coordinating with the other directorates and making clear the role and importance of social science to all of science.

Tienda to Lead NSF Advisory Board

Marta Tienda, Professor of Sociology at the University of Chicago, has been selected to chair the Advisory Board for the new Directorate for Social, Behavioral, and Economic Sciences.

Tienda is a noted demographer. She has served the ASA most recently on its Executive Office and Budget Committee and in many other capacities. She currently serves on the boards of the Russell Sage Foundation and the Social Science Research Council.

Other members of the Advisory Board include: Nobel Laureate in economics, Robert Solow of the Massachusetts Institute of Technology, and former Bureau of Labor Statistics Commissioner, Janet Norwood. In addition, committee member James Gibson, political science professor at the University of Houston, served on the first task force that examined the idea of a separate directorate for the social and behavioral sciences. Jean Altmann, professor of ecology at the University of Chicago, who served on the subsequent BBS Task Force that recommended the creation of the new directorate, also was named to the advisory committee.

Marrett hopes to convene the committee for the first time this month. □

Huber VP and Provost at Ohio State University

by William Martineau, Executive Associate

The Ohio State University's Board of Trustees has appointed Joan Huber as Senior Vice-President for Academic Affairs and Provost. If that weren't enough, Huber has been asked to lead a reorganization of the university's academic structure as it prepares for the 21st century.

Huber has served as dean of Ohio State's College of Social and Behavioral Sciences since 1984 and coordinating dean of the Colleges of the Arts and Sciences since 1987. In making the appointment, OSU President E. Gordon Gee said that "Joan Huber is considered by her colleagues as a distinguished academic leader and a demonstrated scholar."



Joan Huber

It was this reputation that won Huber the ASA Presidency in 1989. Earlier, she also served as ASA Vice-President and on Council. Since launching a late career in sociology with a PhD from Michigan State in 1967, Huber has continued to distinguish herself as a premier sociologist. She has received numerous awards (including the ASA Jesse Bernard Award and Distinguished Alumna Awards from both Western Michigan University and the Pennsylvania State University), served in a host of editorial capacities, and been honored by elective office to several sociological asso-

ciations, including the Presidency of SWS and the Midwest Sociological Society. Her list of publications is lengthy, chiefly in the areas of poverty, social stratification, and women's issues. Her writing has been seminal, linking together themes in each of these areas.

Prior to coming to Ohio State, Huber spent thirteen years at the University of Illinois where she served as Director of Women's Studies and then Head of the Sociology department. Her first appoint-

ment in sociology was at the University of Notre Dame.

Joan is known personally to many in the ASA and has touched the careers of a nearly equal number. Those of us who have been regaled by her verbal accounts of her own career path into sociology have shared some special moments. Now, on behalf of all members, we in the Executive Office wish her well as she takes another step in an already rich and distinguished career. □

ASA Research Program Progresses

by Carla B. Howery, Director, Program for Research on the Profession

In early fall, each ASA member will receive a survey asking about career history, professional activities, professional memberships, and commentary about the ASA Annual Meeting. The survey also asks important demographic information to update our membership records. Please return your survey as soon as possible. The surveys are coded with your name and are not anonymous. Having your names allows us to link the information to membership files; you need not fill out the same information twice. All data, however, are kept confidential. No names will be released, and all data analysis are presented in aggregate figures.

What might we learn from the survey? For example, we are interested in:

- career patterns of sociologists, from sociological practice positions to the academy and back, from one type of academic institution to another;
- how often do sociologists change jobs?
- the training and degrees of sociologists, which schools educate the majority of sociologists, how long it takes for sociologists to complete their degrees;
- what are the patterns of professional association memberships? Do colleagues belong to state, regional, specialty, and national associations?
- what features make an ASA Annual Meeting attractive?

■ what kinds and levels of disabilities do sociologists have which limit their professional work?

■ and hardly last on the list, what is the range of incomes of sociologists and from what sources?

The biennial membership survey will contain some standard questions each round but will also tap some new areas. These data will provide useful information on the profession for ASA's strategic planning. The Research Program plans to make available public use files in accordance with protocol for confidentiality and privacy.

Chair Survey

Last May, each departmental chair received a survey asking about the department as a unit, its resources, its faculty composition and changes, its curriculum, enrollment patterns, and its concerns for the future. Thus far, the response rate is 38% for the undergraduate institutions and 43% for graduate programs. Department chairs are encouraged to respond.

These data will help ASA and all departments understand the status, needs, and contours of different types of institutions. The data will be linked to Department of Education data tapes, providing an additional set of institutional variables for analysis.

Please return your survey if you have not done so. □

Sociology at Tulane Celebrates 90th Anniversary

by James D. Wright

The Department of Sociology at Tulane University celebrated its 90th anniversary with a reception held during the annual meeting of the Southern Sociological Society in New Orleans in April. About a hundred alumni, former faculty, and friends of the department attended the reception on the Uptown campus.

A course of study in sociology was offered at the University as early as 1895 by John R. Ficklin, Professor of History and Political Science. Formal recognition of the new discipline came in the academic year 1901-1902, with the founding of the Department of Economics and Sociology and the hiring of Morton Aldrich as the department's first professor and head. Course offerings in that first year included Principles of Sociology, Comparative Economic and Social Conditions of Workingmen, Race Problems, and a Research Course. By 1914, the Department had evolved under Aldrich's tutelage into the College of Commerce and Business Administration, the precursor to today's School of Business; Aldrich served as first Dean of the College from 1914 until his retirement in 1939.

After 1914, sociology at Tulane drifted more into applied work and the training of social workers. A school of applied sociology was started in 1914 as a residential program housed in one of the University's dormitories; in 1917, the school of applied sociology was formally reorganized into the Southern School of Social Sciences and Public Welfare, which by 1927 evolved into the University's School of Social Work. The sociologist Garrett Wyckoff was brought in from Grinnell in 1918 to shape and head the new school; Wyckoff thus enjoys the distinction of being Tulane's first Professor of Sociology (*sans* Economics). He also served as the first Dean of the School of Social Work.

The second Professor of Sociology hired at Tulane was Edward Brown Reuter, who replaced Wyckoff as head of the department for 1920-1921. (After a one-year leave in 1920, Wyckoff returned to Tulane for good.) Reuter went on to serve as the long-time chair of the Department of Sociology at Iowa State University; he was also the first of five one-time Tulane sociologists who were later elected Presidents of the American Sociological Association. The others were Luther Bernard (who taught at Tulane in the 1920s), Ellsworth Farris (Professor of Sociology at Tulane in 1930-31), Louis Wirth (who began his career as Assistant Professor of Sociology in 1928, winning the position over the lesser candidate, Herbert Blumer), and Robert K. Merton (appointed Associate Professor of Sociology in 1940 and promoted to Full Professor in 1941). Other sociologists at Tulane during its formative years (through 1945) included Logan Wilson (later to serve as Chancellor and then President of the University of Texas), John Fletcher, John Mason, Clarence Glick, Jesse Steiner, and Nicholas J. Demerath II.

From 1927 through 1945, both Newcomb College (the women's college) and the College of Arts and Sciences (the men's college) maintained undergraduate departments of instruction in sociology. In 1946, as a result of the post-war reorganization of the University, the Department of Sociology became the Department of Sociology and Anthropology and remained so until 1969, when Anthropology split off to form its own department. Full professors who served the Depart-

ment in this period (1946-1969) included Warren Breed, Munro Edmonson, Harlan Gilmore, Forrest LaViolette, Leonard Reissman, and Thomas Ktsanes.

Tulane has also maintained a graduate program in sociology throughout the department's existence. In 1904, John Ker Towles was awarded a master of arts degree for his thesis, "Housing Conditions in the Vicinity of St. Mary's Market, New Orleans." This appears to be the first graduate degree awarded at Tulane for work in sociology. In 1924, Nathaniel Batson Bond was conferred the PhD degree for his thesis, "The Treatment of the Dependent, Defective, and Delinquent Classes in Mississippi." Bond's PhD was the tenth doctoral degree ever awarded by Tulane in any field of study and the first awarded in sociology.

In 1953, a prominent New Orleans family endowed the Charles A. and Leo M. Favrot Professorship of Human Relations, among the first endowed chairs in social

and behavioral science anywhere in the country. The first occupant of the Chair was Oswald Hall, followed by Reissman (who held the post for fourteen years). The other Favrot Professors have included Joan Aldous, Father Joseph Fichter, Paul Roman, and James D. Wright, the current occupant.

In 1964-65, Tulane admitted its first black students; two women, one in the School of Social Work and the other, Barbara Guillory, in the Department of Sociology. The Department also had women faculty as early as 1924 teaching courses in both Newcomb and Arts and Sciences. Wirth, as it happens, was the second Jewish professor ever hired at Tulane. And in the same vein, Anna Popova, a current graduate student in the Department, was the first Soviet citizen ever to be admitted to the University (in 1990).

The present-day Department of Sociology at Tulane University, comprised of 14 full-time faculty, maintains a vigorous

American Academy of Arts and Sciences Awards Prize to Daniel Bell

The American Academy of Arts and Sciences, one of the oldest honorary societies in the United States—founded in 1780—this year is awarding the Talcott Parsons Prize for Social Science to Daniel Bell, Emeritus Professor of Sociology at Harvard University, and currently scholar-in-residence at the American Academy.

The Talcott Parsons Prize, awarded every third or fourth year, is one of the four prizes given by the Academy; the other three are the Emerson-Thoreau Prize in the humanities, the Amory Prize in the biological sciences, and the Rumford Prize in the physical sciences. The previous winners of the social science prize, named for the eminent sociologist and former President of the Academy, have been Clifford Geertz, Robert Dahl, Robert K. Merton, Albert Hirschman, and C. Vann Woodward.

In citing Bell, the nominating committee stated: "Daniel Bell is notable among social scientists, indeed amongst contemporary intellectuals in general, for the great scope of his knowledge, for depth of analysis, for exemplary balance of judgment, for freshness of ideas and prescience in identifying the main trends in modern social development, and, last but not least, for the felicity and clarity of his style. His work is a rare combination of the vigor required by modern social science, the complexity of philosophical analysis, and the humanist's sensitivity to values."

The committee identified four fields in which Bell has worked—the role of ideas and ideologies, culture and social structure, social forecasting, and the consequences of technological innovation. In these fields, "Bell has written pioneering works which for many years set the agenda for discussion and analysis not only among social scientists, but also among some of the most important intellectual publics of the United States and Europe."

Born in 1919, Bell was educated in New York City schools, including the City College of New York, and received a PhD from Columbia University. He taught at the University of Chicago, Columbia, and Harvard, where he was, before retirement, Henry Ford II Professor of Social Sciences. He is the author/editor of more than a dozen books, including *The End of Ideology*, *The Coming of Post-Industrial Society*, and *The*

Cultural Contradictions of Capitalism.

In 1965, he initiated and chaired the Commission on the Year 2000, of the American Academy of Arts and Sciences, and edited several volumes that arose from its work. Its main report, "Toward the Year 2000," was published in 1967 as an issue of *Daedalus*, the journal of the Academy, and later in book form.

The Committee that nominated Bell for the prize was chaired by Alex Inkeles of Stanford University, and included Kenneth Keniston (Massachusetts Institute of Technology), William Kruskal (University of Chicago), Eleanor Maccoby (Stanford University), Marshall Sahlins (University of Chicago), Michael Walzer (Institute for Advanced Study), and C. Van Woodward (Yale University). □

Cole New Editor of Sociological Forum

Stephen Cole, SUNY-Stony Brook, has been appointed the new editor of *Sociological Forum*, the official journal of the Eastern Sociological Society. The journal, published by Plenum, was founded by Robin Williams, Jr. (Cornell) in 1986 and has been edited by Williams since its founding. In its first six years, *Forum* has earned a reputation as a high-quality journal and has succeeded in attracting submissions from many leading sociologists. It is received by all ESS members; non-members can also subscribe.

Cole intends to continue the editorial policies introduced by Williams. He would like the journal to continue to publish controversial articles of interest to a broad segment of the sociological community. He will also continue the successful book review essay section, currently edited by Gary Marx, University of Colorado.

Cole, who received his PhD at Columbia and has taught at Stony Brook for 24 years, is a specialist in the sociology of science. His monograph, *Making Science: Between Nature and Society*, was published in August by the Harvard University Press. During 1992-93, Cole will be a visiting member of the School of Social Science at the Institute for Advanced Study, Princeton University. All manuscripts, however, should be sent to him at the Department of Sociology, SUNY, Stony Brook, NY 11794. □

graduate program (with approximately 30 students actively pursuing PhDs), a popular undergraduate program (with about 150 sociology majors), and an active research agenda. Outside funding of the department's research program has exceeded \$1 million a year for the last several years, with major grants from the National Institute of Alcohol Abuse and Alcoholism, the Office of Juvenile Justice and Delinquency Prevention, the National Institute of Justice, and the Pew Charitable Trusts. The department also maintains strong research ties with the Tulane and Louisiana State University Medical Schools and with the School of Public Health and Tropical Medicine and serves as the editorial home of *Social Science Research*, a quarterly journal published by Academic Press.

A study of sociology programs conducted in 1988 identified Tulane as the 18th most active research department in the nation, third most active among Southern departments, based on *per capita* publications in the discipline's major journals. In 1990, the department was one of five graduate programs at Tulane to be chosen for selective enhancement in the five-year strategic plan. □

Riley Dunlap Named Gallup Fellow

A Washington State University sociologist, Riley E. Dunlap, has been appointed Gallup Fellow in Environment at the George H. Gallup International Institute in Princeton, New Jersey.

For the past year Dunlap has been serving as Project Director for the "Health of the Planet Study," an international survey being conducted by the Gallup International Institute to determine the state of global awareness and concern over environmental problems. Representative samples of 1,000 citizens in each of 27 nations are being surveyed by Gallup affiliates around the world, making this the largest environmental opinion survey ever conducted.

A major objective of the survey is to compare views on environmental issues, including global environmental problems, held by citizens in developed nations with those in developing nations. Results were presented to policy-makers involved in the United Nations Conference on Environment and Development to be held in Rio de Janeiro in June.

A member of the WSU faculty since 1972, Dunlap has published widely on environmental attitudes and activism, including a detailed "polls report" on public opinion in the Winter 1991 *Public Opinion Quarterly*. He is also senior editor of *American Environmentalism: The U.S. Environmental Movement, 1970-1990* (Taylor and Francis).

Dunlap is the past chair of the ASA Section on Environment and Technology, and a member of the U.S. Environmental Protection Agency's Socioeconomic Peer Review Panel. He was recently invited to attend the May 1992 National Conference on the National Institutes for the Environment, designed to help develop a strategy for establishing and organizing the proposed NIE.

The Gallup International Institute, established to honor the pioneering work of George H. Gallup, Sr. in public opinion research, is a nonprofit organization that seeks to enhance the role of informed public opinion in democratic policy-making. Its primary areas of concern are health, education, environment, religion, and human values. Another sociologist, Robert Wuthnow of Princeton University, was previously named Gallup Fellow in Religion. □



International News and Notes

Gender and Perestroika: A Personal Account

by Barbara Risman, North Carolina State University

I recently returned from a conference on Gender and Restructuring (in Helsinki) and a trip to Moscow. I offer my impressions to others who, like me, are interested in the prospects for women and gender equity in previously state-socialist societies.

The World Institute for Development Economics Research (WIDER) of the United Nations University sponsored a conference in September 1991 entitled "Gender and Re-structuring: Perestroika, the 1989 Revolutions and Women." Approximately 15 Western analysts and social scientists from the countries now undergoing change were invited. Social scientists from Poland, the USSR, Bulgaria, Finland, England, Czechoslovakia, and the United States were in attendance. Most of the participants delivered papers which will appear in a 1992 volume to be edited by Val Moghadam, director of WIDER's Women in Development project.

A remark made at the start of the proceedings still rings in my ears as a common theme of the papers and informal conversations: "Women are going to hell in a handbag, and the U.N. has gathered us here together to measure the shape, size, width, and depth of the bag." I heard no one object to such a characterization of the (at least short term) effects of restructuring on women.

Let me summarize my understanding of the common themes discussed in papers based on empirical evidence from different countries. There seemed to be general agreement that none of the previously state-socialist societies had much less sex-segregation in their labor forces than capitalist societies, nor were women paid much more equitably. It is almost as if there is some magical lid on women earning more than 75% to 80% of male wages -- wherever they live.

Despite communist rhetoric in support of female equality, most ex-state societies had never really dealt with issues of male privilege in either public or private life. Women's equality was primarily defined as labor force participation. Thus, institutions remained patriarchal, families remained patriarchal, and women worked very hard. But they did, at least, have such structural supports to facilitate dual-roles as state supported child-care and mandated maternity leaves.

The current rejection of communist ideology and rhetoric in ex-state socialist societies appears to include a rejection of societal commitment to women's equality. The goal of Women's Equality is seen as one more mistaken communist motion. This provides an ideological rationalization for saving money on the "creches" (day care centers) which are now being closed in East Germany, Romania, and the Soviet Union. Women's unemployment is considered "easy unemployment" to accept because women's primary attachments are/should be in the home.

And how do women feel? In one poll of Soviet women, most wanted even longer maternity leaves and opportunities for part-time work, but not to lose their jobs. And yet, one researcher in Moscow told me that her research was showing that 80% of the new unemployed were women.

Personal observations of those at the conference were that the disproportionate unemployment of women was widespread throughout ex-state socialist societies.

My own observations in Moscow were very limited—although my discussions with social scientists were quite extensive. In Moscow I spoke at two divisions of the Academy of Sciences, the Institute of Sociology, and the very new Centre for Gender Studies. Women's lives are very difficult. Despite their nearly universal participation in the labor force, the "second shift" is much more burdensome in their context than in our own. Shopping for food often means waiting in long lines and modern equipment to ease housework is not widely available. In addition, there is quite widespread belief, even among educated academic and political elites, that men and women are essentially different and women primarily are attached to and responsible for children.

