

# Footnotes

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## Commission to Study the Future of NSF

by Carla B. Hovey, Deputy Executive Officer

This past September, the National Science Board of NSF (based on a request from its Director Walter Massey) appointed a fifteen member Commission to study the future of NSF. The Commission is chaired by William Danforth, President of Washington University (St. Louis) and Robert Galvin, Chairman of Motorola and Sematech. The Commission is now compiling its study of "how NSF should adapt to the many changes occurring on a global and

national scale," according to the proposal approved by the National Science Board to whom the report is directed. Its charge is to "recommend a set of principles" designed to improve the link between science and technology in the interest of U.S. competitiveness.

The Commission first met in late September, held a second meeting on October 16 and has November 20 as the due date for the report. Within this short time frame, the science community was asked for commentary on the "charge." The ASA was actively

involved in responding to the Commission and Director Massey's query. With the active involvement of ASA, the Consortium of Social Science Associations (COSSA) submitted a statement (see *COSSA Update*, October 26 or write for a copy). Also, the ASA submitted a statement which appears on page 2 of this issue.

Social scientists were concerned that an emphasis on competitiveness and linkages between NSF and industry might erode support for basic research. Further, a focus on technology transfer would tip the sup-

port of NSF to applied fields, such as engineering, and could inhibit basic social science funding.

Sociologist Cora Bagley Marrett, Assistant Director of the newly created Social, Behavioral, and Economic Sciences (SBE) Directorate has met with social science associations to reaffirm NSF's support for social science research.

In a statement prepared for the October meeting, Commission member Donna Shalala, Chancellor of the University of Wisconsin-Madison, presented a statement arguing for a three part mission for NSF: (1) as primary funder for long-term, non-health related research; (2) as the leader in science education and training, and (3) to maintain the science infrastructure. Shalala also argued for continued NSF support for the ready access to large data bases, particularly in the social sciences. "The need to maintain an active presence of the Foundation in the support of the social sciences cannot be overstated. I am convinced that much progress can be made in solving our current problems with a better understanding of our social institutions, individual social behavior, and their interactions. The National Science Foundation has played a unique role in the funding of research in the social sciences in the past, and it is crucial that they continue to provide that assistance. There is no other agency prepared to assume that responsibility if the Foundation should drop it."

The ASA will continue the dialogue with the Commission and the NSF. The January issue of *Footnotes* will include a summary of the Commission's report and commentary on its implications. □

## Judith Blau to Edit ASA Rose Monograph Series

by Howard E. Aldrich and Kent Redding,  
University of North Carolina-Chapel Hill

Judith R. Blau, Professor of Sociology, University of North Carolina at Chapel Hill, is the new editor of the Arnold M. and Caroline Rose Monograph Series. The series, supported by the American Sociological Association through endowment funds, was established in an important year: 1968. That was the year that Judith decided to return to graduate school at Northwestern University, the year in which the *International Encyclopedia of the Social Sciences* was published, and the year of the "revolutions." The contemporary world appeared so exciting that she was no longer tempted by the prospect of a degree in art history.

"Life is Short: Play Hard" would never

these past four years. No e-mail account? You're out of the loop.

Though her knowledge of American popular culture is sometimes selective--she has variously admitted ignorance of the identities of both Godzilla and Michael Jordan--Franklin Street conversations with Judith are joyous occasions because of her cultural reach. When she was in graduate school, she told an eminent sociologist at a well-known Eastern university that she was interested in exploring the relation between

culture and social structure. He replied, "that's ridiculous." Big mistake. *Big mistake.* The best revenge is a productive research career, and Judith has triumphed. Her interest in cultural forms encompasses opera to punk rock concerts, art galleries to architecture, a range only partially reflected in the eight books she has authored or edited. Much of her work is collaborative, and so many of her books and papers are co-authored with colleagues and students.

See Blau, page 10

Make it to Miami!

1993 Annual Meeting  
August 13-17, Fontainebleau Hilton  
Theme: Transition to Democracy

by Seymour Martin Lipset, President

The most important set of events of recent times clearly pertain to the expansion of political democracy, first to Southern Europe, then to Latin America, Eastern Europe and the Soviet Union, and most recently to much of Africa, including South Africa. No one in the social science or political worlds anticipated these developments.

They present us with a series of issues, the reasons for the breakdown of different kinds of authoritarianism, the transition to democratic structures, and the conditions and prospects for institutionalization of the new regimes. The first topic should be dealt with by a set of papers analyzing the factors leading to breakdown, what were the strains which destabilized dictatorial regimes, some of which had lasted for a half-century or more. The second involves analyses of the transition process, the emergence of mass movements, the pacts formed among new groups to guarantee democratic rights, the organization of elections. The third is perhaps the most important, the ways and extent to which new economic and social structures, including political parties, have developed which affect the likelihood the democratic systems will continue. How do civil societies emerge? Finally, we must deal with legitimacy. How do new regimes gain an accepted title-to-rule, independent of who controls the government, and respect for the law generally?

In the flush of enthusiasm for the new democracies, for the revolutions of the eighties, many forget that the great revolutions--the French in 1789, the Revolution of 1848, the Russian Revolutions in 1917--were failures, that they ended in a rebirth of tyranny and class oppression. Hopefully, the contemporary ones will do much better, perhaps because most have not been violent. But like their predecessors, most of them have initially made the conditions of life for the masses, as well as elites, worse than before. A look at the past may be as important as analyses of the present for understanding future prospects.

To what extent does democracy facilitate or inhibit economic growth? Can the myriad of previously suppressed nationalisms be contained within open political systems? Will the economic and social tensions inherent in rapid social transformation result in new waves of minority scapegoating and extremist movements?

These issues lend themselves to a variety of panels. Hopefully, we can recruit scholars from many of the countries involved to present papers and discuss developments at home. The transition to democracy must be an international meeting

See October 1992 *Footnotes* for the complete 1993 "Call for Papers." □



Judith R. Blau

Photo by Artie Dixon

have been proposed for the J.R. Blau campaign by Reebok ad people who know her well. Instead, "Life is Short: Sleep Less" would be more fitting, as her armies of graduate assistants can attest. She has continued to amaze our colleagues with her clever strategies for funding data collection, supporting many undergraduate and graduate students since 1988, when she arrived in Chapel Hill. To her graduate students, she is known for her generosity with time and her penchant for voluminous e-mail correspondence. She reads submitted work and returns it quickly, but students are sometimes disconcerted that Judith has started her morning with a flurry of e-mail messages at about the time they are turning in--were she so inclined, she would have seen the sun rise over Chapel Hill most mornings

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## The Open Window

### ASA Speaks to NSF Commission

"The Open Window" this month focuses on our efforts to communicate "out" about the importance of a national science policy that emphasizes social phenomena in dealing with the complexities of a changing world. The National Science Foundation Commission appointed to study the Future of NSF (and report back within 90 days) invited statements about the role of NSF in a post-Cold War era. Their charge focused particularly on the need for improved economic competitiveness in the U.S. and closer interaction between various sectors of society (e.g., industry, science, and the academy). Scientific societies were invited to submit statements that specifically addressed the future of NSF in light of this charge.

This request provided an important opportunity for ASA to speak not just to the Commission but to the leadership of NSF about the issues involved in setting new priorities for research support. What follows is the letter I submitted on behalf of the American Sociological Association. It is my hope that this submission and others like it will help shape a debate that produces greater attention to the study of social processes, organizations, and institutions and enhanced support for sociology.

My column in the October *Footnotes* spoke to the Executive Office's interest in working to enhance the stature of sociology in the academy. Part of our strategy also is to improve our voice and visibility in other policy arenas so that sociology is valued as a contributor to the public good and so that the discipline receives essential support when allocative decisions are made in research, training, and education. To both of these ends, ASA and the Executive Office have the guidance of many sociologists. We will continue to need your activism and engagement in the future. As you read this letter, please write and share your thoughts. . . .  
Felice J. Levine

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October 14, 1992

NSF Commission on the Future of NSF  
Room 546  
National Science Foundation  
1800 G Street, N.W.  
Washington, D.C. 20550

Dear Commission Members:

As Executive Officer of the American Sociological Association (ASA), I appreciate the opportunity to respond to Walter Massey's invitation for comments and ideas on the future of the National Science Foundation. I offer these views as a representative of the field of sociology and as a social scientist who served for twelve years (1979-1991) as an NSF Program Director in the Division of Social and Economic Science.

I appreciate Walter Massey's and your efforts to examine how the many changes occurring on a global and national scale should affect the execution of NSF's mission. Such an examination is crucial to the vitality of any institution. It is particularly appropriate for an institution which plays such an important role in the nation's scientific progress. The Foundation stands alone among public and private agencies in ensuring the advancement of science, including basic research in the social sciences. How to exert this leadership and educate a range of constituencies about the importance of science is a major and unique responsibility.

#### (1) Defining Missions

Over the years, the Foundation has served science well. NSF can be proud of its status as the premier source of Federal support for basic scientific research, and we would certainly not want its mission altered under short-term pressures or erroneous characterizations of science as irrelevant to real life. Many years ago Kurt Lewin, one of the most renowned social psychologists of the 20th century, shrewdly noted that



"there is nothing as relevant as a good theory." As the Foundation considers its role in a changed world order, it is important for NSF to reaffirm its commitment to basic research and training and to realign priorities to enhance those fields of science that can address the most intractable problems of our times. It is my understanding that Dr. Massey does not wish to alter the basic mission but rather to redirect the focus and reach out to other players in the scientific enterprise. This can be an important opportunity.

While the Foundation is and *should* be science driven, it has been an agency that sees itself and all of science as dynamic and capable of change. At other points in time, NSF has adapted to changes that have taken place in the world and in science; its programs have, for the most part, reflected what is viewed to be in the nation's best interests. Whether it was the Sputnik era with an emphasis on astronomy and physics or the Cold and Cool War eras with shifting emphases to engineering and materials research, NSF not only helped shape science policy in these sciences but put in place long-term programs to produce the knowledge appropriate to the nation's needs. Similarly, during the explosion of computers and information technology, biotechnology, or global environmental change, NSF has sought to provide relevant emphases, programs, and budget increases. In all of these various eras, scientists in interaction with NSF promoted different fields of science reflecting national interests and temperament.

#### (2) Priority Gaps and the Role of Social Science

Where the National Science Foundation has fallen short in shaping and reflecting the national interest has been in the area of our country's "social health." While the social fabric of society has been rapidly changing and the social ills of our country have been on a downward spiral, science policy has been more directed to understanding and explaining physical phenomena than social phenomena. Numerous indicators show the need for basic knowledge about such issues as urban decay, sustained unemployment, workplace performance, school dropouts, or crime and violence. Wherever we look in the world, we see the need for rigorous theoretical and empirical understanding of political upheaval, social and ethnic conflict, or the impact of changing state structures and economies. If the National Science Foundation concentrated science dollars on the social health of our nation, then we could make headway in contributing to, in Dr. Massey's words, "major national objectives, such as research excellence, education and human resource development, economic growth, international competitiveness, industrial productivity, and quality of life."

In the coming decade, the National Science Foundation should put a priority on building the scientific knowledge base about human factors and social processes, institutions, and organizations. Walter Massey has taken the first step in rectifying the neglect of the social and behavioral sciences at NSF by creating the new Social, Behavioral, and Economic Sciences (SBE) Directorate. The next step is to allocate sustained science funding to the priority problems of our nation that are social in scope and effect.

A concentration of resources in the social sciences can have significant short and long-term effects. Imagine during this decade an NSF initiative called "Scientific Research on Human Resource Development." Major funding in this area would focus on the underlying problems which facilitate or impede social, behavioral, economic, and educational development. The problems our children face in and out of the

classroom—racism, poverty, language differences, and cultural barriers—have not been adequately studied or addressed. We need longitudinal, cross-sectional, and cross-national studies on the determinants of violent and deviant behavior, the factors which lead to child abuse and substance abuse, how early school achievement influences later patterns of compliance and aggressive behavior, how peer group relationships influence the justice norms and values of youngsters, how encounters with adults influence the aspirations of children as well as their understanding and tolerance of others. We need to know much more about status attainment, social networks, gender roles, and life course transitions, particularly as we constitute families in new ways and face an aging population. And, these are just some of the areas of scientific research that are fundamental to the nation's future prosperity.

#### (3) Linking Science to Other Sectors of Society

In addition to leading by shifting priorities in science, the National Science Foundation can play an important role in fostering the links between research and technology and between academic science and industry. To do this well, NSF should not alter its basic science mandate and become driven by the applied concerns that are appropriately in the domain of the mission agencies. Instead, NSF can help strengthen mutual understanding of the role of science and the scientific needs of other sectors. The key issue is to better communicate the *relevance* of basic research, and the need for a complementary relationship between the work undertaken in industry or funded by mission-oriented agencies and NSF-funded work. There has always been a balance between basic and applied research which has worked well in the past and that balance should not be tipped in favor of applied research in the future.

NSF could enhance its effectiveness in the science policy arena if it reached out more to industry, other government agencies, professional associations, and state agencies and involved all of those entities in conferences, commissions and panels to share knowledge and ideas about scientific agendas and opportunities. Also, NSF could foster better links by greatly expanding its public relations efforts. It would be impossible for NSF to disseminate the results of all of the research it supports, but it should be possible to greatly increase media involvement and attention and increase the number of publications which would provide examples of relevant research that is being supported.

#### (4) The Relevance of Sociology and Social Science

Regarding relevant research that is beneficial to industry and technological progress, the social, behavioral, and economic sciences have a great deal to contribute. As Dale Compton, Lillian M. Gilbrath Distinguished Professor of Industrial Engineering, Purdue University, noted at the SBE Advisory Committee, "the problem in manufacturing is not technology, it is management and the need to change large institutions, motivate people, and build work teams." The social, behavioral, and economic sciences have contributed a great deal of knowledge on organizational networks, decisionmaking under risk and uncertainty, international competitiveness of the U.S. economy, financial markets, productivity, and regulation, to name just a few.

Sociological research has contributed to our understanding of many of these issues. Let us, for example, look at what we know from sociology about *unemployment*:

We know quite a bit about the consequences of economic displacement of families and individuals. This knowledge depends upon longitudinal, basic research because, of course, there are immediate short-term effects and then ones that become salient as un- or under-employment continues. What are some of the empirical generalizations where we have confidence and what policies might follow?

Displaced women workers and their families experience greater economic hardship than their male counterparts who lost jobs from the same firm or industry; the same pattern holds

true for racial minority displaced workers, compared to their male counterparts. Laid off workers who are recalled or reemployed in the same industry experience less income and less strain than those who find or retrain for new occupations.

An unfortunate chain of correlations exists when job loss puts people at increased risk of poor physical and mental health, reduced family functioning, alcohol abuse, and depression. These conditions, in turn, are associated with increased economic hardship following job loss and reduced abilities and chances for employment. Under such circumstances, some policy interventions do make a difference: Policies which provide cash assistance for the unemployed may help reduce mental health risks and future earnings loss. Policies requiring employers to provide advance notification facilitate early reemployment. Companies that offer retraining within the company reduce negative health consequences.

Other illustrations could be cited that flow from sustained sociological research: Sociology has always considered *race and ethnic relations* a core area for study, and our knowledge here speaks directly to *industrial restructuring*. Again, longitudinal, basic research provides a rich source of information on the different experiences for various minority groups, and how those experiences have shifted over time. For example, knowing what we do about the migration patterns and industrial enclaves of African Americans, we can understand why their employment patterns, and economic opportunities, are different from other groups, including recent immigrants. The industrial restructuring of the 1980s, with federal deregulation and lower business tax obligations, has reorganized the U.S. labor market. The changes have benefited higher income groups (regardless of race) and have increased the barriers to middle class employment for African Americans. If we are to develop an urban policy to help African Americans, who concentrate in urban areas, policymakers need to examine ways to (1) promote urban enterprise zones; (2) promote minority owned businesses; (3) promote business in the white collar sector. Data do not support the need to curtail immigration or the myth that immigrants are taking the jobs of U.S. citizens.

These are just two examples of how sociology and the social and behavioral sciences can and do contribute to industrial needs. If programs in SBE and the other science directorates had the resources to have ongoing interactions about such work with industry, other agencies, and international organizations, and if there were resources to publish awards lists, descriptions of ongoing emphases, and exciting findings, NSF would go a long way in fostering links between academic research and industry. The knowledge is there; the communication is NOW necessary.

#### Conclusion

In closing, I would like to stress the importance of the National Science Foundation interpreting its future strategies in light of its unique role. While NSF and academic institutions can improve their interaction with various public and private sectors of society, the Foundation must continue to put its emphasis on sustained scientific work. Also, science and society would be well served by redirecting scientific energies to building the knowledge that can make real improvements in the quality of life. Unless NSF insists on a major shift of resources to the social sciences, industrial growth, economic prosperity, and hope of the future will remain elusive dreams.

I look forward to the Special Commission's report and to continuing to work with the Foundation on our shared goals in the years ahead.

Sincerely,

Felice J. Levine  
Executive Officer □

# Strengthening the State of Sociology on Campus

*Editor's note: The ASA Executive Office takes as a primary function the support of sociologists in their various work settings. Within academic departments, serious budget cuts and curriculum shifts have brought layoffs, elimination of faculty lines, and even some (potential) departmental mergers or closures. The Executive Officer's column, "The Open Window," in the October 1992 Footnotes outlines the ASA's forthright response to these difficulties. Whether offering help in a public way or working behind the scenes, the ASA Executive Officer, staff, and ASA officers are committed to helping departments remain strong contributors to the core liberal arts and graduate programs in colleges and universities. In this issue of Footnotes, we continue to give prominence to this topic. What follows is a series of articles addressing the role of sociology in the academy and issues that departments face in strengthening sociology's presence.*

## Creativity & Consensus: Building a Sociology Department

by Mike Otten, San Jose State University

As departmental chair at San Jose State University for the last four years, I cannot resist the opportunity to present a positive report of our recent history. Even from a more objective point of view, the last four years have gone well. We gained faculty lines, established a viable plan for our future and, after 18 years of no new personnel, we recruited five excellent people. (Four years ago all of the faculty were older white men with the exception of one Japanese American. Some would add we were also tired.) Equally important, we managed to hire a superb departmental secretary, which enhanced both morale and administrative operations. In this departmental sketch I would like to emphasize the process of change and building consensus rather than particular results.

### Ancient History

In the late 1960s we rode the wave of social protest. San Jose State sociology students initiated the closed fist, Black Power salute at the Mexico City Olympics. Several of our professors were rated the best in the University, and our classes had long waiting lists. Three of us began our teaching careers by going on strike for six weeks. Our department grew to about 26 FTE faculty. We were diverse, slightly eccentric, exciting, and tolerant of each other's special traits. The department reflected the times—tumultuous, individualistic, diverse, and very interesting.

Then came the fall. First Richard Nixon was elected President, then Governor Jerry Brown brought budget cuts. His infamous "psychic bucks" and renaming us a University rather than a College did not make up for the financial losses. Brown was followed by Governor Ronald Reagan, right wing rhetoric, and more budget cuts. However, it was the students who caused the most difficulty. They moved out of our classes and into the business school. We ignored our own sociological perspective and blamed ourselves; however to our credit, we seldom blamed each other. Sadly, no amount of intellectual vulgarization or creative flyers could stem the tide of salvation by means of career preparation. Five of us with over 10 years on the job were given potential layoff notices. Even though it was not appropriate, we maintained our radical 1960s response

and tended to blame the administration.

