

Footnotes

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Looking Ahead to . . .

Los Angeles '94

Gay in Los Angeles



Peter M. Nardi, Pitzer College

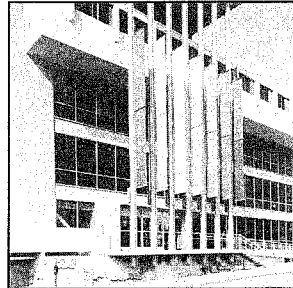
You won't get too much of an argument from any of the 300,000 people who attend the annual lesbian and gay pride festival and parade in June in West Hollywood when you declare that Gay America can find many of its roots in Los Angeles! Historians trace some of the beginnings of the modern American gay movement to the founding of the Mattachine Society in 1951 in the Silver Lake section near downtown Los Angeles and to the formation in 1952 of One, Inc., a Los Angeles organization which published the first widely circulated gay magazine (*One*) in the U.S. In the earliest years of the nascent "homophile" movement, Los Angeles' role was unmistakable.

In 1956, several people involved with One, Inc. started a series of classes in gay history, literature, and culture, believed to be the first "gay studies" program in the U.S., and published the first scholarly journal on homosexuality, the *Quarterly of Homophile Studies*. Today, the One Institute on Arlington Avenue, along with the

recently formed Institute of Gay and Lesbian Education and the International Gay and Lesbian Archives both in West Hollywood continue to collect materials for researchers and writers and organize speakers' colloquia and classes.

Several other important social and political gay organizations got their start in Los Angeles, such as the Metropolitan Community Church, founded in 1968 by Troy Perry, which today has hundreds of chapters around the world and continues to fight for recognition in the Protestant religious organizations; the first chapter of Parents and Friends of Lesbians and Gays providing a support network for parents and relatives of lesbian and gay people; and the nation's first gay political action committee, the Municipal Elections Committee of Los Angeles (1977); and the nation's longest continuously published gay magazine, *The Advocate*, began as the 1967 newsletter of Pride, an LA activist organization.

Perhaps no institution better symbolizes the social and political commitment of Los Angeles' lesbians and gays than the Gay and Lesbian



L.A. Gay and Lesbian Community Services Center

Community Services Center (GLCSC). Founded in 1970, GLCSC is the world's oldest and largest center of its kind. Located on Hudson Street in the heart of old Hollywood, the huge structure with its \$12 million budget supports a wide-range of services for the lesbian and gay communities. The Center offers services in counseling, a health education clinic, and a well-respected youth outreach program. It serves as a resource clearinghouse for jobs and information about the numerous gay organizations in the area, and represents the interests of the diverse lesbian and gay communities in political, legal, and media relations.

See Los Angeles, page 2

ISA Travel Grant Applications Due May 13

XIII World Congress of Sociology

The National Science Foundation has granted the American Sociological Association \$15,000 for travel grants to U.S. sociologists to present scientific papers or play another significant role (e.g., organizing or chairing panels) at the ISA World Congress. Awards up to \$1,000 will be used to defray the costs of round-trip air-plane travel on U.S. carriers. Membership in ASA is not a requirement for the receipt of a travel award. In ranking applicants and making awards, the Selection Committee will focus on the nature and significance of the applicants' participation in the meeting. In allocating these funds, attention will be paid to ensuring broad participation and to balancing applicant qualifications so that scholars at all levels of experience will receive travel support. Recent PhDs, women, persons of color, and persons with disabilities are encouraged to apply.

To apply for NSF travel support, applicants should provide (1) a description of the paper or other participatory role in the organization of the Congress, (2) a statement of the scientific potential of this activity, (3) evidence of participation in the ISA Program (e.g., a copy of a confirmation letter from a session organizer or some equivalent document), and (4) a brief curriculum vitae (not more than one page). Applications must be received by Friday, May 13, 1994. Please send four copies of your application materials to ISA Travel Grants, American Sociological Association, 1722 N Street NW, Washington, DC 20036. Awards will be announced by May 30, 1994. □

1994 Annual Meeting Theme

Explaining and Preventing Genocide

William A. Ganson, ASA President

Never again? Would that it were true. Harff lists 44 separate cases of regimes carrying out protracted and deliberate mass killings of defenseless groups since the Holocaust.¹ That was as of 1989 and we are still counting. With the break-up of nation states, new populations are placed at risk and the ability of the international community to intervene in genocidal processes is, to put it mildly, problematic. Understanding such processes and designing effective responses is a challenging and difficult contemporary problem.

A word or two on definition is necessary. Scholars who have attempted to analyze and understand the processes that lead to genocide are often frustrated by the tendency to so expand its meaning that the core elements become obscured. While arguments continue about the most useful, precise definition, there is considerable agreement on the core elements. First, the perpetrator is a regime, even though it may employ a variety of covert agents and take other measures to maintain some degree of deniability. Second, the effort is purposeful and sustained over time. Third, it is aimed at the destruction of the target group and is carried out through acts of physical violence. The target group may be defined in terms of some communal characteristic such as race, religion, ethnicity, or nationality or by its political opposition to a regime. The latter is sometimes called "politicide" to distinguish it from the former but there is general agreement that both should be included in the phenomena to be explained.

The theme of the Los Angeles Annual Meeting, "The Challenge of Democratic Participation," is, of course, far broader than the study of genocide. But inclusion in the polity as an active participant is a matter of degree. Genocide is the permanent and irreversible exclusion of a group from any form of present or future participation—the final solution in a politics of exclusion. The 1994 Los Angeles meetings will spotlight the explanation and prevention

of genocide as a sub-theme and include several activities to make it a focus.

Los Angeles is the home of the Beit Hashoah Museum of Tolerance and there will be an opportunity for ASA members to tour the museum in a group. The museum attempts to deal simultaneously with the uniqueness and universality of the Holocaust. One part of the museum, the Tolerance Center, focuses on hatred and bigotry in many different contexts, asking people to confront their own attitudes. The main section focuses directly on the Holocaust, using a variety of devices to reach young people who are assumed to have little historical knowledge of what happened and how it happened. The museum is noted for its high tech, multi-media approach in presenting its message and, for some, the slickness of the medium is in tension with the grim content. Sign up for the tour and you can be the judge.

Four thematic and special sessions will examine genocide or closely related processes. Helen Fein will lead a session on "Genocide, Mass Death, and State Policy," including papers on how perpetrators get away with it, the relations between genocide and other gross human rights violations, and strategies for deterring and responding to genocidal processes. Lenore Weitzman will lead a session on "The Holocaust: Challenges for Sociologists," with papers that focus on relatively neglected aspects such as gender and on a sociological agenda for future studies.

Xenophobia is clearly one part of the puzzle to be understood. William Brustein has organized a session, with Marilyn Rueschmeyer presiding, that will focus on "Xenophobic Political Movements in Europe," with papers examining the Balkans, Hungary, Germany, and France. Genocide involves regime violence against populations under its control and we must understand state repression as part of the process. James Rule has organized a session, with Dennis Wrong presiding, on "Repression and Democratic Participation," with papers on Central Europe, the Czech Republic, and Cuba. In all of

these sessions, we have strongly urged organizers to adopt a format that permits active discussion between audience and panelists.

Finally, a teaching workshop on "Explaining and Preventing Genocide," led by Kurt Jonassohn and Levon Chorbajian, will offer guidance and ideas for sociologists who are currently teaching or might teach undergraduate courses on this topic. Various teaching resources such as "The Sociology of Genocide/The Holocaust: A Curriculum Guide," edited by Jack Nusan Porter, "Teaching about Genocide," edited by Joyce Freedman-Apsel and Helen Fein, and "Introducing Genocide into the University Curriculum" by Frank Chalk will be available for participants to order.

Sociologists who do research or teach on genocide complain about their sense of marginality in the discipline. Unfortunately, the post Cold War world has given a new urgency to understanding genocidal processes and to finding effective responses that will prevent or abort them. This is certainly an interdisciplinary field but many of the issues are central to social organization and social control. Let's bring the study of genocide out of the cold and recognize its importance and centrality in sociology. Let's legitimate teaching and research in this area and attempt to draw those doing related work into giving specific attention to genocidal processes.

I hope this spotlight at the 1994 meetings in Los Angeles will be a step in this direction. But meetings are ephemeral and this effort will have little meaning unless it stimulates others—for example, the section on Peace and War—to take leadership in making it happen. I see this as one way for sociologists to meet the challenge of democratic participation.

Endnote:

¹Harff, Barbara. (1992) "Recognizing Genocides and Politicides," pp. 27-41 in Helen Fein (ed), *Genocide Watch*. New Haven: Yale University Press. □

ISA World Congress of Sociology

The XIII World Congress of Sociology will be held July 18-23 in Bielefeld, Germany. For information about the Congress, contact International Sociological Association, Faculty of Political Sciences and Sociology, University Complutense, 28223 Madrid, Spain; phone (34-1) 352-76-50; fax (34-1) 352-49-45.

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The Executive Officer's Column

Moving On to Move Forward

Core Programs Reorient the Executive Office

"Moving forward for Sociology" is a prime objective of the Executive Office and the American Sociological Association. With *Footnotes* as the major instrument of communication to all of our members, we aim to convey both what ASA is doing and the challenges we face in making a difference for the field. In the February issue, I outlined the six core programs¹ that define how the Executive Office is organized to "move forward." These programs sharpen our focus and indicate how we are mobilizing our resources to promote ASA goals of serving sociologists in their work, advancing sociology as a science and profession, and demonstrating the uses and contributions of sociology to society.

As part of our instituting programs that operate strategically and proactively, we are excited about the integration of and intersections between the shape of our programs and the contours of our staff. Perhaps it is obvious, but it is important to emphasize that human resources are essential to accomplishing our goals. The programmatic achievements, both realized and planned, require the collective efforts of the Deputy Executive Officer (Carla Howery), our colleague sociologists (Janet Mancini Billson, Ramon Torrecilla), managers (e.g., Janet Astner, Karen Edwards), and every other person on our staff.

For example, our new Research Program on the Discipline and Profession has two research projects under analysis, a survey of departments and one of a sizable sample of ASA members. These data, which will be reported in *Footnotes* and in research briefs, inform our Minority Affairs and Academic and Professional Affairs Programs and even our annual meeting and publications (e.g., the 1994 *Guide to Graduate Programs*). Similarly, in undertaking our Minority Opportunities through School Transformation project (MOST), the Minority Affairs Program will work closely with the Teaching Services aspects of Academic and Professional Affairs in order to strengthen curriculum transformations, multicultural perspectives, and diversity in undergraduate and graduate departments.

Our Annual Meeting planning process is cognizant of the activities of our programs and will include sessions and events which highlight these initiatives. For example, the Minority Affairs Program is planning a special workshop this August on the sociology of mental health for our NIMH-supported predoctoral Minority Fellows and others interested in mental health issues. The Spivack Program on Applied Social Research and Social Policy plans to hold a briefing on welfare reform, focusing on the state of California, as part of the Los Angeles meetings.

This spring, the Spivack Program will sponsor a workshop on urban issues, another on community prevention about AIDS, and a Congressional briefing on educational equity. The resource packets we develop for these events will highlight the work of many sociologists and will be further disseminated through our communications efforts in Public Affairs and Public Information.

Form Meets Function

These important collaborations across programs, and between programs and administrative functions, call attention to the spatial limitations of our special building. The Executive Office on N Street, located in a red brick rowhouse, is over 100 years old and was last remodeled in 1971 when ASA purchased the property. While it has lovely woodwork and stained glass, the building unfortunately does not provide functional office space. Originally constructed as a single family home, the building has four flights of stairs, narrow corridors, fireplaces in every "bedroom," and curves and niches. With hallway space and two stairwells, the total square footage dramatically overstates the amount of usable space. A vertical building divided into bedrooms and parlors reinforces the separateness of functions and greatly reduces intraoffice communication.

The mismatch of space and function shows



itself in the lack of an attractive conference room, a library/resource room, and/or places to hold special ASA events for guests and visitors. Most offices "house" two or more staff irrespective of whether shared space is effective for task and responsibility. At times, when we have student interns or temporary employees on staff (e.g., to enter membership renewals or to work on the annual meeting), we crowd computers and people into our small conference room or into offices which already have staff.

The charm and visual appeal of the building are compromised by phone and computer cables running across the floor and around door jams. There is no central system for regulating heating and air conditioning, making it difficult to regulate temperatures across five floors. Utility bills are high. Moreover, owning such an old building requires constant "patching" and daily monitoring to ensure that it is adequately maintained and secure.