I heard only negative assessments of state-supported day care, with quite high teacher/child ratios being cited as the reason for developmental problems among infants. One scientist told me she knows of "creches" with 30 infants and one caretaker; not surprisingly, the infants' development was delayed and problematic. Given the reality that women hold both moral and practical responsibility for their children's development and have few resources to secure appropriate non-parental care, some would prefer to remain at home during their children's infancy. A new decree in Russia which mandates three years maternity leave seems popular with women, but will surely make them less employable in a free marketplace.

In this context, a brand new Centre for Gender Studies is struggling to survive. USSR feminists organized the first ever national independent women's movement conference last spring. The authorities attempted to shut it down by accusing the organizers of lesbianism (an illegal status). The conference happened anyway and was empowering. The women of the Centre for Gender Studies exuded an aura of intellectual energy and excitement which reminded me of women's centers in the United States in the early 1970's. These women know that what they are doing is historic, important, will not be done unless they do it, and is necessary for the very survival of independent women in their society. The Centre is only two years old, a true product of perestroika. Still, these women are isolated from the mainstream.

Feminism reminds many in Russia only of communist ideology. A scientist spoke about their situation: "Even our democrats are not behind us." And these women are behind their democrats; some had put their lives on the line at the barricades during the attempted coup in 1991. An irony exists here. The very freedom to organize as feminists is a result of perestroika—which at the same time seems to be blind to concerns of gender equity.

The scientists at the Centre for Gender Studies were very open about needing help from us. "We will not survive with only psychological help from Western feminists. We need more than that." Aside from donations of funds, the Centre is in need of books. Send your own book or your favorite book directly to the Centre for Gender Studies, Institute for Socio-Economic Studies of Population, USSR Academy of Sciences, Krsikova, 27, Moscow 117218, USSR. Be aware that it may take months for the books to arrive. But

when they do, they will be greatly appreciated.

Women at the Centre are also interested in joint research—particularly if it includes external funds which can help them survive.

International Funding Opportunities

by Laury Saligman, ASA International Sociology Intern

The human dimensions of global issues such as AIDS, the greenhouse effect, and pollution are now being taken more seriously. For social scientists this means an increase in funding opportunities for internationally focused research projects. In the May issue of *Footnotes*, we summarized several grants that are available to sociologists interested in international research; the listings are continued below. Please keep the list for future reference and be certain to contact agencies for exact deadlines in 1993 and 1994.

■ The National Institutes of Health (NIH), Fogarty International Center, provides funding for international postdoctoral research for U.S. and foreign scientists in all areas of biomedical and behavioral sciences. Although funds are not set aside specifically for sociological research, NIH offers several research and fellowship programs of interest to sociologists:

(1) The Fogarty International Research Collaboration Award (FIRCA) offers small grants to foreign collaborators involved in joint initiatives between American and Central and Eastern European, Latin American, and Caribbean scientists. To be eligible, the U.S. principal investigator must be receiving NIH support in a biomedical or behavioral research topic. Deadlines: October 1, February 1, and June 1. For more information on this program, contact: Dr. David A. Wolff or Dr. Danuta Krotoski, International Research and Awards Branch, Fogarty International Center, Building 31, Room B2C21, National Institutes of Health, Bethesda, MD 20892; (301) 496-1653.

(2) The International Research Fellowship Program provides funding for scientists in the "formative" phase of their career (less than 10 years after the doctorate). The applicant is required to have a U.S. sponsor in a recognized institution who is willing to assist in the applicant's research project. Deadline: August 1. International Research Fellowship Program; Fogarty International Center, Building 31, National Institutes of Health, Bethesda, MD 20892 (301) 496-1653.

(3) The Senior International Fellowship Program offers funding for study or research to established American biomedical, behavioral, or health scientists. The duration of the grant is three to 12 months divided into as many as three sessions within a three-year period. To be eligible, applicants must have at least five years of postdoctoral experience as well as an invitation and curriculum vitae from a foreign host. Deadlines: January 10, May 10, and September 10. Senior International Fellowship Program, Fogarty International Center, Building 31, National Institutes of Health, Bethesda, MD 20892 (301) 496-1653.

(4) The AIDS International Training and Research Programs provide international training in epidemiological research related to AIDS. There are five programs available for applicants with all ranges of experiences. For more information contact

Kenneth Bridbord, M.D., Chief International Studies Branch, Fogarty International Center, Building 31, National Institutes of Health, Bethesda, MD 20892 (301) 496-1653.

(5) The Foreign Funded Fellowships are offered to support U.S. scientists in collaborative research in specified countries which fund the fellowships. These countries include: Finland, France, Germany, Ireland, Israel, Japan, Norway, Sweden, Switzerland, and Taiwan. Deadline: May. For more information contact: Foreign Funded Fellowships, Fogarty International Center, Building 31, Room B2C21, National Institutes of Health, Bethesda, MD 20892 (301) 496-1653.

■ The MacArthur Foundation offers several programs of interest to sociologists. Internationally focused projects include: The Program on Peace and International Cooperation, The Program on Peace and International Cooperation, The Population Program, and The World Environment and Resources Program. For more information contact: Office of Grants Management, Research, and Information, 1400 South Dearborn Street, Chicago, IL 60603.

■ The National Science Foundation Human Dimensions of Global Change program funds international studies and research on global environmental change, the global dimensions of the relationship between the physical and social environment, or the effects of the global interdependence of social, economic, or political institutions. Please see the April 1992 issue of *Footnotes* for a complete description. Deadlines: January 15 or August 15. For more information contact: The National Science Foundation Global Change Research Program (202) 357-7668.

Sociology and Change in the Former USSR

By Michael Swafford, Institute for Russian, European, and Eurasian Studies, George Washington University

Since late 1989, it has been my good fortune to spend approximately two years in various parts of the former USSR. I originally went to lecture to sociologists (on statistics) on a Fulbright Award. However, deluged by remarkable opportunities for research in the region, I soon found myself engaged in large-scale academic, governmental, and commercial survey research.

Having first lived in the USSR in 1973-74 as a graduate student, I can only marvel at the contrasts which appear at every turn. For example, until recently, reselling an item at a profit (speculation) was illegal. Prices were even engraved on many items to help enforce the law. Now, it is commonplace to see streets densely lined with youths and pensioners trying to turn a profit by reselling, say, a half dozen eggs, two liters of milk, or a bottle of vodka. Once, advertising was denounced as a capitalist ploy; now, one is assaulted by TV commercials about commodities exchanges. Once, the Young Communist League (KOMSO MOL) was exceedingly rich. Now it no longer exists. Former KOMSO MOL leaders have joined the ranks of the most successful entrepreneurs in the new economic order, though a few remaining devotees seek donations on the street to pay the fees to register KOMSO MOL as a legal entity again.

Sociologically, I am most fascinated by the fact that the social change seems to be out of control, despite the best efforts of leaders to manage the process. It seems to me that leaders' conscious efforts to

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transform society are greatly hampered by several factors—so much so that the outcome in some former republics is largely unpredictable.

In the first place, very few reliable social indicators are available upon which to base policies. For example, in consulting for the Russian government's statistical agency, Goskomstat, I found that the monthly budget survey of 49,000 families, conducted for almost 30 years, is based on such a wretched sample that it is virtually worthless. Furthermore, regional branches of Goskomstat have long doctored statistics forwarded to the center to make their regional leaders look good. Consequently, no agency can describe the actual situation with reasonable confidence.

Second, because social science has been so long suppressed, there is little appreciation for the interrelationship of institutions. Consequently, as the government attempts to put out fires in one failing institution, it starts fires in others.

For instance, monetary policies adopted to help make the ruble convertible in international trade have rendered wages so inadequate that, for example, all of a full professor's official wages cannot even purchase groceries for two people, as of this writing. Thus, teaching is ignored as almost every faculty member moonlights—usually on company time. A massive brain drain to other industries and other countries is underway, and major educational institutions are visibly collapsing.

A third factor impeding efforts to manage change is that law cannot be used as an effective instrument. There are laws galore—but there is no law. As one bureaucrat put it, as he explained why he was violating terms of my contract to use his institute's facilities for interviewer training: "Unfortunately, we don't really have laws; we have bosses." Since law enjoys so little respect, as the Supreme Soviet passes laws to introduce, for instance, wholesale markets or private farms, the laws are simply ignored by bureaucrats who find them objectionable.

Interestingly, government leaders now place considerable stock in sociology to deal with social problems. In fact, many senior sociologists have (understandably) been so drawn into policy making that they have no time for research. Unfortunately, the government's faith in sociology is overly optimistic. Even under the best of circumstances, the problems in attempting to transform the former Soviet society smoothly would exceed the current capabilities of social science—though sociology obviously has much to offer. However, because of decades of privation in the former USSR, the discipline of sociology is exceedingly weak. Though the Institute of Sociology has existed in various incarnations for three decades, the first full-fledged departments of sociology were introduced in Soviet institutions of higher education only three years ago. Sociology does not have the necessary cadres, technology, or data with which to rise to the current challenge.

Nevertheless, the new-found faith in sociology is salutary. Generally, it is now permissible to study any topic using virtually any methodology. With the relaxation of regulations and the introduction of INTERNET and BITNET, collaboration is easier than ever.

Editor's Note: Michael Staafford is Liaison to countries of the former USSR for the ASA Committee on International Sociology

International Network on Personal Relationships

by Steven Duck, University of Iowa

The International Network on Personal Relationships is a service-oriented professional organization that seeks to bring together scholars from different disciplines who share an interest in studying the processes, contexts, and functions of all forms of social and personal relationships. Since our founding in 1987, we have grown to a membership of about 700 from many different disciplines and from over 20 countries. The Network has organized four international conferences and four graduate workshops, produced an annual membership directory, quarterly newsletters, and an annual bibliography of work in the field. The Network has also arranged for publishers' discounts for members on over 40 books on topics related to social and personal relationships, including a discounted rate on back issues of the *Journal of Social and Personal Relationships* and the *Handbook of Personal Relationships*. Finally, the Network has also initiated an annual Dissertation Award for graduate students, along with two other awards for mid-career and newer scholars, and has set up special support funds for graduate students to attend our conferences.

We are increasing outreach to members of disciplines to expand our awareness of new and interesting work on relationships. The Network has recently begun to approach scholars in disciplines under-represented in our membership. The catalogue of our members' disciplinary interests shows many social psychologists, communication researchers, and family studies scholars, with a good representation of researchers from women's studies and child development. In many ways it is encouraging that our membership is both broad and able to communicate across disciplinary boundaries. Yet we are clearly missing the input of experts from other disciplines. For example, sociologists studying involuntary relationships have not yet added their expertise to our group. In fact, we presently have too few sociologists studying emotion, social networks, friendship, gender and relationships, rituals, rules, accounts, or the effects of culture and social structure on relational forms. This deficiency in our coverage is one we now seek to correct.

As the field of social and personal relationships develops and becomes a sub-discipline in its own right, we want to maximize representation of constituent disciplines so that we all benefit from mutual interactions that can help to foster and shape the field. We welcome inputs from sociologists and wish to encourage sociologists to join the Network. We believe that our scholarship will be enhanced by such increased interaction and mutual recognition. Ultimately we hope that such collegiality will offer a diverse and expanded view of the processes, constraints, and dynamics involved in relationships. Also, because the nature of the field is strongly interdisciplinary, sociology should have an impact on other members of this multidisciplinary community.

The Network is also closely associated with the *Journal of Social and Personal Relationships (JSPP)*, which is provided to members as a part of their membership dues. For August 1992, JSPP has scheduled a special issue on "Social Networks," edited by Bob Milardo and Barry Wellman.

The Network is strongly committed to the development and support of newer scholars and has instituted competitive travel awards to our conferences. We will hold another international conference in Milwaukee in 1993 and hope for a good representation of sociologists on the program (Becky Adams is an invited speaker). We have a reduced rate for graduate students membership (at a \$14 discount) which includes a subscription to JSPP. However, we also have an excellent record of support for women and minorities, and have eschewed a formal organizational/political structure for an open style in committee work and decision making about major issues (100 different members have served on committees since 1987).

As a special offer to encourage input from sociology, we are accepting new members from ASA at the current Network Member renewal discount rate (\$48) which includes a full volume of JSPP for 1992 and access to the accumulated publishers' discounts for the year.

Information about the Network can be obtained from Steve Duck, 151-CSB, Communication Studies, University of Iowa, Iowa City, IA 52242 [BLASTD@UIAMVS].

Sociologists Respond to Call for International Teaching Opportunity

by Janet Mancini Billson, Assistant Executive Officer

As we reported in *ASA Footnotes* (January 1992), The Civic Education Project (CEP) was seeking advanced graduate students (ABD's) who would like to teach sociology undergraduate courses for one year in Czechoslovakia, Bulgaria, Hungary, Romania, Ukraine, or the Baltic states.

Many sociologists responded to that announcement and are beginning their terms this month. All positions are filled for 1992-93, but those who are interested in applying for 1993-94, may FAX a resume and cover letter to: CEP Coordinator, P.O. Box 5445, Yale Station, New Haven, CT 06520; telephone and FAX (same number for both): (203) 432-3218.

Each graduate instructor teaches (in English) two twelve-week courses to two sections of students: two sections of Introductory Sociology in the fall and two sections of Political Sociology in the spring. Classes are generally limited to 25 students; some faculty members may attend. CEP assists instructors in developing course designs that fit the needs of host institutions.

CEP provides instructors with a base stipend in US dollars, one round-trip airfare, health insurance, shipping costs, and teaching materials/books. The host institutions provide housing (modest) and a stipend in local currency.

This year, instructors had the opportunity to meet with each other in Prague for a retreat; they received some language training for daily living needs.

The purpose of the program is to provide ongoing assistance to Central and Eastern European universities after years of neglect and/or politicization of the social sciences; to introduce courses into departmental curricula that offer informed discussion of Western social, economic, and political life; to allow faculties in transition to observe various Western approaches and teaching methods; and to institutionalize academic dialogue between East and West.

The Civic Education Project was founded in 1990 by two American graduate students. It is assisted by the Central European University, Yale University, and the Charter 77 Foundation-New York (affiliated with the Soros Foundation).

Scott Billy, on-site program coordinator, characterizes the project as a "Peace Corps for academics" and says that the East Europeans are very excited about the American sociologists coming to teach at their universities.

IIS Centenary Congress at the Sorbonne

by William V. D'Antonio, IIS President

The International Institute of Sociology (IIS) will hold its Centennial Congress at the Sorbonne, June 21-25, 1993. The Institute was founded in 1893 by Rene Worms, and included such noted scholars as Georg Simmel, Gabriel Tarde, Ferdinand Toennies, Lester Frank Ward, and E.A. Ross. It is the oldest continuous sociological association in existence.

The main activity of the IIS has been the organization of international meetings designed as intellectual exchanges focusing on plenary sessions and working sessions (roundtables, panels, regular paper sessions) proposed and organized by members at large. Currently, members from 32 countries meet in biennial congresses to hear and exchange formal papers and to interact on a more informal basis. The size of the congresses, averaging no more than 500, permits the participants to develop a sense of community within the membership. The papers from the plenary sessions are published in the *Annals*, an annual publication, which also publishes a selection of the best papers from the other sessions.

The theme of the 1993 31st Congress is: "100 Years of Sociology: Retrospect and Prospect." Since 1993 also coincides with the centenary of Durkheim's *Division of Labor*, it will be featured in a plenary session with speakers J. Prades (Montreal), F. Ferrarotti (Roma), and J.M. Berthelot (Toulouse). A second plenary will feature the work of Georg Simmel, including as speakers P. Watier (Strasbourg), O. Ramstedt (Bielefeld), and S. Moscovici (Paris).

The opening day's plenary speakers are: W. D'Antonio (USA), M. Maffesoli (Paris), E. Morin (Paris), and N. Luhmann (Bielefeld). Treating a range of issues regarding sociology in the 21st century will be: R.A. Hedley (Victoria), A. Touraine (Paris), A. Giddens (Cambridge), S. Ciner (Barcelona), M.W. Riley and J.W. Riley (Washington, DC), W. Form (The Ohio State University), M. Crozier (Paris), and T. Zaslavskaya (Moscow).

A special plenary session on European sociology will include: C. Mongardini (Rome), B. Nedelmann (Mainz), A. Vavalli (Pavia), M. Archer (Coventry), J. Israel (Lund), P. Sztompka (Cracovie), F.H. Tenbruck (Tubingen), and P. Gerlich (Vienna).

A range of topics has already emerged for the working sessions, dealing with intermediate associations like corporations, professions, and universities; science and civil society; health care and the state; challenges to liberal democracy in Western Europe, and citizenship and displacement; changing family structures; long-term care for the elderly; work and retirement; unemployment, poverty and homelessness; and minority middle classes. The emphases will be on developing comparative perspectives. An extended working session on sociology in Eastern Europe is also being planned.

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Papers reflecting empirical research, as well as theoretical and methodological issues are encouraged.

Persons interested in submitting proposals or sessions should write at once to: David Sciulli, Department of Sociology, Texas A&M University, College Station, TX 77843-4351.

For information about membership in the IIS, please write: R. Alan Hedley, Secretary General/Treasurer, Department of Sociology, University of Victoria, Victoria, B.C. V8W 2Y2 Canada.

The official languages of the Centennial Congress are English and French. All plenary sessions will be simultaneously translated. The registration fee is U.S. \$100 if paid before April 15, 1993, and U.S. \$150 if paid after that date. Brochures with full details about the program, registration, and hotels will be mailed in September 1992 to all members and to all persons who have written to Drs. Sciulli, Maffesoli, or D'Antonio, requesting further information.

Suggestions for International Book Donations

by S. "Meena" Meenakshy, *ASA Intern for International Sociology*

The following information may be of interest to faculty members who would like to ship sociology books to institutions in other countries, especially the newly emerging democracies in Eastern Europe. There is a serious shortage of sociology text books and academic journals in these regions and book donations can support sociologists as they attempt to build strong departments.