Although many of us tried to adapt, in my opinion, we became more defensive than creative. As a unit we drifted; as individuals we each pursued our professional interests. Autonomy and individuality were our private virtues, but retrenchment was our public reaction.

### Modern History

Sometime in the mid 1980s, it became mandatory to write a departmental review and a five-year plan. Our initial response to the mandate was to pull together some old catalogues and write still another letter saying our last criminologist retired years ago; therefore we need a new position. At this point our faculty allotment was down from 26 to about 13 and there was even a rumor of being absorbed into a Social Science Program. Departmental direction could basically be summarized as, "Give us what we once had."

We began our review with a one day retreat. Classes were canceled and a fine lunch was served. The program was intentionally general, cooperative, and self exploratory. We discussed what we each saw as major social trends, our personal interests, and how we fit into the larger picture. Intentionally, no decisions were made, and there were almost no concrete results. Yet, borrowing a page from Durkheim, the collective rite renewed our solidarity.

The next winter we set up a series of bi-monthly meetings to create the five-year plan. One meeting stands out in my memory. In the late winter afternoon we were huddled in a dismal classroom under a buzzing, broken fluorescent light. Two out of six had the flu, and the rest of us seemed half sick. I looked around and said to myself that it was too late, that we did not have the energy to put it back together. A semi-retired senior faculty member forcefully stated that our superficial plan was not adequate and that even a generous and resource-rich administration would be reluctant to grant a new position. Most of us were convinced and, with a minimum amount of turf-protecting, we started to ask what we were all about. The result was a new emphasis upon global systems, integrating a macro perspective with our relatively strong microsociology component. We decided to eliminate some older concentrations, revitalize criminology, and create a concentration on our local area of "Silicon Valley."

I think the five-year plan and the process of making it was a turning point. It gave us a concrete direction in the crucial areas of curriculum development, hiring, and administrative relations—and it gave us an identity and sense of purpose.

With this direction in mind, we were able to hire five new people. Four are female, two are Asian, and one is Hispanic. All of these people were on the top of our recruitment lists, all have proven to be highly effective, and each became deeply involved in departmental policy-making. We may be a bit late, but we left the 1960s.

### Lessons from History

Lucky administrators who were dumped into the right place at the right time enjoy the self-enhancing privilege of saying how success was achieved. Here, then, are a few observations on recent developments. Times are improving for sociologists. Older faculty are retiring and new ones are being hired. There are other, more interesting, lessons.

*Take planning seriously:* It is a lot more stimulating than arguing over copier use and travel funds; everything said among

ourselves does not have to be reported in writing.

*Focus upon departmental and personal strengths:* We make our living being critical of society, but it does not bring out the best in people nor creativity in planning.

*Ignore, don't fight, the turf-protecting curmudgeon with a hidden agenda. Count on the good will of others to overcome resistance.* As outgoing chair, I can also reveal my own hidden secret: I never learned parliamentary procedure. We created a common effort based upon personal and professional commitments and consensus-building, not upon rigid rules.

## Strengthening the Position of Sociology Within the University

by Lois B. DeFleur, President, State University of New York-Binghamton

Address to the 1991 ASA Annual Meeting, Cincinnati, OH

The financial limitations facing most colleges and universities in this country today are not likely to abate in the 1990s. As John Minter outlined for the latest *Educational Record* (Spring 1991, "Fiscal Facts, Trends, and Forecasts"), as the federal government continues its review of priorities, the revenue stream for both public and private institutions will steadily decrease. And if the economy continues to slide, higher education will be lucky to hold its own in terms of federal funding. The picture is no better in terms of state governments. In the past year, 30 states have cut funding to higher education, causing public universities in particular to slash programs, financial aid, and even whole departments. It is futile to consider these cuts only temporary.

So, here we all are. And while not a very pretty picture, this is the context within which we now ask the question: How do we strengthen the position of Sociology within our universities?

My response is formed by the consideration of two perspectives: that of a sociologist and that of an administrator. I see three broad areas in which we as individuals and as departments can help our institutions respond to the current crisis, and in so doing strengthen both our own position within institutions, and, just as importantly, strengthen the university itself.

First, we need to tie our departmental and professional priorities to the priority issues in higher education.

Second, sociologists need to become better citizens of the University. We need to start taking more responsibility for and participating more fully in the culture and operation of our universities.

And finally, we need to mount a program to emphasize the contributions our discipline has made and continues to make in terms of broad societal issues. We need to make clear that investment in our discipline is a strategic, long-term investment in the future of our society. Universities, in particular public universities, have a responsibility to respond to the growing needs of our communities. Sociologists need to reinforce the sociological implications of both the problems of, and the solutions to, late twentieth-century American society.

### Priority Issues in Higher Education

We start then with the priority issues in higher education. As a university president, I can assure you that each of these issues will have an impact across disciplines over the next decade. As a sociologist, I would like to

think that our discipline in particular has a great deal to offer the university in terms of perspectives on and initiatives for dealing with these issues.

(1) *Financing.* As I have stated, financing will remain a major concern for some time to come, and that, in particular, state universities will continue to face fiscal challenges. They will more and more be forced to turn to resources beyond state support. Sociologists, along with every other discipline, must develop a sense of perspective on the fiscal situation and take the initiative in seeking external funds from their alumni and friends.

Perhaps more importantly, the fiscal situation affects the overall pool of available resources, and administrators will be forced to abandon across the board allocations of funds. As administrators develop strategic investment plans for limited resources, Sociology faces tough competition from other social science departments as well as from professional schools. We must, where appropriate, reach out and build bridges to other fields and schools. Examples might include agriculture, business, law schools, or other social sciences and the humanities.

Professional schools have already begun to realize that sociology offers perspectives that will be valuable whether it is in pre-law or pre-medical programs, or in the professional course of study within medical and law schools. As sociologists, we must emphasize our potential contribution to various pre-professional majors.

(2) *The undergraduate experience.* Perhaps more than any other issue, the concern over the quality of the undergraduate experience has captured the attention of the media and the public. While this has always been a strong emphasis in many liberal arts colleges, it has not always been the case in research universities. In the past few years, critics have sounded off about the lack of attention to undergraduates, as well as the content and the quality of the undergraduate curriculum. This is regularly on the minds of parents and legislators wanting to know if the students who graduate from our universities have received a broad and coherent course of study, or whether they have simply learned to fill in the dots in a regular pattern on grid sheets. Do students at research universities have the opportunity to develop good written and oral communication skills? Do they understand social trends? Do they have the abilities, along with the frameworks, for considering thorny and complex ethical issues?

Thus, it is essential that sociology departments actively pursue appropriate roles that they might play in a general education curriculum, in the writing and oral communication courses, and they must examine their own curriculum in terms of its breadth as well as its coherence. It is encouraging to note that departments within many universities are beginning to develop capstone experiences which provide the crucial integrative links for undergraduate students.

Our commitment to teaching undergraduates is regularly questioned by outsiders, who see the professoriate as selfish and absorbed by their own research. Departments must look closely at their own situation and the extent to which they actively encourage and provide resources which will help faculty and graduate students become better teachers. Sociology is one of the few disciplines that in fact has organized a teaching resources unit in its professional organization which develops materials as well as programs to help improve our teaching skills and approaches to specific courses. Departments should take advantage of this, and try to develop

*continued on next page*

## Sociology on Campus, *continued*

their own special reputation for outstanding teaching within the university.

The calls for reform offer us a real opportunity: to be on the cutting edge in forming an alternative paradigm for the research university, a framework that will offer undergraduate students many of the kinds of experiences formerly available only at small liberal arts colleges while maintaining the university's commitment to research and development.

I would also like to note that universities are now and will increasingly become multicultural environments. I can think of no other discipline with as much to offer in terms of educating students, faculty and staff about the dynamics of social groups and their relationships. And, as such, we have a responsibility to utilize our resources in order to make experiences of the university community stimulating, productive and worthwhile for all our members.

(3) *Graduate concerns.* This leads us to yet another area of particular concern to administrators: the enhancement of graduate programs. Already we are beginning to see the impact of the changing employment trends and the tremendous need for people to replace our retiring faculty. Graduate students themselves, however, express a great deal of anxiety over the future of their chosen profession. Victoria Godino and Barbara Brents ("The Many Faces of Sociology: Ambivalence and Conflict in Graduate Education", *The American Sociologist*, Spring 1987) underscore the profound sense of ambivalence in the ordinary experience of graduate students in sociology. They are racked with concern over the usefulness of sociology as a discipline in the real world, with the general distrust among their mentors in the profession, and with their inability to understand or to make use of the social construction of graduate school itself. We need to address this profound ambivalence, which Godino and Brents credit to the profession's own ambivalence on most issues of immediate importance, including its own role in everyday reality, by helping our students more clearly define both their motivations and their goals. As Cynthia Negrey has said ("How I Demystified Academe and Got a PhD", *The American Sociologist* Spring 1987) we need to "Demystify" Academe.

(4) *Internationalization.* There is a growing demand for graduates with a global perspective in business and industry, and in academe. Every major university dedicates significant portions of its time, talent and funding to international programs and alliances. The sociological perspective, and much sociological research in particular, has a great deal to contribute to our increased understanding of other cultures and societies. Perhaps what this really points to is the need of departments to continue to look at their own activities, their own expectations, especially as these are reflected in course offerings, and to find parallels with the needs and expectations of other groups such as employers.

(5) *Cross-disciplinary activities.* Most academics have come to the realization that the boundaries we have erected around our disciplines are artificial, and act generally as limits on our understanding. It has become imperative to reach out to build bridges to other fields. I, too, have heard the complaints that other areas are encroaching upon traditional sociological terrain, but I believe that those who are pro-active will, in fact, be stronger competitors for resources and will develop allies in other parts of the university. The future of the university is highly interdisciplinary, especially in the humanities and the social sciences, but also in truly cross-cutting areas like environmen-

tal studies, and sociology needs to position itself as a major player in the interdisciplinary game.

(6) *Relevance.* We also need to make clear that sociology graduates can and do get jobs. I know it seems crass, but it's one of those little things that really bothers parents, and thus becomes a major concern for administrators. Our graduates are employable. Of course sociology prepares students for graduate and professional schools, but the broad perspective sociology students can achieve on institutions and societal problems, and their quantitative and writing abilities prepare them for employment in everything from social work to marketing, from urban planning and renewal to industrial relations.

I hope I have made it clear that while many might consider the concerns of financing, general education, student life, and the general perspective of the university as matters for the administration, it is up to us to realize that universities can and indeed should function as an organic whole. Sociology, like other departments, must function as a resource; and in order to survive in the increasingly competitive academic climate, sociologists must emerge as an invaluable asset to their institutions.

### University Citizenship

Sociologists need to be good citizens in the university if they want to strengthen their position, and ensure their survival. This means becoming actively involved in the broader issues we have just considered. Sociologists have the professional expertise about organizations, cooperation, and conflict, and they can apply this externally as well as internally for the university. Sociologists should be visible, creative, and active contributors in terms of the educational and intellectual issues of the university.

Perhaps the other side of being the good citizen is that Sociologists must show other departments and administrators that they do have their internal house in order, and that they are not consumed by internal strife. I have found over the years that when I meet with administrators, as soon as they find out I am a sociologist, they all have a woeful story to tell about how they just can't understand how their Sociology Department can continue to fight among themselves, and that if it continues, they will in fact write them off. They won't channel resources to a department which is incapable of keeping its own house in order; that does not support the professional development of junior faculty or that seems more interested in petty squabbling than the atmosphere and reputation of the university. There are, in fact, many worthy competitors for funding.

Sociology must become a strategic investment for the university. As we all know, there is a reward system in place in the university. Most of us realize that it is good for the department to bring in external grants and contract funds, to have heavy enrollments, to place our graduates in prestigious institutions and positions, and to have faculty members with strong reputations. But it is also in our own best interests to contribute to fund raising, alumni relations, committee service, faculty governance, and student life. Like all other social organizations, the university is a political place; what one does for the organization, one does, in the long run, for oneself.

### Social Issues

We need to tell our own story, and make our own case within the university. In some places, enrollments in sociology did decline in the 1980s, but now there is an opportu-

nity to make up lost ground. Students and others are beginning to recognize again that many of the really broad and persistent issues facing our society are social and not just individual in nature. They are beginning to look to sociology for programmatic insights and social policy programs. Diversity, immigration, international issues, the family and crime and deviance issues are examples. Sociology needs to participate in panels and programs so that we can make our case about the unique and important knowledge that the field offers in these areas. In other words, they need to be intellectually and organizationally visible.

Another point is that some sociology departments do have a variety of critical social perspectives, and this is important. But, at the same time, they need to be astute and sociologically aware of the impact of the labels that often are applied to these departments. We have to realize that our perceived "left-wing" preoccupation with social issues, a liability in the 1980s, could well become an advantage over the next decade or so. At some point, this country will have to get serious about a whole host of social issues. Sociology can be the key discipline addressing such concerns—if it can get out of the ideology box. We need to fashion an image that will be attractive to students. One suggestion is to cast sociology in more of a public policy mode: sociology teaches basic skills and foundational knowledge needed to address major social issues.

In essence, we need to be realistic about our goals, and about the impact of image and perception on our ability to achieve those goals. As people have begun to recognize the sociological implications of many issues and problems, we need to work now to convince them of the relevance and usefulness of our discipline in the solution to those problems.

## Some Virtues of Sociology

by Herbert J. Gans, Columbia University

We occasionally describe our discipline as the "queen" of the social sciences. While there is a bit of conceit at work here, sociology does have virtues which are sometimes forgotten, including a few not to be found, or at least not quite the same way, in the other social sciences. Such virtues need calling attention to these days, when talk of a crisis in sociology is in the air and cost-cutting academic administrators are looking for departments to target for elimination or deep cutting. The discipline appears to be becoming the pre-packaged scapegoat for the other social sciences—much as New York City is for urban American and the poor are for the rest of society. In order to prevent this from happening, we ought to brag a little more than we do about our virtues.

I suppose sociology's most basic virtue is its pluralistic quality, which means that we differ about the nature and purposes of sociology, but also about its virtues. What follows, therefore, are some of the virtues I see in the discipline as I perceive and practice it.

*Diversity and Variety.* One reason we think of our field as the queen because we also see it as the residual social science, the one which deals with all the many social phenomena and problems not being studied by anthropology, economics, history, political science, and psychology. This makes sociology more diverse and variegated than the other social sciences, and also in constant flux, for new subfields of sociology develop as America changes or throws up new

problems for study. We benefit considerably—in theoretical and empirical ways—from the continual injection of novelty and excitement into the discipline. To be sure, sociology's novelty can lead to occasional over-infatuation with new buzzwords, currently, for example, those associated with postmodernity. A constantly expanding sociology is also imperialistic, but then so are even the less variegated social sciences. Moreover, scholars who believe disciplines should have bounded "cores" to which they should be devoted are critical of sociology's diversity, including some sociologists themselves. These critics are also eager to define their core—thereby dictating what they think proper and improper for a researcher to study. That way, however, promises an end to frontier research, the possibility of intellectual sterility—and the demand for scholarly conformity by those powerful enough to define the core.

Another shortcoming of sociology's diversity is its inability to supply administrators with brief and succinct definitions of the discipline which they or their superiors seem to need. I have always thought sociology studies what people do with and to each other in families, other informal groups and formal organizations, but we lack the quick and easy identification of say, economics with money, political science with power and authority, or history with the past. We can say that we study society, but then we have the thankless task of identifying society.

*Going Backstage.* One of sociology's first attractions for me was its readiness to go "backstage", to see how, in Erving Goffman's classic metaphor, social actors put together the "performances" that take place in social life. In effect, we are distinctive insofar as we look for and at the normal "tricks of the trade that help informal and formal groups operate, and thereby learn about social phenomena in ways not found in official sources or seen by the average observer. Journalists do exposes, seeing the backstage as a villainous or morally questionable conspiracy; sociologists make the more reasonable assumption that all social behavior needs some preparation.

*The Martian Perspective.* Going backstage also encourages, and is in turn made possible by, sociology's studied holding in abeyance the conventional wisdom, the received pieties, and the dominant norms of society. This enables us to look at institutions and groups from new, and even irreverent, angles, from the Martian point of view, as we used to put it in the old days before Mars was found to be unoccupied. Martians, like other detached and distanced visitors, can sometimes provide unorthodox insights and novel metaphors for understanding institutional and group behavior—and the other social sciences do that less often—anthropology excepted.

*Getting Close to People.* We are also still unique, at least until more anthropologists begin to do fieldwork in America, in that some of us like to understand society by talking in depth to, or living amongst the people we are studying. Although "hard" scientists may disparage the result as "soft" data, these "ethnographic" methods are the best ways of getting to know the people one is studying. They are in fact more scientific than the brief, impersonal, and often superficial, poll or survey, the often self-fulfilling experiment, or the statistical manipulation of numbers of unknown validity collected by non-social scientists.

Equally important, depth interviewing or "participant-observation," are the best ways of getting a bottoms-up, or middle-up-and-down, view of society. This "street level" view nicely complements, or debunks, the

*Continued on next page*

# Temporaries in Sociology

by Beth Hartung, California State University-Fresno

In 1965, in a piece titled "Sociology in Bloom," *Time* magazine reported the job market experience of an especially fortunate assistant professor of sociology who was offered 14 jobs in that year. Today's sociologists face a different academic labor market. Despite anticipated retirements, in this fiscally troubled decade, as in the one before it, many young sociologists are starting careers in part- or full-time temporary appointments. Some of them will build careers off the tenure track, a decision often made by default with profound consequences for economic status and self-esteem.

Currently, temporary faculty may comprise as much as 35 percent of all faculty teaching at colleges and universities (Arden, 1989); some systems are even more heavily dependent on temporary faculty to meet classes. In the 20 campus California State University part- and full-time lecturers comprised almost half (45%) of the faculty in 1988 (*CSU Statistical Abstract*, 1989: 309). In the fall of 1988, 90 temporary positions in sociology were filled by seven full-time and 74 part-time teachers, some of whom taught at two or more campuses. I sent these sociologists, excluding colleagues in my own department, a brief questionnaire.

The sociologists responding to my request were marginalized by a variety of factors: a bad job market, declining university resources, uneducated mentors, the "wrong" specializations, lifestyle limitations (voluntary and involuntary), bad luck, race, gender, and other factors. The most dissatisfied temporary faculty are those with terminal degrees who can not find full employment (Rosenblum and Rosenblum, 1990); that group represented three quarters of the 33 sociologists who returned questionnaires.

Two distinct groups immediately emerged based on length of time on the academic labor market and age of terminal degree. Younger scholars who had earned

PhDs the year or two before were optimistic about their longer term employment prospects. I call them "transitional temporaries" because most of them remain hopeful and somewhat mobile. Those holding older degrees, or "permanent temporaries," were more pessimistic about their academic job prospects—and with good reason.

*Transitional Temporaries:* Persons who finished doctorates in the late 1980s expected a limited job market. While no one in this group of eight sociologists was pleased about starting out in a temporary appointment, some said it could be useful for gaining additional experience teaching. One suggested temporary positions might be made into "launching positions" through close mentoring by senior faculty. He wrote, "The temporary position should be more like a post-doc; departments can 'produce' candidates for regular positions using temporary positions as training slots." However, both optimists and pessimists recognized that holding even a (relatively advantaged) full-time temporary position involves several drawbacks. Respondents commented on the diminishing likelihood of getting on tenure-track with each passing year. This is partly due to heavier workloads in temporary positions and to prejudices about PhDs who hold such appointments.