Finally, and most significantly, the building is not accessible to persons with disabilities. Despite the ASA's longstanding policy of only holding meetings or events at accessible locations, the 1722 N St. building does not permit anyone with a mobility limitation to visit the building, serve as a volunteer, or work as an ASA employee. The cost of adding an elevator, which would be significant, would just be the beginning. There is no obvious way to ramp the building to permit entry, and there are no lavatory facilities on the first floor. For anyone sensitive to issues of accessibility who has seen our building, it is an understatement to say that substantial interior alterations would be necessary to allow a wheelchair user or a mobility impaired person to navigate the halls and bathrooms. To make the needed interior and exterior alterations would not be readily achievable.

When I became Executive Officer and when I first fell in love with this attractive historic building, I never dreamed of recommending that ASA should move its Executive Office. However, it quickly became apparent that the current building is less than optimally functional office space and that a more horizontal arrangement would facilitate work flow and intraoffice collaboration. Also, as a matter of social responsibility, we cannot and should not be housed in an inaccessible environment.

For Sale!

In December, the Committee on Executive Office and Budget recommended and in January Council approved the sale of the Executive Office building and relocation to new quarters. We have put the building on the market for sale, and we will be seeking a new location within Washington, DC, preferably within DC proper. As Council discussed the issue, members were strong in their support of a sale and relocation but had different assessments about the Washington, DC real estate market and the choices that lie ahead. By Council resolution, a Committee consisting of the Executive Officer, Secretary Arlene Daniels, President Bill Gamson, and Past President Marty Lipset was delegated the authority to act on behalf of the Association on these important decisions.

One attractive option we want to explore for the relocation is space sharing with one or more scholarly societies. (ASA and the Population Association of America have enjoyed such an arrangement at the 1722 site.) Several other social science associations face similar challenges with their buildings or office situations and have expressed interest in the possibility of shared or contiguous space. In addition to the opportunity for greater collaboration with our colleagues, joint arrangements would be cost efficient if we share common facilities such as conference rooms, communications and copying equipment, mail and reception services. Everyday, ASA works effectively in coalitions with other social science associations on critical issues

of common concern. Were such an "aligned" relocation to become possible, it would further facilitate our ambition for greater inter-organizational teamwork.

Moving the Executive Office to more functional space, which is completely accessible to all ASA members, is another important step to strengthening staff teamwork and operating effectively to meet our goals. Having made the decision to relocate, we are uncertain about the specific timetable by which this will all be accomplished (because it very much depends on the ripeness of a strong sale). There is no doubt,

however, that, as we in the Executive Office seek to produce important changes for the discipline and profession, a changed location will enable this work.—Felice J. Levine

¹The six core programs of the Association are: Academic and Professional Affairs, Minority Affairs, Research on the Discipline and Profession, Spivack Program on Applied Social Research and Social Policy, Public Affairs, and Public Information. The first four programs constitute the substantive priorities of ASA; our efforts toward more effective communication on behalf of the discipline (e.g., dissemination, education, advocacy) are reflected in the Executive Office's public affairs and public information activities. □

Los Angeles, from page 1

In October 1991, numerous protest marches against Governor Pete Wilson's veto of State Assembly Bill 101 mobilized and repoliticized the LA lesbian and gay communities. In 1984 then Governor George Dukemejian vetoed a similar bill, as expected. Many anticipated that Wilson would keep his election promise and sign into law a bill to prevent discrimination in the work place based on sexual orientation. His veto of AB-101 generated mass protests this time around for ten consecutive days throughout the streets of West Hollywood, Silver Lake, and Hollywood—the longest series of protests in LA history of any kind and the most sustained gay demonstrations anywhere. However, it represented a tradition for LA's gay community: In 1967, two years before the infamous Stonewall rebellion in Greenwich Village, patrons of a Silver Lake gay bar, the Black Cat, staged a protest over yet another police raid and series of arrests.

The power of the LA gay community in elections and political fundraising no longer was ignored in California and national political circles. In a Los Angeles Times Magazine feature in March 1993, Bettina Boxall wrote: "The gay men and women of Los Angeles are shaping the national agenda of the gay rights movement and forging a new sense of themselves ... [and] upstaging the traditional gay power centers of New York and San Francisco." For some time, many in the LA area's relatively open gay communities—the Silver Lake section along Hyperion Ave. and Sunset Blvd., the city of West Hollywood, the lesbian areas of Long Beach, and the resorts of Laguna Beach and Palm Springs—led a visible and comfortable social life, especially among middle class whites. The shops, bars, and restaurants, in fact the entire infrastructure of the gay community, flourished from the late 1970s through the 1980s. Even a gay-owned and operated bank, the Bank of Los Angeles, was successfully started which helped to provide an economic base for the emerging gay community of West Hollywood.

Although AIDS had been "discovered" in 1981 in a cluster of Los Angeles gay men by UCLA's Michael Gottlieb, the epidemic had not yet devastated the gay community to the extent it had in San Francisco and New York. With the benefit of extra time, LA's gay and lesbian communities were able to mobilize against AIDS, form AIDS Project Los Angeles (the nation's second largest AIDS service organization with a \$20 million budget), and bolster the visibility of the Gay and Lesbian Community Center, thereby strengthening resources as AIDS started to take its toll in LA.

In the 1980s, numerous organizations formed and developed communications networks, fundraising strategies in the wealthier lesbian and gay communities, and political visibility for the multicultural diversity that exists among LA's gay men and lesbians. Especially powerful was the emergence of many gays and lesbians in the entertainment industry, such as producers David Geffen and Barry Diller and entertainer Lily Tomlin, who helped raise millions from the Hollywood wealthy for several AIDS and gay causes.

Today, nearly 400 organizations provide a variety of services, including Latinos Unidos, Black Gay and Lesbian Leadership Forum, Gay and Lesbian Alliance Against Defamation (GLAAD), Lawyers for Human Rights, the Asian/Pacific Support Network, Project 10 (for gay high school students), ACT UP, Gay Men's Chorus, and many other social, reli-

gious, sports, and cultural lesbian and gay clubs. These organizations take pride in their ethnic and gender diversity. In fact, the two largest and most visible ones (GLAAD and the Gay and Lesbian Center) are directed by lesbians.

A walk along Santa Monica Blvd. between La Cienega and Robertson Avenues in West Hollywood and a browse in the Different Light Bookstore demonstrate one dimension of the many gay communities in the Los Angeles area. When West Hollywood became a separate city in 1984, it soon became known as the "gay city" with its estimated 30% gay population. Although it tends toward white, middle class, young gay men ("guppies") residentially, the social scene and street life attract a wider range of ethnic and racial diversity and supply a quick introduction to a well-organized and open gay community.

Besides West Hollywood, other sections of Los Angeles visibly reflect the influence of gay people. Many restaurants, shops, theaters, and streets around town are filled with gay and lesbian friends enjoying the acceptance and openness of urban life. Several neighboring cities in the LA area also have sexual orientation non-discrimination clauses, domestic partner benefits, active gay student organizations in the nearby colleges and universities, and openly gay elected officials (including at one time the mayors of Laguna Beach and West Hollywood, and a current LA city councilwoman). A vibrant lesbian and gay cultural scene has developed among writers, artists, and performers throughout the metropolitan area in various theaters, such as the Celebration Theater in Hollywood and Highways, a performance space in Santa Monica. And many organizations, particularly GLAAD, have worked with the national and local media, especially the movie and television industry, to portray the diversity of lesbian and gay people's lives in an accurate and balanced way.

Without a doubt, Los Angeles has one of the nation's most active gay communities whose influence reaches beyond Southern California. The TV shows people see throughout the country, the movie images that are sent worldwide, and the fundraising for national and local political campaigns have all been greatly influenced by the lesbian and gay communities of Los Angeles (according to the LA Times, half of all donations over \$1000 to national gay organizations come from Southern Californians).

As Bettina Boxall wrote in the *Los Angeles Times Magazine* (1993), "Clearly, there has been a lot going on in a place where the typical gay has usually been more interested in developing his pectorals than his political power.... These days, no national gay organization would dare ignore Greater Los Angeles.... In the end, the very media glitz and money for which Los Angeles is often derided are helping propel the city to the forefront of the national debate over gay rights. The merger of politics, media and money makes for a game that Los Angeles knows how to play." A game it has been playing for over 45 years. □

News from the Minority Affairs Program

Bridging the Diversity Gap

by Ramon S. Torrecilla, Director, Minority Affairs Program

This is a time of transition and tension for higher education in the United States. Educational institutions are beginning to realize that multiculturalism and diversity issues are a present reality, not an abstract theory. This realization is producing remarkably different responses across campuses and departments.

The present state of multiculturalism and diversity in sociology departments varies greatly from institution to institution, but some departments are definitely on the up-curve while others stagnate or sink into mediocrity. What accounts for the difference? Success appears where ideas about multiculturalism and diversity are accepted as an integrated and multifaceted package rather than as a series of

unconnected strands. Failure looms where diversity is attempted in isolation from the design and implementation of a multicultural curriculum, student involvement, faculty training and development, and the involvement of the larger university community.

Sociology departments in which the holistic approach to diversity is recognized and pursued tend to produce more effective and viable programs. The lack of response to diversity issues by a number of departments, sociology and otherwise, has resulted partly from the failure to weave together enough strands to produce a resilient fabric of approaches to diversity issues. Another major variable in the equation of success or stagnation is the role played by departmental leadership, faculty, and students in mobilizing their own institution's will to change and grow.

Diversity as a Departmental Priority

Top academic leadership must champion the cause of diversity. Strong and vocal support from a broad base of faculty, staff, and students will complement the leadership's stance. Once the priority is set, it is important to trumpet it; inform and educate your administration about the department's commitment to diversity and its plan for implementation. Be prepared to face resistance, if your institution has not publicly articulated its commitment to diversity.

Do not expect either that a commitment from the top will bring major increases in funding. When faculty act as if nothing can happen without more money from the administration, they are ignoring the accomplishments of their colleagues in dozens of departments who have introduced diversity into the curriculum, cli-

mate, student recruitment and retention, and faculty development through the sheer strength of their commitment.

Much can be accomplished without funding (or with very little funding) through real leadership and a consensus-building process involving the faculty, administrators, staff, students, and the community. To the extent that your institution has taken actions to make diversity a center piece of the education experience, those departments sharing in the institution's goal will find it easier to obtain internal as well as external support and funding. Sociology departments committed to diversity have an unparalleled opportunity to lead by generating and encouraging the consensus-building process. This process involves the faculty and creates enthusiasm when the realities of our society are brought into the classroom through teaching, scholarship, interdisciplinary ventures, and other programmatic enterprises that distinguish a diverse, multi-cultural department from an indifferent one.

Approaches to Diversity

Formulating a clear, comprehensive definition for diversity is not an easy task. The concept should include, at minimum: 1) a multicultural, comparative content to curriculum; 2) a multi-method approach to scholarship; 3) an inclusive, supportive academic and social climate; 4) a well crafted plan for student recruitment and retention; and 5) an evaluation plan and strategies for intervention. Supplementing and expanding these core areas are specific steps such as minority faculty recruitment and retention, and other goals such as linking the educational experience with other academic units and the local community.

In their efforts to diversify sociology training, many departments have been slow to examine their options systematically. Of the following twelve strands to diversity, how many are being used in your department?

- the infusion of a multicultural content into mainstream course offerings (i.e.,
 - sociological theory, methods)
 - comparative approaches
 - concept based approaches, instead of the "group-of-the-week" approach
 - interdisciplinary studies
 - area studies and civilizational approaches
 - minority faculty and staff development initiatives
 - research and training in race and ethnicity
 - departmental links with ethnic studies and women studies
 - the involvement of students of color to enrich the curriculum, the department, and campus
 - the development of internship programs linking the department to the larger community

The form a department takes to implement its commitment to diversity will depend on a variety of institutional characteristics such as mission, size, environment, and history. Regardless of such characteristics, however, one constant must be kept in mind: Sporadic and disconnected approaches to diversity are not viable. The main ingredients for diversification are goal setting, assessment, climate management, and evaluation. Of these, climate management may be the most important. A diverse department must create an inclusive environment. Faculty, students, and administrators alike must share the view that diversity is an integral and vital part of the department, worthy of celebration.

As the post-civil rights experience of American higher education demonstrates, the existence on campus of enclaves of faculty, staff, and students of color does not make for a multicultural education. Eagerness to understand other cultures better and to learn more about the interconnectedness of humankind support diversity. Where such a positive attitude exists, it inevitably infuses the curriculum and creates an ethos that will drive the department and university forward. □

MOST Program Seeks Graduate Sites

by Ramon S. Torrecilla, Director, Minority Affairs Program

The ASA Minority Opportunities through School Transformation Program (MOST) seeks to recruit four PhD conferring departments to host the Program's 1995 and 1996 summer institutes and participate in a initiative designed to improve curriculum, academic climate and mentoring for minority students.