Generally, books can be sent on a small scale or a large scale basis through agencies such as the United States Information Agency (USIA), the Smithsonian Institution, and some private foundations. Agencies are concerned that books are "classics" in the field or recent editions of newer books; that periodical sequences be complete (e.g., *ASR*, 1945-65, 1978-1990), rather than broken, arbitrary runs; and that equitable distribution of the books will occur in the recipient country. A brief description of the procedures one must follow with these agencies is included below.

□ The *United States Information Agency*—Contact: Monica O'Keefe, Room 868, 301 4th Street SW, Washington, DC 20547; (202) 619-5643

USIA is an independent foreign affairs agency within the executive branch of the US government. USIA's mission is to explain and support American foreign policy and promote US national interests through a wide range of overseas information programs. The agency promotes mutual understanding between the United States and other nations by conducting educational and cultural activities. USIA has 205 posts in 128 countries, where it is known as USIS (United States Information Service). USIA was established in August 1953. It is principally an overseas agency whose work is carried out by its foreign service officers assigned to American Missions Overseas.

There are provisions for funding assistance under USIA's book shipping program. If the number of books is small (one or two boxes), then the informal "diplomatic pouch" system can be used—the books are forwarded via USIA's routine mailing channels.

In the case of large scale book orders, the "Institution to Institution" book program can be utilized. This large scale pro-

gram enables individuals or departments to make targeted book donations to specific institutions whose needs have been established. You must submit a proposed plan for shipping books which includes the following information: name and address of the foreign institution with which you are working, a contact person at the institution, types of books requested by the foreign institution (and to be shipped), total number of books to be shipped, approximate cost of shipping, and the time schedule for completing shipments. After the information is received, USIA will send a communication to their service office in the recipient country to request verification of receipt and endorsement of your project.

Once approval is obtained, a purchase order will be issued to the association/department/individual concerned to cover the costs outlined in the proposal. *As donor, you are responsible for arranging the shipment.* The following requirements must be met once funding is received: (1) A list of books shipped must be provided to USIA; (2) letters of receipt must be furnished by the overseas institution verifying receipt; and (3) copies of shipping documents and invoices must be provided to USIA when reimbursement for expenses is requested.

■ The *Smithsonian International Exchange Service (SIES)*—Contact: Edward Kelly or Tina Lasnik, Smithsonian Institution Libraries, 1111 North Capitol Street NE, Washington, DC 20560; (202) 357-1964

The Smithsonian established the SIES in 1849. It was formed with the idea that institutions could exchange publications with foreign scientific and learned scholars. Today, the service functions as a medium for executing in part the broad and comprehensive objective of the Smithsonian Institution: "The increase and diffusion of knowledge among men." Postage and shipping costs are supported by congressional appropriation.

SIES serves as a forwarding service for educational and learned institutions, scientific organizations, governmental agencies, and other scholarly non-profit organizations in the U.S. who wish to distribute scholarly materials with foreign institutions, without charge. Materials sent to SIES for forwarding are not donations to the Smithsonian; therefore the service does not provide documentation for income tax purposes.

SIES maintains no internal mailing lists of needy institutions, nor does it procure or stock publications to supply to institutions on demand. The service will ship only scholarly printed materials, microforms, and audio tapes. Packages are subject to random customs or postal inspection by X-ray or other means. SIES handles only packages that are wrapped and pre-addressed correctly (including return address) for the final destination. The senders must give advance notice to SIES before sending packages. SIES is a trans-shipment service only. It is not responsible for contents of packages nor does it track the status of shipments.

For complete regulations on weight and preparation of packages for overseas mailing, contact the address above.

■ *Other Sources:* Some private foundations in the US also facilitate the shipment of books to desired destinations. Offices of grants and sponsored research in institutions of higher education may be able to help identify appropriate foundations. In addition, departments of sociology or sociology student organizations may wish to raise funds for book donation projects.

If you need a list of institutions that have expressed an interest in receiving sociology books, you can contact the

International Library Exchange Center, Box 26, Park College, 8700 Riverpark Drive, Kansas City, MO 64152-3795 or the Universal Serials and Books Exchange, 3335 V Street NE, Washington, DC 20018.

ASA can provide a letter of acknowledgement for donations of scholarly books (upon receipt of a letter of request that includes acknowledgement from the recipient institution), but does not serve as a pass-through.

If you need further information on scholarly book donations, please write Janet Mancini Billson, ASA Assistant Executive Officer, or call her at (202) 833-3410, ext. 317.

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Recently the ASA has been approached by several institutions in the emerging democracies of Eastern Europe and the former Soviet Union to assist in building their sociological libraries. The ASA Executive Office has been working with the Committee on International Sociology, chaired by Craig Calhoun of the University of North Carolina, to fulfill these requests and to develop future strategies for addressing issues relevant to international sociology.

During the fall of 1991, the ASA Teaching Resource Center donated selected syllabi sets to the newly formed Department of Sociology at the University of Tirana, Albania. Professor Fatos Tarifa, founding chair, was able to take these teaching materials back to Albania to share with other faculty and graduate students. Recently, a donation of methodology books by Earl Babbie (Chapman University) was made by Wadsworth Publishing Company to the new Department of Sociology at the University of Bucharest in Romania. In both cases, the United States Information Agency played a facilitative role.—*Janet Mancini Billson*

News from Abroad About A Special Relationship

by Vaneeta-marie D'Andrea, *Oxford Centre for Staff Development, and Kevin Bales, University of Westminster*

During this decade, many of us will participate in a significant development in sociology as we explore not only cultural diversity but connections among the world's societies. The main benefit of doing so will be recognizing that what is happening here often has much to do with what is happening there (and vice versa) (MacLionis, 1991:1).

Increasing the global perspective of our work has become a critical issue for American sociology in recent years (Levine, 1992). For some of us it has included the opportunity to live and work abroad. The various options for becoming involved in global issues range from fully funded Fulbright grants to teaching in a study abroad program. In whatever way we have managed to bring a more global focus to our sociological endeavors it remains that most of us return "true believers" in the power of the experience in our lives whether we have been to India or Quebec or Mexico or Britain. The impact on our own work is significant and most of us want to share this view with others. Unfortunately, when we come back to homebase anxious to share our new insights (whether academically relevant or personally moving) our stories are often perceived as about exciting as showing home videos of a summer vacation. At best, boring!

Understanding that risk we still feel compelled to share our experiences as U.S. sociologists abroad. At the moment we are

both in London. Doesn't sound very exotic does it? Nevertheless it is a place which can be challenging. Maybe because British and American cultures are so closely related we often take many things for granted that we should not: especially, the English language. Moreover the British take for granted that they have a "special relationship" with the USA, yet how many of us are aware of this? Our point is that even in a familiar culture, with a common language base, we need to be carefully aware of the unique qualities of the lifestyle and expectations of the people with whom we have chosen to spend part of our working life.

Consider for a moment the "Special Relationship." From the second world war the theme of Anglo-American relations, at least from the British perspective, has been the "Special Relationship" between our two countries. It is a phrase of much currency but little specificity, yet most British academics assume that it refers to that special respect and regard in which they are sure Americans hold their work. But when this pressing of the "Special Relationship" meets complete American ignorance ("no one told me we were going steady"), the results are at best comical, and at worst unfortunate.

Our primary goal in writing this piece is to draw attention to the need for focused and concrete information on how to become more global sociologists. As a follow-up to this article we envision a series of reports in *Footnotes* on the status of research and teaching opportunities from countries around the world. We imagine that there are others like ourselves who could prepare a brief review of the conditions wherever they are presently working. We will begin the series by discussing the involvement of students and faculty (and sociologists in particular) in cross-cultural education in Britain.

Teaching Sociology Abroad

The opportunities to teach abroad center on one of two major options, either to teach in a study abroad program for our home institution or to arrange an exchange or visitorship at a cooperating host institution. Other more unusual alternatives exist, such as the semester-at-sea option described by MacLionis (1991). However, for this discussion we must limit the focus to the more common options as they relate to Britain.

Study Abroad

Generally speaking, it is fairly safe to say that little is known about the state of sociology in the Study Abroad curricula of U.S. institutions of higher education. Neither the literature available in the field of Study Abroad concerns the role of sociology in the curriculum nor does the literature on teaching sociology.

What we do know is that currently there are about 50,000 students, less than two percent of all American college and university students, enrolled in study abroad programs. However, this is about to change quite dramatically (The Liaison Group, 1989). The National Association of Foreign Study Advisors estimates that this number will increase to ten percent by the year 2000 and to nearly twenty to twenty-five percent by 2008 (Monaghan, 1990). If this does occur, now is the opportune time to begin to make ourselves known to the study abroad community.

What we also know is where students chose to study abroad. Not surprisingly more students go to Britain than to Africa, Asia, Latin America and the Middle East combined (Monaghan, 1990). In the face of recommendations from international educational organizations to expand study abroad programs to areas where students

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do not go in great numbers and where they must learn a language as part of their experience this can be seen as very discouraging. However, while it is important to support the goal to broaden the overseas experience of American undergraduates, we should not miss the obvious opportunities that already exist. Rather than bemoan the situation as a failure of the system to expand students' horizons beyond an Anglo-based cultural/lingual system we see this as a chance to prepare students for a two-step move in an ongoing process of understanding other cultures. Study Abroad administrators commonly note that students frequently express a fearfulness of the "foreign." Thus, when choosing to go abroad they pick a place like Britain because it is less frightening while still being different. Incremental movement from the home country can provide a useful transition to further explorations from home. We have a number of anecdotal reports of this occurring but systematic studies of the actual numbers of students who take the second step are needed. In any case, we need to begin where we are and find ways to make the most out of the situation. As Halsey has noted with regard to the SUNY-Brockport program in London: "The experience of living abroad forces the students to confront their ethnocentricity, and to develop a 'world orientation.' And, integrating students' experience with their study of sociology is at the heart of teaching in a foreign setting (1990:208)."

Yet, what seems surprising to us is that when study abroad programs in Britain are scrutinized for their sociological content they come up woefully lacking. A cursory review of the programs listed in The Council on International Educational Exchange, *Index to American Study Abroad Programmes in the United Kingdom for 1991* reveals that sociology is listed as an offer by only three of the 112 programs in the directory (See Table 1). Typically the focus of the programs is on history, literature, art, drama, and architecture. Granted most of these courses and many of those listed in the highest categories of Table 1 do

consider various aspects of British society, but where are those with a specific sociological perspective? Here is an obvious place where sociologists can make a difference. Changes in social attitudes need to be guided and sociology does this well.

Another place where our disciplinary expertise can be useful is in creating effective orientation sessions, especially adding information about current social conditions in the country to be visited. The latter can best be accomplished if the role of the teacher in study abroad includes that of administrator (Kain and D'Andrea, 1992). But we can also offer our involvement in other ways as well; more on this is in the list of suggestions we include below.

Exchange of Visitorship Teaching

The most popular faculty exchange program is run by the Fulbright Commission. Others can be obtained informally through negotiations with specific departments. The major problem with both of these is that unless you know someone who is interested in making the exchange it is nearly impossible to do so. For example, if you want to request a Fulbright not only do you have to apply for it but you also have to have someone in the country where you want to teach apply for you. And you cannot be in the country, nor have spent time there recently, when the application is made. This is a system which either needs to be changed or at least responded to in creative ways. One way might be to create a central list of people who are seeking a match . . . a kind of academic match-maker service:

"Sociologist from small liberal arts college seeks similar like-minded colleague for exchange of posts. Must enjoy long talks with departmental colleagues and have a strong interest in teaching. Areas of interest include: gender roles, research methods and introductory sociology. Available September 1, 1992—May 15, 1993."

Of course, the only problem with this is the differences in the way that an undergraduate degree is organized in other aca-

dem systems. For example, in Britain this would pose a problem in translation because academic departments that employ sociologists are often not sociology departments, the areas of specialization are much more narrow and the academic calendar generally runs from October to July. All things considered, a matching service would be a great help and could easily be maintained on someone's E-Mail account.

Once the exchange is arranged more needs to be taken into account as we make the transition from the U.S. to the UK. We often believe that because we are all part of the great worldwide discipline of Sociology, the sociologists of all countries are operating in approximately the same way—yet nothing could be further from the truth. In the same way that our students experience culture-shock when first abroad, most sociologists are rudely awakened by their experiences in foreign countries. If we do not actually suffer the same level of shock that our students do, let's remember that may be due as much to the insulating effects of cultural arrogance as to our maturity and worldliness. Certainly the gentle yet profound differences of sociology in Britain are enough to make your head spin. One American sociologist has admitted that only after a full year in Britain did he come to realize the full extent of his ignorance, and only after ten years did he think he was getting the hang of sociology as it is practiced in Britain. To enlarge on just two points to illustrate these differences, let's look at the nature of the students and graduate students; and the teaching of research methods.

In some ways the British higher education system is the reverse of the American system: virtually all undergraduates receive a government grant for their tuition and living expenses; only a handful of graduate students receive grants. Virtually all students have focused their studies down to one or two areas by the time they are sixteen, and a freshman sociology major will enter university with a knowledge and comprehension of sociology equal to that of an American in their junior year. Of chemistry, art history, biology, or any other "elective" the British sociology graduate will be innocent and ignorant, but that breadth of education is not considered important.

Perhaps the key difference is about access: only 15 percent of British eighteen year olds go on to higher education (compared with nearly 50 percent in the U.S.) and most of this 15 percent are chosen by nationally standardized competitive tests (the A-Level examination) in each subject area. The resulting educational products are very high quality, but narrowly focused students. And since the multiple choice exam is unknown here, these are also students who can write and speak well in class, seminar, and research paper.

Consider for a moment the quality of graduate student this produces: the age of 21 a well-spoken, clear writing person who has been studying sociology intensely since s/he was sixteen. But that's usually the end of the line for even the most promising of these students. The role of Graduate Assistant or Teaching Assistant is all but unknown in British higher education. There are no regular awards of stipends or bursaries, except a few endowed scholarships. The small amount of post-graduate funding that exists comes from the centralized and government supported Economic and Social Research Council and is often linked to specific research projects in specific departments. The result is that many highly motivated and talented sociology graduates give up any hope of post-graduate training, go

their own disappointment and ultimately that of the discipline as well. This is especially true of students from Polytechnics, which are the equivalent of American "state" universities, and who suffer in the race for the few scholarships that exist because they did not attend a more prestigious university. Remarkably, given the propensity of British educators to administer nationally standardized tests throughout the educational process, there is no test like the Graduate Record Examination to help sort potential graduate students.

Obviously, if you've ever wondered where you might find high quality graduate students, you can see the potential for recruiting in Britain. But if you do so it's important to remember that the GRE is designed for American students; even the best British students find its multiple choice format totally alien to their experience and completely baffling. To recruit a graduate student from Britain requires that you adjust your yardsticks and grapple with the interpretation of distinctly foreign transcripts that do not recognize the concept of the G.P.A. And here is the key lesson about internationalizing our discipline: it takes a little more effort, it requires thinking in new ways about new issues, but the potential rewards far outweigh the effort required.

Another area of contrast is post-graduate training, especially in research methods. The teaching of research methods is a growing area in British sociology. It is an area in which Britain lags behind the U.S. In recognition of this the Economic and Social Research Council has recently placed a special emphasis on methods teaching in its funding of training initiatives. The number of Masters' degrees concentrating on methodology has increased from one to four in the last five years. At the University of Westminster in London, for example, the M.A. in Applied Social Research is just graduating its first two cohorts (one part-time and one full-time) totalling about twenty students. Demand is brisk for places on the degree, and this without any assistantships, scholarships, or bursaries? A similar degree at the City University (also in London) is likewise experiencing rapid growth in its first year of operation.

This demand grows, in part, from the nature of British post-graduate education. The highly specialized graduate described above can, in traditional post-graduate programs, avoid ever sitting in another class through the completion of their PhD. In fact, there is little that may actually be described as graduate "programs." A PhD can be achieved through the basic development and research devoted to the doctoral thesis—very often this means no further classwork past the BA, no advanced methods training, no teacher training, no writing workshops, and very little of that sense of community (good or bad) which permeates most American graduate departments. The result is that the British graduate student is a lonely and isolated person (in London most "lonely hearts" adverts are placed by graduate students at one of the several universities in the city). And romance aside, they often find themselves needing more training in research methods to complete their doctoral research. Once again the neat fit of the advanced British BA student with the careful training of the PhD student in the American setting is obvious.

There are many other ways in which British and American sociology can benefit each other, of course—collaborative and comparative research, exchange of staff,

TABLE 1: COURSES OFFERED IN AMERICAN STUDY ABROAD PROGRAMS IN LONDON, ENGLAND 1991-92

Subject Area	Number of Programs Offering Courses
History	35
Art & Architecture	32
Political Science/Government	32
Drama	31
Literature	31
Music	22
Religion	19
Philosophy	18
Business	8
British Culture	7
Economics	6
Law	4
Psychology	3
Sociology	3
Communication	2
Media	2
Physical Sciences	2
Political Economics	2
Archaeology	1
Commercial Art	1
Criminal Justice	1
Engineering	1
Fashion	1
Film	1
International Relations	1
Interior Design	1
Physical Education	1
Total Number of Programs Listed	112

This table is based on information voluntarily supplied to the Council on International Educational Exchange and is not meant to be scientifically accurate. Rather, it is "intended for use only as a document to facilitate communication between interested parties."

International News and Notes, *continued*

joint sponsorship of conferences or graduate students, all likely to have that intended but unpredictable consequence of opening, for participants, new ways of seeing the world and thinking sociologically. But for the faculty member or department chair in the American heartland Britain seems very far away indeed. Where does one begin to expand his/her contacts abroad to the benefit of staff and students? One of the best ways is through the Study Abroad programs your school may already offer. We've noted above the very low level of participation by sociologists in these programs, and that's a problem which is soluble. What follows is a list of suggestions which should have at least one (and probably more) action that you can take in your department to begin the internationalizing process. Our aim is to get more sociology into Study Abroad and to get more sociologists involved. Our knowledge as sociologists of institutions, organizations and groups is particularly useful in Britain but we feel these are applicable to any other place in the world where courses are offered.