Successful launching from a temporary position in a crowded market often involves a record of original scholarship (more likely for PhDs with recent dissertations), some teaching experience, and geographic mobility. It also involves realistic assessments of the future. One sociologist who taught part-time for four years at her institution in the CSU found a tenure track position in another state. She wrote, "Although (my department) really liked me, I knew in my heart of hearts that they would never hire me when the retirements start."

*Permanent Temporaries:* The largest group in the CSU sample were permanent tempo-

raries. Their likelihood of moving into permanent positions declines with each year, although many have served their departments longer than permanent junior faculty. Permanent temporaries are represented by two groups: members of the "lost generation" of 1970s scholars who have been in the temporary market over ten years and local scholars with more recent terminal degrees whose professor-spouses are well-established in their own careers.

Women sociologists were more likely than men to report altering career plans due to spouse or family. Instead of commuting long distances for a tenure track job or uprooting a spouse established in his career, the women in this group take local, temporary employment. One sociologist who started her academic career several years after her husband has never had a permanent appointment. She and her spouse decided that moving was unrealistic for them: "He's a full professor (white male, only somewhat published), [so] with some agony we decided not to put me on the job market. [We] couldn't afford living on a beginning assistant professor's salary with two kids." Another said that while her husband has always been supportive of her, "He has his own career to consider. Let's face it," she added, "two career families create problems."

Unlike the permanent temporaries of the 1970s who left tenure-track appointments or at least had job offers, this group has never been on tenure track, and may never be. Most of them are not seeking permanent work outside their local area. As one respondent put it, "I know I am stuck."

Persons earning PhDs in the 1970s who are still teaching in the temporary market are probably a relatively small group. (There were five in this sample and two were teaching part-time after voluntarily leaving tenured positions.) This earliest cohort faced a bad job market when they finished degrees in the early 1970s, and like most of us, did not know how far-reaching

decisions made at the beginning of their careers would be.

A number of forces act against the lost generation: their age (the youngest are now in their middle to late forties) and the age of their degrees, whether they have been able to do research, the kind of research they do, and their willingness at midlife to move and start over in an entry level position. In addition, most experience financial pressures. One wrote that she believes that, even in the best of situations, permanent faculty "don't realize or seem concerned about how little part-timers earn. We tend not to complain because we don't want to lose our jobs." Another said the most pressing problem for him was the disparity between his earnings and those of his tenured colleagues. More than the other groups described here, the 1970s cohort reports a poorer working environment. One said, "[Tenured faculty] tend to view temporaries as second rate...If you are a temporary too long, the assumption is that something is wrong with you." A 1974 graduate who taught part-time for 10 years says bluntly of his department, "as far as departmental life is concerned, I am not included...They don't care about me, so I don't care about them."

While their experiences as individuals have been quite different, this group's careers have been marked by similar events: having permanent temporary status for several years at the same state colleges; being passed over for tenure track openings in favor of younger, less expensive and experienced colleagues; and being passed over for full-time temporary openings.

This commentary describes different paths to employment in sociology off the tenure track. Recent PhDs appear most able to move from the temporary market, though no one has examined the longer term implications of such extended apprenticeship on academic careers. Married women and mothers in dual career couples are sometimes demeaned as local scholars even as sociology becomes more feminized (see Kaufman and Perry, 1989). Finally, there are those sociologists who are the most disenfranchised. They saw what an academic life could have been, expected it would be theirs, and watched it pass them by.

In sum, there is no single composite of the "temporary" in sociology. Different populations of temporary faculty have different needs of the discipline and different lessons to contribute. One thing is clear: Increasing numbers of sociologists who teach off the tenure track will have terminal degrees and will define themselves as full-time sociologists regardless of the term of their employment. The question is whether the discipline will see them this way, too.

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## The State of Sociology, *continued*

official picture that is issued by establishments and elites. Such research methods also make it possible to add depth to the "stories" that journalists must write with only a few hours of "leg work" or research, thereby providing a systematic picture of what is "really" going on in the micro and macro sectors of this society. When combined with macrosociological, historical and comparative analyses, field or ethnographic research offers the best approach to understanding what is going on in this country.

Of course, understanding America often requires numbers as well as the other kinds of research I have just mentioned. Moreover, many sociologists see themselves as scientists, and are funded and otherwise rewarded for pursuing the quantitative and analytic sociologies that search for and seek to verify grand and middle range theory. In an ideal world, this kind of sociology, nomothetic in nature, would bear a different name than the ideographic one that seeks to understand this society. In this world, the two sociologies must live together and cope with the great contradiction common to all the social sciences: that research funders mostly want science, while undergraduates and the general public want to understand America.<sup>1</sup>

*Social Betterment.* American sociology began partly as a church-related discipline for social betterment and the elimination of social problems, and although long since

secularized, it has never lost this impulse. True, we now think long and hard about the many possible meanings of betterment, and how interest and other groups construct and publicize particular social problems. Still, the search for a better society continues to lurk even behind much of the science in sociology.

Sociology's reform tradition has often made the discipline unpopular with political, as well as cultural, conservatives. During the 1960s, which are now sometimes viewed as a disciplinary golden age which today's sociologists are condemned for not measuring up to, the discipline was often attacked for training too many radicals. Today, it is still criticized in the same way, but the current conservative attack word is "politically correct."

Marxists do not like reformist sociology either, but conservatives are more likely to become university administrators, and some of them have already tried to close down sociology departments. I suspect that the reform impulse also reduces our attractiveness to some undergraduates headed for careers in law, business and medicine, although it does make sociology more inviting to prospective social workers and teachers, as well as to future activists from racial and other minorities.

Moreover, if the economic crisis which all postindustrial societies are said to face actually takes place, and is accompanied by political, social, cultural, and racial crises,

sociology may be perceived as immediately and directly relevant once again. This will become an additional, and widely seen virtue of the discipline, but only if this time we can come up with more answers than we did in the late 1960s. Given the progress in theoretical, empirical, and policy-oriented research since that time, we may even be able to deliver, in which case the idea that sociology is the queen of the social sciences will have more credibility than it does now.

Last but not least, I feel that the virtues I have listed also make sociology a bit less pedantic and more irreverent than some of its fellow social sciences. Of course, none of its virtues excuse its continuing faults: the unfortunate use of jargon instead of English, too many qualitative and quantitative investigations of the obvious, an unnecessarily large number of trivial or boring introductory courses, and an occasional tendency to eschew theoretical and empirical rigor as well as logic and common sense in writing and research. These shortcomings too often hide our virtues and thereby impair our prospects in the tight-budget world of tomorrow.

## Footnote

<sup>1</sup>I have dealt with this theme in more detail in my 1988 ASA presidential address, and its 1989 article version: "Sociology in America: The Discipline and the Public," *American Sociological Review* 54:1-16. □

# GRE Scores and Graduate School Success

by James L. Wood and Amy C. Wong, San Diego State University

In conjunction with becoming department chair in the fall, an invitation was extended to attend a personnel committee meeting in the spring. While the committee evaluated the several student applications for graduate assistantships, it became apparent the extent to which Graduate Record Examination (GRE) scores of these students were being used in a basically negative way. (In part, this reflected an interpretation of an administrative decision, which was later reconsidered.) Nevertheless, student applicants who were quite acceptable on other grounds to do research for professors, or to assist in teaching, were getting negatively evaluated due to their GRE scores. In addition, of course, GRE scores were routinely used in decisions concerning admission to graduate school in the first place. This process of evaluation implicitly (or explicitly) assumed a very high correlation between GRE scores and success in graduate school, in this case, the ability to do professional research and teaching, as well as to be admitted to graduate school. Yet, initially based on impressionistic data, this assumption was anything but certain. The need became clear to systematically examine the relationship between GRE scores and several measures of success in graduate school. As the data will reveal, this correlation is not strong, nor consistent in predicting graduate school success. As a result, it is recommended that graduate school admissions committees and personnel committees return to the use of GREs in a more positive way; to add extra evidence to the evaluation of marginal students; but to cease using GRE scores to eliminate students who are otherwise qualified for graduate admissions and assistantships.

The relationship between GRE scores and graduate school success is indicated by 149 studies included on the educational

computer program, ERIC, that deal with various aspects of this issue. For purposes of comparison, we were especially interested in studies that reported the correlation coefficient ( $r$ ) for the relationship between GREs and graduate school success. The focus of this investigation will be the 24 studies that reported correlation coefficients on Verbal, Quantitative, and Total GRE scores in their relation to several measures of graduate school success.

It will not be necessary for our purposes to distinguish between the types of GRE scores in their relationship to graduate school success because all the correlation coefficients—and the squares of the correlation coefficients—fall within a similar low-to-moderate range of correlation. Indeed, as will be shown, no more than 28 percent of the variance in the dependent variable was explained by any of the types of GRE scores, with 28 percent being clearly the highest amount reported. For the same reason, it is not necessary to distinguish between the several measures of graduate school success used, including graduate grade point average (GPA), selection as a graduate assistant (GA) or teaching assistant (TA), evaluation by professors, degree obtained, advancement to candidacy, employment after graduation, other measures of professionalism, scholarly production, and retention in program. Finally, although we are especially interested in sociology, it is similarly not necessary for these purposes to distinguish between the several different graduate programs included in the data set because the same low-to-moderate range of correlation exists here as well. Thus, the general relationship between GRE scores and the various measures of success in graduate school will be the focus of this investigation.

The one consistent finding about the GRE-graduate success relation is that the amount of variance explained in the studies is often low, moderate at best, and at times

nonexistent. In the set of studies that reported the correlation coefficient ( $R$ ) for the relation between GRE scores and different measures of graduate school success, from which the amount of variance explained is derived by simply squaring the correlation coefficient to get  $r^2$ , we get the following percents of variance explained: 6%, 2%, 5%, 6%, 0%, 2%, 1%, 1%, 6%, 1%, 1%, 24%, 9%, 19%, 20%, 11%, 20%, 18%, 5%, 13%, 22%, 14%, 23%, 22%, 8%, 18%, 18%, 7%, 12%, 9%, 15%, 10%, 1%, 6%, 28%, 3%, 0%, 0%, 7%, 5%, 0%, 2%, 2%, 1%, 12%, 7%, 3%, 16%, 8%, 7%, 12%, 10%, 14%, 10%, 18%, 12%, 6%, 5%, 2%, 12%, 3%, 12%, 7%, 2%, 6%, 8%, 4%, 14%, 0%, 1%, 0%, 4%, 4%, 4%, 24%, 24%, 23%, 11%, 6%, 10%, 22%, 5%, 7%, 7%, 11%, 17%, 23%, 3%, 1%, 2%, 5%, 1%, 4%, 19%, 24%, 24%, 10%, 19%, 1%. Note that the highest explained variance recorded is only 28 percent, a little over a quarter of the amount of variance explained in the dependent variable (graduate school success) by the independent variable (GRE scores). More strikingly, little or no variance is explained in many other studies. A little under 10 percent of the variance is explained in the average study reported here. Ten percent of the variance explained may be acceptable on a dependent variable in an academic study. Indeed, much social science literature presents just this type of finding to show the existence of social trends as compared to the absence of such trends. Whereas reliance on this type of finding may be acceptable to establish the existence of general social trends, it is clearly not acceptable to base significant social and educational policy concerning graduate education on findings this modest. Thus, any policy basing much of a decision about graduate admissions and graduate employment on GRE scores is seriously misguided and should be abandoned. □

## Writing Tips for Sociologists

### Using Verbs to Add Strength

by Karen Feinberg

The verb is the mainspring of a sentence. Use of the right verb will strengthen your writing; it can help you eliminate dead wood and make every word count.

One way to make verbs work for you is to avoid overusing forms of TO BE: ARE, WAS, WERE, WILL BE, and so on. Whenever possible, replace these forms with a verb expressing physical or mental action. Note the differences in each of these pairs of sentences:

**Weaker:** Hilda was the recipient of an award for the best undergraduate research paper.

**Stronger:** Hilda received an award for the best undergraduate research paper.

**Weaker:** The focus of this study will be on beer consumption in Cincinnati.

**Stronger:** This study will focus on beer consumption in Cincinnati.

**Weaker:** It is our belief that the moon is made of green cheese.

**Stronger:** We believe that the moon is made of green cheese.

Related to overdependence on TO BE is the heavy use of expressions based on THERE, such as THERE IS and THERE ARE. Often you can improve a weak, cumbersome sequence of words by removing "THERE IS" or one of its siblings and substituting an "action" verb. Expressions containing THERE can help you keep related ideas close together in a sentence (an important topic that I'll discuss in a future column), but generally your writing will be more effective without them.

**Weaker:** There is a tendency for white-collar workers to live in the suburbs.

**Stronger:** White-collar workers tend to live in the suburbs.

**Weaker:** As a result, there is an area of theoretical confusion.

**Stronger:** The result is an area of theoretical confusion.

**Weaker:** Although there have been some changes in migration patterns...

**Stronger:** Although migration patterns have changed somewhat...

**Weaker:** There is no learning by doing on the part of most Lapatans.

**Stronger:** Most Lapatans do not learn by doing.

Sometimes you can replace THERE IS with something more informative, as in this example:

**Weaker:** There is a cohort effect on attitudes toward divorce.

**Stronger:** We find a cohort effect on attitudes toward divorce.

If you want to see these suggestions applied in their purest form, read about E-Prime in the February 1992 issue of the *Atlantic*. This rarefied form of English, from which all forms of TO BE have been purged, produces an exceptionally lean, economical writing style. Although E-Prime is impractical for most writers most of the time, it shows the possibilities inherent in writing without our most commonly used verb.

Even without resorting to E-Prime, you can sharpen your writing by using forms of TO BE as sparingly as possible. A few minutes of thought will pay off in directness and readability, and your readers will thank you.

Karen Feinberg, a professional copy editor, has worked on sociologists' manuscripts for more than 20 years. If you'd like to see a particular subject or writing problem discussed in this column, write to Ms. Feinberg c/o Footnotes. □



## International News and Notes

### Resident Peoples and National Parks

by Patrick C. West, School of Natural Resources, University of Michigan; and Steven R. Brechin, Department of Sociology, Princeton University

We are writing to stimulate interest among a wider community of sociologists in a problem we have been working on for the last ten years. As the U.S. concept of national parks has spread around the world, a new form of cultural imperialism has emerged. Park concepts from our culture may be inappropriate in developing countries with high population densities of indigenous peoples living at the margins of existence.

Our concept of a park implies displacement of resident peoples and exclusion of local peoples from utilization of park resources. Displacement has created harsh social impacts involving cultural and social disorganization. Exclusion from park uses has at best blocked badly needed rural development and at worst led to malnutrition and starvation. In our recent book, *Resident Peoples and National Parks: Social Dilemmas and Strategies in International Conservation* (West and Brechin, editors, University of Arizona Press), we make the case for more sensitive treatment of resident

peoples in an attempt to protect world ecosystems and biodiversity.

While national parks raise moral and human rights questions, scientific issues are interwoven that affect such disciplines as sociology and anthropology. If we know the nature of the social organization and culture of the local peoples involved, and know the type of displacement and replacement resources that will be available, can we predict how severe the social impacts will be? We have begun to build middle range theories based on comparative case studies, but there is much more to be understood.

Conservationists often like to propose compensating local peoples with tourism, which is perceived as a non-consumptive use of park resources that will tie the material interests of local people to the protection of a park. But again and again in the political economy of tourism we see that small local enterprises are displaced by large neo-colonial firms that may benefit local peoples little, if at all. If conservationists are serious about nature-based tourism ("ecotourism"), they must address the question of political will to protect local tourism sectors. A key question for political sociology is how?

Sociologists who study tourism see the trend to large expatriate firms as being almost inevitable. We have tried to begin specifying conditions where there might be exceptions—for example, enclaves that are more protected from the trend toward domination of large firms (such as Himalayan Sherpas who can monopolize skills and maintain a degree of independence). The broader question for sociologists is how to stop and reverse this trend in the absence of natural enclaves?

Even where tourism benefits local populations, there are still pressing sociological questions of the social and cultural impacts of tourism. As population growth puts increasing pressure on world ecosystems, endangered species, and biodiversity, this issue will increasingly be thrust upon the world stage—the dilemmas will only get worse. Careful sociological analysis, including the need for further targeted middle range theory building, could be critical to the successful management of the social impact of national parks in a way that will protect and nurture local peoples and the diverse ecosystems in which they reside. □

# The Job Market in Sociology

by Dan Clawson and Kathleen Holmes, University of Massachusetts at Amherst<sup>1</sup>

In the May 1992 *Footnotes* Janet Mancini Billson reported that 1,161 jobs were advertised in the *Employment Bulletin* in calendar year 1990, declining to 970 in 1991.<sup>2</sup> There were only 585 nonduplicate advertisements placed by academic institutions from July 1991 through June 1992. Adding the nonduplicate advertisements for sociological practice and postdoctoral fellowships, increases the number to 659 advertisements. If our counting procedure is similar to that used in previous years, this implies a dramatic decline in the number of positions available last year.

The number of jobs available is probably the single most basic fact people want to know about the employment situation. But many other questions about the job market and hiring process in sociology can't be answered through simple counts of the number of positions. We therefore surveyed half the academic teaching positions in the United States listed in the *Employment Bulletin* from July 1991 through June 1992, provided the position was filled not later than August 1, 1992.<sup>3</sup> We mailed 247 surveys of which 200 have been completed and returned, for a response rate of 81.0 percent.<sup>4</sup>

## Rank

As Figure 1 indicates, more than two-thirds (69.5%) of the positions advertised were for assistant professors. Figure 1 reports the raw numbers for returned surveys; since we sampled half the positions and had an 81% response rate, multiplying our raw numbers by 2.5 gives a rough estimate of the total number of positions advertised at each rank last year.

## Hiring Process

Institutions varied widely in both the number of applications received and the number of applicants interviewed.

As Figure 2 indicates, of the institutions that carried out full searches, 54 institutions (34.0%) reported receiving 50 or fewer applications, 62 (39.0%) received 51 to 100 applications, and 43 (27.0%) received more than 100 applications (in 6 cases data were missing).

How many applicants were brought to campus for interviews? Most commonly three, with the remaining institutions about equally divided between those bringing more than three and those bringing fewer. (See Figure 3.)

In one out of twelve (8.5%) cases, the person hired was already employed in some capacity inside the department--that is, it was an inside hire. This was most common at institutions with heavy teaching loads. Inside hires accounted for 23.1% of positions at schools with teaching loads of 8 or more courses per year, but only 5.4% of hires at schools with lower teaching loads.

About one out of nine (11.4%) hires involved negotiations over employment for the spouse or partner of someone offered the position; perhaps surprisingly this was equally likely for men and women.

## Unfilled Positions

About one-quarter (26.1%, n=49) of the positions advertised were NOT filled, and 73.9% (n=139) were filled (the remaining 46 had missing data). Of the positions that were not filled, about half were due to

budgetary reasons, and half were due to the department's failure to find someone they wanted and who would accept the job.