Supported by a grant from the Ford Foundation, MOST constitutes a new thrust to change the manner in which departments educate a diverse faculty of the future. The Program is based on the premise that graduate and undergraduate sociology departments must confront the challenges presented by ethnic, racial and cultural diversity of our society. By transforming how they work, participating departments will gain first-hand experience in developing programmatic initiatives to create an inclusive academic environment, effectively train students of color, and take a leadership role on the campus and in the profession.

The graduate departments selected as host institutions must commit themselves to institutional change. Under MOST, graduate departments are not merely providing a summer "service" program to minority undergraduate students. Core to the Program is that these departments seek to improve both how they approach undergraduate and graduate education with minority students and how they address issues of diversity in their own program. Departments seeking to become host sites will need to prepare a proposal that includes explicit departmental goals for enhancing diversity efforts over a 20-month period: six to nine months of strategy development and initial change, the summer institute for visiting undergraduates and their mentors, and the following academic year for implementation and review. While the summer institute provides an intensive professional experience for visiting undergraduates, for the graduate department, it represents the culmination of planning and constitutes a critical opportunity for experiencing with new approaches for undergraduate and graduate training at that institution. As part of their commitment to change, graduate departments will also select two undergraduate students and their mentors to participate in the summer institutes.

MOST provides an opportunity for departments to design programs to achieve the stated goals. The structure and content

of proposals should reflect the institutional mission and context of departments. Therefore, project specifics may encompass a wide variety of activities. Collectively, they must form a feasible, logical, and comprehensive effort focused upon improving the educational experiences of minorities, by producing systemic changes and increasing the number of PhD's in sociology. Examples of specific activities include, but are not limited to: curricular evaluation and reform, research

enrichment opportunities, student recruitment and retention, assistantship program, effective faculty mentoring, scientific conference participation, professional socialization initiatives, and mentor and instructor enhancement activities.

The application deadline for PhD conferring departments is May 31, 1994. Additional information and Program guidelines may be obtained by contacting the Minority Affairs Program at the ASA. □

ASA Works to Protect School-Based Research

The American Sociological Association, COSSA, and aligned organizations effectively worked together to lessen the damaging impact of an amendment, sponsored by Senator Charles Grassley (R-IA), to the "Goals 2000: Educate America Act." The amendment raised numerous concerns among social scientists regarding its potentially negative effect on school-based research funded by the federal government. In a House-Senate conference committee during the week of March 14, the most disturbing provisions seemed to be mitigated.

The coalition of social science representatives were most concerned about language in the amendment requiring absolute written parental consent before a student could participate in any type of survey, analysis, or evaluation that includes such issues as: political affiliations; income; sexual behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior; and critical appraisals of other individuals with whom respondents have close family relations. "It imposed an absolutist standard of written consent instead of focusing on assurances of fully informed consent and the confidentiality of research data," said Felice J. Levine, ASA Executive Officer. Not only would the amendment place unnecessary burdens on schools and parents, but also could discourage participation of students whose parents are otherwise supportive of their children's involvement. In addition, the group was concerned about undue burdens creating a chilling effect on school-based research.

The groups also asserted that federal guidelines for the protection of human subjects, issued by the Department of Health and Human Services and adopted government-wide in 1991, were far superior to the Grassley amendment, achieving a balance between providing protection for students

and their families, and allowing school-based research to proceed without unnecessary restrictions. Along with the ASA, the Office for Protection of Human Subjects, which oversees these guidelines, assured Grassley that prior written consent was generally needed for research on minors, and, unless very specific requirements were met, Institutional Review Boards could not issue waivers and approve alternative informed consent procedures.

When the Senate adopted Grassley's amendment 93-0, Senators Edward Kennedy (D-MA) and Nancy Kassebaum (R-KS) had already persuaded Grassley to reduce some of the harsher provisions of his original proposal (including a cut-off of federal funds to school districts). Therefore, convincing the Iowa Senator to compromise further was an uphill struggle. However, the coalition succeeded in getting Senator Grassley's agreement to specify in the conference report that his amendment applied only to U.S. Department of Education programs, and that local school district's would have full discretion in deciding how to comply with the law.

In addition to the American Sociological Associations, organizations working collectively on this effort included the American Psychological Association, the Consortium of Social Science Associations, the Federation of Behavioral, Psychological, and Cognitive Sciences, the American Educational Research Association, the Society of Behavioral Medicine, the National Council on Family Relations, and the Alan Guttmacher Institutes.

Parts of this report were taken from the March 21 issue of the COSSA *Washington Update*. □

Sociology and National Health Care Reform

by Ronald Manderscheid, NIMH

With the advent of the Clinton Administration, several major initiatives are being undertaken that have considerable import for the development of sociology, its application within the policy arena, and the employment of sociologists in both practice and academic settings. In this commentary, I would like to explore one of these initiatives — national health care reform — and provide commentary on the potential for sociology.

Background

During the first half of 1993, I had the unique opportunity to participate on the Mental Health Work Group of the President's Task Force on National Health Care Reform. This Work Group developed the mental health and substance abuse benefit package for President Clinton, and provided technical advice on the structure of the overall plan and its implementation. My experiences in this process fostered the thinking about sociology that is presented below. However, before getting into these ideas, it is first necessary to describe the Clinton health care reform package in brief outline.

The Clinton Health Care Reform Package

A primary objective of the Clinton proposal is health security — to assure universal health insurance coverage for all Americans, and guaranteed coverage despite job loss, pre-existing health conditions, or other impediments. An estimated 37 million Americans are currently without health insurance; an additional 25 million are severely underinsured. Within the context of universal and guaranteed coverage, the President proposes to maintain consumer choice of provider and to assure the delivery of quality care. Billing and administrative procedures would be simplified to conserve resources. How can all of this be accomplished? The Clinton legislative proposal requires that states create local regional health alliances — purchasing cooperatives to pool health insurance premiums into large financial aggregates. This would permit the alliances to develop countervailing financial power for effective negotiation with health providers. The regional alliances would issue requests for contract bids to provide care. Health care provider organizations — known as accountable health plans — would bid to provide the care specified in the required benefit package to all or some portion of the population comprising an alliance. The required types of plans would include fee-for-service, preferred provider, and health maintenance organizations. Current organized and individual providers would need to make decisions about how they would affiliate with the new plans. Competition among plans of a particular type would be managed through a bid process, and costs would be controlled through a global budget, determined for an alliance by a state. On an annual basis, each member of an alliance would have an opportunity to select a different plan. Information would be available to alliance members on plan performance to facilitate informed decisions. The new insurance and service structures would be designed to reduce cost increases that would otherwise occur. States would have considerable latitude in setting up regional health alliances and in regulating accountable health plans. A national health board would be set up at the Federal level to determine the U.S. and state global health budgets, to monitor the performance of the entire system, and to implement performance guidelines for care, as they become available through research. Regional health alliances and accountable health plans would be primary sources of statistical data and primary consumers of the resultant information. As sources of data, they would provide information to members of alliances, private sector insurers, and state and federal monitoring agencies. As consumers of information, they would use the data generated for day-to-day operations and decision-making. Although the details are yet to be worked out, the broad outlines of this informatics terrain seem reasonably clear.

Some Implications for Sociology

In the development of President Clinton's health care reform package, a broad array of pro-

fessionals, including sociologists, participated in the process. The design of the proposal draws heavily upon organizational sociology, the social psychology of decision-making, and major research findings from medical sociology. Research and practice findings from sociology are very well represented, for example, findings on case management models, the consumer movement, and power dynamics among organizations. What are some of the implications for the field?

Seize the Opportunity

In the development of the health care reform package, the Clinton Administration has expressed a willingness to use the concepts, approaches, and findings from sociology. Sociologists, such as Paul Starr, had central roles in the task force, and input was sought from other sociologists in the field. The field needs to recognize this fact and reciprocate by offering assistance to the Administration with other major problems confronting our society. Welfare reform, educational reform, reinventing government, and conversion of our economy to post-cold war applications are just a few examples of areas in which sociology has a lot to contribute. However, the field needs to take the initiative. The American Sociological Association could organize leaders in each subject area, who could subsequently approach Administration representatives to offer

assistance in that area. Because of resource limitations and multiple demands, it is very unlikely that the Administration will approach us. We need to take the first steps. Such action could have broad-based ramifications that extend far beyond the initial contacts to include future grant, employment, and research opportunities for a whole generation of sociologists.

Participate in Implementation of Health Care Reform

For organizational sociology, health care reform represents a wonderful opportunity to participate in a large-scale natural experiment and to test many of the concepts of organizational theory. Medical sociologists can improve their understanding of help-seeking behavior, patterns of service utilization, etc. Sociologists engaged in health services research can examine the transformation of American health care, perhaps a once-in-a-lifetime opportunity. Theoretical and research opportunities are likely to abound. However, such opportunities will only exist for those who recognize and take advantage of them. Similarly, state health care reform initiatives currently underway are likely to create opportunities to engage in epidemiological research, organizational development, and health services research at the state and local levels. An initiative, similar to that described above, needs to be undertaken between the American

Sociological Association and the state governments engaged in such reforms.

Are We Ready?

In the past, other opportunities have been presented to the field. Notable examples include the poverty and social development programs of the 1960s and 1970s. Yet, for many reasons, the discipline did not benefit as fully as it might have from these initiatives. Some sociologists assumed that the field was not mature enough to contribute to these programs. Others saw sociology more narrowly as only an academic discipline that would have little to contribute to applied concerns. Still others thought that such involvements would adversely affect the purity or critical capacity of the discipline. The important notion to be derived from this discourse is that it is easier to advance reasons for not taking action than it is to foster new involvements for the discipline. It will be important to overcome this inertia if the discipline is to enter the twenty-first century as a healthy, growing field. Working together, we can make it happen.

Ron Manderscheid, 10837 Admirals Way, Potomac, Maryland 20854-1232 □

Council Briefs

The ASA Council held its midyear meeting on January 28-31. Over the course of the meeting, the Council took a number of important actions which are summarized below. The minutes will be published in the May issue of *Footnotes*. The 1993-94 Council:

- expressed its condolences to the families of Hans Mauksch and Leo Chall (who died recently) and conveyed its appreciation for all their contributions to ASA and sociology;
- appointed an ad hoc committee to address the role of ASA on issues of academic freedom; in particular (a) whether ASA should be involved in handling individual complaints regarding the violation of academic freedom, and if so, (b) what role it should play, and (ii) what substantive definition, processes, and procedures should govern this function, (b) how and in what ways does ASA want to monitor systemic issues with respect to academic freedom;
- approved an additional permanent 32 page allocation to Sociology of Education to allow publication of more articles;
- authorized renegotiation of the publishing contract to permit publication of up to eight Rose Monographs per year;
- allocated \$10,000 for substantive program support of the 1995 annual meeting;
- put the Executive Office building at 1722 N Street NW up for sale and authorized relocation within Washington, DC after that sale;
- appointed a new editor for *Contemporary Sociology*;
- changed the Jessie Bernard Award from a biennial to an annual award;
- cosponsored with the Rural Sociological Society a publication entitled *Sociology in Government: The Galpin-Taylor Years in the Department of Agriculture: 1919-1953*;
- discussed the governance structure of the International Sociological Association (with its one country-one vote approach) and how ASA can best represent American sociology and sociologists; and appointed a Council subcommittee to study the long term relationship between the ISA and ASA centered on the conference in Bielefeld;
- designated San Francisco as the 1998 Annual Meeting site;
- approved ASA's collaboration with other scholarly associations on a conference on Advocacy in the Classroom project;
- revised the ASA investment policy to allow investment in South Africa;
- approved the 1994 budget;
- approved the 1995 membership dues at cost of living levels;
- created an ad hoc committee on graduate education for three years. □

ASA Honors Program: On to Los Angeles!

by David Bills, Honors Program Director

The ASA Honors Program solicits applications from exceptional seniors and graduate students in sociology who would like to be considered for admission into the program for 1994. Honors Program students participate actively in the ASA Annual Meeting, to be held this year in Los Angeles, August 5-9. They develop important networks with their peers across the nation and have the opportunity to meet with prominent members of the profession.

Students participate in special sessions and in the regular professional business of the Annual Meeting. They can register for three academic credits for their participation, either through the University of Iowa or through their home institution. Students pay reduced rates for hotel accommodations and registration, but are responsible for their own travel costs to Los Angeles. Students from non-traditional settings are encouraged to apply.

The deadline to receive priority acceptance is May 15, 1994. Applications received after that date but before June 15 will be considered on a space available basis. Direct applications and questions to: Dr. David B. Bills, Director, Honors Program, N491 Lindquist Center, The University of Iowa, Iowa City, IA 52242-1529.