- (1) Designate one person in your department to liaise with the study abroad office on your campus.
 - (2) Develop a rationale for offering sociology courses at the various study abroad locations sponsored by your institution, whether in China or the UK.
 - (3) Find ways to contribute to the orientation sessions for students going abroad. Offer a reading list, guest lecture on norms (or gestures, Hovey 1992), or consultation on topics to be considered.
 - (4) Suggest ways to help students avoid reverse culture shock on their return from abroad.
 - (5) Encourage your students to go abroad.
 - (6) Apply to direct a semester abroad program.
 - (7) Keep a file on study abroad programs offered by institutions that take students from any campus such as Beaver, Marymount and others. Make the file available to interested students.
 - (8) Designate a section of the department newsletter for news from students who have gone abroad.
 - (9) If there are no courses in sociology in the study abroad options offer to sponsor an independent study project for majors. Negotiate compensation for doing so.
 - (10) Promote global research projects on campus as a means of preparing students to go abroad.
 - (11) Consider sending graduate student recruitment materials to sociology departments in Britain (there are some listed in the ASA's *Guide to Graduate Departments*.)
 - (12) Have your department take out a membership/subscription to the British Sociological Association (7th Floor, Columbia House, 69 Aldwych, London, WC2B 4DX). You'll receive the journal, newsletter, and the annual conference is always in the Spring (a great time to visit Britain).
- Our aim is to get more sociology into Study Abroad and to get more sociologists involved. Our knowledge as sociologists of institutions, organizations and groups is particularly useful in Britain but we also know these are applicable to any other place in the world where courses are offered. Thus, to paraphrase Halsey's point about students, our goal is twofold: to enable sociologists to be at home in the world, and by the same token, never to be uncritically at home anywhere. (Halsey, 1990:208).
- Anyone willing to share either their program proposals or syllabi sets for

Study Abroad in Britain, please send them to Vaneeta D'Andrea (5 Steeles Mews North, London, NW3 4RJ) by December 31, 1992. They will be edited and collated into a packet to be available from the Teaching Resources Center.

Anyone interested in an academic exchange in Britain, send your C.V. to Vaneeta D'Andrea at the same address. Names and addresses will regularly be made available to sociologists in Britain, but it will be up to American sociologists to negotiate their own exchange.

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Sociologists Play Key Roles with U.S. Commission on Women in the Military

by H. Lovell Smith, ASA Intern

This spring several sociologists appeared before the President's Commission on the Assignment of Women in the Military to address topics relating to women in combat. The impetus for the Commission was a growing concern by those, both inside and outside the military community, "who view the combat exclusion rule as causing a glass ceiling" for women in the services, says Charles Moskos, Northwestern University, a Commissioner on the panel and its only professor. Assembled in February 1992 and endowed with a \$4 million budget, the fifteen member Commission has been authorized by the U.S. Congress to consider testimony on the inclusion of women in combat on ships, in planes, and on the ground. To date, four sociologists have testified: M.C. Devilbiss, Stephen Goldberg, Helena Lopata, and Mady Wechsler Segal. The Commission, which meets once a month, has addressed topics ranging from military families, child development, voluntary versus compulsory assignment of women into combat, and cohesion of military personnel.

Sociologists appearing before the Commission were selected from a list of recommendations provided by Moskos, who was nominated to the panel by Senator Sam Nunn, Chairman of the Armed Services Committee. According to Moskos, in pushing to increase the presence of sociologists among testifiers, "I wanted [the Commissioners] to see that sociology is an enlightening discipline that doesn't always come up with preconceived answers, but gives people the data and the concepts to make up their own mind."

Mady Segal, University of Maryland, explains that her intention was to impress upon the committee that research in military sociology suggests "the gender of the service member is not likely to be the most important variable in family adjustment to separation or to other military lifestyle characteristics." She notes that factors which are more important include the existence of support networks, aspects of the family's interpersonal dynamics and resources, and various policies and practices of the military organization.

While generally feeling that her comments were well received, Segal, who has previously testified before congressional committees, points out that speaking before the Commission is very different from the typical forums to which sociologists are accustomed. "On the one hand, the format doesn't permit complicated answers. At the same time, one must be

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mindful that one is presenting information that is contributing to policy decisions."

As such, one is compelled to present authoritative statements on topics for which the literature is incomplete. "As a matter of fact," says Segal, "I was initially going to emphasize to the Commission that we need more research on military family dynamics. I changed my testimony to stress what we do know so as not to delay policy recommendations."

M.C. "Connie" Devilbiss has published for ten years on topics relating to women in the military. Devilbiss points out that whereas methodology is a central concern among sociologists it is distracting on the Hill. What policy makers want to hear are findings. Those she presented before the Commission addressed the general concern that the inclusion of more women in combat would make men less cohesive. Devilbiss reports testifying that, "One of the most important findings of my cohesion research was at least the suggestion . . . that cohesion is based on commonality of experience, shared risk, and mutual experience of hardship—not on gender distinctions." Devilbiss says that the real issue is that the growing presence of women in combat challenges the "iconic representation of the profession. That is, the very idea of what a warrior is."

As a sitting member of the Commission on the Assignment of Women in the Military, Moskos maintains that each sociologist "to a person . . . made a good impression on the left and the right [of the Commission]." Each "had facts, and could place these facts in context." Their success caused Moskos to ponder "why sociology seems to be so vulnerable on college campuses when we do so well in the public forum." When sociologists appear on the Hill, says Moskos, "policy makers are generally impressed with what the discipline has to offer."

Devilbiss proposes that for the profession to take a larger role in affecting public policy concerns it should do a better job of selling itself. According to Devilbiss, "The truth of the matter is that other people don't know what it is that we do. There was a time when professional sociologists would have snubbed media attention . . . for fear of having their work considered not being real research . . . I think that it is incumbent upon all of us as good scientists . . . to be able to speak at a world and into a world that we hope to affect."

Lovell Smith is completing his PhD at the University of Maryland, where he is a Minority Fellowship Program student. He is working at the ASA as a Spiwack Program Intern. □

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MSA Becomes New England Sociological Association

by Walter F. Carroll, Bridgewater State College

After 25 years as the Massachusetts Sociological Association (MSA), the membership of that organization voted in fall 1991 to change the organization's name to the New England Sociological Association (NESEA). Massachusetts was the only New England state with a sociological association, but members from other states have belonged to MSA and often served as officers. Now the organization will explicitly appeal to sociologists in the entire New England region. The topic of NESEA's Fall 1992 Conference, "Liberal Learning and the Sociology Major: Reflections on the Curriculum," reflects this interest, as well as a desire to appeal to a broad spectrum of sociologists. The topic refers to the title of the ASA section of the report *Liberal Learning and the Arts and Sciences Major* carried out by the Association of American Colleges (AAC) in collaboration with twelve other scholarly associations, including ASA. The report on the Sociology major, "A Report to the Profession: Liberal Learning and the Arts and Sciences Major," contains 13 specific recommendations for Sociology departments. *Footnotes* has published summaries of the report and *Teaching Sociology* has published several articles on the report, which may well be the most important document on the Sociology major ever produced. The report and its recommendations deserve sustained thought, discussion, and debate.

Given the importance of the report and its presumed broad appeal to sociologists, regardless of specialty, NESEA will devote its fall 1992 meeting to the report, and to issues and questions arising from the report. Sociologists will, no doubt, respond to the report in a variety of ways. NESEA wishes to provide a forum for discussion of the report and of the sociology major in general.

NESEA encourages various types of papers, presentations, and sessions from sociologists in and outside of New England, and from academics, practitioners, and students. Please send ideas, proposals, papers, and panel suggestions to: Walter F. Carroll, Chair, Attn: NESEA, Department of Sociology/Anthropology, Bridgewater State College, Bridgewater, MA 02325, (508) 697-1355. □

Teaching

Think Science Education, Think NSF!

by Carla B. Howery, Director, Educational Affairs Program

Think of the National Science Foundation and you think "basic research." But the educational directorate is a very active part of the Foundation and has some well funded programs to which sociologists should apply. All of the conversations and reports on the state of education (secondary, undergraduate, and graduate) paint a picture of decline: in student knowledge, in test scores, in economic competitiveness, and in teacher quality. The Foundation responds to these concerns with some targeted programs to enhance math and science education.

Sociologists who identify themselves primarily as college-level teachers might be hesitant to apply to the National Science Foundation. Some have limited experience in writing or securing grants and may not have an active grants office, especially on small campuses. Other people may sense that the Foundation is tilted toward natural science, math, and engineering.

I have had the pleasure to sit on several review panels for proposals in the Education Directorate. Here are the observations I share:

(1) Although the proposals are greatly tipped to math, natural science, and engineering, there is a sincere effort to stimulate more social science proposals. There is a social science panel which reviews our proposals.

(2) Sociologists who have not submitted grants should give it a try. A good idea is the central quality of a proposal, so if you have an educational vision, write it out. Some of the proposals I read were short on vision and seemed to be saying "give me computers." Some of the authors in *Teaching Sociology*, for example, have the vision to write more creative proposals.

(3) Several of the programs are particularly targeted or responsive to projects from small schools, community and junior colleges, historically black colleges, and to collaborations among schools in an area.

(4) The NSF staff are very helpful and are open to reading preproposals. Sociologists who have sat on the panels and who have received grants from this directorate are also useful resources. Queens College and Indiana University-South Bend are recent recipients.

Here is a list of the various programs and their target areas. Write for the NSF brochure (listed in parentheses) to get the full program description and submission guidelines.

■ **Research in Undergraduate Institutions (RUI) (NSF 89-60).** Research in Undergraduate Institutions (RUI) is part of the Foundation's effort to help assure a broad base for science and engineering, research, and thereby enhance the scientific and technical training of student in undergraduate institutions. The specific objectives of the RUI program are to: 1. support high quality research by faculty with active involvement of undergraduate students; 2. strengthen the research environment in academic departments that are oriented primarily toward undergraduate instruction; and 3. promote the integration of research and education at predominantly undergraduate institutions.

Awards normally range in duration from one to three years. In previous years, their size has ranged from \$5,000 to over \$250,000, with many factors, including the nature of the project, number of investigators, and duration, affecting the size.

Proposals must be submitted by the investigator's home institution in accordance with the target dates or deadlines, if any, of the NDS disciplinary program in the proposed research area. These dates are published in the NSF Bulletin, issued monthly except July and August. Dates for the entire fiscal year appear in the October issue. Copies may be obtained from the Editor, NSF Bulletin, Room 533, NSF, Washington, DC 20550. Inquiries about deadlines may also be made to the appropriate research program officer.

■ **Teacher Preparation and Enhancement (NSF 91-105).** The Division of Teacher Preparation and Enhancement is comprised of six Programs designed to enhance the teaching of science, mathematics, and technology in preschool, elementary, middle and high schools.

The most successful projects submitted to the Division of Teacher Preparation and Enhancement support programs shall: 1. combine the best in subject matter content and instructional strategies; 2. involve collaborations of teachers, administrators, mathematicians, and scientists at every stage of project design and implementation; 3. address components necessary to effect changes at the school level; 4. address the needs of groups who are underrepresented in science and mathematics, namely women, minorities and disabled persons; 5. specify an effective evaluation plan, which clearly states goals, objectives, and the milestones to measure their success; 6. describe and implement effective follow-up activities which link collaborating entities on a continuing basis through the school years; 7. effectively disseminate their successful components; 8. address all levels of the educational systems and their articulation, particularly at elementary and middle schools; and 9. infuse technology into teaching, learning, and doing of mathematics and science.

The Teacher Preparation and Enhancement Programs have established two target dates for the submission of proposals: August 1 and February 1. These two target dates allow for review by their panels, which meet twice a year.

■ **Undergraduate Faculty Enhancement Program (NSF 91-131).** The Undergraduate Faculty Enhancement Program activity makes grants to conduct regional or national seminars, short courses, workshops, or similar activities for groups of faculty members. Grants will be made for the development and implementation of activities that assist large numbers of faculty to learn new ideas and techniques in their fields, and to use the knowledge and experience gained to improve their instructional capabilities.

The foundation will provide support to reasonable direct costs of operating the project, including salaries of senior personnel, clerical support, supplies, the cost of publications, postage and telephone charges, and computer services.

Proposals for projects which are planned for the 1994 calendar year must be postmarked no later than May 1, 1993.

■ **Assessing Student Learning (NSF 90-152).** The objectives to be met specifically through this program are: 1. to strengthen and broaden the approaches used to diagnose instructional needs and progress of students; 2. to enable more in-depth relevant understanding of student achievement on the part of students themselves, and by teachers, administrators and the public; 3. to align both classroom level and

state, national and international level assessments with the kinds of skills, knowledge and task performances desired for students to achieve so they may meet present and future demands of society; 4. to improve the quality of learning and teaching in science and mathematics in precollege classrooms; and 4. to advance the general state-of-the-art assessment practices. Submission deadlines: Preliminary proposals: March 1, 1993; Formal Proposals: June 1, 1993.

■ **Undergraduate Course and Curriculum Development (NSF 91-50).** This program applies to all NSF disciplines. In 1992 it emphasized introductory-level courses, curricula, and laboratories, and encompasses all activities affecting the learning environment, content, and experience of instruction in the Freshman and Sophomore year. Projects envisioning major changes are sought by this program. Deadline May 1, 1993 for projects beginning 1994. Additional information may be obtained from the Division of Undergraduate Science, Engineering and Mathematics Education, Room 639, NSF, Washington, DC 20550; (202) 357-7051.

The NSF Guide to Programs (NSF 91-80) briefly describes all Foundation Programs. It is available at most institutions or may be obtained at no cost by contacting the Forms and Publications Unit, Room 232, National Science Foundation, Washington, DC 20550. Specific programs listed above may be ordered by using the program brochure number next to each program listing.

Copies of most program announcements are available electronically using the Science and Technology Information System (STIS). The full text can be searched on-line, and copied from the system. Instructions for use of the system are in NSF 91-10 "STIS Flyer." The printed copy is available from the Forms and Publication Unit. An electronic copy may be requested by sending a message to "stis@nsf" (BITNET) or "stis@Qnsf.gov" (INTERNET). □

Moen Director of New Life Course Institute

Phyllis Moen has been named Director of the newly-created Life Course Institute of the College of Human Ecology at Cornell University. The Institute was established to nurture faculty-directed, multidisciplinary research that will help families and individuals cope with the staggering social, economic, and demographic changes now being experienced in the United States.

This task requires the creation of innovative private and public sector policies that effectively address the needs of an aging and rapidly changing society. To ensure that these policies rest on a sound knowledge base, the Institute will mobilize the expertise of both the College of Human Ecology and other Cornell units involved in relevant research.

The Institute focuses on effective functioning in adulthood and aging—i.e., the lifelong process of productive maturity. Faculty members from diverse disciplines collaborate in research on the constructive and destructive forces at work in adulthood and aging; the creation of policies and programs to enhance human potential throughout the life course; the widespread dissemination of research findings to policy makers in the public and private sectors; and the education and training of students in a life course approach to policy-relevant research on adulthood and aging.

For more information, contact: Phyllis Moen, Director, Cornell Life Course Institute, G60B Martha Van Rensselaer Hall, Ithaca, NY 14853; (607) 255-0838. □

Congratulations to Departmental Prize Winning Students

The ASA Membership Committee continues to initiate a Departmental Prize for Outstanding Sociology Students. Any department, using its own criteria, can identify one or more students who demonstrate outstanding achievement in Sociology. The departments forward the names to the ASA and in return receive a parchment certificate reflecting the honor which is signed by the ASA Executive Officer and the Department Chair. Each department purchased an ASA student membership (\$30) for the students.

Congratulations to following students who received Departmental Prizes this spring:

- John C. Arciniga, University of North Texas
- Stephane Baldi, The University of Massachusetts-Boston
- Aralic C. Battle, San Francisco State University
- Elizabeth C. Bryant, Randolph-Macon Woman's College
- Elizabeth A. Cassar, Eastern Nazarene College
- Laura Choate, Phillips University
- Michael D. Collins, Oklahoma State University
- Barbara E. Dodson, Oklahoma State University
- Mette Eltvenas, George Mason University
- Jeffrey Fallon, Northern Michigan University
- John E. Glass, University of North Texas
- James Lee Grassie, Northeast Louisiana University
- Karen Leigh Hinson, University of North Texas
- Kimberly Elizabeth Jones, Virginia Wesleyan College
- Karlin R. Luedtke, Mount Holyoke College
- Rick Matthews, Northern Michigan University
- Phyllis McClanahan, Northeast Louisiana University
- Joyce Odom, Northeast Louisiana University
- Godpauer O. Okereke, Oklahoma State University
- Connie Oubre, Northeast Louisiana University
- David Rohall, George Mason University
- Diane M. Roy, University of Maine
- Mark Sanchez, University of Illinois at Urbana-Champaign
- Catherine Sawyer, Presbyterian College
- Michelle Seeley, Skidmore College
- Amy Shannon, Northeast Louisiana University
- Ansell Sims, Northeast Louisiana University
- Shelly Nel Slyker, McMurry University
- Leslie Stanley-Stevens, University of North Texas
- Laura Stewart, Skidmore College
- Wendy Swanson, Southern Oregon State College
- Mary Blake Swutzel, Wake Forest University
- Mark Tonaszuck, The University of Massachusetts-Boston
- Michael B. Underhill, San Francisco State University
- Ann Marie Wood, University of California, Berkeley

Departmental prizes can be awarded anytime. If you wish to make an award, please complete a student membership application (available upon request) and send it with payment to the Executive Office. Mark on the application or envelope "Departmental Prize." □

1991 ASA Audit: Limited Resources, Good Financial Health

Key components of the 1991 Audit of the Association appear on the following two pages. The tables include comparative data from fiscal year 1990. In 1991, the Association (see Table 3) continued to show an excess of revenue over expenditures (\$68,483). Approximately 70 percent of this excess of revenue over expenditures, however, is due to the gain on sale of investments. Also, and as might be expected given the U.S. economy, the rate of growth slowed in 1991. This is evident from the decrease in interest income between 1990 and 1991 (approximately \$40,000 lower in operating interest).