Of the 49 unfilled positions, 14 were cancelled and 9 were delayed (presumably for another year) by budget cuts. This is obviously only a small fraction of the total number of positions not filled due to budget cuts. Ordinarily if no money is available a department would be denied permission to advertise. Thus the figures reported here presumably measure unexpected mid-year budget cuts, and indicate that these eliminated a little more than one position for every 7 that were filled. One of our respondents commented that, "We definitely benefited from the cuts elsewhere--hired two outstanding women this year."

Of the 26 positions left unfilled for reasons other than budget cuts, 9 others were turned down by the candidate, 5 departments felt that none of the candidates were suitable, 3 departments could not agree on the candidate, 3 positions were lost when the administration would not appoint the department's choice, and miscellaneous reasons accounted for the other 6 cases.

Higher ranking positions were more likely to go unfilled, partly because they were more likely to be affected by budget cuts, and partly because even full searches were more likely to come up empty-handed, either because that department did not make an offer, or because the candidate turned down the offer. Thus of the positions advertised for associate or full professors, 40.0% went unfilled, while of the positions advertised for assistant professors, only 25.6% went unfilled.

## Positions Filled

Of the positions that were filled, almost all (94.2%) were filled at the advertised rank; in those instances where this was not the case, positions were more likely to be filled at a higher than a lower rank than that advertised. All six of the positions filled at a higher rank than advertised went to white males.

More than four out of five times (82.4%) departments hired their first choice; in the remaining 17.6% of cases the person hired was not the first person offered the position.

Of the people hired, 43.1% were women and 56.9% were men. However, of the positions for full professors or department chairs, 6 of the 7 hired were men. These hiring figures indicate that women were under-represented at ALL ranks, since women received 47.3% of the sociology PhDs from 1985 through 1989, the pool for assistant professor positions, and 30.4% of the PhDs from 1966 through 1984, the pool for associate and full professors.<sup>6</sup> Our data do not allow us to determine the reason for this under-representation--women might be less likely to apply for positions in academic settings, or departments might be less likely to hire women than men.

Figure 4 shows the race and ethnicity of the people hired. 74.1% were white, 5.0% were African Americans, 6.5% were Asian Americans, 3.6% were Latin, 7.9% were not U.S. citizens, and the remaining 2.9% were "other."

Figure 5 shows the specialties of the people hired for the 128 institutions that reported this information. Respondents listed as many as four specialties, with an average of slightly more than two (total

listed = 280). Figure 5 provides the total number of listings for each area; we have combined some sub-fields to produce these categories (i.e., deviance is included in criminology, aging and gerontology in medical). Figure 5 includes all areas with 10 or more listings; all other areas combined accounted for 60 of the 280 listings.

## Footnotes

<sup>1</sup> We would like to acknowledge the assistance of Andy Anderson, Patricia

FIGURE 1. RANK ADVERTISED

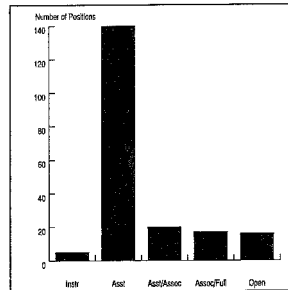


FIGURE 2. NUMBER OF APPLICATIONS

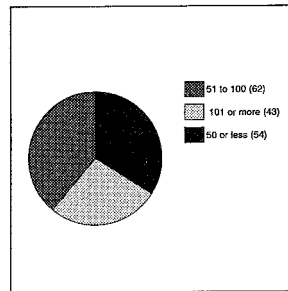


FIGURE 3. NUMBER INTERVIEWED

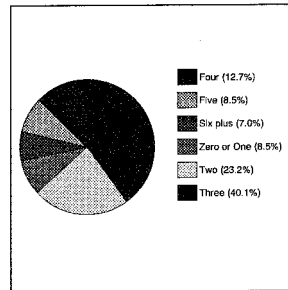


TABLE 4. RACE/ETHNICITY

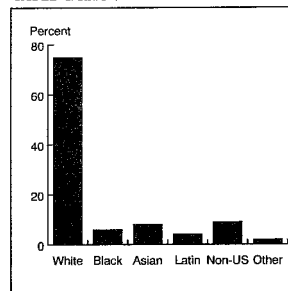
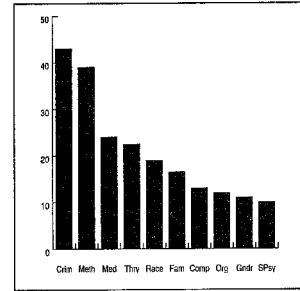


TABLE 5. SPECIALTIES



Gallagher, Naomi Gerstel, Anthony Harris, John Hewitt, Peter Rossi, Denise Benoit Scott, Randall Stokes, Robert Zussman, and especially Barry Glassner.

<sup>2</sup>The criteria used to identify the number of positions may differ from our own and duplicate ads were included.

<sup>3</sup>A total of 585 positions at academic institutions were listed; 33 were outside the United States and 57 had late closing deadlines or were for non-teaching positions, leaving 495 positions.

<sup>4</sup>A further 15 institutions responded that their search is still in progress. Since this study is about the job market in sociology, we dropped from the analysis those respondents that reported they did not hire a sociologist (N=6), typically interdisciplinary departments whose positions were open to applicants from several disciplines. The publication of this article serves as our report to respondents in sociology; copies of this article will be sent to respondents in other disciplines.

<sup>5</sup>That is, searches not cancelled or delayed by budget cuts.

<sup>6</sup>The most recent year for which data is available is 1989; in both 1988 and 1989 women outnumbered men among new sociology PhDs. The earliest year for which data are available is 1966. Even in the period 1966-1977 (the pool for full professor appointments) women received 24.8% of the PhD degrees. Source: National Science Foundation, *Science and Engineering Degrees, 1966-1989*. A Source Book, NSF 91-314. □

## 1993 Call for Papers Update

Topics which listed organizers "to be announced" in the October issue are shown below with complete information. The paper submission deadline is December 31, 1992.

■ **Collective Behavior and Social Movements.** Michael W. Macy, Department of Sociology, Brandeis University, Waltham, MA 02254, USA; (617) 736-2646; MACY@BRANDEIS.

■ **Development.** John A. Arthur, Department of Sociology, Augusta College, Augusta, GA 30910, USA; (706) 737-1735.

■ **Gender.** Liliane Flöge, Provost's Office, Box 410, Gettysburg College, 300 N. Washington Street, Gettysburg, PA 17325, USA; (717) 337-6821; LFLOGE@GETTYSBURG.EDU.

■ **Social Control.** David Rauma, U.S. Sentencing Commission, Federal Judiciary Bldg., One Columbus Circle NE, Suite 2-500, Washington, DC 20002-8002, USA; (202) 273-4500; Internet: 71052,2645@COMPUSERVE.COM. □

# Resources for Teaching and Research at Sociometrics

by Elinore Lurie

■ You are interested in family caregiving for the elderly and would like to synthesize previous research, perhaps doing a meta-analysis, towards the development of theory in this area.

■ You'd like to learn to use a statistical software package on your P.C. and, while learning, analyze data on the problem area which interests you the most—changes in family income of African-American families since 1970.

■ You're teaching a class in Introduction to Criminology and would like your students to examine data from a number of studies of drug use and crime in different populations.

■ Discouraged by the overall declining rate of federal funding for new research projects, and by refusals to fund studies deemed controversial or contrary to current policy, you wonder how you will be able to develop and continue a career of scholarly research productivity.

My work setting since November 1991, Sociometrics Corporation, is relevant to all these issues. Founded in 1983 by Josefina J. Card, PhD, Founder and President, and co-headed by James L. Peterson, Principal Research Scientist, Sociometrics' goals are

■ to conduct basic and applied research aimed at furthering understanding of contemporary social problems; and to make policy and program recommendations aimed at ameliorating social problems;

■ to facilitate data sharing among social scientists and public access to the best data on social problems;

■ to help non-experts become more familiar with the tools and benefits of social science and related technology, by developing microcomputer-based software products for novice researchers and human service providers, and by outreach through dissemination, training, and technical assistance services.

My project, the Aging Archive, funded by the National Institute of Aging, exemplifies how Sociometrics operationalizes these goals.

The Aging Archive will include several national multiwave studies of aging chosen by an Advisory Panel of experts (as is true for our other archives). Included among the studies will be the National Health Interview Study, the Longitudinal Study on Aging, and the Retirement History Longitudinal Study. A standardized method developed by Sociometrics of archiving variables by topic and type allows comparability across studies in aging; and, to a great extent, comparability with related content in our Family Archive and other archives.

When it is finished in early 1993, researchers and policy-makers will be able to buy the Aging Archive, the accompanying description of its contents, and the SAS or SPSS program statements needed to manipulate the archive for their own research or policy-oriented questions. The Archive will be available on floppy diskettes for IBM-PC or Apple Macintosh personal computers; tapes for a SUN workstation or mainframe computer, Bernoulli box cartridges, and a CD-ROM—from which particular studies or variables of interest can be downloaded to floppies, if desired.

For the Aging Archive, as for a predecessor, the American Family Data Archive, a "Classroom in a Box" will be created. The Classroom in a Box will introduce users to large data sets in a way that makes them comfortable in manipulating them. Additionally, the Classroom in a Box will teach problem formulation: hypothesis testing; selection of appropriate statistical measures; and use of SPSS or SAS programming state-

ments to carry out the statistical analysis. To do this, it will use content drawn from the Data Archive which addresses areas frequently covered in social science curricula in introductory gerontology.

A new product to be developed for the Aging Archive is the Aging Social Laboratory. We will be testing a complete package, consisting of the Archive's CD-ROM, the microcomputer hardware and software, and installation, user-training and support, free of charge to four "beta" test site colleges and universities. Two test sites have primarily served minority students and have not previously had extensive resources for social research.

Recently, colleagues have expressed concern about current financial and political barriers to primary data collection. In this context, it is important to note that there are bodies of existing and available research which lend themselves to secondary analysis. (One important caveat: data collected on earlier cohorts of adolescents, or other age groups, is comparable to, but not the same as, primary data collected on current cohorts).

In the areas of adolescent and adult sexuality, and sexually transmitted diseases, Sociometrics created in 1985 and has since maintained and updated the Data Archive on Adolescent Pregnancy and Pregnancy Prevention (DAAPPP), which includes 155 of the expert-selected best data sets dealing with adolescent sexuality, pregnancy, and parenthood. Six data sets per year will be added to the archive through July 1993.

All the sets in DAAPPP are available in the formats described above for the Aging Archive. The CD-ROM for studies through December 1987 is called the National Archive on Sexuality, Health and Adolescence (or NATASHA).

A relevant, non-archival project includes an assessment of the "state of the data" on young male sexuality, contraception and fatherhood. In addition, Sociometrics is in the early stages of establishing a Maternal Drug Abuse Data Archive and an AIDS/STD Data Archive.

Another major ongoing data archive pertinent to secondary data analysis in the area of families and children is the American Family Data Archive (AFDA). Much of the AFDA archive might be used to support studies in the area of the Sociology of Children supported by many ASA members, or contribute to a Research Inventory and Bibliography of Studies (as mentioned in the article by Gertrud Lenzer of CUNY, December 1991 Footnotes, page 3). In another substantive area, Sociometrics maintains an archive of original data collected by National Institute of Justice (NIJ) grantees, the Data Resources Program of the NIJ, which currently includes about 53 studies organized by subject.

Previous Sociometrics work involving research has included the antecedents of post-traumatic stress disorder among Vietnam veterans. For the near future, research is planned in mental health and aging, and in children's mental health. Other projects supportive of research have included preparation of standard tables for national estimates of health promotion and disease prevention.

Most senior Sociometrics staff have PhDs (or are ABD) in Sociology, Social Psychology, Psychology, or Communications, with strong capabilities in statistical analysis and computer skills as well. Junior staff have the same interests and similar skills.

In many ways, Sociometrics seems to share in the positive aspects of Silicon Valley corporate culture. Some staff begin or end the day by visiting the gym or running together. Human and humane factors are taken into account. In the past, as a working mother, I would have loved to have had flex-time, to have been able to negotiate to work part-time at home, or to have had a leave bank, so that emergencies could either be made up or

charged against total annual leave without jeopardizing my work status.

Organizationally, Sociometrics is a relatively flat rather than hierarchical structure (like most colleges or universities), with direct (rather than mediated) access from every project to top decision-makers. There is a great deal of teaching and information-sharing. Cooperation rather than competitiveness is officially encouraged.

It is also true that Silicon Valley people, including those here on occasion, engage in computer-speak. For example, in one staff meeting, people's regular work hours were referred to as "default" hours; and out "platforms" (computer operating systems) were not for standing on!

The continuity for me, from being Executive Officer of the Society for the Study of Social Problems to working here, is the commitment of high quality skills to addressing problems of social life and laying bases for

social policy; disseminating knowledge; and increasing access to information. As before, I continue to teach in aging, mental health, and medical sociology as Associate Adjunct Professor in the Department of Social and Behavioral Sciences at the University of California-San Francisco, a very important part of my life.

Drs. Card and Peterson have written about some of the goals and activities of Sociometrics in "Facilitating Data Sharing" (January 1989 Footnotes, page 8); on "Establishing and Operating a Social Science Data Archive" (in J.E. Sieber [editor] Data Sharing: Advantages and Challenges. Newbury Park: Sage, 1991); and on "CD-ROM Technology and Teaching of Sociology" (Teaching Sociology, 1991, 19 [2] 255-259).

For more information, contact: Elinore E. Lurie, Sociometrics Corporation, 170 State Street, Suite 260, Los Altos, CA 94022-2812; (415) 949-3282. □

## Hunter College Social Research Graduate Program in 20th Year

by Michael Wood, Director, Graduate Program in Social Research, Hunter College

The establishment of an ASA Section on Sociological Practice, the publication of new texts and handbooks on Applied Sociology<sup>1</sup> and the substantial updating and amplification of the ASA's *Directory of Sociological Practitioners* (1991) demonstrate quickening interest in the role of sociologists outside the academy.

This growing interest in sociological practice and applied research is reflected in the emergence of graduate and professional education for careers in applied settings. Significantly, the *Guide to Graduate Programs in Applied Sociology and Sociological Practice*—compiled by Jeanne Balantine, Carla Howery, and Brian F. Pendleton and published by the Society for Applied Sociology and ASA—is currently in its second edition (1991).

The Graduate Program in Social Research at Hunter College, CUNY, has been training students for challenging applied research careers in both the public and private sectors since 1972. Graduates of Hunter's program work in organizations such as ABC, Children's Television Workshop, Cornell University Medical College, Louis Harris and Associates, McCann-Erickson Worldwide, Narcotic and Drug Research Inc., The Metropolitan Transit Authority, The National Coalition of Hispanic Health and Human Services Organizations, The New York Times Magazine Group, and Young and Rubicam.

The reputation of this program in the New York professional research community and the success of its graduates demonstrate the viability of a Master's level professional training program which is inclusive of public and private sector applications and is built on rigorous classroom and experiential training.

The Hunter program requires 45 credits, all of which (except the internship) can be taken in the evening. Required coursework includes two statistics courses, a qualitative and a quantitative methods course, a practicum-type workshop on the use of microcomputers in research, a seminar on research design and evaluation research, and a course in social theory.

Electives are offered in research and policy analysis. Additional electives offered in recent semesters include areas of marketing and consumer behavior, media research and analysis, and nonprofit seminars in Focus Group Methodology, Issues in Community Studies: The Urban Environment, and Family Policy Analysis. The program also allows students to take courses at the CUNY Graduate Center in order to design custom programs of study.

One challenge of an applied program in an academic setting is providing "real world" content. Our faculty consistently strives to enhance the applications component of the course of study. For example, students in the qualitative methodology course are required to carry out

extensive field observations. Students in the quantitative methodology course typically conduct surveys on behalf of not-for-profit organizations. Recent clients and projects have been: The American Foundation for the Blind, a survey of employment practices for disabled persons among New York City businesses; United Way of Tristate, a survey of attitudes about contributing through the United Way; and The Community Food Resource Center, a survey of problems associated with accessibility to large supermarkets among residents of low income neighborhoods.

The most intensive practical learning experience occurs outside the classroom altogether—in a research internship. Students are required to complete an internship in a research capacity for at least one semester on a full-time basis and to write a thesis report based on a major project undertaken during the internship.

Interns have been placed in a variety of settings (e.g., Audits and Surveys, Albert Einstein College of Medicine, NBC, and Prudential Bache Securities). The program is fortunate to be able to draw upon the considerable resources of New York City's information and service economy in making placements. The thesis report provides the capstone experience for the degree by requiring students to integrate academic coursework with their practical experience doing applied research.

The success of Hunter's program can be attributed in some measure to its success in meeting the needs of its student and community constituencies, actively engaged faculty, and congruence with the mission of the College and the City University of New York. The program accommodates the needs of a largely part-time student population who seek applied and professional skills, many of whom have direct knowledge of the opportunities offered in the field of applied research. Faculty members are actively committed to the field of applied research and keep abreast of new developments so that the curriculum remains up-to-date and viable.

The program's graduates are an ethnically diverse group (with a high proportion of women) whose knowledge and skills meet requirements of the local organizational environment, including a variety of organizations (business, governmental, and not-for-profit), all of which have a continuing need for well-trained and well-rounded researchers, evaluators, and analysts.

<sup>1</sup>For example, Thomas J. Sullivan, 1992, *Applied Sociology: Research and Critical Thinking*, New York: Macmillan; Howard M. Rebach and John B. Bruhn (eds.), 1991, *Handbook of Clinical Sociology*, New York: Plenum; Joyce Miller Lutcovitch and Mark Lutcovitch, *The Sociologist as Consultant*, 1987, New York: Praeger. □



# Senior Sociologists' Views of ASA

by James G. Houglan, Jr., University of Kentucky, and Joyce M. Iutovich, Keystone University Research Corporation

For a number of years, ASA has been innovative in the development of services for sociologists at various points in their careers. Because sociology is not immune from demographic changes that are affecting the nation as a whole, the time has come for ASA to begin giving more sustained attention to the needs and preferences of sociologists who have ended or will soon end their period of paid employment in full-time professional positions. Sociologists who are approaching the end of their period of paid employment are in a position of seniority that allows them to exert a positive influence on their employing organizations and their less experienced colleagues and associates. Those who have left full-time employment generally have not ended their activity or professional identity as a sociologist. Many "retired" sociologists find opportunities as consultants, temporary staff members, free-lance writers, and volunteers. Typically, these opportunities have been pursued on an individual basis, but the possibility exists that ASA can do more to expedite them.

To begin exploring possibilities for more effective service to ASA's senior members, the Committee on Membership developed a small-scale survey of "senior sociologists." A random sample of 300 ASA members aged 55 or older were sent a mailed questionnaire in May 1991. The committee received 111 usable responses, for a completion rate of 37 percent. Because of budget limitations, nonrespondents did not receive follow-up mailings. Responses are most likely to have been received from sociologists with strong attachments to or criticisms of ASA as well as those who were not

sources of information. However, the Committee on Membership considers the survey results sufficiently suggestive to share them with the general membership.

Results are presented for the sample as a whole as well as the younger and older respondents within the sample. While many in the older half of the sample are currently employed, their attitudes are likely to provide a closer approximation of the attitudes of sociologists in retirement than the attitudes of the overall sample.