Founded in 1974 by John H. Shope, the ASA Honors Program has seen changes and steady growth. It is now an integral part of the ASA Annual Meetings. Meeting rooms and times are assigned for the Program by ASA. The Honors students now have several paper sessions and roundtable discussions of their own. Three social events and a business meeting round out the meeting. Most students share hotel rooms and develop lasting friendships with other budding sociologists at early stages in their careers.

The usual schedule of Honors Program events begins the day prior to the formal opening of the Annual Meeting with an orientation and "get acquainted" meeting of all new students along with others who are participating for a second or even third time. At the 1994 orientation meeting, the Honors Program students will be addressed by current ASA President, Amitai Etzioni, as well as Executive Officer, Felice J. Levine.

Friday evening is traditionally marked by a reception for the Honors Program students. On Monday evening the Annual Student Reception takes place, cosponsored by the Honors students. The HPSSA takes charge of the reception with students helping plan the affair. On Saturday evening, the Honors Program Students participate in the ASA Orientation and Welcoming Party, which provides a good chance to learn about ASA committees and sections. On Sunday evening, one or more sociology departments will host a reception for all Honors Program students. This is a good opportunity for seniors to learn about graduate study at these institutions. Tuesday evening is traditionally reserved for a group dinner.

All new Honors Program students, upon paying \$20. dues, may become members of the Honors Program Student Association and participate in the decisions made at this meeting, including the election of officers and executive committee, and the assignment of tasks for the coming year.

To qualify for the Honors Program, a student must either be a senior (as of September, 1994) or a graduate student. Students in community colleges are also encouraged to apply. A minimum grade point average of 3.5 on a 4.0 scale in sociology is required. Over G.P.A. should be consonant with the average in sociology.

Each applicant must write a short (two or three pages) essay on future plans in sociology and must have a faculty sponsor who is asked to write a short evaluation of the applicant.

All applications must be accompanied by a \$25.00 application fee made payable to the ASA Honors Program. In the event of non-selection, the fee will be returned promptly; all decisions are made within two to three weeks of receipt of application.

Currently, three credit options exist. First, students may receive transferable credit for the University of Iowa for \$200.00 (both graduate and undergraduate credits). Second, students may register at their home institutions; details can be arranged between the program director and the student's advisor. Finally, students may elect to participate for no credit.

Requirements for credit are met by actively participating in the ASA Honors Program at the 1994 Annual Meeting and writing a paper about the student's observations of the meeting. Detailed instructions and suggestions for this paper are provided in advance of the meeting.

Participating students must pay their own transportation costs, meals, hotel expenses, and incidentals. However, Hotel expenses are reduced considerably because the program is assigned a block of hotel rooms for which triple and even quadruple occupancy is acceptable. Active participation in an ASA meeting can result in full or partial funding from a student's home institution. Dean's offices and student government associations may be approached for supplementary funding.

As student papers submitted over the years indicate, almost every student who participates in this innovative program describes it as a significant and positive event. Although they confess to being tired at the end of the week, students are virtually unanimous in stating that participating in the Honors Program has been of enormous professional benefit. They come away with new and lasting friendships and gain a clearer sense of sociology as a discipline and a career path. □

NSF Sociology Program Awards for Fiscal Year 1993

Note: The following list of grants made during the fiscal year ending on September 30, 1993 includes information on the size of the award made from Sociology Program funds or from other funds which were channelled through the Sociology Program or came from the Division of Social, Behavioral, and Economic Research at NSF. Portions of awards provided by other programs at the National Science Foundation or by other sources are not listed here.

- 93-46711--Barbara A. Anderson, University of Michigan, "Life Course and Generational Change: A Supplement"; \$4350
- 93-08169--Elwood M. Beck, University of Georgia, "Racial Violence in the American South in the Decade of the 1980s"; \$114,745
- 93-70141--Judith Blau, University of North Carolina, Chapel Hill, Supplement to provide research experience for undergraduates; \$6250
- 93-70118--Phillip Bonacich, University of California, Los Angeles, "Power in Negatively Connected Exchange Networks: A Supplement"; \$17,760
- 92-56584--Alan Booth, Pennsylvania State University, "Graduate Research Traineeship Program in Family Sociology"; \$530,000 from the Directorate for Education and Human Resources
- 92-70211--William I. Brustein, University of Minnesota, "Rational Fascists: The Political Geography of Early Nazi Party Membership: A Supplement"; \$14,917
- 93-10101--Clifford C. Clogg, Pennsylvania State University, "Statistical Models for Categorical Dependent Variables in Social Research"; \$10,000
- 91-22462--James A. Davis, National Opinion Research Center, "General Social Survey"; \$5,000,000
- 93-11593--Thomas Dietz, George Mason University, "Examining the Environmental Impacts of Population, Affluence, and Technology"; \$53,376 from the Human Dimensions of Global Change initiative
- 93-46853--Thomas Dietz, George Mason University, "Altruism, Valuation, and Global Change: A Research Experience for Undergraduates Supplement"; \$7500
- 92-22727--Greg J. Duncan, University of Michigan, "Hispanic Sample of the Panel Study of Income Dynamics: 1993-96 Interviews"; \$20,000
- 92-23447--James G. Ennis, Tufts University, "Comparative Structural Analysis of Social Science Disciplines: Patterns, Roots, and Consequences"; \$24,995
- 92-23326--Barbara Entwisle, University of North Carolina, Chapel Hill, "Social Change, Health, and Demographic Behavior in Russia"; \$118,328
- 92-24090--Henry Etzkowitz, SUNY, Stony Brook, "The State and Science: The Politics of High Technology Industrial Policy at the State Level"; \$72,000
- 93-11319--Roberto Fernandez, Northwestern University, "Effects of Spatial and Skills Mismatches on Minority Employment"; \$40,000
- 93-10617--Myra Marx Ferree, University of Connecticut, "Social Movements and Public Discourse: Comparative Study of Discourse Construction in Germany and the United States"; \$186,659--(collaborative with Gamson)
- 93-08505--Glenn Firebaugh, Pennsylvania State University, "Determinants of Social Development in the Third World"; \$37,207
- 93-00358--Omer Galle, University of Texas, "Research Experience for Undergraduates Site in Minority Group Demography"; \$44,000
- 93-08265--William A. Gamson, Boston College, "Social Movements and Public Discourse: Comparative Study of Discourse Construction in Germany and the United States"; \$120,223--(collaborative with Ferree)--
- 93-48848--Mark Granovetter, SUNY-Stony Brook, supplement to a Doctoral Dissertation Improvement Award; \$1850
- 92-56350--Thomas A. Heberlein, University of Wisconsin, "Graduate Research Traineeship Program in Environmental Sociology"; \$530,000 from the Directorate for Education and Human Resources
- 93-45483--Susanna Hornig, Texas A & M University, "The Public Interpretation of Biotechnical Risk: A Supplement"; \$1875
- 92-24271--J. Craig Jenkins, Ohio State University, "The Globalization of Environmental Degradation"; \$153,959 (includes \$24,000 from the Human Dimensions in Global Change initiative)
- 92-16883--David H. Knoke, University of Minnesota, "A Workshop on the National Organization Study"; \$1000
- 93-10193--Kenneth C. Land, Duke University, "Hierarchical Linear Models of Criminalization"; \$38,876
- 92-22668--Edward J. Lawler, University of Iowa, "The Development of Commitment in Negotiated Exchange"; \$99,270
- 92-23418--Stanley Lieberson, Harvard University, "Social Change and Popular Culture: An Empirical Study"; \$152,500 (includes \$12,500 research experience for undergraduates supplement)
- 92-22639--Allen E. Liska, SUNY-Albany, "Social Threat and Social Control"; \$75,155
- 93-49228--Melanie Loots, National Center for Supercomputing Applications, "Workshop on Artificial Social Intelligence"; \$7000
- 93-08591--Karyn Loscocco, SUNY-Albany, "Gender and Small Business Ownership"; \$17,790
- 93-12432--Michael Macy, Brandeis University, "Small Grant for Exploratory Research: Pilot Study of Adaptive Behavior in Social Dilemmas"; \$25,019
- 92-23688--Barry Markovsky, University of Iowa, "Action in Social Structures: New Research on Social Exchange Networks"; \$70,786
- 93-11014--Ross Matsuoda, University of Iowa, Family Structure, Family Interactions, and Delinquency"; \$42,000
- 93-08326--J. Miller McPherson, University of Arizona, "Testing a Theory of Group Growth and Decline"; \$55,298
- 93-08518--Debra Minkoff, Yale University, "Associating for Change: The Shaping of American Social Action"; \$18,000 from the Division of Social, Behavioral, and Economic Research
- 93-08443--Mark Mizruchi, University of Michigan, "A Longitudinal Study of Corporate Financing among Large U.S. Firms, 1955-1992"; \$184,072
- 93-08869--James Montgomery, Northwestern University, "Social Networks in the Labor Market"; \$10,000
- 93-09651--Victor Nee, Cornell University, "The Emergence of a Market Society: Between Redistribution and Markets in China"; \$104,191
- 93-00177--Philip Olson, University of Missouri, Kansas City, "Research Experience for Undergraduates Site in Sociology"; \$41,100
- 93-10867--Barbara F. Reskin, Ohio State University, "A Collaborative Study of 1970-1990 Trends in Occupational Sex and Race Composition"; \$28,187 (collaborative with Roos)
- 93-46851--Cecilia L. Ridgeway, Stanford University, "The Social Construction of Status Value: Research Experience for Undergraduates Supplement"; \$9263
- 92-23304--J. Timmons Roberts, Tulane University, "Social Roots and Environmental Damage: A World-Systems Analysis of Global Warming and Deforestation"; \$140,438
- 93-24308--John P. Robinson, University of Maryland, College Park, "Ethnic, Social, and Political Attitudes among Youth in Post-Soviet Societies"; \$97,820
- 93-10628--Patricia A. Roos, Rutgers University, "A Collaborative Study of 1970-1990 Trends in Occupational Sex and Race Composition"; \$34,314 (collaborative with Reskin)
- 93-46852--Thomas Schott, University of Pittsburgh, "International Technological Inventive Activity and the U.S. Position: A Research Experience for Undergraduates Supplement"; \$3000
- 93-10794--Howard Schuman, University of Michigan, "Racial Attitudes: Trends in the 1990s"; \$16,854
- 93-08888--Beverly Silver, Johns Hopkins University, "Labor Unrest and Capital Mobility in Global Industries: A Comparative Analysis of Auto, Mining, and Textiles"; \$17,861
- 92-23192--John Skvoretz, University of South Carolina, "Applications of Genetic Algorithms and Classifier Systems to the Analysis of Systems of Social Interaction"; \$14,703
- 93-46709--Lynn Smith-Lovin, University of Arizona, "Emotion as Confirmation and Disconfirmation of Identity: Research Testing Affect Control Theory: A Supplement"; \$6645
- 92-23359--Kenneth I. Spenner, Duke University, "Organizational Adaptation and Survival During Reform: A Panel Study of Bulgarian Enterprises"; \$126,547
- 92-24036--Paul C. Stern, George Mason University, "Attitude Formation and Political Behavior in Response to Global Change"; \$70,241 (includes \$60,000 from the Human Dimensions of Global Change initiative)
- 92-24572--Alan C. Swedlund, University of Massachusetts, "Mortality Change in 19th Century New England"; \$145,213
- 93-10395--Ivan Szelenyi, University of California, Los Angeles, "Social Stratification in Eastern Europe after 1989: Data Preparation and Analysis"; \$88,947
- 93-10504--William B. Thomas, University of Pittsburgh, "Differentiation in Distribution of Cultural Capital through Extracurricular Activities"; \$138,605
- 92-23221--Wayne J. Vilemez, University of Connecticut, "Culture, Opportunity, and Attainment: The Impact of Local Area"; \$155,005
- 93-10585--Pamela Barnhouse Walters, Indiana University, "Class Conflict over American Education at the Turn of the Century"; \$40,308
- 92-23799--David E. Willer, University of South Carolina, "Action in Social Structures: New Research on Social Exchange Networks"; \$55,112
- 93-46710--David E. Willer, University of South Carolina, "Inclusion as a Basis for Power in Exchange Networks: Research Experience for Undergraduates Supplement"; \$10,000

In addition, the Sociology Program at NSF awarded 19 Doctoral Dissertation Improvement Awards in the past year. For the 1994 fiscal year the Sociology Program has introduced two significant changes in the Doctoral Dissertation Improvement Award competition: Two annual deadlines have been instituted (on October 15 and February 15), and the maximum award has been raised to \$7500. The 1993 awards (with the student's name in parentheses) are:

- Edwin Amenta, New York University (Yvonne Zylan), \$5000
- Carlfred Broderick, University of Southern California (Xiaodong Zhang), \$4800
- Douglas Chalmers, Columbia University (Robert Smith), \$3100
- Bernard P. Cohen, Stanford University (Lisa Troyer), \$4997
- Joseph W. Elder, University of Wisconsin (Daniel G. Maxwell), \$3500
- Doris Entwisle, Johns Hopkins University (Jennifer Johnson), \$5000
- Peter B. Evans, University of California, Berkeley (John Talbot), \$5000
- Priscilla P. Ferguson, Columbia University (Andras Szanto), \$5000
- Todd Gilpin, University of California, Berkeley (Heidi Tarver), \$4855
- Jennifer Glass, Notre Dame (Tetsushi Fujimoto), \$2425
- Walter Gove, Vanderbilt University (Sue Hinz Jones), \$4927
- Wendy Griswold, University of Chicago (Stephen Ellingson), \$1790
- Melvin Kohn, Johns Hopkins University (Roberto Gutierrez), \$5000
- Phyllis Moen, Cornell University (Ellen Bradburn), \$5000
- Jeffrey Needell, University of Florida (Jeffrey Mosher), \$3037
- Cecilia Ridgeway, Stanford University (Elaina Kyrouz), \$5000
- Allan Silver, Columbia University (Seth Rachlin), \$4673
- John Sutton, University of California, Santa Barbara (Shoshannah Fehrer), \$5011
- Martin Traut, University of California, Berkeley (Carol Chetkovich), \$5000

For more information, contact William Sims Bainbridge or Martin King Whyte at the Sociology Program, National Science Foundation, 4201 Wilson Blvd., Suite 995, Arlington, VA 22230; phone (703)306-1756; fax (703)306-0485 or 0486, e-mail addresses wsbainbri@nsf.gov or mwhyte@nsf.gov. □

Teaching

Preparing Graduate Students for Teaching in U.S. and Canadian Sociology Departments

by Bernice A. Pescosolido and Melissa A. Milkie, Indiana University

Almost 20 years ago, *Footnotes* reported on teacher development programs within sociology departments. Ewens and Emiling (1976) found that one-half of graduate departments reported formal teacher training programs such as orientation sessions and courses in teaching techniques for graduate students. However, few, if any, departments in the 1970s had instituted comprehensive programs of the scope used to prepare students in research techniques. Have graduate departments responded to external and internal demands for a greater emphasis on teaching activities? Here we report a brief summary of the profile of teacher training in the U.S. and Canadian sociology departments in 1992-93. More comprehensive information is available from the authors.

The Study

We focus our concerns on three major areas: the use of graduate students in the departmental teaching mission, the nature of the training effort and, if relevant, the type of formal training program.

A short survey on teacher training was sent to all sociology departments in the U.S. and Canada listed in the 1992 *ASA Guide to Graduate Departments*. The survey was sent to the Graduate Advisor or Director listed in the *Guide*. They were asked to fill out the survey or to give it to the person in their department who was most appropriate. In early July 1992, 232 surveys were mailed. By the middle of August, over 70 percent had responded to the first wave. A second mailing was sent out in early September. A total of 218 surveys were returned, yielding a 94 percent response rate. We suspect that any bias in responses is small,

given methodological checks which included follow-ups with another member of some departments. A few respondents provided information that the reported activities were "on the books," but not actively in place.

The Use of Graduate Students for Teaching

Most departments of sociology employ graduate students in teaching activities and most do so in multiple capacities, either as teaching assistants or independent instructors (see Table 1). Fewer departments rely on graduate students only as assistants and only a small percentage employ graduate students exclusively to teach their own courses. Thirteen percent of departments do not rely on graduate students for teaching at all and these departments were more likely to have master's programs only.

The Nature of the Training Effort

The survey separated the training efforts for teaching assistants from those aimed at graduate instructors teaching their own courses. Respondents were asked to check all of the options provided that applied to the training effort in their department.

Table 2 indicates that most departments rely on personal mentorship for teaching assistants — individual faculty train them for the specific content and format of the courses in which they are assisting. Over one-third of the departments indicated that, in addition, they have formal T.A. training to supplement individual faculty guidance. Few departments depend on a formal training program alone and these departments appear to be ones that either rely on general university-run orientations or use T.A.s primarily in one or two large courses where they run discussion sections.

The profile is similar for graduate students teaching their own courses. Almost half of the departments that responded to this question indicated that they rely on graduate students to consult individual faculty to prepare their own independent courses. Fifty-five percent indicated that they have some formal training mechanism in place to prepare these graduate students for the teaching role.

The Type of Formal Training Program

The respondents were asked to describe the formal training program if it was relevant to their department. Specifically, they were asked: "Is the training in a regular course or seminar format or an occasional (even if regularly scheduled) workshop format and how long and when is it run (e.g., 1 semester, 2 weeks before the start of class for a week)?" The percentages for different types of training programs are presented in Table 3. These numbers add to more than 100 percent since a number of departments have more than one formal training mechanism in place. The base used for the percentage is 218, the total number of surveys received.

One-quarter of sociology departments have a full semester or quarter of training, generally in a seminar format. One-quarter rely on a university run training program; for the most part, these are general orientation workshops that take place in the weeks prior to the beginning of the semester. On occasion, universities offer a course run through a Dean's office or a teaching center. About 12 percent of departments provide a one to three day orientation and training session within the department or have regular (but not course format) teacher meetings. Only a few departments have a formal mentoring or internship program or deal with teaching issues in another course. Generally these are "Proseminars" or "The Discipline of Sociology" courses. In some cases these training programs are required, in others, they are voluntary.

Over half of the departments that responded indicated that graduate students do receive some credit for teacher training. In general, these training efforts provided one to three credit hours. However, in some cases, the credit could not be used to fulfill degree requirements.

Conclusion

This report indicates that while almost 90 percent of graduate sociology departments employ graduate students as part of their teaching missions, only about half of these have instituted any kind of formal teacher training. No department indicated a comprehensive program for teacher training which is comparable to that commonly offered in research training. While we cannot provide an account of the change in quality or extensiveness of these efforts, particularly in specific departments over time, there appears to be little change in the overall profile of preparing graduate students to teach sociology.

Reference

Ewens, Bill and Diane Emiling. 1976. "Survey Conducted on Teacher Development in Sociology." *Footnotes* 4:1,4.

Using a Computer to Improve Classroom Teaching and (Even) Meeting Presentations: A Footnote to a Footnotes Article

William R. Aho, Rhode Island College

Last Fall, after submitting the article I wrote on using a computer and fax/modem to enhance teaching and scholarly activities (*Footnotes*, November 1993, p. 4) I began using computer-assisted classroom teaching in one of my introductory classes for the first time and discovered that it virtually revolutionized my teaching.

An evaluation by my Sociology 200 students revealed that 90 percent believed that it:

- aided their learning overall
- helped them to take better notes
- increased their understand of the assigned reading

- made the class more interesting

Using Aldus Persuasion 2.1 presentation software for the Mac (it also comes in IBM-compatible format) I created "computer slides" of my lecture notes and/or outlines and included some graphics where appropriate to add interest or illustrate a concept or point. The computer is connected to an LCD (liquid crystal display) color overhead projector (total cost about \$3,000) which projects images onto a regular movie screen at the front of the classroom.

Teaching can be done facing the class, no chalk or erasers are needed, no time spent (lost?) with your back to the class writing on the board, and of course many more notes can be put on a number of projected slides than can be written on a board. With a click of a mouse or a key you control lines of notes on the screen and how long they stay there for discussion.

To create the "slides" you type your lecture outline and/or notes essentially as you would in any word processor, and press a keyboard key to transform them into presentation slides. While there is some up-front learning time involved, once the basics are mastered creating the slide programs takes little more time than typing lecture notes. Updating and editing the notes is easy and fast.

A variety of visual transitions or "fades" can be applied to your notes, both between each slide and between each separate line of a slide. These permit a smooth, professional, seamless presentation, whether in a classroom or presenting a paper at a professional meeting. You can create your own or select a variety of effective boilerplate formatting patterns to enhance your presentation, as well as colors if you are using a color computer and LCD panel (which is highly recommended but certainly not required).

The advantages of using this technique include encouraging and even requiring better organization of your notes, added student interest and attention in class, providing a visual source to reinforce student learning of concepts, supplementing the audio source of your own (dynamic, memorable?) voice. It is especially useful in reviewing before an exam. Considerable flexibility is possible using this method, which is not meant to preclude student note-taking based on the assigned reading before class. In fact, the number of slides used may prevent notes from being taken as they are shown because they are on the screen for too short a time. They are meant primarily to reinforce what students have already been assigned to read and to point out and emphasize the important ideas from the reading.

With the presentation software you can print out your notes, which you can use in class as a lecture outline, insurance against an equipment or software failure, or as a handout at the beginning or end of class.

Charts, graphs, tables, photos and graphics can be imported from other computer programs or scanned into your slide program to keep your lectures up to date and interesting. The ease and speed of introducing new material, if the equipment is available to you, permit you to scan something from a morning newspaper or new journal into your slide program for that day's class! How is this technique any better than making overhead transparencies on a thermofax machine?

Those transparencies have to be filed, stored, recovered when you need them, and they can become outdated, fade or get damaged. You may need 20 or 30 for one class. Computer-made slides can be backed up, stored, located, and revised quickly and easily and their presentation is more seamless and dynamic. They can be brought to class on a disk or stored on the hard disk of your classroom computer.

In sum, using a computer, overhead projector and overhead LCD panel can make classroom lectures/discussions and meeting presentations more organized, focused, interesting, and therefore more likely to be remembered and appreciated by students or colleagues. □

Table 1: The Use of Graduate Students in Teaching Sociology, U.S. and Canada, 1992-93 (N=218)

Departmental Use of Graduate Students	Percent
Graduate students serve as teaching assistants to professors only (including running discussion groups for sessions)	22
Graduate students teach their own courses	5
Graduate students work either as assistants or independent instructors	60
Graduate students are not employed in a teaching capacity	13

Table 2: The Nature of the Teacher Training Efforts in U.S. and Canadian Departments of Sociology, 1992-93

Teaching Assistants	% All Departments (N=218)	% TA Departments (N=192)
Professors train their assistants to the individual needs of their course	46	55
Formal training program	9	11
Both individual and formal training	28	34
Not applicable/no answer	17	

Independent Instructors	% All Departments (N=218)	% II Departments (N=141)
Each graduate instructor consults appropriate faculty on an individual basis	29	45
Formal training program	14	22
Both individual and formal training	22	33
Not applicable/no answer	35	

Table 3: The Type of Formal Training Program Provided in U.S. and Canadian Departments of Sociology, 1992-93 (N=218)

Type of Program	Percent
At least one semester/quarter of training within the department	25
Short workshop or occasional seminar format within the department	12
Mentoring, internship, or teaching supervisor program within the department	6
Teacher training included within another regular course in the department	3
University-run workshop, seminar, or other training program	25
Not applicable/no answer	42

Smelser, Baldwin Assume Key Posts

Smelser to Head Institute of Advanced Study

Neil J. Smelser will become the fifth Director of the Center for Advanced Study in the Behavioral Sciences (CASBS) on September 1, 1994. Dr. Smelser will succeed Philip E. Converse, who has served as Director of the Center since 1989.

Smelser, currently University Professor of Sociology at the University of California, was selected from more than 100 candidates nominated during a national search. He has had a long association with the Center, both as a member of the Board of Trustees and as Chairman of the Board. He has also chaired the CASBS Advisory Committee on Special Projects and served on other Center-related committees.

In announcing the appointment, Dr. Solow said, "This is a match made in heaven. Neil Smelser is an eminent social scientist with an extraordinarily broad range of understanding, experience, and sympathy. In addition, he knows the Center as well as anyone and understands what makes it a uniquely valuable institution. There will be

life after Phil Converse after all."

Dr. Converse commented on the appointment, "We are delighted with the choice of Neil Smelser as Director. He is a distinguished scholar with great interdisciplinary breadth, and he has been closely familiar with the operation of the Center for many years."

The Center for Advanced Study in the Behavioral Sciences was created by the Ford Foundation in 1954. It offers one-year fellowships that enable behavioral scientists to pursue their scholarly research free from their usual university teaching and administrative duties. Since its founding, 1,808 behavioral scientists and humanists have been CASBS Fellows. Support for the fellowship program is provided by a number of public and private sources.

Of his new position, Smelser said, "The Center is the leading American institution in fundamental research in the behavioral and social sciences. I am honored to have been chosen to direct its affairs for the coming years. I have great admiration and respect for Phil and Gardner, who together have provided the Center with extremely effective leadership for the past two decades, and will be proud to carry on the great tradition they and their predecessors, Meredith Wilson and

Ralph Tyler, began."