The fund balance representing our reserves now totals over \$700,000, which is 27 percent of the 1991 operating expenses (see Table 1). The reserve amount is funded by cash and securities. The Association has a goal of increasing reserves to a reasonable proportion of annual operating expenses. Steady progress has been made over the years (in 1988, reserves totaled about one fifth; in 1991, they were slightly better than one fourth). As with other nonprofit professional associations, ASA needs to build reserve resources for capital expenditures, unavoidable deficits, and unanticipated inflationary costs. For example, the acquisition of a new computer system in 1992 will require some degree of capital expenditure (depending on the purchase/lease arrangement).

As can be seen from the Statements of Revenue and Expenditures (see Table 3), the primary source of income remains dues and subscriptions. Except for modest cost-of-living adjustments, these figures were stable between 1990 and 1991. Like other associations of ASA's type, members' dues are the financial backbone. The annual meeting also continues to be a source of revenue, but overall income (i.e., revenue less expenditures) from the meeting dropped between 1990 and 1991 due to the higher costs associated with running an annual meeting at a convention center site. That registration was substantial in Cincinnati (3,573) helped to ensure that the 1991 meeting effectively contributed to the Association's income base.

The 1991 Audit shows that the Association is working well within a limited resource profile and is in good financial health. The operating budget each year continues to be lean and requires close monitoring by the Executive Office to ensure that ASA functions within its resources. I commend the staff for the care and professional work displayed in 1991 and that remains strongly evident during the first six months of 1992.

The full Audit Report is available for inspection from the Executive Officer.—
Felice J. Levine □

We have audited the accompanying balance sheets of the American Sociological Association (a District of Columbia not-for-profit corporation) as of December 31, 1991, and 1990, and the related statements of revenue and expenditures, operating fund balance, and cash flows for the years then ended. These financial statements are the responsibility of the Association. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of

material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material

aspects, the financial position of the American Sociological Association as of December 31, 1991, and 1990, and the results of its operations and its cash flows for the years then ended in conformity with generally accepted accounting principles.

*Grant Thornton
Washington, DC
April 17, 1992*

NOTES TO FINANCIAL STATEMENTS

NOTE A—SUMMARY OF ACCOUNTING POLICIES

A summary of the Association's significant accounting policies applied in the preparation of the accompanying financial statements follows.

Continued on next page

TABLE 2. BALANCE SHEETS

	December 31, 1991			December 31, 1990		
	Operating	Restricted (Note B)	Total	Operating	Restricted (Note B)	Total
CURRENT ASSETS						
Cash	\$446,220	\$263,568	\$709,788	\$622,695	\$177,466	\$800,161
Certificates of deposit, plus accrued interest	696,113	—	696,113	398,010	—	398,010
Investments (at cost, market value of \$2,187,591 and \$1,188,369, respectively) (Note A3)	682,678	1,394,078	2,076,756	613,256	544,473	1,157,829
Accounts receivable, net of allowance for doubtful accounts of \$15,164 in 1991 and \$8,164 in 1990	121,790	—	121,790	135,381	—	135,381
Inventories (Note A5)	5,000	—	5,000	5,000	—	5,000
Prepaid expenses	149,724	—	149,724	171,091	—	171,091
TOTAL CURRENT ASSETS	2,101,525	1,657,646	3,759,171	1,945,433	722,039	2,667,472
PROPERTY, PLANT AND EQUIPMENT—						
At cost, net of accumulated depreciation (Notes A1 and D)	188,426	—	188,426	248,425	—	248,425
	\$2,289,951	\$1,657,646	\$3,947,597	\$2,193,858	\$722,039	\$2,915,897
LIABILITIES AND FUND BALANCE						
Accounts payable	\$235,681	—	\$235,681	\$238,413	—	\$238,413
Accrued liabilities	70,439	—	70,439	84,710	—	84,710
Deferred income (Note A2)	1,258,686	—	1,258,686	1,214,073	—	1,214,073
Deferred revenue	—	1,657,646	1,657,646	—	722,039	722,039
Income taxes payable (Note A3)	7,000	—	7,000	7,000	—	7,000
TOTAL CURRENT LIABILITIES	1,571,806	1,657,646	3,229,452	1,544,196	722,039	2,266,235
FUND BALANCE	718,145	—	718,145	649,622	—	649,622
	\$2,289,951	\$1,657,646	\$3,947,597	\$2,193,858	\$722,039	\$2,915,897

TABLE 3. STATEMENTS OF REVENUE AND EXPENDITURES

	December 31, 1991			December 31, 1990		
	Operating	Restricted	Total	Operating	Restricted	Total
REVENUE						
Member dues	\$878,182	—	878,182	\$835,211	—	\$835,211
Section dues	99,597	73,305	172,902	97,125	66,395	163,520
Subscriptions	817,322	—	817,322	785,037	—	785,037
Grants	—	172,581	172,581	—	290,629	290,629
Advertising						
Journals	77,188	—	77,188	80,588	—	80,588
Employment bulletin listings	81,738	—	81,738	84,122	—	84,122
Coupon and Guide listings	33,710	—	33,710	35,925	—	35,925
Reprint permissions	3,642	—	3,642	3,777	—	3,777
Processing fees and voluntary page charges	19,427	—	19,427	14,839	—	14,839
Basil Blackwell contributions	19,143	—	19,143	17,128	—	17,128
Sales—back issues	14,017	—	14,017	12,717	—	12,717
Sales—other publications	67,498	—	67,498	84,349	—	84,349
Annual Meeting	343,974	—	343,974	332,725	—	332,725
Workshops/conferences	16,480	—	16,480	9,195	—	9,195
Reimbursement of administrative costs	39,906	—	39,906	32,881	—	32,881
Mailing list rentals	63,888	—	63,888	69,863	—	69,863
Interest	76,030	80,779	156,809	116,975	135,201	252,176
Consultant fees	8,500	—	8,500	10,000	—	10,000
Rental income	6,480	—	6,480	4,320	—	4,320
Contributions	5	248,300	248,305	9	27,459	27,468
Gain on sale of investments	47,109	43,052	90,161	—	—	—
Other income	13,657	17,090	30,747	5,863	30,997	36,860
TOTAL REVENUE	2,727,493	635,107	3,362,600	2,632,649	550,681	2,632,649
EXPENDITURES						
Publications						
Journal printing and mailing	489,699	—	489,699	455,352	—	455,352
Journal clerical	207,894	—	207,894	195,153	—	195,153
Other editorial and publication costs	133,511	—	133,511	180,051	—	180,051
	831,104	—	831,104	830,726	—	830,726
Program services	—	590,032	590,032	—	509,190	509,190
Annual meeting	207,686	—	207,686	163,000	—	163,000
General and administrative	1,613,220	45,075	1,613,220	1,506,861	32,881	1,539,742
Loss on sale of investments	—	—	—	22,635	8,610	31,245
TOTAL EXPENDITURES	2,652,010	635,107	3,287,117	2,523,222	550,681	3,073,903
Excess of revenue over expenditures before income taxes	75,483	—	75,483	109,427	—	109,427
Income taxes (Note A3)	(7,000)	—	(7,000)	(7,000)	—	(7,000)
EXCESS OF REVENUE OVER EXPENDITURES	\$68,483	—	\$68,483	\$102,427	—	\$102,427

TABLE 1. STATEMENTS OF OPERATING FUND BALANCE

Years ended December 31, 1990 and 1991	
Balance at January 1, 1990	\$647,235
Excess of revenue over expenditures	192,817
Balance at December 31, 1990	840,052
Excess of revenue over expenditures	138,483
Balance at December 31, 1991	\$978,535

Audit, continued

1. Property, Plant, and Equipment

Depreciation is provided for in amounts sufficient to relate the cost of depreciable assets to operations over their estimated useful lives ranging from three to 25 years, principally on a straight-line basis without regard to salvage values.

2. Deferred Income

Deferred income represents amounts received in advance for the following:
(a) Member and section dues which are applicable to programs planned for subsequent periods.
(b) Subscription to periodicals which are applicable to subsequent periods.

3. Investments

The Association records investments at the lower of cost or fair market value as of the balance sheet date. In the current year, the Association changed its method for recording zero coupon bond investments, and began recognizing accreted interest earned. Amounts of accreted interest earned in prior years for investments in the operating fund were minor and were recognized in the current year.

4. Income Taxes

The Association is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, except for unrelated business income (mailing list rentals, advertising, etc.) that resulted in federal and District of Columbia income taxes of approximately \$7,000 for the years ended December 31, 1991, and 1990.

5. Inventories

The Association values its inventories at the lower of cost or market using specific identification.

6. Statement of Cash Flows

For purposes of the statement of cash flows, the Association considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

the land and building in these financial statements.

NOTE E—SUPPLEMENTAL CASH FLOWS INFORMATION

Supplemental Disclosures of Cash Flows Information
The Company paid the following amounts for interest and estimated income taxes during the years ended December 31.

	1991	1990
Interest	\$ —	\$ —
Income taxes	7,046	3,400

NOTE F—LEASES

The Association currently leases a portion of its building to another association. That association has signed a five-year noncancellable lease calling for monthly rental payments of \$540 plus an \$8,500 annual consulting fee. Future minimum income is as follows:

Year ending December 31,	
1992	\$14,980
1993	14,980
1994	14,980
1995	4,993
	<u>\$49,933</u>

NOTE G—INVESTMENTS

In March 1991, the Association received a grant in excess of \$750,000 from the Sidney S. Spivack Fund. The Association will act as a trustee of the Fund, which will be used in the area of applied social research and social policy.

NOTE H—RESTRICTED REVENUE

Approximately \$1,500,000 of total deferred restricted revenue at December 31, 1991, represents monies resulting from contributions from foundations and others administered by the Association. The Association's Board of Directors places internal restrictions on the use of such funds. The balance of deferred restricted revenue consists principally of government grant monies (see Note B.)

NOTE B—RESTRICTED FUNDS

These funds are held by the American Sociological Association (ASA), as custodian, to be used for specific purposes and are, therefore, restricted (see Note H).

Certain grants and funds administered by ASA committees provide for the actual expenses by budget categories as set forth in the grant awards or fund documents. The expenditures made by the Association under the terms of these grants are subject to audit. To date, the Association has not experienced any unallowable expenses relating to grants or funds in force. The expenses include reimbursements to the unrestricted operations for administrative expenses of \$54,250 and \$32,881 for the years ended December 31, 1991, and 1990, respectively.

NOTE C—RETIREMENT PLAN

The Association has a voluntary retirement plan for its eligible employees. All executive office staff members who work at least 1,000 hours per year are eligible. Under the program, the Association contributes 5% of the employees' salary to the Teachers Insurance and Annuity Association. In addition, if the employees contribute 4% or more of their salary to the retirement plan, the Association will contribute an additional 4% to the plan. Contributions by the Association on behalf of the employees amounted to \$60,334 and \$55,593 for the years ended December 31, 1991, and 1990, respectively.

NOTE D—PROPERTY, PLANT, AND EQUIPMENT

Following are the components of property, plant, and equipment:

	1991	1990
Building	\$52,196	\$52,196
Building improvements	209,352	208,128
Office furniture and equipment	<u>591,266</u>	<u>583,080</u>
	852,814	843,404
Less accumulated depreciation	<u>703,388</u>	<u>633,979</u>
	149,426	209,425
Land (1722 N Street NW, Washington, DC)	<u>39,000</u>	<u>39,000</u>
	\$188,426	\$248,425

No effect is given to the fair market value of

TABLE 4. SCHEDULES OF GENERAL AND ADMINISTRATIVE EXPENDITURES—OPERATING FUND

	Year ended December 31,	
	1991	1990
Executive office		
Salaries	\$742,523	\$666,792
Employee welfare	116,977	103,795
Payroll taxes	56,642	52,205
Travel	11,487	10,456
Staff development	1,202	2,856
Staff dues and subscriptions	<u>1,033</u>	<u>1,738</u>
	929,864	837,842
Plant and supplies		
Building and equipment repairs and maintenance	61,944	61,459
Real estate taxes	30,788	29,929
Office expense	30,131	45,742
Utilities (oil, electric, water, and gas)	18,369	14,506
Computer supplies	11,981	5,696
Janitorial services	<u>11,244</u>	<u>11,978</u>
	164,457	169,310
Outside services		
Postage and delivery	54,622	49,508
Sections	51,396	44,330
Membership	43,950	69,716
Teaching Resources Center	35,272	20,150
Legal and accounting fees	26,260	14,366
Telephone	18,383	13,153
Insurance	17,707	16,028
Workshops	16,183	13,494
Bad debts	13,437	4,196
Teaching Services Program	9,743	9,410
Investment fees	9,302	4,493
Subscription services	5,588	3,862
Computer consultant/programming	5,212	6,610
Miscellaneous	5,015	9,927
Rent storage charge	<u>2,331</u>	<u>4,052</u>
	314,441	283,295
Governance		
Council and committees	73,488	69,157
COSSA	25,232	24,809
Dues, awards, and contributions	14,480	14,988
Elections	9,162	9,465
President's fund	4,500	6,670
Secretary's fund	3,857	3,509
Sociological staff projects	2,338	3,379
Executive officer's fund	1,087	4,042
Official travel	<u>79</u>	<u>1,949</u>
	134,223	137,968
Depreciation and amortization	<u>70,235</u>	<u>78,446</u>
	1,613,220	\$1,506,861

TABLE 5. SCHEDULE OF RESTRICTED FUND ACTIVITY—YEAR ENDED DECEMBER 31, 1991

	Deferred Revenue January 1, 1991	Receipts and Accreted Interest ¹	Expenditures		Total	Deferred Revenue December 31, 1991
			Direct	Administrative		
HHS—National Institute of Mental Health	\$(16,150)	\$363,664	\$331,936	\$31,986	\$363,922	\$(16,408)
Foreign Scholar Fund	(665)	—	—	—	—	(665)
Rose Fund	486,358	74,175	57,872	7,418	65,290	495,243
Cornerhouse Fund	10,342	6,000	7,466	—	7,466	8,876
Minority Fellowship Program Fund	42,235	22,596	1,765	2,260	4,025	60,808
Fund for the Advancement of the Discipline	101,388	20,687	—	2,068	2,068	120,007
NSF/POD	(25,383)	33,239	23,368	—	23,368	(15,512)
Teaching Endowment Fund	11,084	11,536	3,793	1,154	4,947	17,673
Pitirim Sorokin Fund	16,590	1,895	1,195	189	1,384	17,101
World Sociological Project	1,832	—	—	—	—	1,832
Polish Scholar Journal Fund	360	500	280	—	280	580
Presidential Series	500	—	—	—	—	500
Graduate Internship Program (Med Soc)	20,685	172	20,653	—	20,653	204
Step Grants	350	—	—	—	—	350
MFP/MCST Program	20,622	223,412	107,910	—	107,910	136,124
Soft Currency	2,412	989	54	—	54	3,347
ASA/Archives Project	2,000	—	956	—	956	1,044
ASA/Honors Program	(234)	1,635	1,307	—	1,307	94
AAC	4,500	10	4,954	—	4,954	(444)
Spivack Fund	—	780,115	5,534	—	5,534	774,351
	678,826	1,540,627	569,043	45,075	614,118	1,605,335
Sections						
Undergraduate Education	3,072	705	1,011	—	1,011	2,766
Methodology	3,639	552	1,453	—	1,453	2,738
Medical Sociology	10,340	8,064	3,878	—	3,878	14,526
L.G. Reeder Grant	1,500	—	—	—	—	1,500
Criminology	2,374	1,010	1,092	—	1,092	2,292
Sociology of Education	128	836	421	—	421	543
Family	1,304	923	300	—	300	2,527
Organizations and Occupations	2,181	1,192	2,680	—	2,680	693
Theoretical Sociology	6,008	3,909	1,238	—	1,238	8,679
Sociology of Sex and Gender	378	1,292	1,390	—	1,390	280
Community	17	1,072	698	—	698	391
Social Psychology	1,398	806	924	—	924	1,280
Peace and War	1,313	420	442	—	442	1,291
Environmental Sociology	1,889	506	229	—	229	2,166
Marxist	1,133	728	345	—	345	1,516
Sociological Practice	1,223	718	773	—	773	1,168
Political Economy	(387)	498	—	—	—	111
Aging	2,040	1,686	1,985	—	1,985	1,741
Collective Behavior	632	408	178	—	178	862
Race and Ethnic	648	649	564	—	564	733
Comparative Historical	519	866	138	—	138	1,247
Political Sociology	228	337	178	—	178	387
Sociology of Emotions	(217)	1,365	180	—	180	968
Sociology of Culture	1,253	827	698	—	698	1,382
Mental Health	—	192	—	—	—	192
Science, Knowledge, and Technology	—	526	194	—	194	332
	43,213	30,087	20,989	—	20,989	52,311
	\$722,039	\$1,570,714	\$590,032	\$45,075	\$635,107	\$1,657,646

¹Deferred revenue increased by \$937,107 during the current year to reflect excess revenue over expenditures.

Lipset, from page 1

stories. His kind of good humor is more spontaneous and takes pleasure in seeing the joke in life, even the absurdity of existence. With all his achievements, he doesn't take himself too seriously but can still speak of being lucky in his undertakings.

Good humor goes along with a basic optimism. Understanding that optimism makes it easier to understand Marty's politics, a long standing subject of dispute. From the 1960s onward, when the new and old left went their separate ways, Marty's old leftism, nurtured at CUNY among the young Trotskyists and sharpened in debates with Irving Howe and Irving Kristol, has appeared suspect to many younger people identified with different kinds of radicalism.

It has been said that one sign that he had become part of a neo-conservative backlash was to be found in his work on student radicals at Berkeley, where he had taught. The feeling persisted that he left Berkeley in 1966 to go to Harvard at least partly because of his distaste for what had happened at Berkeley. In questioning him about that move now, he admits that there must have been some influence from the Berkeley troubles. But since he had been negotiating with Harvard prior to those troubles, attracted by a setting without the kind of administrative burdens that he increasingly faced at Berkeley, we can recognize the broader motivation in his decision to move.