## Orientation Toward ASA

Table 1 shows that senior sociologists have a strong professional orientation with respect to ASA and that they view ASA primarily as a source of information through journals, other publications, and the annual meeting. The Professional Development Program and the Teaching Services Program, two services that may be seen as very useful by sociologists in earlier stages of their careers, are not seen as important by a majority of respondents to this survey. Similarly, insurance plans tend not to be seen as important by most respondents. The responses summarized in Table 1 suggest that ASA policies and initiatives regarding senior sociologists should be based on a realization that their orientation toward ASA is primarily professional. Efforts to maintain a flow of pertinent information about professional developments are likely to receive a more favorable response from senior sociologists than the development of new peripheral services such as insurance plans or travel packages.

## The ASA Annual Meeting

Almost two-thirds of the respondents had attended at least one ASA Annual Meeting during the three years preced-

ing the survey (Table 2). The content of the program and travel costs are the two most prevalent influences on attendance (Table 3). Consistent with the professional orientations of senior sociologists, Table 4 shows that special sessions focusing on professional opportunities and overviews of content areas are more likely than retirement seminars, social gatherings, and tours to encourage attendance at the ASA Annual Meeting. It appears particularly appropriate for ASA to consider adding workshops focusing on professional opportunities for senior sociologists to its Annual Meeting.

TABLE 1: IMPORTANCE OF ASA ACTIVITIES AND SERVICES

	Percent Important or Very Important		
	All Ages (N=111)	61 or less (N=51)	62 or more (N=55)
Journals and Publications	78.4	70.6	85.5
Information about Annual Meeting	73.0	68.6	78.2
Special dues category for retired members	71.2	68.6	74.5
ASA overall	68.5	63.7	74.5
Support for advancement of the discipline	65.8	66.7	65.5
Attendance at Annual Meeting	45.9	43.1	49.1
Lobbying efforts of ASA for sociology	45.0	43.1	47.3
Professional Development Program	30.6	27.5	34.5
Insurance plans	22.5	25.5	21.8
Contacts with ASA Executive Office	20.7	19.6	23.6
Teaching Service Program	18.0	21.6	14.5

TABLE 2: PERCENT ATTENDING ONE OR MORE ASA ANNUAL MEETING

All Ages (N=111)	63.1
61 or less (N=51)	64.7
62 or more (N=55)	61.8

involved in extended travel during the spring and summer of 1991. Because of the limitations of the sample, this survey effort should be viewed as a rough starting point for understanding the needs and preferences of senior sociologists. Major program initiatives for senior sociologists should be preceded by more extensive survey efforts, possibly combined with focus groups and other

ing the survey (Table 2). The content of the program and travel costs are the two most prevalent influences on attendance (Table 3). Consistent with the professional orientations of senior sociologists, Table 4 shows that special sessions focusing on professional opportunities and overviews of content areas are more likely than retirement seminars, social gatherings, and tours to encourage attendance at the ASA Annual Meeting. It appears particularly appropriate for ASA to consider adding workshops focusing on professional opportunities for senior sociologists to its Annual Meeting.

Table 5 shows that, while some senior

## Additional ASA Services

Respondents were asked about several new services that ASA might implement.

TABLE 3: FACTORS INFLUENCING ANNUAL MEETING ATTENDANCE

	Percent Important or Very Important		
	All Ages (N=111)	61 or less (N=51)	62 or more (N=55)
Content of Program	76.4	70.0	83.6
Travel Cost	64.5	64.0	65.5
Whether friends plan to attend	45.5	36.0	52.7
Registration fee	40.0	44.0	36.4
Cultural/recreational opportunities at site	40.0	40.0	41.8
Other*	25.2	27.5	25.5
*Other factors mentioned by a substantial number of respondents:			
Time when meeting is held	23.6	15.7	10.9
Whether respondent is on program	9.0	9.8	9.1

As Table 6 shows, a data bank to match senior sociologists with professional opportunities is attractive to a large proportion of the survey respondents. Help in obtaining consulting positions would be particularly welcome. Funds to underwrite travel costs for retired members and sponsorship of organized tours also are of interest to many respondents. While it is doubtful that ASA has the resources to introduce a full range of new services, the survey results suggest that ASA should explore the feasibility of developing a data bank to assist senior sociologists in finding opportunities for employment and consulting.

## ASA Membership

Table 7 shows that ASA is considered an important professional affiliation by most

senior sociologists. At the same time, a relatively small proportion of respondents consider ASA their "most important" professional affiliation. Respondents are more likely to consider it "very important" or "somewhat important." It is interesting to note that respondents aged 62 or older express somewhat stronger attachment to ASA than do the younger senior sociologists. With the increasing proportion of retired sociologists, it is likely that Council will need to consider implications for the

dues structure. The current dues for emeritus members do not cover the cost of publications, but the responses summarized in Table 7 suggest that a precipitous increase in dues for retired members could lead to widespread attrition. A survey question on dues categories generated relatively few responses, so the survey cannot be used as a basis for recommending an appropriate dues level for retired members of ASA. Under existing retirement plans, many retirees have reasonable incomes. However, a dues structure that charges a retiree at the same rate as an employed sociologist fails to recognize the decreased professional need for ASA or any other sociological association. Thus, some type of discount is likely to be necessary to avoid major attrition.

See Survey, page 10

TABLE 4: RATINGS OF POSSIBLE FEATURES TO ENCOURAGE ATTENDANCE AT ASA ANNUAL MEETING

	Percent More Likely to Attend of Feature Added		
	All Ages (N=111)	61 or less (N=51)	62 or more (N=55)
Sessions on professional opportunities for retired sociologists	55.9	51.0	63.6
Update sessions for retired sociologists	51.4	52.9	52.7
Overview sessions for non specialists	37.8	37.3	41.8
Retirement seminars: nonfinancial	32.7	43.1	24.1
Retirement seminars: financial	30.9	37.3	25.9
Social gathering of retired members	20.0	19.6	22.2
Tours for retired members	16.2	21.6	12.7
Other special sessions	1.8	2.0	1.8
Other activities	1.8	2.0	1.9

TABLE 5: SPECIAL NEEDS AT ASA MEETINGS

	Percent Selecting		
	All Ages (N=111)	61 or less (N=51)	62 or more (N=55)
Transportation accommodation	27.9	25.5	30.9
Special diet request	16.2	17.6	14.5
Amplification	15.3	27.5	3.6
Mobility assistance	13.5	19.6	7.3
Other	2.7	3.9	1.8

# MFP Announces Fellows for 1992-93

The Minority Fellowship Program (MFP) is supporting 29 Fellows at various universities during the 1992-93 academic year. Five new Fellows join the 24 who continue on the Program. The Fellows, their university affiliations, and selected social characteristics are presented on the accompanying table.

The MFP is funded by a research training grant to ASA from the Minority Resources Branch, Division of Biometry and Applied Sciences at the National Institute of Mental

Health (NIMH). This year's award was \$377,285. However, \$88,338 is earmarked for training related expenses; \$255,200 for Trainee Stipends, and \$5,800 is for Trainee Travel.

In addition to the NIMH Grant, the MFP continues to receive substantial help from universities where Fellows are enrolled. One form of help is through tuition waivers, remissions, or fellowships to Fellows; another is stipend-splitting arrangements

whereby the department, college, or university contributes a portion of the annual stipend. Savings generated in these ways are used to support additional Fellows than otherwise would be possible.

Another very important source of support for the MFP is contributions from sister and regional associations. These include Alpha Kappa Delta, The Association of Black Sociologists, and Sociologists for Women in Society, as well as the following regional organizations: Midwest Sociological Society, North Central Sociological Association, Pacific Sociological Association, and the Southwestern Sociological Association.

This year's ASA Fellows brings to 311 the number of minorities supported by the program since its inception in 1974. As of summer 1992, 152 had completed the PhD and the majority of the remainder are making good progress toward completion.

The MFP Committee normally meets in February to select trainees for the following academic year. Applicants can be new or continuing graduate students. Carefully screened, Fellows are selected on the basis of need, potential for success in graduate studies and the discipline, and a documented commitment to research, teaching, and service careers in the sociology of mental health and illness.

The MFP Committee, appointed by ASA Council, consists of nine voting members and a liaison from Council. The liaison and the MFP Director are nonvoting members of the selection committee. Members typically have research and teaching backgrounds in the sociology of mental health and illness. A number of former MFP Fel-

lows serve on this committee.

Applications for an MFP award may be obtained from Frances Foster, Minority Affairs Manager at ASA. Application deadline is December 31. Applications postmarked after the December 31 deadline will not be considered. Awards will be announced by April 15. □

## MINORITY FELLOWSHIP PROGRAM: NEWLY SELECTED AND REFUNDED FELLOWS, 1992-93

FELLOW	RACE/ETHNICITY	DEGREE/UNIVERSITY	GRADUATE SCHOOL
Ajanaku, Femi Izegebe	Black/F	BA/Memphis State	Howard
Buenteo, Russell J	Chicano/M	BA/Houston	Purdue*
Burrows, Janette W.	Black/F	MA/New York	Delaware*
Cancio, Jennifer	Cuban/F	BA/Indiana	The Michigan-Ann Arbor
Chai, Karen J.W.	Korean/F	BA/Wellesley	Harvard
Chin, Margaret May	Chinese/F	BA/Harvard	Columbia
Crump, Alfonso W.	Black/M	AB/Clark College	Mississippi State*
Davis, Jacqueline M.	Black/F	BA/Clemson	Iowa State
Fujiwara, Lynn Hatsue	Japanese/F	BA/San Diego	UC-Santa Cruz
Gilbert, Derrick I.	Black/M	BA/UC-Berkeley	UCLA**
Gonzales, Alicia Mendez	Chicana/F	MA/Arizona State	Arizona State
Gutierrez, Elena	Chicana/F	BA/Pomona College	UC-Berkeley**
Kawanishi, Yuko	Japanese/F	MS/Boston University	UCLA*
McGee, Zina T.	Black/F	MA/New Orleans	Tulane
Merriwether, Patrice A.	Black/F	MA/Memphis State	UC-Santa Cruz
Meyer, Jon'a Forestina	Native American/F	BS/CSU-Dominguez Hills	UC-Irvine
Montoya, Martin Dale	Hispanic/M	MA/Oregon	Oregon
Mosley, Thomas S.	Black/M	BA/Memphis State	Howard
Oates, Gary	Black/M	MA/Hunter College	Maryland*
Ochoa, Gilda Laura	Hispanic/F	BA/UC-Irvine	UCLA*
Owens, Chequita L.	Black/F	MA/Oklahoma	UNC-Chapel Hill
Pang, Gin Yong	Korean/F	BA/UC-Berkeley	UC-Berkeley*
Price-Spratlen, Towsand	Black/M	MA/Washington	Washington
Prince, Janis A.	Black/F	BA/Queens College	Southern California
Riley, Anna	Black/F	BA/Paine College	Washington State*
Sanchez, Rebecca	Chicana/F	MA/Texas-Austin	NSSR
Skinner, Dawn Y.	Black/F	BA/Hunter College	UCLA*
Smith, Kimberly A.	Black/F	BA/UC-Davis	UC-Santa Cruz
Storrs, Debbie A.	Japanese/F	BA/Alaska	Oregon
Trivizo, Dolores	Chicana/F	BA/Occidental	UCLA*
Wallerson, Dena R.	Black/F	MA/Connecticut	Connecticut
Ymane, David	Asian/M	BA/UC-Berkeley	Wisconsin-Madison

\*Universities participating in Stipend Splitting Agreement

\*\*Students who were awarded the fellowship, but had to decline due to receipt of another fellowship of equal or greater value.

## Blau, from page 1

Her current research project, in collaboration with Kenneth C. Land and funded by NSF, builds on her previous work but has taken a more historical turn. The project involves an odd congeries of museums, religious institutions, minor league baseball teams, newspapers, and junior colleges. (No airports, although we secretly believe that she was lured to North Carolina in part because Jack Kasarda promised that direct flights from RDU to Paris would soon be available.) Such a heterogeneous collection of units of observation makes for strange project meetings—"what major league team hooked up with the Toledo Mud Hens in 1942?"—but also illustrates her perpetual search for cultural forms. In the end, Judith expects the study of organizations that shape and transmit core meanings will help us trace the historical foundations of culture's relationship with social structure.

The Rose Series is currently being published by Rutgers University Press. Judith intends to continue in the tradition of former series editors who have been dedicated to the advancement of solid scholarship and innovative work, and have enhanced the visibility and reputation of the series. The traditional emphasis was on the work of young scholars. Over the years, however, senior scholars have increasingly published works in the series (and many of those early, "young" authors have since

become famous, mature scholars). Judith's personal goals are not that different from past editors, and she will build on the good relationship that Terry Sullivan and the ASA staff have fostered with Rutgers University Press to expedite the production of books.

Judith notes that she is fortunate in two major respects. She takes over the editorship at a time when the intellectual climate is exciting and supportive of innovative work. Second, all presses are currently under financial strictures, and even universities are concerned about taking risks with innovative manuscripts. The Rose Series, however, is protected from such pressures.

Judith can expect strong support for our department. She has chosen Rekha Mirchandani, an advanced graduate student, as her editorial assistant. The Rose Series Board is relatively large, reflecting Judith's interest in increasing the volume of manuscript submissions, as well as encouraging submissions from authors with diverse and varied interests. Board members are: Jutta Allmendinger, Edith Kurzweil, Marshall Meyer, Mark Mizruchi, Alejandro Portes, Ivan Szelenyi, Kathy Trend, and Michael Wallace.

Interested in rapid feedback on your Rose submission? We recommend establishing an e-mail account. And then try Judith at URMOND@UNC.BITNET. □



## Give an ASA Gift Membership

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## Survey, from page 9

Senior sociologists have, in most cases, devoted many years to the discipline and the support of ASA. In most cases, they also have derived numerous professional benefits from their membership in ASA. It will be important for the welfare of ASA and its senior sociologists to continue efforts to establish a set of services with an appropriate dues structure to support the activities

and aspirations of senior sociologists. It is hoped that the current survey effort has highlighted some of the questions that will need to be considered as this goal is realized.

*Editor's note: The membership survey asks members to indicate rosters on which they would like to be included; one roster is a Directory of Retired Sociologists. □*

TABLE 7: IMPORTANCE OF ASA MEMBERSHIP

	All Ages (N=111)	61 or less (N=51)	62 or more (N=55)
Most important	16.2	11.8	21.8
Very important	35.1	31.4	41.8
Somewhat important	38.7	49.0	30.9
Not important	4.5	7.8	1.8
Unsure/ no response	5.4	0.0	3.6

TABLE 6: INTEREST IN POSSIBLE ASA SERVICES FOR RETIRED MEMBERS

	Percent Somewhat or Very Interested		
	All Ages (N=111)	61 or less (N=51)	62 or more (N=55)
Databank or retired members prepared to: serve as consultants to non-academic organizations	73.9	76.5	74.5
serve as advisors to academic departments attempting program development	67.6	70.6	65.5
serve as temporary faculty members	66.7	72.5	63.6
Fund to underwrite travel costs for retired members	56.8	58.8	54.5
Organized tours and travel	48.6	51.0	47.3
Other services	3.6	3.9	3.6

**Call for Papers**

**CONFERENCES**

**Student Paper Session, American Sociological Association 1993 Annual Meeting, Miami Beach, FL.** Open submission, all topics considered, research involving minorities encouraged. Please send full papers or detailed 500-750 word abstracts by January 1, 1993 to: Susan Moran, P.O. Box 3192, Greenville, NC 27836. Roundtable Sessions will be organized around a theme with a presider and at least three paper presenters. Students interested in organizing a table, presiding, or presenting in a relaxed, supportive atmosphere should submit papers/requests by December 31, 1992 to: Roger Kern, Department of Sociology, Wayne State University, Detroit, MI 48202.

**Association for the Sociology of Religion 1993 Annual Meeting, August 11-13, 1993, Miami, FL.** Theme: "Religion, Autonomy, Authority, and Democracy." While the Association encourages the submission of session topics and paper proposals on any subject within the sociology of religion, participants are encouraged to consider and/or propose presentations and sessions on the interactions among religion, personal and social power. Deadlines: January 15: Proposals for regular and thematic sessions, roundtables, panels, joint sessions w/ASA, SSSP; February 15: Abstracts, session participants, April 1: Acceptances, July 1: Papers to discussants and conveners. Address submissions to: Rhys H. Williams, ASR Program Chair, Program on Nonprofit Organizations, P.O. Box 154, Yale Station, 88 Trumbull Street, New Haven, CT 06520-0154.

**California and Rocky Mountain American Studies Associations Joint Conference, May 1-3, 1993, University of Nevada, Reno, NV.** Theme: "Sin, Stigma, and Risk in American Culture." The submission of proposals of 250 words is encouraged from all disciplines, from faculty, graduate students, and independent scholars. For information contact: Elizabeth Raymond, History Department, University of Nevada, Reno, NV 89557; (702) 784-6855.

**Eighteenth Annual New England Undergraduate Research Conference, April 2, 1993, Providence College, Providence, RI.** Student submissions of undergraduate work of empirical, theoretical, critical review, applied or interdisciplinary nature are invited; co-authored papers are welcome. Proposals for theme sessions, group and/or roundtable presentations will also be considered. Please make proposals specific. Cash prizes will be awarded for the two most outstanding papers. Deadline for receipt of papers and application materials is January 22, 1993. For more information and application forms contact: Josephine A. Rugiero, Conference Coordinator, Department of Sociology, Providence College, Providence, RI 02918-0001; (401) 865-2514.

**Interfaith Hunger Appeal (IHA) and the Five College Program in Peace and World Security Studies (PAWSS) Workshop, January 15-18, 1993, University of Massachusetts, Amherst, MA.** Theme: "Women in Development." For information, contact: Linda Harris, PAWSS, Hampshire College, Amherst, MA 01002; (413) 549-4600. Applications due November 16, 1992.

**North Central Sociological Association Annual Meetings, April 15-18, 1993, Toledo, OH.** Theme: "Influencing Institutions: Sociology's Responsibility?" Address abstracts and proposals to: Vicki Demos, 1993 Program Chair, University of Minnesota-Morris, Morris, MN 56267; (612) 589-2648; BITNET: DEMOSVP@CAA.MRS.UMN.EDU. Deadline: December 1, 1992.

**Rural Sociological Society Annual Meeting, August 7-10, 1993, Orlando FL.** Theme: "Applying the Science to Human and Community Development." Abstracts are requested for thematic papers, other contributed papers, roundtables, and panels. Submit abstract (with complete title, name, address and phone number) by February 1 to: Thomas Lyson, Department of Rural Sociology, 433 Warren Hall, Cornell University, Ithaca, NY 14853; (607) 255-1684.

**Second National Head Start Research Conference, November 4-7, 1993, Washington, DC.** Theme: "Translating Research into Practice: Implications for Serving Families with Young Children." Topics may include: family ecology; the family in the community; a systems approach to the study of child development; family strengths and adaptive strategies; child and family physical and mental health; and integrated multi-generational approaches to early intervention. Abstracts must be postmarked by January 29, 1993. For

submission guidelines and conference details, contact: Faith Parker, Project Director, NCJW Center for the Child, 53 West 23rd Street, New York, NY 10010; (212) 645-4048.

**Sixth Biennial Conference on East Central Europe, Russia and the Former Soviet Union, sponsored by New College of the University of South Florida, March 25-27, 1993.** Focus will be on recent changes but all 19th and 20th century topics are welcome in Sociology, History, other Social Sciences, and interdisciplinary fields. Deadline for proposals: December 15, 1992. Contact: Laszlo Deme, Program Coordinator, New College of the University of South Florida, Sarasota, FL 34243-2197.