Smelser is the author or co-author of numerous books and articles on a wide range of sociological and behavioral science topics. His books include *Social Change in the Industrial Revolution*, *Theory of Collective Behavior*, *The Sociology of Economic Life*, *Essays in Sociological Explanation*, *Comparative Methods in the Social Sciences*, and most recently, *Social Paralysis and Social Change: British Working-Class Education in the Nineteenth Century*. He is also editor of some 20 books, including (with R. Duncan Luce and Dean Gerstein) a report issued by the Committee on Basic Research in the Behavior and Social Science and Education (CBASSE) on *The Behavioral and Social Sciences: Achievements and Opportunities*.

Baldwin Named NIH Deputy Director

Dr. Wendy Baldwin has been appointed as Deputy Director for Extramural Research, the top post for overseeing the National Institutes of Health's grant and training programs. She has held the position on an acting basis since June, 1993. Baldwin has step down from her position as Deputy

Director of NIH's National Institute of Child Health and Human Development to take her new post in the Office of the NIH Director.

"Baldwin's proven leadership qualities make her ideally suited to undertake this position of great importance to NIH. . . . Extramural programs account for more than 80 percent of the total NIH budget and are central to sustaining excellence in U.S. biomedical and behavioral research," said Dr. Harold Varmus, Director of NIH. Dr. Philip R. Lee, Assistant Secretary for Health and Director of the Public Health Service enthusiastically supported her appointment. "I am sure Dr. Baldwin's leadership will serve to strengthen NIH's grants programs," he said.

Baldwin will be responsible for guiding the NIH Institutes and Centers in the development of policies for their extramural research and research training programs. She will also oversee—for the NIH and the entire Public Health Service—the program aimed at the protection of human subjects in research and the proper care and use of laboratory animals in scientific studies.

Baldwin has made significant scientific contributions primarily in the areas of adolescent fertility, contraceptive practice, childbearing patterns, HIV/AIDS risk behaviors and infant mortality. She served on ASA Council and on the Advisory Committee of the Spivack Program in Applied Social Research and Social Policy. She currently serves on ASA's Committee on the Executive Office and Budget. □

Six Receive Small Grant Awards; New Proposals Due

Six of 38 proposals submitted for the December, 1993, grant round were funded by the ASA/NSF Small Grant Program Fund for the Advancement of the Discipline (FAD). Members of ASA Council's FAD Subcommittee were impressed with the number of applications, the quality level, and research foci of the proposals.

Selected proposals illustrate the essential role of FAD in production of important scientific work. For example, Heidi Gottfried's (Purdue University, \$2,425) study on "Flexibility, Power and Control at Manpower, Inc.: The Development of Neo-Fordism in the United States, England, Sweden and Japan," investigates the rise of contingent work and its impact on both the social organization of production and gender-based inequality. By holding the employer constant, but varying law, culture, and economic structure, Gottfried seeks to reveal whether temporary workers experience contingent work as flexible, as social control, or as some combination of both. Danching Ruan (University of California, Irvine, \$2,500), proposes to study the changes in patterns of interpersonal relationships under Economic Reform in urban China, focusing on how these changes in the micro-social structure are related to changes in China's macro-social structure. George Steinmetz (University of Chicago, \$2,500) compares a number of German colonies before 1914 to demonstrate the manner in which European and indigenous groups, discourses, and social structures interacted in shaping the colonial regimes. The study fills a gaping hole in the political and historical sociological understanding of the colonial state. Finally, Anita M. Weiss (University of Oregon, \$1,500) in "Empowering Women: Female Education and Social Transformation in the Muslim World," analyzes the social effects of educating Muslim women in comparative contexts—Pakistan, Egypt, Jordan, and Malaysia. Weiss argues that the availability of western-style educational institutions is eroding the separation that exists between the worlds of men and women, and has profound social, economic, and political consequences.

In addition, two stellar conferences were among projects selected for funding. First, Julie G. Beshler's (State University of New York at Cortland, \$2,321) timely workshop

on methodological issues in studying children will address measurement problems of children's behaviors, attitudes and understandings. Second, Robert Zussman's (SUNY, Stony Brook, \$2,500) conference will convene scholars to assess how the new sociology of medical ethics departs from conventional medical ethics in its emphasis on empirical rather than normative issues, in its treatment of ethical issues as indicators of value conflict in American medicine and society, and in its attention to social structural sources of ethical conflict.

Grant Proposals Due on June 15

The ASA/NSF Fund for the Advancement of the Discipline (FAD) invites proposals for the next round of its Small Grant Program. The program hosts two grant rounds per year, with proposals due on June 15 and December 15. The overall purpose of the program is to support the development of the discipline by funding small-scale research projects, conferences, and workshops. The program's specific purpose is reflected in three objectives: to provide venture capital support to research that has the potential for challenging the discipline; to influence the development and advancement of sociology through investing in a critical mass of creative scholars; and to stimulate new lines of research, new syntheses of emerging areas, and new networks of scientific collaboration through scientific conferences and workshops.

The Council Subcommittee administering this program wishes to emphasize its unique thrust in supporting substantively important, ground-breaking, basic research activity which promises to advance the discipline—either through actual research projects or through conferences which bring scholars together to work on new ideas or developments. Topics must be cutting-edge and innovative, representing newly emerging, neglected, or overlooked areas or techniques of study. The incremental or unique contribution to advancing sociology is critical. Proposals which address on-going work, cover "familiar ground" (no matter how excellent in other respects), or simply extend existing knowledge will not receive high scores in this program. Proposals which address issues of the profession are inappropriate.

Rating Criteria: Proposals should contain

clear statements of theoretical/conceptual background, methodology, and how the project will advance the discipline as a body of knowledge. Higher ratings are given to applications which are clearly (1) on the "cutting-edge" of the discipline, (2) represent innovative activity, (3) are of substantive importance, (4) would be most helped by a small grant, (5) would have difficulty being funded through traditional sources, and (6) foster new networking among scholars. The nature of the request may include but is not limited to the following: an exploratory study, a small conference, a program of study at a major research center, and projects not ordinarily supported by other sources of funds. The grants are restricted to postdoctoral research. Preference will be given to applicants who have not previously received a Small Grant.

Funding: The upper limit of each award normally will be \$2,500. These are small grants with no indirect costs involved; payment goes directly to the principal investigator. An account statement must be submitted to the Executive Office at the end of the project and unspent funds returned to ASA. Grant money may not be used for convention travel, honoraria, or PI's salary. Awardees are encouraged to continue the early tradition of donating to the fund any royalty income derived from projects supported by the grant.

Submission: Must be postmarked no later than deadline date: June 15 deadline, decisions announced in September; December 15 deadline, decisions announced in February.

Format: Proposals should include the following: a cover sheet with a 100-200 word statement of the research question/conference topic and why it is "cutting edge" and "innovative," a text of no more than three single-spaced pages (with no appendices), a budget statement, a bibliography, and vita. Both the title and author's name should appear at the top of the cover page. Applicants are required to notify the ASA if other funding is received for the proposal. Please enclose a self-addressed postcard if you wish receipt of your proposal acknowledged. Send nine complete and individually bound copies of the entire packet to: ASA/NSF Small Grant Program, 1722 N Street NW, Washington, DC 20036. □

Update on Scarce Case and the Scholar's Privilege

James Richard Scarce, a Washington State University graduate student who was jailed for five months for refusing to reveal confidential research information and affirming researcher's privilege, was released from jail on October 18. On January 10, the Supreme Court denied granting *certiorari* in the Scarce case. The case was rendered moot.

In the December 15, 1993 "Point of View" column in the *Chronicle Of Higher Education*, Law professor Murray Comarow challenged Scarce's interpretation of ASA's Code of Ethics. ASA Executive Officer, Felice J. Levine responded with a letter appearing in the January 1994 issue. The ASA Council has underscored the importance of research confidentiality and limited scholar's privilege. Council further encouraged ASA to take steps to enhance the public's awareness on the subject. □

ASA Aids Sociology At CSU-Northridge

The ASA has responded to replenish the library and teaching materials destroyed by the January earthquake in the Los Angeles area. The California State University-Northridge campus was at the epicenter of the quake and suffered extensive damages. Most of the 58 buildings on campus were closed because of concerns about their safety. The administration building was destroyed and temporary quarters were set up in a large tent. Most computers on campus were destroyed and a new \$14 million parking garage collapsed. The roof of the library was dislodged and the building remains unusable.

ASA provided direct technical assistance to the Department of Sociology and helped Northridge send the "call" to other social and behavioral science associations. The Department received curriculum materials and journals to resume their instructional duties, in temporary "portables" at the end of January. ASA has sent many sets of our Teaching Resources Center materials (e.g., syllabi sets for courses offered in spring term) and copies of all journals. We will continue to alert Footnotes readers as to how they can help. □

Open Forum

Support for the Nominations Process

We express our appreciation for the hard work undertaken by the ASA Nominations Committee in producing a strong slate of candidates for the offices of President-Elect and Vice-President. All four of the women/nominated for the highest offices of the organization are internationally recognized scholars. Cynthia Fuchs Epstein is widely respected for her work on women in the professions and Arlie Russell Hochschild groundbreaking work on the sociology of gender and emotions has permeated the study of gender, work, and family. Myra Marx Ferree is well known for her research on working class women and social movements in the United States and Germany. Judith Lorber's contribution to sociology include her work on women and medicine and her stewardship of *Gender and Society* through its first years.

The choice of four women candidates for the highest ASA offices is clearly a first in the history of organization. This slate reflects the importance of the study of gender to the discipline as well as the ASA Nominations Committee's commitment to apply universalistic criteria in selecting candidates for highest offices.

(signators in alphabetical order)

Denise D. Bielby, University of California-Santa

Barbara

William T. Bielby, University of California-Santa

Barbara

Edna Bonacich, University of California-Riverside

Charles M. Bonjean, University of Texas-Austin

Muriel Cantor, American University (emerita)

Adele Clarke, University of California-San Fran-

cisco

Randall Collins, University of California-Riverside

Kathleen Crittenden, University of Illinois-Chicago

Vasiliki Demos, University of Minnesota-Morris

Judith A. Howard, University of Washington

Dale J. Jaffe, University of Wisconsin-Milwaukee

Beth Macke, Centers for Disease Control

Eleanor M. Miller, University of Wisconsin-Mil-

waukee

Betty Hearn Morrow, Florida International Univer-

sity

Stacey J. Oliner, University of Wisconsin-Milwa-

ukee

Pamela A. Roby, University of California-Santa

Cruz

Lynn Schlesinger, SUNY-Plattsburgh

Brenda Seals, Centers for Disease Control

Eleanor Palo Soller, SUNY-Plattsburgh

Donald Tomaskovic-Devey, North Carolina State

University

Mary Zimmerman, University of Kansas

The Academic Demand for Sociologists

The supply of sociologists is more diverse than thought possible just a generation ago. What could be more American? We are attracting some of the brightest and most motivated from foreign shores and our own doctoral students have academic origins as wide ranging as our subject matter, but certain types of enrollment driven change may weaken our professional standing: 1) the weak job market; 2) part-time hiring practices; and 3) the latent functions of the reserve army.

The following scenario is based on data found in the 1991 *ASA Guide To Graduate Departments*. Assume that 20 percent of the 100 graduate departments that produced 449 sociologists (during 1989-1990) hired one or two new PhDs, per year, for the two-year period under review. This generates 40-80 jobs. Averaging these values, 60 hirings take place—a little under 14 percent of new production. If half of our foreign students who recently received doctorates return to their home countries (n=70), and one third (379/3=126) of all job seekers remaining have no interest in positions at the highest level, the 60 jobs will be met by 253 candidates.

After the 60 are hired, it will either take over three (3.2) repetitions of the above, two-year, hir-

ing cycle to clear this segment of the market—assuming *postulate group 1*: a) cessation of future doctoral production; b) hiring only new PhDs at the full time level; and c) all other things being equal—or those unplaced (n=193) face the second hiring tier (graduate program: no doctorate offered).

If those who were not interested in jobs at PhD granting schools (n=126) are distributed such that five percent seek postdoctoral positions (n=6), and half of those remaining (n=60) pursue non-academic employment; 60 additional candidates will meet the 193 first-tier non-hires in search of possible employment with the 179 graduate departments that either have no doctoral program, or produced no PhDs during the period under review. If 20 percent of these hired one or two new PhDs, averaging yields 108 hires and the remainder (253-108-145) would still be looking for work. This segment of the market will either clear in 1.34 repetitions of the hiring cycle (under *postulate group 1*), or face the last hiring tier (exclusive undergraduate instruction). Placing 145 sociologists somewhere on the undergraduate scene should not be too difficult—especially if we include the community colleges—except for the reserve army, which has eight components:

1. New, unhired PhDs from previous cohorts composed of generalists and exotics (those whose uncommon specialties were not in demand).

2. Displaced professors—those who were not granted tenure, or who were never on tenure tracks, or those whose joint (or social science) departments faced a shift in emphasis that was not resolved in favor of sociology.