Marty's later appointment at the Hoover Institution, where he continues to be a senior fellow, has an even more benign administrative explanation. The move to Hoover came about in concert with his appointment to the Departments of Sociology and Political Science at Stanford as a means to give Marty the same kind of travel and research facilities that he enjoyed at Harvard. But affiliation with Hoover was seen by critics as yet another sign of incipient conservatism, for how could Marty be any different than the prevailing ideological current there? Marty assures me, however, that he has never been under pressure to do anything other than what he wanted and, on the basis of his subsequent publications,³ I see no evidence that his connection with Hoover has altered the consistency of his own well-established agenda.

A real conservative, I would argue, cannot be an optimist. Once, it is true, Marty was a socialist, but his was always a humanistic socialism, "concerned with the wide discrepancy between the ideology and the behavior of most present-day democratic socialist governments."⁴ Whatever he may have abandoned from his original democratic socialism, he did not substitute for it the pessimistic view of human nature that cramps the perspective of true conservatives. I doubt that Marty could be an ideologue of any sort.

Marty is a kind man with a great capacity for humane relations, for being a friend. He is generous with his time and his emotional support. It is no accidental juxtaposition between his work and his character that is captured in the introduction to the *Festschrift*, put together by a group of his former students, when the editors write, "few social scientists are more admired for the range of their intellects, or more beloved for their friendship, decency, and humanity."⁵

I would be missing an important opportunity if I did not say something about Marty's role in the struggle for women to gain an appropriate place in academia. Reading the titles of his 21 books, 17 edited volumes, and countless papers and commentaries—I've actually read a very large number of those publications very carefully—indicates that he has directly addressed feminist issues in only two places.⁶ But in ways that are at least as important, Marty has always known how to

encourage students and to help them along in their careers without even the suspicion of patronizing. If any confirmation is needed, you need only ask Theda Skocpol or Ann Swidler, two former students included among the authors in his *Festschrift*.

What makes Marty the way he is rests on a kind of self-knowledge. You can sense that Marty is comfortable with who he is and accepting of where he comes from. That means he has not forgotten his father Max, who was an immigrant to the United States and a printer who took his young son to union meetings. He has not forgotten his father's socialism or his own involvement in that movement. He continues to treasure his ties with Canada that were forged when he was a young graduate student, teaching at the University of Toronto and studying the agrarian socialists of Saskatchewan. He has not forgotten he is a Jew nor been apologetic about his commitment to the State of Israel. He has been able to acknowledge the debt he owes to his graduate instructors, dedicating *Revolution and Counterrevolution* (first published in 1968 and revised in 1970 and 1988) to "Bob, Paul and Bob for origins and encourage-

ment." That famous trio were Robert Lynd, Paul F. Lazarsfeld, and Robert Merton. He has remained grateful to his beloved Elsie, who went with him to Canada when he began his career and who lost her life after a long and courageous battle with cancer. She is warmly remembered in the introduction to *Continental Divide* in ways that tie together his life with her and continuity of his work on Canada.

I am pleased that we sociologists have finally recognized this great man by making him our president. He lost out twice before, not only the result of fair contests with two other distinguished sociologists, Mirra Komarovsky and Jim Short, but also the result of a climate of opinion that rejected him for his supposed political sins.

It is hard to believe that Marty has reached a mandatory retirement age. This summer he was required to give up his position as Caroline S.G. Munro Professor of Political Science and Sociology at Stanford University, but he continues as Hazel Professor of Public Policy at George Mason University. He will keep commuting between Washington and Stanford, as well as to other points around the globe. Happily he is accompanied by his wife and new partner, Sidnee Geyer, who shares his wry perspective on the world and supports him in his writing, travel, and hard work.

Footnotes

¹Co-authored with Stein Rokkan in their co-edited volume, *Party Systems and Voter Alignments: Cross-National Perspectives*. New York: Free Press, 1967.

²Robert K. Merton, "Foreword. Notes on the Young Lipset." Page x in *Reexamining Democracy: Essays in Honor of Seymour Martin Lipset*, edited by Gary Marks and Larry Diamond. Newbury Park: Sage Publications, 1992.

³See pages 332-355 in *Reexamining Democracy* for a chronological bibliography of all his publications.

⁴These are Lipset's words in the original preface to *Agrarian Socialism*, Garden City, NY: Anchor, 1968, page 10.

⁵Gary Marks and Larry Diamond, "Seymour Martin Lipset and the Study of Democracy." Page 2 in *Reexamining Democracy*.

⁶They are contained in *Continental Divide* (New York: Routledge, 1990) and, with Everett Ladd, "The Changing Social Origins of American Academics," pages 319-338 in *Qualitative and Quantitative Social Research*, R.K. Merton, James Coleman, and Peter Rossi, eds. (New York: Free Press, 1979). □

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Frederick Mulhauser
Yoshiaki Nagata
Joyce Y. Nakahara
Laura E. Nathan
Constance A. Nathanson
Steven L. Nock
William P. Norris
M.A. Nour
John N. Ntigha
George E. O'Connell
Amy A. O'Leary
Karen M. O'Neill
Kazu Obata

George W. Ohtendorf
Pamela E. Oliver
Melvin L. Oliver
Susan Olzak
Alan Ornstein
Francie Ostrower
Barbara M. Page
Jerry G. Pankhurst
Robert Parke
Thomas S. Parsons
Barbara A. Payne
Bruno A. Pelczarski
Patricia Pendleton-Morgan
Joan E. Perlman
Karl S. Peterson
Georgios P. Piperopoulos
Thomas Scans Plus
John C. Pock
Deborah L. Podus
Gianfranco Poggi
Dionna Polisar
Alejandro Portes
Constance H. Poster
Christopher Prendergast
John B. Pryle
Maurice Pynch
Israel Ramirez-Perea
William Kur
Gabino Rendon
Larry T. Reynolds
Thomas L. Robbins
Hermann A. Roethlis
Mary F. Rogers
Carolyn Rosen
Alice S. Rossi
Ruth L. Rowe
Joseph W. Ruane
Raymond L. Russell
Vincent J. Salvio
Samuel F. Sampson
Lois W. Sanders
Kathryn Schellenberg
Ralph A. Schofield
Carmi Schuler
Erno Schwabenberg
Shirley A. Scribfield
Ruth E. Seardes
Marcia Teder Segal
Anna A. Senyk
M. Pahlman Sering
Richard T. Serpe
Chaele L. Siefert
H. Jay Shaffer
Ovadia Shapiro
Louise I. Shelly
Craig W. Shinn
James F. Short, Jr.
Miles E. Simpson
Sherwood B. Slater
Harold E. Smith
Charles W. Smith
Joel Smith
Eldon Snyder
Douglas Snyder
Richard Sobel
Nicholas Sokoloff
Natalie J. Sokoloff
Allan A. Spencer
Hans B. C. Spiegel
George M. Stabler
Paul D. Starr
Marjorie E. Starrs
Linda Brewster Stearns
Dorell J. Steffensmeier
Renee H. Steffensmeier
Byron D. Steiger

Peter J. Stein
Ruth Byers Stern
Ronald A. Stevens
John A. Stewart
Argyle Stoute
Gordon F. Streib
Sheldan Stryker
Joan E. Talbert
Willis A. Sutton
Ann Swidler
David Takeo Takeuchi
Harold Takooshian
Janet E. Talanco
Lauri L. Terran
Kenko Tanaka
Ichiro Tanioka
Afif I. Tannous
Stephen Tierney
Wagner Thielen
Alex Thio
Shaller Thomas
Charles B. Thomas
Kathleen A. Tiemann
Adrian R. Tiemann
Charles R. Tittle
Donald J. Treiman
Alois J. Tschopp
Austin T. Turk
Ralph H. Turner
Alalazu N. Ugogji
John Useem
Ruth Hill Useem
Michael Useem
Arthur J. Vidich
John J. Vincke
Linda J. Waite
Ruth A. Wallace
Hannah Warntberg
Dorothy M. Watson
Jurgen Wehner
S.K. Weinberg
Michael G. Weinstein
James W. Wheeland
Raymond H. Wheeler
James E. White
Michael J. White
Douglas L. White
Vincent H. Whitney
John Wildeman
Robin M. Williams
Joyce E. Williams
Michael J. Williams, Jr.
William Julius Wilson
Donna L. Winsor
Robert P. Wolensky
James R. Wood
John A. Wybraniec
William L. Yancy
Gay Young
Kay Young-McChesney
Mayer N. Zald
Ivan Zavala
Martin Donald Zewe
Mary Zimmerman
Vera L. Zolberg
James J. Zuiches

Call for Papers

CONFERENCES

Academy of Criminal Justice Sciences 1993 Annual Meeting, March 16-20, 1993, Kansas City, MO. Theme: "Class, Race and Gender." To obtain the call for papers, contact: Gregg Barak, 1993 ACJS Program Chair, Sociology, Anthropology, and Criminology Department, Eastern Michigan University, Ypsilanti, MI 48197; (313) 487-0012. The deadline for abstracts is October 1, 1992. To receive registration materials (available December 1992), contact the Academy of Criminal Justice Sciences, Northern Kentucky University, 402 Nunn Hall, Highland Heights, KY 41099-5998; (606) 572-5634; FAX: (606) 572-6665.

Gangs, Schools and Community National Conference, May 6-8, 1993, Orlando, FL. This multidisciplinary conference focuses on research, policies, and programs to reduce gang violence in our schools and communities. Particular emphasis will be given to the following: innovative school and community based prevention programs; gang intervention projects; legal and security issues concerning schools; and governmental policies relevant to gangs. Persons interested in conducting workshops, in presenting papers, or in discussing innovative programs as part of a "sharing fair" are welcome to submit for consideration a 500-word abstract by November 15, 1992 to: Alan McEvoy, Department of Sociology, Box 720, Wittenberg University, Springfield, OH 45501.

Global Awareness Society International 2nd Annual Meeting, July 2-4, 1993, New York, NY. Theme: "Global Interdependence." Interested participants or organizations in advancing the cause of global interdependence are encouraged to submit papers, workshops, panel proposals on the theme or any topic of global interest. Submit two (2) copies of your abstract, no more than 250 words, by December 1, 1992 and ten to fifteen (10-15) pages of text by December 31, 1992. For membership or other information contact: James H. Huber, Executive Director, GASI, Bloomsburg University, Bloomsburg, PA 17815; (717) 389-4238 or 4242.

New England American Studies Association Annual Conference, April 30-May 2, 1993, Brandeis University. Theme: "The Cultures of Technology: Science, Media, and the Arts." NEASA invites proposals for panels, papers, roundtable discussions, teaching and curriculum workshops for secondary and university faculty, performances, and alternative methods of presentation, with a broadly interdisciplinary focus. Send abstract of 300-500 words to: Lois Rudnick, Director American Studies Program, University of Massachusetts-Boston, 100 Morrissey Blvd., Boston, MA 02215. Proposal deadline: January 25, 1993.

Siena College Eighth Annual Multidisciplinary Conference on the 50th anniversary of World War II, June 3-4, 1993. The focus for 1993 will be 1943 though papers dealing with broad issues of earlier years will be welcomed. Topics include: Fascism and Nazism; Stalingrad; New Guinea; the Air War; North Africa; Sicily and Italy; the North Atlantic; literature; Art; Film; Diplomatic; Political and Military History; Popular Culture; Minority Affairs and Women's and Jewish Studies dealing with the era. Asian, African, Latin American and Near Eastern topics of relevance are solicited. Replies and inquiries to: Thomas O. Kelly II, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462. Deadline for submissions: December 1, 1992.

Social Science History Association 1993 Annual Meeting, November 4-7, 1993, Baltimore, MD. Please submit propos-

als for panels and papers by February 15, 1993. Contact Co-Chairs: Eileen McDonagh, Department of Political Science, Meserve Hall 303, Northeastern University, Boston, MA 02115; (617) 495-8140; FAX: (617) 495-8422; BITNET: EMCD@NUHUB; or Philip J. Ethington, Department of History, Boston University, 226 Bay State Road, Boston, MA 02215; (617) 353-2551; FAX: (617) 353-2556.

Southern Gerontological Society 1993 Annual Meeting, April 28-May 1, 1993, Richmond, VA. Theme: "Applied Gerontology: Merging Diverse Fields, Exploring New Frontiers." SGS invites abstracts from individuals who represent the wide range of disciplines, interest groups, professions, and occupations that comprise the growing enterprise of applied gerontology. A variety of presentation formats are planned to meet the needs of different topics and presentation strategies. The call for abstracts for the SGS annual meeting will be distributed in August, and abstracts will be due November 1. Anyone wishing to receive a copy of the call for abstracts should phone or write Jim McAuley, SGS Program Chair, Center for Gerontology, 237 Wallace Hall, Virginia Tech, Blacksburg, VA 24061-0426.

39th Annual Meeting of the American Academy of Child and Adolescent Psychiatry, October 20-25, 1992, Washington, DC. An array of workshops and symposia will feature topics on: depression in families; managed health care/continuum of care; subtypes of attention deficit disorders; evolving concepts in psychoanalysis and psychotherapy; bipolar disorder in preschoolers, children and adolescents; and group treatment of adolescents: outpatient and inpatient approaches. Additionally, eight scientific institutes are planned along with eight paper sessions, five poster sessions, four case presentations, and two media theatre presentations. For further information contact: AACAP Annual Meeting, 3615 Wisconsin Avenue NW, Washington, DC 20016; (202) 966-7300.

Women's Caucus of the Southwestern Social Science Association, March 17-20, 1993, New Orleans, LA. Papers, discussants, and session chairs are invited. Please provide the following information in a letter by September 15, 1992: name, address, professional affiliation, position, and telephone number. Give the title, a brief description and suggested topic area for proposed papers of panels. Papers in all disciplines of the Association are encouraged. Additionally, student papers are solicited for presentation. All papers presented are eligible for the Distinguished Paper Award presented annually by the Women's Caucus. Deadlines and correspondence: proposals for papers and participation as discussant/chairperson must be received by September 15, 1992. Send all information to: Juanita Firestone, Division of Social and Policy Sciences, The University of Texas-San Antonio, San Antonio, TX 78249; (512) 691-5601; FAX: (512) 691-4487; BITNET: 1ssjm@UTSAVM1. Notification of acceptance will be made by December 15, 1992.

PUBLICATIONS

Case Analysis, seeks, for Volume 4, 1993, articles describing and analyzing one or more cases, and/or methods for case analysis. Organizational problems, community studies, medical anthropology, individual therapy, school phobia, criminology, and professional careers are among the subject areas of recent articles. Also, a new section is planned for articles on Personality and Social Structure and their interrelations. Send two copies of article to the editor: Kenneth Ives, 401 E. 32, #1002, Chicago, IL 60616.

Curriculum Materials for Teaching About Hate Crimes is being compiled by the Task Force of Hate- or Bias-Related Acts on Campuses to be available through the American Sociological Association Teaching Resources Center. The Task Force solicits course syllabi, classroom exercises and assignments, examinations and evaluations, simulations, audio-visual suggestions, and other curriculum materials that offer ways to teach about hate crimes and related topics, or that are designed to increase students' awareness of such acts through their course work. Brief essays which address successful pedagogical techniques for teaching about hate crimes or which discuss problems in teaching about such topics and how to resolve them are also welcome. Send submissions to: Claire M. Renzetti, Department of Sociology, St. Joseph's University, Philadelphia, PA 19131; (215) 660-1688 (fax); (215) 660-1680 (voice); or Marcia Texler Segal, Indiana University Southeast, 4201 Grant Line Road, New Albany, IN 47150; (812) 941-2475 (fax); (812) 941-2210 (voice).

Journal of Family Issues is planning a special issue on "Fatherhood" to be published in December 1993. Original empirical contributions, conceptual/analytical articles, and policy oriented papers will be considered. Papers focusing on biological, step-, custodial, and non-custodial fathers are appropriate. The volume will address issues relevant to fathers in North America, but comparative papers that include an analysis of North American fathers are welcome. Brief proposals (1-2 pages) of completed or planned papers should be mailed by October 1, 1992 to: William Marsiglio, Department of Sociology, University of Florida, Gainesville, FL 32611; (904) 392-0260; e-mail: MARSIG@NERVM.

Law and Human Behavior, announces a special section/issue on race, ethnicity and the law. Theoretical and empirical articles on any aspect of race, ethnicity, law and legal processes are invited. Deadline for completed manuscripts is February 1, 1993. Manuscript style may conform either to the Uniform System of Citation or to the Publication Manual of the American Psychological Association. Send four copies (three prepared for anonymous review) to: Valerie Hans and Ramiro Martinez, Jr., Criminal Justice Program, Department of Sociology and Criminal Justice, University of Delaware, Newark, DE 19716. For more information please feel free to contact either of the editors: Valerie Hans; (302) 831-8231; Ramiro Martinez, Jr.; (302) 831-2291.

Research on Russia, Eurasia, and Eastern Europe (formerly *Research on the Soviet Union and Eastern Europe*) seeks papers in the fields of political science, economics, sociology, and history. All topics will be considered, including domestic and foreign affairs, inter-societal relations, and world system analysis. Papers prepared for presentation at professional meetings are welcome, as are suggestions for papers written specifically for this publication. Send submissions and inquiries to: Anthony Jones, Editor, Department of Sociology, Northeastern University, Boston, MA 02115.

Social Perspectives on Emotion, Volume 3, a multidisciplinary research annual, invites contributions on any aspect of emotion, sentiment, and affect. Both empirically driven papers and papers that concern conceptual development are welcome. Please send manuscripts to: Michael Flaherty, Department of Sociology, Eckerd College, St. Petersburg, FL 33733.

Meetings

October 2-3. Dual Career Couple in Higher Education Conference, Lexington, KY. Contact: Dual Career Conference, University of Kentucky, 204 Frazier Hall, Lexington, KY 40506-0031.

October 6-17. 1992 Messina Course, Sicily, Italy. Contact: Nancy Taylor, (312) 996-5201; FAX: (312) 733-3394.