**13th International Sunbelt Social Networks Conference, February 11-14, 1993, Holiday Inn Conference Center, Tampa, FL.** Keynote speaker will be A. Kimball Romney. The conference offers two workshops this year: Introduction to Social Network Analysis,

and Using UCINET IV to Analyze Social Network Data. The 3-hour introductory workshop is presented by Barry Wellman (Toronto), and costs \$30. The Using UCINET workshop takes two days (Feb. 10 and 11). It is presented by Steve Borgatti, Martin Everett, and Linton Freeman, and costs \$125 (which includes a \$50 credit toward the purchase of UCINET IV). Deadline for submitting papers: November 23, 1992. To propose a paper, or to register for one of the workshops, contact H. Russell Bernard, Anthropology, 1350 Turlington Hall, University of Florida, Gainesville, FL 32611; (904) 392-3139; FAX: (904) 376-8617; E-MAIL: UFRUSS@NERVM.BITNET or Alvin W. Wolfe, Anthropology, University of South Florida, Tampa, FL 33620. E-MAIL: ALWOLF@CFRVM.BITNET. Proposals for papers: please send title and abstract of no more than 150 words, on disk and on paper. A prize is offered for the best student paper submitted for presentation to the conference. The prize, worth \$1,000, is

administered by Phillip Bonacich. Students should submit their work for consideration by November 23, 1992. Write to Bonacich at: Department of Sociology, University of California, Los Angeles, CA 90024; (310) 825-3017.

**PUBLICATIONS**

*Encyclopedia of Housing* is conceived of as a reference work for students, scholars, policy makers, and general public seeking to investigate subjects in the field of housing. Anyone interested in contributing to the encyclopedia should contact: Willem van Vliet, College of Environment Design, Campus Box 314, Boulder, CO 80309-0314; FAX: (303) 492-6163; E-MAIL: VANVLIETW@CUBLD.R.COLORADO.EDU.

*Journal of Contemporary Ethnography* invites submissions for a special issue devoted to "Ethnography and Discourse." The issue will focus on meth-

*Continued on next page*

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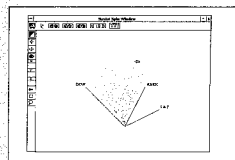
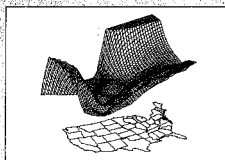
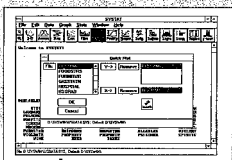
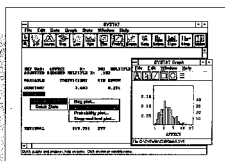
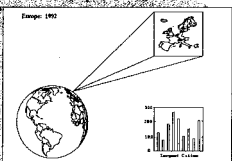
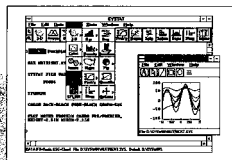
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## Call for Papers, continued

odological and theoretical issues attendant to combining traditional ethnography and discourse-based research. Examples include the use of ethnographic data in analyzing discourse data, how different models of discourse processes incorporate the use of ethnographic data, or how the collection of discourse data and ethnographic data mutually influence each other. Papers can address these and other issues in the abstract or through a specific study. Deadline for submissions is July 1, 1993. Send four (4) copies of each submission along with a \$10 submission fee (payable to *Journal of Contemporary Ethnography*) to: J. William Spencer, Department of Sociology and Anthropology, 1365 Stone Hall, Purdue University, West Lafayette, IN 47907-1365.

*Journal of Social and Personal Relationships*. JSPR will publish a special issue on children's friendships. The issue is scheduled for publication in May 1994. For the purposes of this issue, friendship is considered a subcategory of peer relations, and refers to relatively intimate and enduring relationships. It is understood that the nature of children's friendship varies across developmental levels. The target age range for the issue is approximately 5 through 12 years. The issue will include original empirical studies, theoretical articles and reviews of the literature. We are interested in research validating instruments and techniques for the assessment of children's friendship. Review articles must feature a strong conceptual foundation and methodological critique. Theoretical articles must be strongly grounded in the literature on friendship, and focus on developmental processes. Authors may submit letters of inquiry containing a paragraph... description... of... the intended contribution in order to determine the appropriateness of the topic of format. Manuscripts should be prepared in a style consistent with JSPR

and should be no longer than 30 pages including references, figures, and tables. Four copies of manuscripts should be submitted to the Special Issue Editor, Barry Schneider, no later than April 1, 1993. Manuscripts will be reviewed anonymously by editorial consultants in accordance with regular journal procedures. Address for enquiries and manuscripts: Barry H. Schneider, Associate Editor, *Journal of Social and Personal Relationships*, Department of Applied Psychology, OISE, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.

*Research in Social Movements, Conflicts and Change* will be jointly edited by Michael N. Dobkowski, Louis Kreisberg, and Isidor Wallimann, beginning with Volume 15. Presently, Volume 17 is being prepared for publication in 1994. Correspondence or contributions may be sent to any of the following addresses: Louis Kreisberg, Department of Sociology, Syracuse University, Syracuse, NY 13244-1230; Michael N. Dobkowski, Religious Studies, Hobart and William Smith Colleges, Geneva, NY 14456; or Isidor Wallimann, School of Social Work, Thiersteinerallee 57, CH-4053 Basel, Switzerland.

*Research in the Sociology of Health Care, Volume 11*. The volume will focus on illness and disability. We are interested in papers relating to any aspect of this topic, including the politics of illness/disability definitions, epidemiology, living with illness/disability, and policy issues. Papers (25-40 pages) and inquiries can be sent to Rose Weitz, Sociology, Arizona State University, Tempe, AZ 85287-2101 or Jennie J. Kronenfeld, School of Health Administration, ASU, Tempe, AZ 85287-4506. Address bitnet inquiries to Weitz at ATRXW@ASUACAD or Kronenfeld at ATJNK@ASUACAD. Deadline for papers is January 15, 1993.

*Small Group Research* invites papers for two special issues. The first will deal with Group Support Systems (GSS). The issue will focus on the

design, implementation, and evaluation of GSS. Articles may include: conceptual or theory development papers, experimental papers that are theoretically motivated, field studies that develop new insights, and system design and development papers. Submissions (four copies) should be sent by March 31, 1993 to: Joann Keyton, Department of Theater & Communication Arts, 143 Theater & Communication Building, Memphis State University, Memphis, TN 38152. Manuscripts for both special issues should be 20-30 pages, typewritten and double-spaced throughout. For all other aspects of manuscript preparation, please follow the Guidelines for Authors published in each issue of *Small Group Research*.

## Meetings

**December 4.** *Albert Salomon Symposium*. The purpose of this symposium is to capture the applicability of Salomon's ideas for an understanding of contemporary sociology and society. For further details, please contact: Arthur Vidich; (212) 229-5589; or Sondra Farganis; (212) 229-5684.

**February 11-14.** *The 13th International Sunbelt Social Networks Conference*, Tampa, FL. For further information, contact: H. Russell Bernard, Anthropology, 1350 Turlington Hall, University of Florida, Gainesville, FL 32611; (904) 392-3139; FAX: (904) 376-8617; E-MAIL: UFRUSS@NERVM.BITNET; or Alvin W. Wolfe, Anthropology, University of South Florida, Tampa, FL 33620; E-MAIL: ALWOLFE@CFRVM.BITNET.

**March 20-22.** *1993 Stone Symposium of The Society for the Study of Symbolic Interaction*, Knoxville, TN. Theme: "The Physical and Social Environment: Changing Images and Symbols. Contact: Tom Hood, Department of Sociology, University of Tennessee, Knoxville, TN 37996-0490; (615) 974-6021; FAX: (615) 974-8546; BITNET: TOM HOOD@UTK.VX.

**April 14-19.** *Duke University's Canadian Studies Center Conference*, Sheraton Inn University Center, Durham, NC. Theme: "Health Care in Transition: Values in Conflict." For more information or a registration package, please contact: Canadian Studies Center, Duke University, Box 90422, Durham, NC 27708-0422, or telephone Linda Scovill Knechtel, Conference Coordinator at (919) 684-4260.

## Funding

The Civic Education Project is an educational program jointly sponsored by Yale University and the Central European University to assist reform efforts in the social science departments of Central and Eastern European Universities. This year we placed 85 Western scholars in Bulgaria, Romania, Hungary, Czechoslovakia, the Baltic states and Ukraine. Instructors teach courses in economics, political science, sociology, law or business and assist host faculty with their professional development needs. Professionals, professors and advanced graduate or professional students are invited to apply. To receive a brochure and application contact: CEP, P.O. Box 5445 Yale Station, New Haven, CT 06520; Telephone and Fax: (203) 432-3218.

Institute of American Cultures Fellowship Program at UCLA 1993-1994. UCLA's Institute of American Cultures, in cooperation with the University's four ethnic studies centers, offers fellowships to postdoctoral scholars to support research on Afro-Americans,

Asian Americans, Chicanos, or American Indians. The Institute promotes the activities of these four major ethnic studies centers whose goals are to advance knowledge about the nation's minorities. Awards range from \$23,000 to \$28,000 per year plus health benefits and research support. These fellowships can be awarded for less than a year, in which case the stipend is adjusted to the length of the award, and can be used to supplement sabbatical salaries. Persons affiliated with UCLA are not eligible for these awards. The final date for submitting applications for an Institute of American Cultures postdoctoral/visiting scholar fellowship is December 31, 1992. For further information and applications, please contact the fellowship director of the appropriate ethnic center at UCLA: Center for Afro-American Studies, Los Angeles, CA 90024-1545, (301) 206-8009; Asian American Studies Center, Los Angeles, CA 90024-1546, (310) 825-2974; Chicano Studies Research Center, Los Angeles, CA 90024-1544, (310) 825-2363; American Indian Studies Center, Los Angeles, CA 90024-1548, (310) 825-7315.

**Johns Hopkins University Masters, Doctoral and Postdoctoral Studies.** The Department of Mental Hygiene, of the Johns Hopkins School of Hygiene and Public Health, invites applications for masters level, doctoral and postdoctoral studies for the 1993-1994 academic year. Stipends are \$8,000 for doctoral studies and from \$18,600 or \$32,300 for postdoctoral fellows. For more information contact: Joan Barr Blanco, Academic Program Coordinator, Department of Mental Hygiene, The Johns Hopkins University School of Hygiene and Public Health, 624 North Broadway, Baltimore, MD 21205-1999; (410) 955-1906; FAX: (410) 955-9088.

**Malone Faculty Fellows.** American professors are being given an opportunity to travel to the Middle East and participate in an intensive academic Arab and Islamic studies program designed to enable them to help internationalize their schools' curricula. The Malone Faculty Fellows Program is now accepting applications for two Faculty Seminars. For a Spring delegation scheduled to visit one or more countries in the Gulf region for two weeks, applicants are encouraged to apply from the Southeastern states of the Virginias and Carolinas, Florida, Georgia, Alabama, Mississippi, Louisiana, Arkansas, Tennessee, and Kentucky. In addition, a four-week Summer program is planned for Egypt and/or Jordan and Syria. Educators from Northern California are invited to apply. Eligibility requirements include a PhD or its equivalent, U.S. citizenship, and a full-time teaching position in the humanities or the behavioral or social sciences. Professors from communications and journalism schools are also encouraged to apply. Participants are required to pay a small program fee and to cover their domestic airfare to and from Washington, DC. All other costs, including international air transportation, two meals a day, lodging, university fees, and an internationally renowned scholar escort, are provided by the National Council. The value of the program in monetary terms is equivalent to a \$5,000 fellowship. To obtain further information and applications, please contact: Yvonne J. Seng, Malone Program Coordinator, National Council on U.S.-Arab Relations, 1735 Eye Street, NW, Suite 515, Washington, DC 20006; (202) 293-0801.

National Science Foundation Law and Social Science Program. The review process for the Law and Social Science Program is approximately six months. It includes appraisal of proposals by ad hoc reviewers selected for their expertise from throughout the social sci-

tific community and by an advisory panel that meets twice a year. The target dates for the submission of proposals are January 15 for proposals to be funded as early as July and August 15 for proposals to be funded in or after January. For further information on application procedures write or call: Susan O. White, Program Director, Law and Social Science, National Science Foundation, Washington, DC 20550; (202) 357-9567; E-MAIL: SWHITE@NSF.BITNET; FAX: (202) 357-0357.

**Rockefeller Fellowships in the Humanities at the Centro de Estudios Puertorriquenos,** Hunter College, 1993-1996. The Centro de Estudios Puertorriquenos will award two full-time postdoctoral Rockefeller Fellowships to academic and independent scholars each year from 1993-94 to 1995-96. The Program is designed to advance comparative critical analysis of the following questions: How are claims for social equity and cultural rights among disenfranchised "cultural communities" asserted in a variety of national and international contexts? How do demands for equity, historically and at the present moment, challenge or otherwise engage hegemonic cultural theories, discourses, and national policies? 1993-94 - Cultural Rights and Citizenship. This year, projects will focus on how different "cultural communities" experience citizenship and construct their claims for cultural rights and equity. Central to these issues are the ways in which changing constructions of identity and vernacular conceptions of rights and entitlements are embodied in collective discourses and actions. We also seek to examine the cultural resources and "devalued" funds of knowledge that communities bring to bear on the advocacy process. All fellows must be full-time residents at the Centro from September through June. Full stipend is \$34,000 and up to \$3,000 extra costs for relocations, health benefits, housing, etc. Fellowships may be combined with a sabbatical. We especially encourage proposals from scholars concerned with cultural diversity and equity in North American, Latin American, Caribbean, and Western European contexts. Deadline for 1993-94 applications is January 15 each year. For information or application materials write Program co-directors: Rina Benmayour and Antonio Luria, Centro de Estudios Puertorriquenos, Hunter College, 695 Park Avenue, Box 548, New York, NY 10021, or call Ana Juarbe: (212) 772-5687; FAX: (212) 772-4348.

**Rockefeller Foundation Social Science Research Fellowship Program in Agriculture.** Under this program, the Foundation placed each year a small number of North American and African social scientists at international agricultural institutes located in developing countries. Since its beginning in 1974, this fellowship program (which is open to North Americans and to citizens of sub-Saharan African nations) has sent abroad persons trained in such fields as agriculture and resource economics, anthropology, rural sociology and geography. Up to eight highly qualified persons holding recent social science doctorates will be selected for two-year appointments as scholars in developing countries. Specifics of the research projects and placement at institutions will be negotiated during the selection process. Through writings, course work, and/or prior experience, applicants must demonstrate interdisciplinary adaptability and interest in the agricultural aspects of international development work. Candidates should have received the PhD after December 1988 or should expect to do so before September 1993. Further information about the program can be obtained from the Fellowship

Continued on next page

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**Funding, continued**

Office, Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.

**Training Program in Sociocultural Gerontology Predoctoral and Postdoctoral Research Fellowships.** The University of California, San Francisco is pleased to announce the availability of special training opportunities at both the predoctoral and postdoctoral levels in the multidisciplinary areas of social and cultural gerontology. This training program, funded by the National Institute on Aging (NIA), is distinctive in three ways: 1. its comparative perspective and sensitivity to human variation on the basis of socio-economic and ethnic backgrounds; 2. its focus on health-oriented research training; and 3. its multidisciplinary perspective on aging research. Predoctoral fellowships are available to exceptional students seeking the Ph.D. degree from the Division of Medical Anthropology (School of Medicine) and the Department of Social and Behavioral Sciences (School of Nursing). Research fellowships are open to postdoctoral (Ph.D. or equivalent) fellows from fields of anthropology, sociology, history, public health, epidemiology, economics, political science, medicine, nursing, or other social, behavioral or health-related sciences. Trainees are expected to expand their skills in substantive and methodological areas, to engage in research under the guidance of program faculty, and to participate in a variety of multidisciplinary activities available at the UCSF campus. Trainees are appointed for one year, with the possibility of renewal for up to five years for predoctoral trainees and three years for postdoctoral trainees. Reappointment is contingent upon satisfactory progress and an annual review. NIH National Research Service Institutional Awards provide support for trainees. Only citizens and permanent residents of the U.S. may receive such awards. For further information contact: Institute for Health & Aging or Medical Sociology: Vida Yvonne Jones, Institute for Health & Aging, 201 Filbert St., Suite 500, University of California, San Francisco, CA 94133; (415) 362-3620; or Medical Anthropology, Epidemiology, or History of Health Sciences: Linda S. Mittness, Box 0850, University of California, San Francisco, CA 94143-0850; (415) 731-1880. Application due date: January 29, 1993

**Competitions**

**Award for the Promotion of Human Welfare Call for Nominations.** The Southern Sociological Society and the Department of Sociology at Emory University are pleased to announce a new Award for the Promotion of Human Welfare. This award is designed to recognize currently innovative sociological work with high potential for enhancing human welfare and to act as incentive for realizing that potential. We are planning for the recipient of the first Award to be announced at the 1993 SSS Meeting in Chattanooga. The Award is in two parts. First, \$5000 will be directly presented to the recipient in recognition of their work. Second, up to \$10,000 will be available to aid in the dissemination/implementation of their work. Proposals for disseminating/implementing the work might include consultation with relevant policy organizations, a conference with policy makers, start-up money for demonstrating projects of high visibility, and the preparation of manuscripts for publication in the mass media. The Award will be presented every two

years to an individual(s) for written work or series of related written work based on or consistent with sociological research; and the recipient(s) of the Award should be an American sociologist(s). The work must be introduced to the public within the three year period prior to, but not including, the year of the presentation of the Award. The welfare enhancing value of the work will be assessed in terms of its capability for concretely realizing broadly recognized human values such as freedom, security, equity, opportunity, health and happiness. Work in all subfields of the discipline is eligible for the award, including work of a general theoretical or methodological nature with welfare enhancing elements. Two criteria will be given equal weight in selecting the award recipient. 1. the potential of the work for enhancing human welfare, and 2. the extent to which the award will facilitate the realization of that potential. Nominations, including self-nominations, should be submitted to Robert Agnew, Department of Sociology, Emory University, Atlanta, GA 30322; BITNET: SOCRAGE@EMUVML, by January 15, 1993. All nominations will be evaluated by a five person committee of the Southern Sociological Society.

**Irene B. Taebur Award for Excellence in Demographic Research.** This Award, which is jointly sponsored by the Population Association of America and the Office of Population Research, Princeton University, is made biennially. The next award will be made at the PAA Annual Meeting in 1993. Individuals should be nominated on the basis of outstanding scientific research in demography. The Award may be in recognition of either an unusually original contribution to the scientific study of population of an accumulated record of exceptionally sound and innovative research. Nominations should not be based primarily on excellence in teaching or public services. Nominations for the Award should include the following information: 1. a concise summary of the nominee's contributions and accomplishments. Indicate the basis of the award: an "Accumulated record" or an "unusually original contribution" (the latter category is particularly appropriate for young scholars). 2. a selective list of important professional positions held and principal publications. The Award consists of a suitable certificate and cash prize. Nominations should be submitted to arrive before December 1, 1992 to: Dennis P. Hogan, Population Research Institute, 22 Burrows Bldg., Penn State University, University Park, PA 16802; FAX: (814) 863-8342; BITNET: LZ7@PSUVU.