3. Foreign scholars and researchers—awaiting U.S. openings.

4. Those currently holding part-time positions.

5. Displaced, displeased or retiring researchers, who might wish to re-enter academic life (full- or part-time).

6. Research graduate students who seek part-time teaching positions.

7. Terminal MA students seeking full- or part-time work.

8. Retrenchments (which fill lines).

What originally appears to be a glitch in the market, i.e., placing 145 new PhDs, turns out to be a cavernous valley which conceals substantial underemployment. For each new doctorate that is not placed, there is likely at least one, unplaced, from previous cohorts, and at least one already working part-time. To this we must add one candidate with a terminal MA (1,046) and at least one more from the combined ranks of displaced professors, research students whose lines have been cut, and researchers who would consider part-time academic employment. This does not include the impact of retrenchments or overseas hires and does not address stratification by prestige of specialty.

To clear this segment of the market (with an estimated 4:1 ratio of job seekers to new, unplaced, PhDs) the "Academic Settings" section of the *ASA Employment Bulletin* (which currently runs 13-14 ads per page) would have to run between 52 and 56 additional pages of advertising. Unfortunately, this does not appear in the cards as hiring part-time creates windfall wealth. Even at schools with modest tuition and fees, the income derived from a dozen or so students easily pays a part-time instructor's salary.

The surplus accrues through a form of forced philanthropy: the extraction of a coerced "donation" equal in value to the difference between the net course revenue generated by part-timers—amplified, accordingly, if the level of external funding is tied directly to enrollments—and what they are actually paid. A cursory glance at *Peterson's Guide to Four-Year Colleges* (1993; Peterson's Guides, Princeton, NJ) reveals the popularity of this arrangement: the number of part-timers working in higher education is very large. Since part-time salaries are small, the more costly schools—and those that offer large undergraduate classes—benefit.

This influences our graduate students in numerous ways: 1) It keeps the "Instructor" price both stable and low; 2) it pits them against the reserve army for adjunct appointments: first-

time academic posts and research positions; and 3) it can facilitate the premature completion of degrees by creating an ethos which discourages the selection of highly innovative or complex dissertation topics, where it may take years just to master the literature. This can be especially corrosive of professional socialization if such choices deprive many of the pure joys of study, teaching, and research while in graduate school—and concomitantly result in their being limited to employment as intellectual technicians, or as purveyors of introductory courses. Further, it distorts academic priorities. With a "popularized" teaching mission readily achievable using the reserve army, administrators are more likely to convert tenure-track lines (by downgrading them, over time, to visiting positions) and less likely to look favorably upon the restoration of costly research-oriented senior lines vacated by retirees. If their students, especially those with uncommon fields of specialization, shift to more conventional studies, it is almost assured that whatever innovative potential they may possess will be severely curtailed, if not lost forever. Moreover, since only a few graduate students can be expected to rise above the average capability level of those who teach them, the effect of not replacing retiring luminaries will slowly and increasingly drive down the scholarly potential of a department, the comparative prestige of the discipline, and the horizons of those remaining in the classroom. For the most advanced students, it makes the "ABD hire" a near-extinct species, thus escalating survival contingencies at precisely the point in their lives when they are most vulnerable to economic insecurity and least able to develop new areas of expertise.

Another consequence involves the low profile of certain practices. Since it would be a professional embarrassment to actually advertise for (and thus make visible) an number of highly skilled, temporary, low paying, no benefit, part-time jobs, employment takes place through the use of lists and referrals. This typically rewards those willing to teach large, non-specialty courses, while granting a measure of power (and a rationale for keeping things as they are) to those not preoccupied with teaching or research. However, since exploiting one's colleagues serves to irritate and distance our most creative faculty from active involvement in the staffing decisions surrounding the undergraduate market, a form of informal guild emerges: Those who actually generate the ideas and research that will carry sociology into the next century can remain aloof, while lesser lights attend to the ritual apologetics which typically surround the making of bad faith offers to the underemployed.

These "gypsy scholars" (the new romantic euphemism for temporary workers) are often given less than substantive teaching assignments.

The presence of the reserve army also fosters the growth of a *default curriculum*. While fairly common in the most competitive schools—and still the norm in parts of Europe, Canada, and the Americas—there is a growing absence elsewhere of the assumption that sociology should be part of the required academic background for future lawyers, diplomats, economists, physicians, engineers, mathematicians, and scientists (in spite of our scientific rhetoric), and a growing willingness to attract students from other than liberal arts and science-oriented programs of study. Why? Undergraduates neither create distribution requirements, nor mandate the range and depth of courses offered. The claim of imputed vocationalism, i.e., blaming the students, however, is a ruse to conceal local decisions passed by faculty committees—who control the curricular agenda.

Except at the better schools (where we hold our ground in terms of academic prestige), sociology runs the risk of becoming a set of routines increasingly taught by the reserve army and simply avoided by those who have the potential of becoming the most socially aware of their generation. Unlike the fifties, when fledglings of that era were taught by the best and the brightest—and bloomed a decade later—it

appears that draught may force the consumption of seed corn.

The reserve army: 1) encourages the proliferation of non-doctoral programs which creates a need for more part-time instructors while legitimizing those who hire them to cost conscious administrators; 2) seriously reduces the expectation for many of full-time employment; 3) renders inconclusive all data that purport to demonstrate change in the area of employment—as well as in race, gender, and ethnic placements—since both the size and social composition of the underground market are unknown; 4) lessens the likelihood of censure being realistically enforced for past violations of academic freedom; 5) permits the attention drawn to charismatic instructors to reinforce the notion that it is personal predilections, not the structure of programs, which largely determine professional fate. Moreover, the disruption caused by a few highly publicized "shut downs" of sociology departments is minuscule when compared to the dislocation routinely shouldered by many.

While aggregate demand is primarily driven by demographic and economic forces embedded in the larger society, the academic demand for sociologists is an institutional product. We can only reap what we sow. A few changes would permit us to take stock of, clarify, and partially address, some of these issues; three involve more careful use of the *Employment Bulletin*.

First, *require all advertisers to specify the number of part-time faculty presently on staff*. If your department can't upgrade these positions, making them nationally visible may be the first step. It is neither fair, nor ethical, to advertise for new hires if you have qualified people on board who are simply being exploited. Second, *establish international, country-specific, national, and regional market-place headings*. The current practice results in more applications than can be reasonably handled, and distorts perceptions on both sides of the market. If you want (and can afford) a national or international search, this is fine. If you don't (or can't); advertise regionally.

Third, *advertise only for your prime need*. The current practice of advertising for a wide variety of interests, followed by a list of a half dozen or so (often unrelated) courses, makes it impossible to tell if there are shortages by specialty. Moreover, simultaneously trying to skim and dredge the market typically results in attracting both more powerful candidates than will likely accept your offer and those who cannot possibly meet all of your requirements. One result: A notable percentage (my estimate: five percent - 12 percent) of all advertised jobs go unfilled. Discounting the fortuitous occurrence of "outlier hires" (finding an uncommonly qualified candidate in spite of your system having broken down), the more thoughtful the ad, the smaller will be the candidate pool. It is a false economy to see merit in an overwhelming response—an outcome largely attributable to poor ad design. Since all sociology departments have access to methodologists, this is simply inexcusable.

Lastly, following the lead in many of the sciences, some European universities, the better private colleges, and most major institutes of research, *only the most accomplished members of a department should conduct job searches*. The sheer inconvenience of this virtually assures that ads will be precisely worded, a great deal of care and internal debate will be spent ascertaining what needs really exist, and the ultimate responsibility for the character of a department will not be levied on an *ad hoc* basis.

Putting more thought into the hiring process forces the larger issue of a department's central purposes, and provides a more precise specification of academic demand. However, it is our own hand, not the invisible variety, that orchestrates our fate. Since the possibility of full employment will not be with us for some time, more reflection in this area is warranted.

Robert J. Stevenson, Burtonsville, MD □

Research Program on the Discipline and Profession

Sociology Departments and Their Affinities

What is the institutional location of sociology? Is our field anchored in a department of its own, in a joint department, or in a divisional structure? The 1992 Survey of Departments and Divisions included questions on whether sociology was a separate department or whether it was combined with other disciplines? More than half of all departments, 58.1%, are combined. As expected, most PhD departments are singularly sociology.

The likelihood of having a combined department is directly related to institutional size (See Table 1). When no sociology degree is offered, sociology courses are more likely (over 90%) to be taught in a joint department. But even in BA granting and MA granting departments, the percentages of combined departments are 65.6% and 64.2% respectively. Only at the PhD level are most departments of sociology (86.5%) freestanding of other disciplines. Whether a marriage of administrative convenience, fiscal necessity, or an intentional intellectual collaboration, the activities and futures

TABLE 1:
Sociology Department or Division Status
by Type of Degree Offered

Degree Offered in Sociology	Separate Sociology Department/Division	Combined Sociology Department/Division
PhD		
Row %	86.5	13.5
N of departments	83	13
MA		
Row %	35.8	64.2
N of departments	29	52
BA		
Row %	34.4	65.6
N of departments	172	328
TOTAL		
Row %	41.9	58.1
N of departments	284	393

N=677

TABLE 2:
Departments With Which Sociology is Combined*

Department	Number	Percent
Anthropology	121	31.4
Social Work	35	9.1
Anthropology & Social Work	32	8.3
Psychology	21	5.5
Other(s)	21	5.5
Psychology & other(s)	19	4.9
Anthropology & other(s)	17	4.4
Anthropology, social work & other(s)	11	2.9
Social work & other(s)	10	2.6
Social work, criminology & other(s)	9	2.3
Criminology	8	2.1
Anthropology & criminology	8	2.1
Social work & criminology	8	2.1
Criminology & other(s)	8	2.1
Social work, psychology & other(s)	8	2.1
Social work & psychology	7	1.8
Anthropology, psychology & other(s)	7	1.8
Anthropology, social work & criminology	6	1.6
Psychology, criminology & other(s)	6	1.6
Anthropology & psychology	5	1.3
Anthropology, social work & psychology	5	1.3
Anthropology, criminology & other(s)	3	.8
Anthropology, social work, criminology & other(s)	3	.8
Psychology & criminology	2	.5
Anthropology, psychology & criminology	2	.5
Social work, psychology, criminology & other(s)	2	.5
Social work, psychology & criminology	1	.3

N=385

*Detailed data is missing for 8 combined departments.

(31.6%). And another approximately 23% have a sociology-anthropology and other discipline combination. Ten percent of joint departments are paired with social work, and approximately 23% join sociology, social work, and other disciplines (most likely anthropology). Social work pairings may have declined as social work departments have been relocated in professional schools.

The frequent pairing with anthropology offers opportunities for greater curriculum integration. The variety of pairings speak to the need to work out slightly different collaborations, especially if they involve more professionally oriented disciplines like social work and some departments of criminology/criminal justice. The Academic and Professional Affairs Program will work with departments to maximize the advantages of these pairings.



The ASA's Research Program on the Discipline and Profession collects original data about sociologists and about departments, as well as compiles information from secondary data sources that will inform the profession. The Program issues periodic research briefs. This brief was prepared by Carla Howery, Director, Elizabeth Schuster, Research Assistant, and Ramon Torrecilha, Associate Director of the Research Program on the Discipline and Profession Program.

These data were collected in the spring of 1992 from a survey sent to all departments that offer courses in sociology. Departments were asked the highest degree offered and whether the department was a sociology department, or a joint department and, if joint, with what other departments. Of the 1078 departments which offer at least a BA degree in sociology, 677 departments, 63%, responded to the instrument. □

of sociology departments are conjoint with other disciplines.

Particular attention should be paid to the MA degree that is offered in the context of a joint department. These departments are well situated to play a particularly important role in interdisciplinary training and collaboration.

The nature of the combinations shows considerable variety (See Table 2). Most joint departments are paired with anthropology

Writing Tips

Enough of "That"

by Karen Feinberg

An EPA scientist in Triangle Park, N.C. told me how consumers drive and inflate their tires is critical.

When I read this statement on the op-ed page in our local paper, my reaction was confusion followed closely by annoyance. The columnist first seemed to be saying that the EPA scientist "told me how consumers drive and inflate their tires." Then, when I came to "is critical," I had to backtrack and read the whole sentence again.

The meaning would have been unmistakable at once if the columnist had written

An EPA scientist in Triangle Park, N.C. told me that how consumers drive and inflate their tires is critical.

"That," as it's used (or not used) in the above example, introduces something that Latin teachers call "indirect discourse" and that I call here "indirect quote" or "implied quote." An indirect quote expresses someone's words or thoughts or feelings without using quotation marks. This construction can be introduced with "say," "think," or a word for one of many other related activities such as "believe," "tell," "feel," "know," or "hear."