October 8-11. 12th Annual International Society for Professionals in Dispute Resolution (SPIDR) Conference, Pittsburgh, PA. Contact: Carolyn Blanco-Lasada at SPIDR; (202) 783-7277.

October 15-17. American Society for Psychophysics in Obitetrics/Lamaze 1992 Conference, Anaheim, CA. Theme: "Childbirth: Choices and Challenges." Contact: ASPO/Lamaze, 1101 Connecticut Avenue NW, Suite 700, Washington, DC 20036; (202) 857-1128.

November 5-7. American Evaluation Association Annual Meeting, Seattle, WA. Theme: "Synthesizing Evaluation Perspectives and Evidence." Plenary speakers: Sociologist Peter Rossi; Psychologist Robert Yin; Educational Researchers Ernest House and Lois-Ellin Datta. Contact: John McLaughlin, AEA Annual Meeting, Chair, Virginia Department of Education, P.O. Box 6Q, Richmond, VA 23216; (804) 225-2089; FAX: (804) 371-8593.

November 14. Michigan Sociological Association Annual Fall Conference, Central Michigan University, Mt. Pleasant, MI. Theme: "Analyzing the Socioeconomic Future." Contact: Nancy J. Herman, Department of Sociology, Anthropology and Social Work, Central Michigan University, Mt. Pleasant, MI 48859; (517) 774-3160.

Funding

American Sociological Association/National Science Foundation Census Research Program and the Census Bureau Research Fellow Program. Unique opportunity to make major advances in methodological or subject matter research related to Census Bureau operations or data. General areas for research are social and demographic studies, economic measurement and analysis, and statistical methodology and computing. Requirements: recognized research record in relevant field (e.g., Anthropology, Statistics, Geography, Sociology, Economics, and Demography). Salaries are commensurate with qualifications and experience; also, fringe benefits and a travel allowance are provided. Length of term and start date are flexible, usually six months to a year. Assignments may begin as early as June 1, 1993; can split term into two or more parts. Apply by January 4, 1993. For more information on specific research topics and how to apply, contact: Maxine Anderson-Brown, Program Manager, DIR, Room 2270-3, Bureau of the Census, Washington, DC 20233; (301) 763-1150.

National Academy of Education is accepting applications for the 1993 Spencer Fellowship Program. The stipend is \$35,000 for one academic year of fellowship work, or \$17,500 for each of two contiguous years working half-time. Research must be directly related to education; applicants from individuals in the humanities, social and behavioral sciences, or education are welcome. Program is open to citizens of all countries. Completed application packet must be received by January 2, 1993. For required application packet and further details contact: National Academy of Education, Stanford University, School of Education, CERAS 507, Stanford, CA 94305-3084; (415) 725-1003.

National Science Foundation's Law and Social Science Program is continuing its special competition for research dealing with global perspectives on sociological studies. The aim of this initiative is to support research on the law and law-related processes and behaviors in light of the growing interdependence and interconnectedness of the world. Proposals submitted to this initiative must be received at NSF by February 1, 1993. In addition to standard proposals, planning grant proposals, travel support requests to lay the foundation for research, and proposals for improving doctoral dissertation research are welcome. Funding decisions will be announced approximately four-six months after the deadline. Proposals should be prepared in accordance with the guidelines in Grants for Research and Education in Science and Engineering (NSF 90-77). For more information on the types of activities eligible for support, contact Susan O. White, Program Director, Law and Social Science, National Science Foundation, 1800 G Street NW, Washington, DC 20550; (202) 357-9567; e-mail: SWHITE@NSF.BITNET; FAX: (202) 357-0357.

Institute for Research on Poverty at the University of Wisconsin-Madison and the U.S. Department of Health and Human Services will sponsor the 12th competition under the small Grants and Sabbatical Grants program for research on poverty-related topics during the period July 1993 through June 1994. Subject to availability of funding, two programs are offered: 1. several grants of up to \$15,000 each (two months salary, plus related research costs) are available and do not require residence in Madison or Washington, DC; 2. a smaller number of grants of up to \$35,000 each are available for visitors in residence at either IRP or the Department of Health and Human Services during the 1993-94 academic year. The latter awards may be made for research sabbaticals or postdoctoral research. Researchers must hold their PhD. To obtain guidelines (available October 1), address the request to: Small Grants Program, Institute for Research on Poverty, 1180 Observatory Drive, Madison, WI 53706. Application deadline: February 5, 1993.

Social Science Research Council administers a fellowship and grant program for research on the urban underclass. The program is designed to encourage research on the structures and processes that generate, maintain, and overcome the conditions and consequences of persistent and concentrated urban poverty in the United States. Undergraduate Research Assistantships and Dissertation Fellowships will be offered in 1993. Application deadline: December 10, 1992. For further information, please contact: Social Science Research Council, Research on the Urban Underclass, 605 Third Avenue, New York, NY 10158; (202) 661-0280.

Competitions

ASC Comparative Criminology Book Award. The Division of International Criminology (DIC) of the American Society of Criminology is soliciting nominations for the Division's award for outstanding contributions to comparative criminology. The main purpose of this award is to recognize a published work or works which make a significant contribution to the field of comparative criminology. To be eligible for the 1992 award, the material must have been published recently. The award is intended for original comparative re-

Competitions, continued

search. For collaborative research projects the award will be given to all authors. For the purposes of the award, comparative criminology is defined as any research which uses regional or cross-national data, either to test hypotheses or to develop empirical generalizations. Any work on crime, deviance, or social control is eligible. Researchers from all countries are encouraged to apply. Nominated material will be evaluated on the basis of its contribution to (1) the development or testing of criminology theory, (2) comparative research methods, and/or (3) knowledge of a given substantive phenomenon. The award winner will be announced at the Annual Meeting of the American Society for Criminology in New Orleans. Please send nominations on or before September 1, 1992 to: James P. Lynch, Department of Justice, Law and Society, The American University, 4400 Massachusetts Avenue NW, Washington, DC 20233. Please include a curriculum vitae and a sample of written work.

Mass Media

James E. Blackwell, University of Massachusetts-Boston, was interviewed and quoted in an article in the *Spokesman-Review* and *Spokane Chronicle* following the verdict in the Rodney King Case. He also was interviewed and cited in the *Moscow-Pullman Daily News* about university hiring practices and the status of African-Americans.

Karen A. Cerulo, Rutgers University, was quoted in the *New York Times* on May 25, 1992 regarding methods of improving the state image of New Jersey.

Patricia M.Y. Chang, Stanford University, was interviewed by the *Peninsula Times Tribune* on June 27, 1992, about winning the Robert J. McNamara Award for the best student paper in the Sociology of Religion.

Mary Frank Fox, Pennsylvania State University, was featured as a researcher in a special issue of *Science* on women in science.

T. Neal Garland, University of Akron, appeared on 20/20 on Friday, March 20 discussing his research on Japanese attitudes toward the United States.

Barry Glassner, University of Southern California, was quoted in May and June in the *Los Angeles Times* and appeared on *Entertainment Tonight* and *The Michael Jackson Show* in connection with the release of the paperback version of his book, *Bodies*.

Toby E. Huff, University of Massachusetts-Dartmouth, was interviewed on May 31 by the *New Bedford Times* for a front page story regarding the results of the 1990 U.S. Census and education in Southeastern Massachusetts.

Harvey J. Kaye, University of Wisconsin-Green Bay, was quoted in the *San Francisco Examiner* on May 28, 1992 in an article treating "Rightist Groups Pushing School Reforms." Kaye's book, *The Powers of the Past* (University of Minnesota Press, 1992), was reviewed in the same newspaper on May 13. Also, Kaye authored a "Perspective" piece for the *Times Higher Education Supplement* (London) on "The Future of the American Left" on May 15, 1992.

Katherine Meyer and **Linda Lobao**, Ohio State University, had their research on adaptations made by rural women to the social and economic restructuring of agriculture featured in the *Columbus Dispatch*. The feature was picked up by the Associated Press; subsequently, Lobao and Meyer were interviewed by KRWN radio for a spot on "Country Roads: Inside Agriculture."

Margaret M. Poloma, University of Akron, had her research on the sociology of prayer cited in a January 6, 1992 article in *Newsweek*, "Talking to God." Her work was also noted in a report based on this article found in the April 1992 issue of *Readers Digest*.

Barbara E. Ryan, Widener University, was interviewed and used as an expert commentator for issues dealing with the Supreme Court review of the Pennsylvania Abortion Control Act and changes in the Women's Movement Act (Delaware) and *WXPB Public Radio* (Pennsylvania). Ryan was also quoted in the March 15 *Delaware County Daily Times* newspaper on the state of the Feminist Movement for Women's History Month.

Deena Weinstein, DePaul University, was recently interviewed on 17 radio programs in the U.S. and Canada about her recently published book *Heavy Metal: A Cultural Sociology* (Macmillan). An associated press interview about the book was published in several dozen newspapers, and what may be a sociological first, the book is being used as a prop in a Broadway show, "A Small Family Business."

People

Linda Fritschner, Ellen Maher, and the Department of Sociology at Indiana University-South Bend were awarded a National Science Foundation Instrumentation and Laboratory Improvement grant for their project, "Computers for the New Majority: A Comprehensive Strategy for Integrating Computers into the Undergraduate Curriculum."

Mathew Kanjirathinkal, Emporia State University, has replaced William E. Thompson as Chair of the Division of Sociology, Family Sciences, and Anthropology.

Brian L. Pitcher has been appointed Dean of the College of Humanities, Arts and Social Sciences at Utah State University.

Barbara Lynn Rowland Mori has recently received a promotion to Associate Professor and tenure at California Polytechnic State University.

Barbara E. Ryan, Widener University, has been promoted to Associate Professor of Sociology.

Brian Sherman has joined the faculty at Albany State College, Georgia.

Edward Speedling, Penn State University, has been appointed Director of Organizational Development at the Milton S. Eisenhower Medical Center, and Associate Professor of Family and Community Medicine, College of Medicine, Pennsylvania State University.

Susan O. White, University of New Hampshire, has joined the National Science Foundation as a visiting scientist and Director of the Law and Social Sciences Program. She succeeds **Michael C. Musheno**, who returns to the School of Justice Studies at Arizona State University.

Awards

James E. Blackwell, University of Massachusetts-Boston, is the 1992 recipient of the Distinguished Alumni Achievement Award from the College of Arts and Sciences at Washington State University.

Patricia M.Y. Chang, Stanford University, will be presented with the Robert J. McNamara Award for the best student paper in the Sociology of Religion

at the Association for the Sociology of Religion's Annual Meeting in August in Pittsburgh.

Robert W. Duff, University of Portland, received the Culligan Award given annually to a faculty member for distinguished service to the University. Duff was cited as "An outstanding teacher and leader."

Polly Fassinger, Concordia College, was recently awarded the "Outstanding Contribution to Feminist Scholarship" award from the National Council on Family Relations.

Abigail L. Halcli, Ohio State University, was the recipient of the 1992 Sociologist's AIDS Network student paper competition. Ms. Halcli was awarded \$400 for her paper titled, "A Conceptual Analysis of ACT UP as a Mixed Mode Social Movement Organization," which will be presented at the 1992 ASA meetings.

Judith Lorber, has received a Fulbright Scholarship for teaching and research in Israel during the 1992-1993 academic year. She will be affiliated with the Department of Sociology, Bar-Ilan University, Ramat-Gan 52900, Israel. Fax: 011-972-3-535-1825.

Gaile F. McGregor, York University, Toronto, Ontario, received an award from the Canada-U.S. Fulbright Program.

Ron G. Stover, South Dakota State University, was named the College of Arts and Sciences' Teacher of the Year. He was also awarded the College of Agriculture and Biological Sciences' Dean's Award for Excellence in Research for his work on an interdisciplinary research project on successful family farming.

New Books

Wini Breines, Northeastern University, *Young, White, and Miserable: Growing Up Female in the Fifties* (Beacon Press, 1992).

Duane Champagne, *Social Order and Political Change: Constitutional Governments Among the Cherokee, the Choctaw, the Chickasaw, and the Creek* (Stanford University Press, 1992).

Charles P. DeSanto, Zondra G. Lindblade, and **Margaret M. Poloma** (editors), University of Akron, *Christian Perspectives on Social Problems* (Wesley Press, 1992).

C. Ellis Flaherty and **M.G. Flaherty** (editors), *Investigating Subjectivity: Research on Lived Experience* (Sage, 1992).

Aryei Fishman, Bar-Ilan University, *Judaism and Modernization on the Religious Kibbutz* (Cambridge University Press, 1992).

Mark S. Gaylord, City Polytechnic of Hong Kong, and **Harold Traver**, University of Hong Kong, editors, *Drugs, Law and the State* (University of Hong Kong Press/Transaction Books, 1992).

Bernard Grofman and **Chandler Davidson** (editors), *Controversies in Minority Voting: The Voting Rights Act in Perspective* (Brookings Institution, 1992).

Michael T. Hannon, Stanford University and **Glenn R. Carroll**, University of California-Berkeley, *Dynamics of Organizational Populations: Density, Legitimation, and Competition* (Oxford University Press, 1992).

Martin Hewitt, *Welfare, Ideology, and Need: Developing Perspectives on the Welfare State* (Barnes & Noble Books, 1992).

Mondonga M. Mokoli, University of Lubumbashi, Zaire, *State Against Development: The Experience of Post 1965 Zaire* (Greenwood Press, 1992).

Barbara Lynn Rowland Mori, *Americans Studying the Traditional Japanese Art of the Tea Ceremony* (The Edwin Mellen Press).

Margaret M. Poloma and **George H. Gallup, Jr.**, University of Akron, *Varieties of Prayer: A Survey Report* (Trinity Press International, 1991).

Margaret M. Poloma and **Brian F. Pendleton**, University of Akron, *Exploring Neglected Dimensions of Religion in Quality of Life Research* (The Edwin Mellen Press, 1991).

Kenneth A. Scherzer, *The Unbounded Community: Neighborhood Life and Social Structure in New York City, 1830-1875*. (Duke University Press, 1992).

Bruce Wiegand, University of Wisconsin-Whitewater, *Off the Books: A Theory and Critique of the Underground Economy* (General Hall, Inc., 1992).

Joseph Wronka, Brandeis University, *Human Rights and Social Policy in the 21st Century: A History of the Idea of Human Rights and Comparison of the United Nations Universal Declaration of Human Rights with United States Federal and State Constitutions* (University Press of America, 1992).

New Publications

Correctional and Juvenile Justice Training Directory. The Directory includes a profile of training in each state and province and within federal agencies in both the United States and Canada. Training directors/contacts are identified for each agency. The Directory includes an alphabetized index of all training directors. The Directory was compiled through an extensive phone survey of U.S. and Canadian correctional and juvenile justice agencies. The Directory is available at a cost of \$25.00 per copy. To obtain a copy of the Directory contact: Training Resource Center, Eastern Kentucky University, 217 Perkins, Richmond, KY 40475-3127; (606) 622-1497; FAX: (606) 622-2333.

Society and Animals: Social Scientific Studies of the Human Experience of Other Animals is now available. It features articles on the symbolic role of animals in Native American rituals, the effect of labeling on the differential treatment of animals, the effectiveness of "pet facilitated therapy," student attitudes towards dissection, and researcher attitudes towards pain in their animal subjects. *S&A* publishes manuscripts on applied uses of nonhuman animals; animals in the popular culture; wildlife and the environment; sociopolitical movements, public policy, and the law. Data-based discussion on ethical and policy issues involving our treatment of animals is encouraged. Individual subscriptions are \$30 for volume 1 (2 issues), payable to PSYeta, P.O. Box 1297, Washington Grove, MD 20880. For information on manuscript submission, write to Kenneth Shapiro at the above address.

Sociology in Government: A Bibliography of the Work of the Division of Farm Population and Rural Life, U.S. Department of Agriculture, 1919-1953. This volume includes more than 1,500 citations to the work of the Division of Farm Population and Rural Life. A section on research publications includes key words, which are indexed according to the *Rural Sociology 50-Year Index for 1936-85*. Key word entries are also made for ethnic-cultural groups and geographic locations of study. \$40, 301 pages with index. Published in cooperation with the American Sociological Association and the Rural Sociological Society. To order, contact: Westview Press, 5500 Central Avenue, Boulder, CO 80301-2847; (303) 444-3541; FAX: (303) 449-3356.

Other Organizations

British Sociological Association (BSA) has a new address: Nicola Boyne, Executive Secretary, British Sociological Association, Unit 3G, Mountjoy Research Centre, Stockton Road, Durham, DH1 3UR, Great Britain; 91-383-0839; FAX: 91-383-0782.

Sociologists for Women in Society (SWS) now has an executive office and an executive officer. For information about SWS, its programs, membership, the Cheryl Miller Lectureship, or its two yearly meetings, please contact: Barbara Tomaskovic-Devey, SWS Executive Officer, North Carolina State University, Raleigh, NC 27695-8107.

APA Research Psychology Funding Bulletin. Keep up-to-date on the latest behavioral research funding available by subscribing to APA's Research Psychology Funding Bulletin. This service is available free to APA members. New bulletins are updated approximately every two weeks. Funding announcements from a wide variety of federal agencies and private foundations are included on the index. Those who have access to BITNET or INTERNET can sign on to this service by sending the following command in a mail message to LISTSERV@VTVM2.BITNET: SUBSCRIBE APASD-L your name. The above command should be the only line in the body of the mail message. For further advice on how to issue such a command, consult your university computer technical assistance staff. If other problems exist, contact: Cheri Fullerton, Science Directorate by e-mail at APASDCF@GWVUM.BITNET or by phone at (202) 336-6000.

Contact

Attention Graduate Departments: We are looking for departments who have designed a course specifically for the purpose of preparing Master's level graduates for an examination—regardless of the origin of the examination—to gain certification as an Applied Social Research Specialist. Please contact Janet Onnie at the ASA, (202) 833-3410, x321.

Obituaries

Paul Hanly Furfey (1897-1992)

Paul Hanly Furfey died on June 8, 1992, in Washington, DC. He was 95 years old. In recent years he had been a resident of Carroll Manor Nursing Home in Hyattsville, MD.