**Population Reference Bureau Visiting Scholar Award for 1993-1994.** Applications are invited for the PRB Visiting Scholar Award for the nine-month period beginning September 1993. The recipient of the award (which is made available under a grant from the Andrew W. Mellon Foundation) will be expected to spend at least nine months at PRB's Washington, DC headquarters carrying out a population policy-related project of either domestic or international focus. Priority will be given to policy-oriented projects that attempt to synthesize work on a particular topic (including the scholar's own contribution). Interested individuals should forward a brief description of their planned activities, together with a curriculum vitae and a sample of recent publications, no later than January 15, 1993 to: Martha Farnsworth Riche, Visiting Scholar Program, Population Reference Bureau, Inc., 1875 Connecticut Avenue, NW, Suite 520, Washington, DC 20009. For more information, contact Riche at (202) 483-1100.

**Rockefeller Foundation African Dissertation Internship Awards.** Doctoral Students from sub-Saharan Africa are invited to apply to The Rockefeller

Foundation for dissertation research support. The program enables PhD students enrolled in U.S. and Canadian universities to return to Africa for extensive field research topics in the fields of agriculture, health, life sciences, and education; but other proposals are welcome. Applicants are responsible for arranging affiliation with an African institution able to provide needed research support, such as laboratory facilities, access to study sites, and technical advice. The candidate's faculty advisor, the host institution in Africa, and the agency with primary responsibility for financing the student's graduate work must all send letters of endorsement. Deadline for applications: March 1, 1993. Candidates should apply well in advance of the expected field work starting date. For a full description of the competition and the application requirements, write to: African Dissertation Internship Awards, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, NY 10036.

**Sexual Behavior Division of the SSSP 1993 Student Papers Competition.** Papers may be empirical or theoretical, and they may be on any aspect of sexuality, including sexual identities, behaviors, communities, politics, and political activism. To be eligible, a paper must have been written during 1992, and it may not be published, accepted for publication, or under review for publication. Papers which have been presented at a professional meeting are eligible. Papers must be student-authored; they can be single-authored by a student, or co-authored by two students, but may not be co-authored by a student with a faculty member or other non-students. Twenty-five (25) page limit, including all notes, references, and tables. Send papers and cover letter specifying that the paper is to be considered in the SSSP Sexual Behavior Division Student Paper Competition to: Valerie Jenness, Department of Sociology, Washington State University, Pullman, WA 99164-4020. Deadline: postmarked by January 31, 1993. The winner will be announced in Spring 1993 and will receive a \$100 stipend.

**Sociologists' AIDS Network (SAN)** invites submissions for the SAN 1993 Student Paper Competition Award. The paper must focus on an AIDS or AIDS related topic, may be quantitative or qualitative, and may present research conducted with a professor(s). The paper, however, must be authored by a student or students only. This paper must not be scheduled to appear in press prior the 1993 ASA meetings in Miami. The award includes a monetary consideration and an opportunity to present at the 1993 ASA/SSSP meetings. Submissions should be sent in triplicate to Sarah Brabant, P.O. Box 4-0198, USL, Lafayette, LA 70504. Deadline for consideration is February 15, 1993.

**United States Institute of Peace** announces the 1993 cycle of its Solicited Grant Competition, this year on the following themes: Africa, Middle East, and Conflict Resolution Training. Most solicited grants are one to two years in duration. In this cycle of competition, the Institute expects to award several grants in the range of \$40,000 to \$60,000 for research projects on Africa or the Middle East. Several grants of up to \$100,000 each will be made in support of conflict resolution training projects. It is the Institute's strong preference that grants be made to institutions rather than to individuals. For further information and application forms, contact: Solicited Grants, United States Institute of Peace, 2505 M Street NW, Washington, DC 20005-1708; (202) 429-3844. The closing date for receipt of solicited grant applications in the current review cycle is January 2, 1993.

**Mass Media**

**Susan Bell, Bowdoin College,** was quoted in the September 28, 1992 *Atlanta Constitution*, citing her chapter on female birth control in *The New Our Bodies Ourselves*.

**Fred Hoffman** had his review of M. Rothmiller's book: *L.A. Secret Police: Inside the LAPD Elite Spy Network* published in the Fall, 1992 *Covert Action Information Bulletin*.

**Christopher Jencks,** Northwestern University, was quoted concerning living conditions of the poor in an article, "How Many Poor are in America?" in the *Atlanta Journal-Constitution*, October 2, 1992.

**Rebecca E. Klatch,** University of California-San Diego, was quoted in an article regarding generational politics and the twenty-something generation titled "The Cool Hair Generation," which appeared in the *San Francisco Chronicle* on August 19, 1992.

**Ivan Light,** University of California-Los Angeles, was interviewed on ABC-TV *Business Week* program on September 13, 1992. The subject was rotating credit associations as techniques for funding low-income neighborhoods.

**Don O'Meara,** University of Cincinnati, was quoted by the *Atlanta Constitution and Journal* on September 2, 1992, in a story, "Long Lost Friends," pointing out the value of friends for self-image.

**N.J. Demerath, III and Rhys H. Williams,** University of Massachusetts-Amherst, had a review of their book, *A Bridging of Faiths: Religion and Politics in a New England City* appear in *The Boston Globe*, and the *Springfield Union News*.

**Roberta Spalter-Roth,** American University, was quoted concerning the impact of the recession on women, reducing more of them to poverty, in an article, "U.S. Poor Increase by Two Million," in the *Atlanta Constitution* on September 4, 1992.

**Famela J. Smock,** Louisiana State University, has her research on changes over the last two decades in the economic costs of divorce for young women reported in *The Wall Street Journal*.

**Alexandria Todd,** Suffolk State University-Boston, was quoted in the September 28, 1992 *Atlanta Constitution* as recommending the new edition, *The New Our Bodies Ourselves* for "every woman in the country."

**Deena Weinstein,** DePaul University, was interviewed on ABC affiliate TV news on rap music; quoted by the *Chicago Sun-Times* and *Chicago Tribune*, and appeared on the local and national broadcast of National Public Radio on the subject of Tipper Gore; was interviewed by the *Baltimore Sun* about the popularity of the movie *Wayne's World*; appeared on WGN radio talk show on the issue of fraud in science; appeared on the Aaron Freeman TV show about rock music lyrics.

**People**

**Joszeff Borocz,** University of California-Irvine, has been appointed Assistant Professor of Sociology.

**William D. Darrow,** California State University-Los Angeles, and **Robert M. Emerson,** UCLA, served as staff sociologists for the Kolls Commission which was appointed by the Los Angeles County Board of Supervisors to investigate use of force problems in the Los Angeles Sheriff's Department.

**Myra Marx Ferree,** University of Connecticut, and **Patricia Yancey Martin,**

Florida State University, co-organized an international conference on the feminist organizations in relation to the women's movement of the 1970s and 1980s.

**Novella Zett Keith** recently joined Temple University as coordinator of the graduate program in Urban Leadership and Policy Studies in the College of Education.

**Patricia Yancey Martin** Florida State University, is at the University of Delaware for 1992-1993 as a Visiting Professor in the Department of Sociology and Criminal Justice. She also spoke at the University of Tulsa in April 1992 as part of their celebration of Women's History Month.

**Nancy Naples,** University of California-Irvine, will join the faculty as Assistant Professor of Sociology and Women's Studies in January.

**Carol Seyffrit** has joined the department of sociology at Old Dominion University.

**Suzanne Vromen,** Bard College, was promoted to full professor.

**Awards**

**Anthony J. Blasi,** Muskingum College, was presented the 1992 William Rainey Harper Award for Outstanding Scholarship.

**Thomas Cushman,** Wellesley College, received a grant from the Instrumentation and Laboratory Improvement Program of the National Science Foundation to develop a Macintosh computer visual image laboratory for use in courses in the sociology of culture and mass media.

**Peter Dreier,** City College of Boston Housing Redevelopment Authority, will be the E.P. Clapp Distinguished Professor of Politics at Occidental College.

**Jan Fritz,** California State University-San Bernardino, was awarded the 1992 Distinguished Career Award by the Sociological Practice Association.

**Naomi Gerstel,** University of Massachusetts-Amherst, received a \$145,000 grant as a visiting professorship at SUNY-Stony Brook.

**Patricia Yancey Martin,** Florida State University, received \$124,628 for her visiting professorship at the Ohio State University. The National Science Foundation awarded 22 such visiting professorships. For information on the program, contact NSF and ask for publication #91-10.

**Larry Isaac** and **Jill Quadagno,** Florida State University, received University Teaching Excellence Awards in April.

**Pat Lauderdale,** Arizona State University, received a Fulbright grant and will spend the spring semester in Austria, specializing in political science and law at the University of Innsbruck.

**John Myles,** Florida State University, has assumed the position of Director of the Institute on Aging. Last year he received the Distinguished Scholar Award from the American Sociological Association Section on Aging.

**Charles B. Nam,** Florida State University, was awarded the first College of Social Sciences Distinguished Service Award.

**Walt Schafer,** California State University-Chico, received a \$275,000 foundation planning grant to establish The Pacific Wellness Institute at CSU-Chico. He was also named CSU-Chico Outstanding Professor for 1991-1992.

*continued on next page*

## New Books

Margaret Andersen, University of Delaware, *Thinking About Women*, 3rd edition (MacMillan, 1992).

Gai Berlage and William Egelman, Iona College, *Understanding Social Issues: Critical Thinking and Analysis* (Allyn & Bacon, 1993).

Charles Emory Burton, *The Poverty Debate: Politics and the Poor in America* (Greenwood Press, Praeger Publishers, 1992).

Paul Colomy, University of Denver (editor), *The Dynamics of Social Systems* (Sage International, 1992).

Kathy Charmaz, Sonoma State University, *Good Days, Bad Days: The Self in Chronic Illness and Time* (Rutgers University Press, 1992).

N.J. Demerath, III and Rhys H. Williams, University of Massachusetts-Amherst, *A Bridging of Faiths: Religion and Politics in a New England City* (Princeton University Press, 1992).

Riley Dunlap and Angela Mertig, Washington State University-Pullman, (editors) *American Environmentalism: The U.S. Environmental Movement, 1970-1990* (Taylor & Francis, 1992).

Eva Etzioni-Halevy, Bar-Ilan University, Israel, *The Elite Connection: The Achievements, Problems and Potential of Western Democracy* (Polity Press, 1992).

Jaber F. Gubrium, University of Florida, and Kathy Charmaz, Sonoma State University (editors), *Aging, Self and Community: A Collection of Readings* (JAI Press, Inc., 1992).

Richard A. Hilbert, Gustavus Adolphus College, *The Classical Roots of Ethnomethodology: Durkheim, Weber and Garfinkel*, forward by Randall Collins (University of North Carolina Press, 1992).

Dirk Kasler, Hamburg University, Germany, *Sociological Adventures: Earle Edward Eubank's Visits with European Sociologists* (Transaction Press, 1991).

Nelson W. Keith, West Chester University and Novella Zett Keith, Temple University, *The Social Origins of Democratic Socialism in Jamaica* (Temple University Press, 1992).

Alexandra Maryanski and Jonathan H. Turner, University of California-Riverside, *The Social Cage: Human Nature and the Evolution of Society* (Stanford University Press, 1992).

Mary Romero, University of Oregon, *Maid in the U.S.A.* (Routledge, 1992).

Walt Schafer, California State University-Chico, *Stress Management for Wellness* (Harcourt Brace Jovanovich, 1992).

Natalie J. Sokoloff, John Jay College of Criminal Justice, *Black Women & White Women in the Professions: Occupational Segregation by Race and Gender, 1960-1980* (Rutledge, Chapman and Hall, Inc., 1992).

Stephen P. Turner, University of South Florida, and Dirk Kasler, Hamburg University, Germany, (editors), *Sociology Responds to Fascism* (Routledge, 1992).

Suzanna Walters, Georgetown University, *Lives Together/Worlds Apart: Mothers and Daughters in Popular Culture* (University of California Press, 1992).

## New Publications

*Lo Spettacolo* is a quarterly journal published in Rome, Italy, in three languages by the Italian national copyright organization SIAE, devoted to the sociology of leisure time, especially in connection with the arts (both performing arts and fine arts), the media and

culture in general. Contributions by American scholars are invited. The journal pays a stipend for articles of 15-25 pages. For further information call Dr. Mauro Lucentini in New York City; (212) 628-5643; FAX: (212) 628-7981.

*Teaching About Genocide: A Guidebook for College Teachers: Critical Essays, Syllabi, Bibliography.* Teaching About Genocide costs \$20 (pre-paid orders only) through the ISG and through HIR. Please send orders with payment to the Institute for the Study of Genocide, John Jay College of Criminal Justice, 899 Tenth Avenue, Room 623/TAG, New York, NY 10019. Enclose \$20 for U.S. orders; \$25 in check or international money order in U.S. dollars for orders outside the U.S.

## New Programs

American University is offering a new graduate program in the Department of Sociology—the M.A. degree in Applied Sociology/Social Policy. This new program prepares students for careers in applied sociology and social policy by providing training in social policy analysis, social policy research methods, data analysis and presentation, proposal development and report writing. The curriculum is taught within a framework that emphasizes gender, race, and class. For further information contact: Samih K. Farsoun, (202) 885-2475 or Roberta Spalter-Roth, (202) 885-2487, Department of Sociology, American University, 4400 Massachusetts Avenue NW, Washington, DC 20016-8072.

## Other Organizations

ISA Research Committee in Clinical Sociology. The International Sociological Association's Working Group in Clinical Sociology has been promoted to Research Committee Status. For information about membership or the 1993 conference in Montreal, please contact Jan Marie Fritz, President RC46, 254 Serena Drive, Palm Desert, CA 92260.

New York State Association of Suicidology (NYSAS) has been organized as a chapter of the American Association of Suicidology. NYSAS hopes to encourage the study of suicide and suicide prevention; share information through programs, meetings and publications; increase understanding of and reduce self-destructive behavior; and examine existing laws and public policy relating to suicide and advocate change where necessary. NYSAS seeks members from all groups involved with the understanding, treatment and prevention of suicide including mental health professionals, medical personnel, educators, clergy, survivors, their friends and family. "The treatment and prevention of suicide involves everyone from the clergyman to the artist; the school nurse to the neighborhood volunteer," states Dr. Richman, Founding President. For further information on NYSAS contact: Joseph Richman, 2582 Steadman Place, Bronx, NY 10469 or NYSAS, c/o Regent Hospital, Department of Community Relations, 425 E. 61st Street, New York, NY 10021.

Cynthia B. Sullivan is the principal officer of Sullivan Research Services (SRS), a full service research firm specializing in health, labor and family issues. SRS is located at 9202 Wilmer Street in Silver Spring, MD 20901, (301) 565-4668. Cynthia is a graduate of the sociology program at the University of North Carolina-Chapel Hill and recently served as the Assistant Direc-

tor for Employee Benefits Research at the Health Insurance Association of America.

## Contact

Call for Nominations for the SWS/Cheryl Miller Lecturer on Women and Social Change, 1994. Nominations are now open for the Cheryl Miller/SWS Lectureship on Women and Social Change for 1994. The SWS/Miller Lectureship was created to help disseminate feminist insights and ideas to colleges and universities around the country where there are few opportunities to know and learn from feminist scholars. In selecting the lecturer, the committee will be looking for scholars whose research, teaching, and professional service show a commitment to the study of women and social change. Candidates whose work has contributed to understanding race, class, age, sexualities, and/or disability in women's lives are especially solicited. Send your nominations, with documentation about the candidate's contributions to scholarship and feminist change to: Judith Wittner, Department of Sociology, Loyola University, Chicago, IL 60626.

Czechoslovakian Research Connections. Given all of the social change that is occurring in Czechoslovakia, many sociologists have topics they would like to study there. While the research agenda may be clear, some sociologists lack the contacts in Czechoslovakia to accomplish the research designs. As one of sixteen U.S. professors on the first Fulbright program in Czechoslovakia in 1991, Phyllis H. Raabe and associates in Czechoslovakia are developing a program that would provide the contacts and experiences needed for the research. Preliminary planning anticipates that researchers will submit their research proposals and those selected will do research in Czechoslovakia during June-July 1993. This is a program for researchers who have funding for travel and research but need assistance in accomplishing their research designs. Those interested in further information about this program may contact Phyllis Raabe, Department of Sociology, University of New Orleans, New Orleans, LA 70148; (504) 286-6468; FAX: (504) 286-6468; BITNET: PHR-SO@UNO.

Send in your materials to be considered for inclusion in the revision of the Teaching Resource's Center Syllabi and Instructional Materials for Courses in Work and Occupations. Send syllabi, course exercises and assignments, film and software ideas, and any other materials to the volume's editor: Geoffrey Grant, Department of Rural Sociology, South Dakota State University, Brookings, SD.

## Deaths

Louis M. Beck, Western Kentucky University, died on April 24.

## Obituaries

Ford W. Cleere (1923-1992)

Ford W. Cleere, professor emeritus of sociology at the University of Northern Colorado, died September 6, 1992 while exercising, as was his habit, at a physical-fitness center in Greeley, Colorado.

Professor Cleere became a legendary figure among his colleagues, friends and students for a rare amal-

gam of tough and tender: his relentless agitation for many forlorn or even despised causes somehow blended with a gentle good humor that never failed him, even among academic adversaries and political opponents. His was a tireless voice that never became tiresome. The only faith he embraced is an old-fashioned one that he believed was only temporarily in eclipse. It insists that intellectual effort and social action together can produce more justice in the world.

A native of England, he served in the Royal Canadian Air Force in the China-Burma-India theater of operations during World War II. For almost twenty years he worked as a journalist, beginning as a reporter for the *Providence Journal-Bulletin* after the war. Moving to California, he edited news copy at the *San Bernardino Sun-Telegram*, edited wire stories and designed pages at the *Los Angeles Herald-Express*, and reported on suburban community affairs for the *Los Angeles City News Service*.

Professor Cleere joined the University of Northern Colorado in 1962 as an editor and journalism instructor after completing a BA and MA in journalism and American studies, respectively, at California State University at Los Angeles. He began teaching sociology in 1967 and received the PhD in the discipline from the University of Colorado in 1971. He retired from UNC in 1988.

In the communities of Greeley, he petitioned the government in public hearings for peaceful change, pleading unsuccessfully for municipal acquisition of an electric utility company, and for post-Cold War conversion planning for jobs and facilities at sites such as the Rocky Mountain Arsenal and the Rocky Flats plutonium plant, which had been devoted to military priorities.

As a sociologist he studied and wrote systematically about topics that had first caught his attention as a journalist, including the idea of community, the role of the working class, and the prospects for proletarian ideals. Professor Cleere presented papers and published articles on intentional communities, on mobile-home dwellers, on the power elite in Greeley and, after a visit to Cuba, on "The Quality of Life in Cuba at the Nineteenth Anniversary."

Throughout his academic career he remained a follower of C. Wright Mills, whose portrait Professor Cleere kept mounted on his office wall until his retirement. (The huge portrait was displayed at a memorial service Sept. 11 at the Unitarian Universalist Fellowship of Greeley.) Undeterred by the Reagan years, he continued to explore ways to make societies more open, more egalitarian, less secretive and less hierarchical.

On the last day of his life, he was circulating a labor union leaflet on behalf of social change.

Dave Anderson

Joseph S. Himes (1908-1992)

Joseph S. Himes, Professor Emeritus of the University of North Carolina at Greensboro, died September 4, 1992, in Greensboro after several years of declining health.

Born in Jefferson City, Missouri, in 1908, Joe's Bachelor's degree magna cum laude (PBK) and Master's degree were from Oberlin College. After his Ph.D. from Ohio State University, he was Post-doctoral Faculty Fellow of the Fund for the Advancement of Education at University of California-Berkeley. After 23 years at North Carolina Central University, where he served as Chair and received the Distinguished Teaching Award, Joe joined UNC-

Greensboro in 1969.

Joe received an honorary Doctor of Science from Ohio State University. Early in his career he had taught French, was Director of Research for the Urban League of Columbus, Ohio, and was an editorial and feature writer of the Ohio State News. Joe served on several key committees of the American Sociological Association, including its Council. He also participated with boundless energy in innumerable professional, learned and community societies and a number of state and national commissions and consortiums, including the International Sociological Association.

Joe had the highest standards. He punctured sham and cant with mordant wit. He championed those in need and the deserving. Steadfastly loyal, Joe gave advice both sage and pithy. When Joe was on a committee, it accomplished things! A great colleague and friend, Joe regaled us with anecdotes and marvelous jokes, often salty.

Joe's intellectual style was penetrating, his personal style, vigorous and charming. Joe was a professional's professional with a true calling for sociology. He was a visiting professor at Alberta, Duke, UNC-CH, Syracuse, and Sacramento State with Fulbrights at Helsinki (1961-62) and Madras (1966-67).

Intellectually curious with a great zest for living, he exemplified the ideal of teacher-scholar. He married his scholarly pursuits to social action to improve American marriage and family living and the lot of the economically, racially, and physically disadvantaged. Joe lived up to his counsel never to admit to infirmity, only referring to his blindness—and then only rarely—as "visual impairment." His credo was, "It is the mind that sees." Consummate scholar, active to the end, Joe's 1930s research on African American adolescents won international recognition. He moved soon to the wider context of a society in conflict. Breadth in sociology complemented his specialties: social conflict and change, social movements, race relations, and family sociology. In 1976 in Zimbabwe Joe investigated the recruitment and training of social movement leaders in southern Africa for the National Science Foundation. He contributed several chapters to books, over 100 other publications, and six books: *Social Planning in America*, *The Study of Sociology*, *Racial Conflict in America*, *Race and Ethnic Relations*, *Conflict and Change*, and *The South Moves Into Its Future: Studies in the Analysis and Prediction of Social Change* (1991).

Joe questioned authority and the status quo. The divine restlessness that he poured into his scholarly work spilled over mightily into his teaching and his work on social reform. Concerning racial discrimination, he goaded with persistent friendly militancy, consistently attacking injustice. To produce social change in the wider community—and also in a university—necessitated a tireless persistence: "Agitate, agitate, agitate, agitate—and then—agitate some more!" Yet, despite all the *de jure* changes in the U.S., he was a realist and died disappointed that Southern white attitudes had not really undergone fundamental changes.

His ASA DuBois-Johnson-Frazier Award, cited him: "A source of immeasurable inspiration to any number of students who learned from him the quality of achievements possible with the right type of resolve and determination." He was the first black person to be full professor in a state-supported, doctoral-granting institution in North Carolina. Joe's special interest in scholars from small schools with few resources led him to help create the

Continued on next page

**Obituaries, continued**

North Carolina Sociological Association to provide fellowship and intellectual support. Joe was its first President.

As a committed teacher, he asked the best of his students—and most often he got it. He could, however, be witheringly acerbic as when he referred to a lazy student in absentia as “a textbook cripple.” A former student, having attended a breakfast honoring Joe several years ago, wrote:

“Himes gave a talk about why people became and remained sociologists for as many years as he had. It was the kind of talk he had always impressed me with: impassioned, gentle, witty and brutally frank. He concluded that even as Professor Emeritus, he had to pay his own way to the conference. He did it anyway...because, he said ‘That’s what scholars are for...we’re pros.’”

As a consequence, the writer attests that he resumed his sociological career.

Estelle Jones Himes, Joe’s extraordinarily wonderful wife, lifelong friend, and constant support, survives. We rejoice in the life they shared with one another and us, a life transcending limitations and transforming adversity into active affirmation through work and love.

Gifts may be made in memory of Joseph S. Himes to the Scholarship Fund, Development Office, UNCC, Greensboro, NC 27412.

*William E. Knox and David J. Pratto, University of North Carolina-Greensboro*

**Edward E. McKenna (1942-1992)**

After an illness of almost a year, Edward E. McKenna, professor of sociology at Central Michigan University, died on August 29, 1992. Ed received his Bachelor’s and Master’s degrees from Western Michigan University and his Doctorate from Purdue University. His entire twenty-three-year professional career was spent in the Department of Sociology, Anthropology, and Social Work (1969-1992) at Central Michigan University, where he taught both undergraduate and graduate courses in Social Problems, Sociology of Religion, Collective Behavior, Social Stratification, and Research Methods.

Ed projected a cool and quiet competency. He was an effective teacher who instructed students in ways that inspired their respect and that of his colleagues.

Ed’s areas of research interest included social change, collective behavior and social movements, historical demography, sociology of religion, and stratification. His publications appeared in the *American Journal of Sociology*, *Rural Sociology*, *Human Organization*, and *Economic History Review*. They dealt with such topics as age-grade placement of migrant children, marriage and fertility in post-famine Ireland, and the impact of technology on the non-Western world. In addition, he produced computer software for quantitative analyses on aspects of univariate, bivariate, and trivariate analysis. His published works mirrored the keen intellect that crafted them.

Central Michigan University was the first public university in the United States with a unionized faculty. The scholarly prerogatives secured, academic freedoms protected, and financial benefits received because of that unionization have been considerable. It was in service to the union (the CMU Faculty Association—an NEA affiliate) that Ed’s considerable skills as President, bargainer, mediator, strategist, grievance officer, and intellectual architect found their freest expression and exerted their deepest and most lasting influence. The fact that he was one of the very first recipients of the Faculty Association’s Distinguished Service Award testifies to his courage and effectiveness in protecting the welfare of its members and in making of this university a more humane institution.

In his teaching, research, union activities, and personal relations, Ed gave ample evidence of a dry wit, a remarkable facility with cogent reasoning, and an abiding concern for the well-being of others. His colleagues already greatly miss his impact upon their personal and professional lives.

*Bernard N. Meltzer, Central Michigan University*

**James A. Peterson (1914-1992)**

James A. Peterson, a clergyman turned sociologist and gerontologist who discussed marriage and family problems on Art Linkletter’s television series “House Party,” has died. He was 78.

Peterson, a University of Southern California (USC) professor emeritus of sociology who lived in Altadena, taught sociology at USC from 1951 until his retirement in 1979 and served as chairman of its sociology department from 1960 to 1963.

An internationally recognized expert on marital and family counseling and aging, Peterson appeared weekly on Linkletter’s show. He also hosted a 1966 daily CBS radio show called “Conflict in Marriage,” and a CBS television show, “For Better or for Worse,” in 1964 and 1965.

Among Peterson’s myriad research projects was a national study on the effect of retirement communities on their inhabitants.

“We found that, contrary to the ‘last stop’ belief, adult retirement communities actually opened new ways of life for residents and helped them to maintain their independence,” he told the *Los Angeles Times* in 1981. “Their activity levels went way up because of what is offered at these places in the way of recreation and sociability. Any retirement community with a high density of elder citizens has many advantages in overcoming loneliness and adding to the sense of well-being.”

At USC, Peterson was founder and director of the Marriage and Family Counseling Training Program, founder of the Cortese Institute, and co-founder and director of the USC Emeriti Center, which maintains contact with academic and staff retirees. He served as acting director of the Leonard Davis School of Gerontology from 1977 to 1979.

Peterson wrote four books about marriage and family relations and produced three educational films—“The Medicine Man” for the American Medical Association, “Journey’s End” and “Grieving: Suddenly Alone,” about death.

His career began in the ministry. Peterson earned a bachelor’s degree in sociology from Ripon College in 1934, and a bachelor of divinity degree from Chicago Theological Seminary in 1938. During the 1930s he served as minister at the Loda Congregational Church in Loda, IL, and assistant minister at the Pilgrim Congregational Church in Pomona. From 1939 to 1951, Peterson was minister of the Manhattan Beach Community Church.

Seeking a broader constituency in teaching and counseling, he earned a PhD in sociology from USC in 1950, a doctor of humane letters from Rocky Mountain College in 1960 and a doctor of divinity from Chicago Theological Seminary in 1983.

Peterson, whose wife, Audrey, died in 1987, is survived by three children, Mary Talesman of Marina del Rey, John Peterson of Tualatin, Ore., and Nancy Peterson of Pomona, and a brother and three sisters.

The family has asked that memorial donations be made to the James A. Peterson Endowment Fund, USC Emeriti Center, USC, Los Angeles, Calif. 90089-0191, or the James A. Peterson Memorial Fund, Manhattan Beach Community Church, 303 S. Peck Avenue, Manhattan Beach, CA 90266.

*Reprinted from the Los Angeles Times*

**Nora K. Stewart (1937-1992)**

Nora Kinzer Stewart died at home in Arlington, Virginia on September 20, 1992.

The hundreds of grieving friends and colleagues who attended her funeral four days later were a testa-

ment to the size of the community that she had touched, and that is affected by her passing. Nora had waged a brave and intense but ultimately unsuccessful battle against brain cancer after a too-brief career as one of the senior sociologists in the federal civil service.

Nora was born in Toronto in 1936, and received her B.A. (cum laude) in Spanish from the University of Toronto in 1958. A specialist in Latin American studies, gender roles, and military sociology, she earned her M.A. from Middlebury College in Spanish Language and Literature in 1959, and her PhD in Sociology at Purdue University in 1971. From 1968 to 1974 she taught courses in sociology, anthropology, and criminology at Purdue’s North Central Campus. In 1975, she moved to Washington as a Senior Research Scientist at the Army Research Institute for the Behavioral and Social Sciences (ARI), where she participated in research on Hispanic soldiers and on gender integration in the Army. She was co-director of Project Athena, the research program on the integration of women into the Corps of Cadets at West Point.

In 1978 she moved to the National Defense University, where she served as Professor of Human Resource Management, and in 1981 became Deputy for Human Resource Management to the Assistant Secretary of the Army for Manpower. From 1983 to 1986 she served as Special Assistant to the Administrator of the Veterans Administration, where her responsibilities included programs for women veterans and executive personnel development. She also served on the Presidential Task Force on Legal Equity for Women. In 1986, she returned to ARI.

Nora published widely during her career in terms of both quantity and scope. Her books include *Paif’ Off and Ripped Off* (1977), and *Stress and the American Woman* (1979). In 1991, she published *Mates and Muchachos*, an analysis of unit cohesion in the British and Argentine armed forces during the 1982 Falklands War, representing the first research effort to successfully gather data on cohesion from both sides in a military conflict. She lived long enough to see the first—uniformly enthusiastic—reviews of the book published in the U.S., Germany, and France. She had also conducted research on the Peruvian, Venezuelan, and Israeli armies.

Nora was an active participant in professional associations. Most recently, she was Associate Chair of the Inter-University Seminar on Armed Forces & Society, organizing programs in the Washington area. And she had played a central role in the organization of an August 1992 conference of the Research Committee on Armed Forces and Conflict Resolution of the International Sociological Association in Valparaiso, Chile: a conference that her illness prevented her from attending.

Nora is survived by her husband

Donald, four sons, Andrew, John Peter, and Patrick, her mother, Margaret Scott, and a multitude of friends who are finding a void in their lives that previously was filled by Nora’s passion for life, personal charisma, acerbic wit, keen insight, boundless energy, and deep compassion. Her first grandchild, Scott, was born during her funeral; a schedule she would have appreciated because it replaced a life with a life but saved her from having to play the role of grandmother, which she frequently stated she was far too young to do.

*David R. Segal, S.L.A. Marshall Chair, Army Research Institute; and Paul A. Gade*

**Classified Ads**

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

**For sale in whole or part:** ASR February 1963-June 1991; *Contemporary Sociology* January 1972-March 1992; *AJS* 11963-1977; *Social Problems* 1963-1992. Best offer. RUM, Apt. #704, Avenida del Mundo, Coronado, CA 92118.

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**NCSA Executive Officer Sought.** A new NCSA Executive Officer will be hired for a three-year term to begin April 1, 1993 (with option for review and reappointment). This is a part-time position, and the person holding it receives a stipend commensurate with duties and experience, and expenses for necessary travel. The Executive Officer provides a base of operations for the association and handles the printing and mailing of materials to members, and exploring and negotiating for future hotel sites for meetings. Anyone interested in applying for the position should send a letter of interest, a resume, and three names for reference to: Dana Vannoy, NCSA President, College of Arts and Sciences, M.L. #37, University of Cincinnati, Cincinnati, OH 45221, no later than January 15, 1993.

**Self-published books.** \$7 for each book. *Mistakes at Work; Sour Notes on Feminist Issues.* Available from Julius A. Roth, Department of Sociology, University of California, Davis, CA 95616.



**Sociological Theory Announcement**

One year ago in these pages, Sociological Theory announced a special issue of the journal to be devoted to the work of Harold Garfinkel, in recognition of the 25th anniversary of the publication of his book. Authors were asked to send papers to the editor and to Anne Rawls, guest editor of the special issue. Due to a certain amount of confusion in the ensuing months, the editorial office of ST is not certain precisely who submitted papers to Professor Rawls. Therefore, would anyone who sent a paper to Professor Rawls and not to the editorial office of the journal, please notify the editor immediately, either by writing Alan Sica, Editor, Sociological Theory, Department of Sociology, Pennsylvania State University, University Park, PA 16802; or by calling Sica at (814) 863-0121.

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## ASA TEACHING WORKSHOP

### Outcomes Assessment for Undergraduate Sociology

Dates: February 5-7, 1992  
Location: Tempe, Arizona

Staff: William Johnson, Arizona State University  
Carla Howery, American Sociological Association  
Steven Sharkey, Alverno College

- Participants will:
- ▷ review aspects of the national assessment movement as a context for improving undergraduate sociology teaching and curriculum development
  - ▷ explore various approaches to defining and implementing outcomes assessment in individual courses and across the department
  - ▷ discuss some successful assessment experiences in sociology from around the country
  - ▷ work on specific assessment plans or instruments for their own settings
  - ▷ discuss the role sociologists can play in outcomes assessment work locally and nationally

For additional information about sessions or other services, please contact:

Jeanne Ballantine  
ASA Field Coordinator  
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## A Quiz on Sociologists and their Books

by Charles A. Goldsmid

1. By the early 1970s, gender and gender roles, women in society were the subjects of unprecedented numbers of books and articles. Many sociologists, though, wrote in these areas in earlier decades; books were published in the 1950s and 1960s by Helen Astin, Jessie Bernard, Leo Kanowitz, Mirra Komarovsky, F. Ivan Nye & Lois Wiadis Hoffman, and Helena Lopata Znaniecki. Classic articles such as Helen Hacker's "Women as a Minority Group" (*Social Forces*, vol 30, [1951]), and Mirra Komarovsky's "Cultural Contradictions and Sex Roles," (*AJS*, vol 52 [1946]) were published as well. Name the sociologists who wrote these even earlier books:

- a. *The Old-Fashioned Woman: Primitive Fancies about the Sex* (1913)
- b. *Dark Water: Voices from within the Evil* (1920)
- c. *The American Woman: The Feminine Side of a Masculine Civilization* (1944).

2. In the 1950s, his English language rendering of La Roche-Foucauld's *Maxims* was published. His book on language and literature in society was widely praised within sociology and by literary critics.

**Hint:** His first, middle and last names are all Scottish.

3. He published three novels with a content logically linked to his score of more directly sociological works.

**Hint:** A "Black Ulysses" was the subject of the novels.

4. A number of well-known sociologists have devoted much of their careers to better understanding colleges and universities and higher education. David Riesman comes immediately to mind. But many other nationally known sociologists whose careers are not thus focused and who are not in the sociology of education or formal organization have written books on higher education. Name a few.

**Hint:** (1) one is best known as a theorist; (2) another is known as a specialist in deviance; (3) a third may be best known as a Durkheim translator and author of a textbook respected by teachers but found too tough by many students; (4) a fourth is well known for work on gender and family; (5) another specialized in medical sociology.

5. "In short, we may say that the purpose of sociology is first to understand society then to enable us to formulate a scientific program of social betterment." This statement appeared in all three editions (1915, 1923, 1930) of *Outlines of Sociology*, one of the more influential texts of its time. The authors, both ASA Presidents, were not graduates of or professors at Chicago. Their initials are F.W.B. and J.L.G. Who were they?

??

**Answers**

1. (a) Elsie Clews Parsons, who lectured at Barnard College between 1899 and 1905. She also wrote ethnographically based work on the family, and on the Hopi Indians. (b) W.E.B. DuBois, who taught at Atlanta University from 1897-1910 and 1944; wrote more than a dozen books; and edited two social science journals as well as serving as a leader of the NAACP. (c) Ernest R. Groves, who had a distinguished career chiefly at the University of North Carolina (Chapel Hill) sociologists to incorporate psychoanalytic concepts into his work.
2. Hugh Dalziel Duncan.
3. Howard S. Odum's novels were *Rainbow Round My Shoulder* (1928), *Wings on My Feet* (1929), and *Cold Blue Moon* (1931). President of the ASA in 1930, Odum spent most of his career at the University of North Carolina at Chapel Hill. He was a key figure in developing sociology in and of the southern United States. His books focus on the south as a region, on regions and regionalism, on black folklore and culture, and on social problems. In 1922, he founded (and long served as editor of) *Social Forces*.
4. (1) Talcott Parsons is co-author with Gerald M. Platt of *The American University* (1973); (2) Howard S. Becker, Blanche Geer and Everett C. Hughes wrote *Making the Grade: The Academic Side of College Life* (1968); (3) Everett K. Wilson is co-author with Theodore Newcomb of *College Peer Groups*, and of *Passing on Sociology: The Teaching of a Discipline* (with Charles Goldsmid), and many articles on higher education; (4) Jessie Bernard wrote *Academic Women* (1964); (5) Hans Mauksch had written many articles on teaching and the organization of sociology and the university; (6) Reece McGee is author of *Academic Janus* (1971), and co-author of *The Academic Marketplace* (with Theodore Caplow) and many articles on teaching. Other well-known sociologists, not specialists in education, with books on higher education books on professional schools we can add Robert Merton among others.
5. John L. Gillin and Frank W. Blackmar.

## ASA Advantage

### The Federal Network

The Federal Network, ASA's newest employment service, broadens access to federal government positions for sociology graduates and faculty members by providing weekly position announcements that are mailed (first class) to subscribing departments and individuals. Federal job listings often carry closing dates of a month or less and usually do not specify "sociologist," even when those with sociology degrees would qualify for the positions. Thus, federal positions are not effectively advertised through the ASA Employment Bulletin. The Federal Network fills a gap in our efforts to open up job markets for sociologists outside of academic settings. Subscribers receive a manual, *Accessing the Federal Network: A Manual for Sociologists Seeking Employment Opportunities with the United States Government*. The manual can also be purchased separately. A subscription for the Federal Network was published in the April 1992 Footnotes. If you need a form or would like further information prior to subscribing, please call Janet Billson at (202) 833-3410, x317, or Wendy Hanson, x318.

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