Professor Furfey was a native of Cambridge, MA. He received a BA from Boston College, attended Theological College in Washington, DC, and St. Mary's University in Baltimore, and was ordained as a Roman Catholic priest in 1922. He received a doctorate in sociology from The Catholic University of America (CUA) and in 1926 joined the faculty. In the early 1930's he studied in Berlin and Frankfurt. He taught sociology at CUA for more than 40 years and served as chairman of the department for 32 of those years.

Furfey was an accomplished linguist. Besides the mandatory French and German he mastered Hebrew, Arabic, Ge'ez, and Amharic. He even taught himself some Chinese and practiced his pronunciation with students from China who happened to enroll in his courses.

Though forced to retire in 1966 at age 70 he continued to lecture on a part-

Continued on next page

Obituaries, continued

time basis, conducted research full-time and wrote at a feverish pace. In addition to numerous articles ranging from statistical theory to spirituality he authored 17 books including *The Gang Age*, *The History of Social Thought*, *Three Theories of Society*, and *Scope and Method of Sociology*. He was especially proud of his friendship with George Lundberg with whom he engaged, publicly and privately, in long debates on whether or not sociology should be value-free.

Professor Furfey believed that it should not. In fact he was no "ivory tower" academic. Dedicated to both social science and social action, he developed a deep concern for and strong commitment to anyone suffering from poverty and/or racism. He was a co-founder of the old Fides House and Poverello House in downtown Washington and for many years he chose to live there among the poor he studied and championed. For Furfey, responsible social action was based on good research and good research was oriented to the remedy of social evil.

Active in the peace movement during World War II and especially during the Vietnam War era, Professor Furfey became a founding member of the International Committee of Conscience on Vietnam in 1973. From his experiences he published *The Respectful Murderers*. In 1974 he visited South America and became familiar with Liberation Theology and the social movements which it spawned. That experience was the occasion for another book, *Love and the Urban Ghetto*, which he published in 1978. In reviewing the book, Colman McCarthy, a columnist for the *Washington Post*, wrote that Furfey was a "goader, fire-breather and renegade." Such he surely was. He loved the poor and destitute beyond compare. But he loved his research as well, and his scholarship was impeccable.

Raymond H. Potvin, *The Catholic University of America*

Aaron Lipman (1926-1992)

Aaron Lipman died on January 19, 1992, from a pulmonary embolism. He went to the hospital directly from his office at the University of Miami where he had taught for over 40 years. From the standpoint of service, he was the oldest faculty member at the University, yet he was only 66 years old.

Two months before his death, Lipman received the highest praise when a former student from the mid-1950s presented the university with a substantial gift in his honor. He was one of the University's most popular professors. His office was always open to students. Bernard Fogel, dean of UM's School of Medicine, who took Lipman's course on marriage and family in 1957 as an undergraduate and maintained a warm relationship with him over the years, said, "He would never let a student down; he was very genuine about teaching."

Aaron Lipman attended City College of New York. In 1952 he received a master's degree in sociology from Columbia University in New York, and obtained his doctorate in 1965 from National University of Colombia. His scholarly productivity was steady throughout his entire academic career; he published primarily in the areas of Latin American sociology and in social gerontology. In the 1960s he received three Fulbright awards to teach in Colombia, Argentina and Brazil. He took part in two White House Conferences on Aging, in 1961 and 1971. In 1989 he received the Eminent Florida Academic Gerontologist Award at an annual meeting of the Association for

Gerontology in Higher Education. He was a fellow in the Gerontological Society of America and one of the charter members of the Section on Aging of the American Sociological Association. Lipman was on the editorial boards of the *Journal of Marriage and the Family* and the *International Journal of Aging and Human Development*.

Aaron Lipman was, in a sense, the heart of the Department of Sociology at the University of Miami. Not only was his dedication to teaching a model for his colleagues and the consistency of his scholarly productivity through the years impressive, but the support he gave to the department leadership, through all regimes, provided the inertia that minimized the organizational effects of conflict. He never acted like a partisan, but was fatherly and wise, always moving the department toward compromise when there were sharp differences expressed. Furthermore, his generativity toward and mentorship of younger faculty members were notable and appreciated.

Because of his experiences during World War II, Aaron believed in never putting anything off and living life to the fullest. He loved international travel and traveled extensively with his whole family and later with his wife. He enjoyed a well-earned reputation as a *bon vivant*. Yet his friends will remember him best as a devoted husband and father. His children all received ivy league educations and two of the three now hold academic positions. He is survived by his wife, Zella, his son, Robert, and his two daughters, Joan Brown and Lee Joselow.

Charles F. Longino, Jr., *Wake Forest University*

Marvin E. Olsen (1936-1992)

Marvin E. Olsen, Professor of Sociology at Michigan State University since 1984, died peacefully in his East Lansing home on May 7, 1992 after a courageous but brief battle against melanoma. He was only 56.

After graduating from Grinnell College in 1957, Marv received graduate degrees in sociology at University of Michigan (MA in 1957 and PhD in 1965). His academic career began at Indiana University where he was quickly promoted to full professor. After returning from a sabbatical year in Sweden, Marv joined Battelle's Human Affairs Research Center in Seattle to work in the areas of energy conservation and environmental problems. From Battelle he went back to university life, first at the University of Washington, then Washington State University, and finally to Michigan State University as Chairman.

Marv was a family man, a good and loyal friend, a supportive colleague, and a very productive scholar. He was an active person who played tennis and volleyball with vigor, who skied, hiked and camped, climbed rugged mountains, canoed and sailed. He enjoyed the theater, classical music, art and most especially, sculpture. He was known as pragmatic, bright, smiling, and enthusiastic. His contributions to any committee he served on—church, community, academic or in his profession at large—were energetic, organized, and persistently goal oriented. He was a dynamic, vital human being who dedicated his life to making sociological work useful in promoting a better world.

Unafraid to wrestle with difficult questions—from how environmental issues should be addressed to the nature of power in social organizations—his debates never descended to the personal. Instead, he was straightforward and tenacious, sometimes brutally honest, and he always argued

with integrity and respect for other points of view. His brilliant mind, energy, high standards, and ability to get things done properly and on time have made an indelible mark on many of us. He expected everyone to want to work as hard as he did. Indeed, he regarded his illness as a major inconvenience to getting on with the pressing work he had on his desk.

Marv was internationally recognized for his important contributions in environmental sociology, political sociology, and applied sociology. Besides more than 80 journal articles, his scholarly works include *The Process of Social Organization*; *Power in Social Systems*, a book that was printed in a second edition in 1978; *Participatory Pluralism: Political Participation and Influence in the United States and Sweden* (1982); and, edited with Michael Micklin, *The Handbook of Applied Sociology* (1981). More recently, he published *Social Dynamics: Exploring Macrosociology* (1990) and, with Dora C. Lodwick and Riley Dunlap, *Viewing the World Ecologically* (1992).

Marv served as President of the Society for Applied Sociology, the Chair of the ASA Sections on Environment and Technology and on Applied Sociology, Chairman of the Department of Sociology at Michigan State University, President of the North Central Sociological Association, and as a member of the ASA advisory board of the Sydney A. Spivak Program in Applied Social Research and Social Policy. Among his most recent honors were being awarded the Environment and Technology Section Award for Distinguished Contribution to Environmental Sociology, being selected for a Fulbright award to lecture in Hungary during the coming academic year, and receiving the Lester Ward Award, the highest honor given annually by the Society for Applied Sociology.

Penelope Canan, *University of Denver*; Val Fonseca; and Craig Humphrey, *Pennsylvania State University*

Lee M. Wiggins, Jr. (1919-1991)

In the summer of 1943, a mechanical failure disabled a B-24 bomber that Captain Lee Wiggins was ferrying over a desolate stretch of the South Pacific. Ditching the plane, Wiggins was able to get his entire five-man crew onto a life raft, though one of them broke his hip as he made his way through the debris, and virtually all of the emergency food supply was lost. Amazingly, floating upon the waters, was the pilot's copy of Arthur Koestler's *Darkness at Noon*. Adrift for three days, he had more than enough time to read it carefully, though he still had to make the injured crewman comfortable and to keep up the spirits of the thirsty group. They were far off the usual flight path, but fortunately they were spotted by a friendly plane and not by the enemy, and eventually they were rescued. Many years later, and for a far longer period, Lee showed his courage, resourcefulness and intellectual discipline in the face of a traumatic personal ordeal. (This time his wife, Belle, helped keep him going.) He died on July 28, 1991, after a series of long illnesses that left him immobilized and debilitated, but that did not affect his keen intelligence, his unquenchable curiosity, his strong social concerns or his very sense of humor.

Lee's father, against whom he rebelled and to whom he nonetheless remained extremely close, was also an extraordinary man, who started from scratch in rural South Carolina and became Chairman of the Atlantic Coast Line Railway. Lee himself, while an undergraduate at Chapel Hill in 1940, was the national chairman of the American Student Union, where he learned about politi-

cal ideologies the hard way. He was a philosophy major at UNC (where he won the Buchan Prize in philosophy) and came to Columbia University after the war to pursue graduate study under Ernest Nagel. Like many other non-sociologists, he fell under the spell of Paul Lazarfeld and Robert Merton, switched fields, and worked at the Bureau of Applied Social Research in its ebullient heyday.

Lee maintained his association with Columbia until 1966, first as an Assistant Professor in the Graduate Sociology Department and later as an Associate Professor in the School of Social Work's doctoral program. His main academic interest was in mathematical sociology, and his book, *Panel Analysis: Latent Probability Models for Attitude and Behavior Processes* (Elsevier, 1973), remains a valuable and sophisticated introduction to the subject, even though it is a product of the pre-computer era.

But his interest in panel data was far from academic. At General Electric, where he directed a national consumer panel, he (along with Nelson Foote) was one of the pioneer practitioners of applied sociology. Lee was a hands-on sociologist. He did field research among Soviet refugees in European Displaced Persons camps, and consulted for such diverse organizations as the Mobilization for Youth, the National Institutes of Health, the Child Welfare League, the Family Service Association, and the RAND Corporation. He ran his own firm, Behaviormetrics, and at the same time was an active contributor on methodological subjects to professional publications. Lee Wiggins' erudition went far beyond the social sciences. His passion for social improvement was tempered with an understanding of power and realism about how the world works—not bad starting points for sociological inquiry.

Leo Bogart, *New York*

Classified Ads

Editing. Specializing in social sciences and humanities, from articles to monographs. Timely, dependable, and thorough editing at competitive rates. Formerly managing editor of *Contemporary Sociology*; previous editing for other journals and scholarly presses. References available. Martha Dimes Toher, PhD, Suite 308, 703 Ninth Street, Durham, NC 27705; (919) 286-5584; Bitnet DIMES@DUKEMV.S.

I'll bring out the best in your book or paper. Expert editing for style, clarity, meaning. Twenty years' experience, including several ASA journals, *Justice Quarterly*, *Demography*. Karen Feinberg, 5755 Nahant, Cincinnati, OH 45224; (513) 542-8328.

Attention Graduate Department Chairs / Advisors

The forms/questionnaires for the 1993 *Guide to Graduate Departments of Sociology* will be mailed to all graduate departments later this month. In order to include your department in the 1993 *Guide*, your completed questionnaire must be returned to the ASA Executive Office by October 31, 1992.

The listing fee for departments offering the PhD or equivalent is \$135; for departments offering the MA or equivalent, the fee is \$110. (Departments prepaying their listing are eligible for a \$15 discount.)

If you have not received listing forms by October 1, contact Michele Walczak (202-833-3410, x320) at the ASA Executive Office for a replacement packet.

New Organization Founded to Disseminate Government Regulation Data

by James Rule, *State University of New York, Stony Brook*

TRAC, a new organization dedicated to disseminating data on government regulation, has created some extraordinary data bases. Led by investigative journalist David Barnham of Washington, DC, and sociologist Susan Long of Syracuse University, TRAC has assembled exhaustive, machine-readable records of thousands of enforcement actions by the Justice Department, the Nuclear Regulatory Commission, the Internal Revenue Service, and the Environmental Enforcement Agency. Data cover activities from the early 1970s through early this year.

Funded by a variety of foundation grants, TRAC makes these data available at low cost to investigative reporters, academics and other researchers. The data are extremely detailed, recording rates of various kinds of enforcement action by region, time period, nature and severity of sanction, kinds of infractions targeted, and many other characteristics. These data offer a rich resource for students of organizations, deviance, social movements, technology and public policy.

In one of their most extensive data bases, for example, TRAC staff have assembled comprehensive records of Nuclear Regulatory Commission inspections, violations and penalties assessed for all U.S. nuclear power plants. These data make it possible to carry out multivariate analyses of such matters as the determinants of inspections and violations in nuclear plants; the effects of inspections on the likelihood and outcome of subsequent violations; the reassessed likelihood of subsequent violation; relations between age of plant, date of construction and violations reported, etc.

Data are available (in hard copy as well as machine-readable form) from TRAC at 478 Newhouse II, Syracuse, NY 13244-2100; (315) 443-3563. □

ASA Bulletin Board

ASA Executive Office
1722 N Street NW, Washington, DC 20036
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GROUP DISABILITY INCOME PLAN AVAILABLE TO ASA MEMBERS

The American Sociological Association has announced the availability of the Group Disability Income Plan during this special enrollment period. This low-cost plan is only one of the many benefits available through your ASA membership.

All ASA members and their spouses may apply if they are under age 60, have been actively working full time (at least 30 hours per week) for the past 90 days, and have not been hospitalized in the past six months.

Members can receive a monthly benefit for up to five full years when disabled by a covered accident and up to one full year when disabled by a covered illness. Payments begin on the 31st day of disability and the plan pays in addition to any other insurance, including Social Security, Worker's Compensation and Employer-Sponsored plans.

If for any reason the member is not completely satisfied with his/her policy, it may be returned within 30 days for a complete refund.

The ASA Group Disability Income Plan is extremely economical due to the mass-purchasing power of the ASA membership.

Members will be receiving complete information regarding the ASA Group Disability Income Plan through the mail soon. If you have any questions, or are interested in receiving information about higher monthly benefits, please contact the Insurance Administrator: Albert H. Wohlers & Co., ASA Group Insurance Plans, 1440 N. Northwest Highway, Park Ridge, IL 60068-1400; or call toll free: 1-800-323-2106.

Pittsburgh was great, and Miami will be too!

Plan ahead for the ASA Annual Meeting in Miami Beach, August 13-17, 1993. Bring the family! The complete call for papers will appear in the October issue of Footnotes. Submit papers to the session and section session organizers by December 31.



ASA DATA

The three largest ASA Sections are:

Sex and Gender	1083
Medical	1009
Organizations & Occupations	858



Are you a respondent?

The ASA survey of chairs was sent in May to nearly 2,000 departments of sociology. Thirty-eight percent of chairs of undergraduate departments and 43% of chairs of graduate departments have returned their surveys.

Be counted! Return your survey. Certainly sociologists should have a 100% return rate for one of their own surveys. If you need another copy, contact Rachelle Cummins at the ASA Executive Office.

ASA/NSF SMALL GRANTS

Deadline: November 15

NOVEMBER 1992						
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

The next deadline for ASA/NSF Small Grants Program proposals is November 15. The Program supports substantively important, basic research activity—either through actual research projects or through conferences which bring scholars together to work on new ideas or developments. Authors are encouraged to be innovative and cutting-edge. The upper limit of each award normally will be \$2,500. For further information, see March 1992 Footnotes (page 6) or contact William Martineau, Executive Associate, at the ASA Executive Office.

Teaching Workshops

Revising the Undergraduate Curriculum is the theme of a one-day workshop which precedes the New England Sociological Association meeting. The workshop, scheduled for November 6 in Amherst, MA, will draw on the ASA and Association of American Colleges report, *Liberal Learning and the Sociology Major*.

Plan ahead . . . for a teaching workshop on *Outcome Assessment in Sociology*. This popular workshop will be held in Tempe, AZ, on February 12-14, 1993. Staff members William S. Johnson and Stephen Sharkey will describe current national instruments for assessment, how to set up your own assessment program, the politics of assessment, and how assessment can be a useful tool for student and faculty development. For this workshop and other ASA workshops, contact: Jeanne Ballantine, Department of Sociology, Wright State University, Dayton, OH 45435; (513) 973-3145.

ASA Advantage

COFRAT and COPE

The ASA has two committees whose specific purpose is to safeguard your professional interests. The Committee on Freedom of Research and Teaching (COFRAT) was created by Council to investigate alleged infringement of freedom to carry out teaching or research activities. This usually means interference or constraint imposed by an institution—one's employer, department, or university. Complaints of this nature should be directed to COFRAT via the Executive Office. COFRAT is empowered to make inquiry and conduct site visits, if appropriate, on behalf of the ASA. The Committee on Professional Ethics (COPE) investigates formal complaints alleging that ASA members have violated the Association's *Code of Ethics*. To file a complaint, consult the *Code* and follow procedures as outlined. The deliberations of both committees are strictly confidential, as are initiating inquiries made to the Executive Office.

Membership in ASA benefits *you!*

Footnotes

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Managing Editor: Carla Howery
Associate Editors: William Martineau, Janet Mancini Bilson
Production: Karen Gray Edwards, Michele Walczak
Editorial Assistant: Leigh Miller
Secretary: Ariene Kaplan Daniels

Article submissions are limited to 1,000 words and must have journalistic value (i.e., timeliness, significant impact, general interest) rather than be research-oriented or scholarly in nature. Submissions will be reviewed by the editorial board for possible publication. "Open Forum" contributions are limited to 800 words; "Obituaries," 500 words; and "Letters to the Editor," 400 words; "Departments" announcements, 200 words. Accepted material will appear one time only as space allows. ASA reserves the right to edit for style and length all material published. The deadline for all material is the first of the month preceding publication (e.g., April 1 for May issue).

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

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Future ASA Annual Meetings

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

1994—August 5-9
Westin Bonaventure and
Los Angeles Hilton
Los Angeles, CA

1995—August 19-23
Washington Hilton & Towers
Washington, DC