The columnist quoted above violated an important principle of writing: Be as clear as you can, as soon as you can. Omitting "that" may work well in speech, but in writing, the absence of "that" where it's needed for clarity reminds us that the spoken and the written language make different demands on us.

Often it's possible to omit "that" in speech because listeners can take their cues from the speaker's intonation and pace. Read the unedited EPA sentence out loud. You'll find that once you understand the meaning and repeat the sentence with that meaning in mind, you'll pause slightly after "told me" and possibly lower your voice somewhat on "how."

In writing, however, we don't receive signals like these. In implied or indirect quotes, "that" is a modest but necessary part of the infrastructure, like a traffic sign: it tells us what to expect or what to do next. It's essential in the absence of auditory cues.

Generally we can omit "that" in writing

without sacrificing clarity when the lead-in word is "say" or "think," or when the first word of the indirect quote is obviously the subject of the clause. Statements like the following pose no problem:

We think she'll be able to finish the project in two weeks.

He said his computer wasn't working.

Not all expressions are so straightforward, however. Writers who omit "that" force readers to backtrack with sentences like this:

They believed the salesman, who spoke to them at length and quite sincerely, was concealing the faults of the used car.

The prospective car buyers aren't the only ones who were led astray here. We can clarify this statement easily by writing:

They believed that the salesman...

In the following example, shoddy construction keeps us from finding our bearings immediately:

Those who understand the AIDS virus cannot be transmitted casually are more likely to help a person with AIDS than those who perceive the risk of casual contact as high.

To strengthen this sentence, we can write:

Those who understand that the AIDS virus cannot be transmitted casually...

Also temporarily misleading is this statement:

He felt his sunburnt nose made him look ridiculous.

The proper use of "that" is a matter of experience and judgment based on developing the ear. If you're in doubt about an indirect quote, read the questionable sentence out loud. Could your meaning be lost or weakened without "that"? If time permits, put your writing aside to let it cool off. What's obvious to you in the heat of composition or the warmth of familiarity with your subject may not be so clear to your readers.

Karen Feinberg, a professional copy editor, has worked on sociologists' manuscripts for more than 20 years. If you would like to see a particular subject or writing problem discussed in this column, contact Ms. Feinberg c/o Footnotes. This article was published in slightly different form in the April 1993 issue of *The Editorial Eye*. □

Segal, Willie Awarded Lectureships

Mady Wechsler Segal 1994 SWS Feminist Lecturer on Women and Social Change

Sociologists for Women in Society (SWS) has selected Mady Wechsler Segal as the 1994 Feminist Lecturer on Women and Social Change. The title of her lecture is "The Social Construction of Women's Military Roles: Past, Present, and Future." The lecture was delivered at the University of Arizona in Tempe in February, in conjunction with the midyear meetings of SWS and again in March at the Eastern or Southern Sociological Society Regional Meetings. Additional lectures will be scheduled at two college campuses to be selected by SWS.

The SWS Lectureship on Women and Social Change was created in 1985 to help disseminate scholarship in women to campuses and consortia which have limited access to feminist scholars. Each year a notable feminist sociologist whose research, teaching, and professional service show a commitment to the study of women and social change is selected to deliver a lecture based on her current research. This year's lectureship is named in honor of Helen MacGill Hughes.

Mady Wechsler Segal is Professor of Sociology at the University of Maryland, Associate Dean for Undergraduate Studies, and faculty affiliate of the Women's Studies Program and the Center for International and Security Studies at Maryland (CISSEM). She has been a guest scientist at Walter Reed Army Institute of Research and Visiting Professor at the United States Military Academy, West Point. She has also served as chair of the Scientific Advisory Committee for the U.S. Army Research Institute's Army Family Research Program, as a member of the National Academy of Sciences Committee on the Performance of Military Personnel, and as a Human Resource Consultant to the Secretary of the Army. She is currently on the Council of the Section on Peace and War of the American Sociological Association.

Segal's recent research has focused on military women and military families. She is currently studying changes on women's military roles in the United Kingdom. Her publications include "Value Rationales in Policy Debates on Women in the Military: A Content Analysis of Congressional Testimony, 1941-1985" (*Social Science Quarterly*, 1992); "The Military and the Family as Greedy Institutions" (*Armed Forces and Society*, 1986); "Military Women in NATO" (*Armed Forces and Society*, 1988); and "The Nature of Work and Family Linkages: A Theoretical Perspective" (in Bowen and Orthner, eds., *The Organizational Family*, 1989). She has written (with David R. Segal) a book on *Peacekeepers and the Wives* to be published by Greenwood Press.

Segal was honored as the Outstanding Woman Faculty Member at the University of Maryland in 1988, was named Distinguished Scholar-Teacher in 1985, and received the Teaching Excellence Award, University of Maryland Division of Behavioral and Social Sciences in 1984.

In her research, teaching, and service to the profession, Mady Wechsler Segal exemplifies the spirit of the SWS Feminist Lectureship. An active member of SWS, she has offered to donate her \$500 honorarium to the Feminist Lectureship fund and an additional \$500 to the Discrimination Fund of SWS, which assists members in cases of sex discrimination in employment. Like Helen MacGill Hughes, for whom this year's Lectureship is named, Segal is part of a dual sociology couple. She and her husband, David R. Segal, have co-authored many articles and a book.

Charles Willie Named ESS Williams Lecturer

Charles V. Willie, Professor of Education and Urban Studies at the Graduate School of Education of Harvard University, has been named as the second Robin M. Williams, Jr., Distinguished Lecturer, and will serve for the 1994-95 year. The

award was established by the Eastern Sociological Society in 1992 to honor Robin's many contributions to sociology and to Society, most recently as the founding editor of Sociological Forum.

Before his Harvard appointment in 1974, Professor Willie was affiliated with Syracuse University 25 years as a graduate student, sociology professor, department chair, and university vice president. As an undergraduate, he attended Morehouse College in Atlanta, Georgia and was a classmate of Martin Luther King, Jr. He graduated from Morehouse in 1948 and received a Master's degree from Atlanta University a year later. A Doctor of Philosophy degree in sociology was awarded by Syracuse University in 1957. Professor Willie has received honorary doctoral degrees from his alma mater, Morehouse College, and Syracuse University, the school of his terminal degree, as well as from Berkeley Divinity School at Yale University and several other institutions of higher education.

Environmental Newsletter Founded and Published by Sociologist

by Nina Alesci, ASA Administrative Assistant

Ultraviolet rays are traveling through the depleted ozone layer to cause skin cancer. Lead from auto exhausts and pesticides that decrease male virility are contaminating our food supplies. Atmospheric pollution produced by the Persian Gulf oil well fires is adversely affecting our air, agriculture, ecosystems, and weather. Public service newsletter *Blazing Tattles* frankly reports these and other disturbing environmental issues. The newsletter's publisher, Claire W. Gilbert, earned her PhD in sociology from Northwestern University.

Gilbert began *Blazing Tattles* as a response to the Kuwait oil well fires during the Gulf War. Smoke from these fires has traveled from the Persian Gulf, across the Pacific, to the United States. In one article, "Global Climate Effects Issue of Kuwait Oil Fires 'Still There,'" an expert asserts the need to study the effects of this smoke on world climate.

The publication seeks to reveal the harsh realities underlying what Gilbert calls the "up-beat spin" that the government uses to describe the effects of the fires. For example, many veterans of the Gulf War now undergo lasting medical problems ranging from memory loss, to heart failure, to kidney disease, to the collapse of their immune systems. Government physicians who have treated these Americans claim that these mysterious symptoms are "psychosomatic" and result from stress. In fact, breathing the thick, black smoke of the oil well fires has caused these symptoms. A physician interviewed for an upcoming issue of *Blazing Tattles* reveals the veterans actually suffer from an institutionally produced disease called chemically induced immune dysregulation.

Gilbert explains her motives, "I am an advocate of the truth. The truth will drive people sane."

Now in its third year of publication, *Blazing Tattles* has expanded the scope of the newsletter's coverage to include the consequences of all forms of pollution. Stories describe consumer products such as air fresheners and perfumes that contain petrochemicals which harm human health. Yet, Gilbert points out that *Blazing Tattles* includes "not just the bad news but also the good news." Other articles suggest alternative environmentally safe products and lifestyles.

As both sociologist and environmentalist, Gilbert explains that she always had "a natural interest" in the environment. This interest probably evolved from her personal health struggles with environmental pollution. In one article called "Environmental Illness: the disease that has no name," Gilbert describes her bout with an allergy called "extreme chemical sensitivity."

The article explains how society has produced this illness. Since World War II, the production and usage of synthetic chemicals have vastly increased. Now, smoke fills the air, chlorine is in the water, and paints, perfumes, detergents, and

Professor Willie has served as president of the Eastern Sociological Society, member of the American Sociological Association's Council, on the Board of Directors of the Social Science Research Council, on the President's Commission on Mental Health (by appointment of President Carter), on the Technical Advisory board of the Maurice Falk Medical Fund, and as an overseer of the Boston Science Museum.

Professor Willie has conducted many studies having to do with race relations, urban education, public health, community development, and family life. He has authored or edited 23 books and more than 100 articles and chapters in books. His more recent books are *Theories of Human Social Action*, (1993); *African-Americans and the Doctoral Experience* (1991); *The Education of African-Americans* (1991); *Social Goals and Educational Reform* (1988); and *Effective Education* (1987). His most well known book is *A New Look at Black Families* first published in 1976 and now in its fourth edition. □

Inside 1722

Monica Joyi is a Special Addition to ASA



ASA is fortunate to have Monica Joyi as a full time intern, working with Felice Levine, ASA Executive Officer, on public information, international issues, and special projects for one year. Monica, a South African, completed her BA in sociology and anthropology at Brandeis University and sought a one-year internship before returning to graduate school. Through an agreement with Africare, ASA was able to split a stipend and arrange for such an internship.

Among other duties, Monica handled the arrangements for the many international scholars who attended the 1993 Annual Meeting. She communicated with them by fax and phone, helped them get the issuance of their U.S. visas expedited, and assisted them at the meeting.

Monica's considerable experience in international education is personal and professional. She worked at the U.S. Information Service in Cape Town on various social, political and educational programs. In the summer of 1988, she spoke at a South African conference at Georgetown University, and there met many South Africans-in-exile who were teaching at various universities across the U.S. "While I did not think I was university material, my fellow South Africans convinced me to return to school and get my degree. I returned to South Africa and started researching schools giving money to foreign undergraduate students. I found several schools and finally applied to six; three schools offered partial scholarships and Brandeis offered a full scholarship. In the fall of 1989, I walked away from my 9 to 5 job of 15 years and started as a freshman at Brandeis on a Wien scholarship. While the first semester as a freshman was traumatic (being back in the classroom after 20 years), my spring semester as a junior was rewarding (I was a teaching assistant) and my last semester as a senior was wonderful (I was completing what I had started). If I was to do this all over again, I will choose Brandeis again! I met a group of decent and caring people in Pearlman Building (sociology department)."

Monica is also a partial Fulbright scholar and she chose ASA to do her practical training in sociology as part of her grant. She is presently applying to graduate schools for this fall and will return to South Africa after she completes her studies. □

Correction

The January *Footnotes* obituary for Hans Mauksch mentioned he was the first sociologist to be appointed to a school of nursing. We received word from Frances C. Macregor of Carmel, CA noting that: "In 1954, with urging (and a grant) from the Russell Sage Foundation, I accepted the challenge to introduce the social sciences to nursing and medicine at the New York Hospital School of Nursing-Cornell University." □

Survey Shows Attendees Satisfied with ASA Meeting

Elizabeth Schuster, Carla Howery, and Ramon Torrecilla, ASA Research Program on the Discipline and Profession

According to the 1993 Annual Meeting Survey, sociologists were overwhelmingly satisfied with last summer's conference. Although many people suggested topics that they would like to see covered more fully at future meetings, over 80% of respondents reported that the intellectual content of the 1993 meeting represented their "substantive professional interests." Not only did the on-site registration and the sessions receive high marks, but respondents were also extremely positive about ASA's special services and events.

Each of the 3,346 attendees received surveys in their registrations packets, and 428 people returned them. Although this response rate of 13% is poor, respondents' ideas, ratings and feedback are informative. One might expect only dissatisfied participants to respond to this evaluative format, but the survey registered positive responses from meeting attendees.

The majority of the respondents were, at the

time of the survey, employed men and women in their forties. Responses were evenly divided among the sexes: 50.7% of respondents were male; and 49.3% were female. Of respondents, 2.9% were African American or Black, .7% were American Indians or Alaskan Natives, 3.3% were Asian or Pacific Islanders, 91.2% were white, and 1.9% reported their race as other. Latina(o) ethnicity was measured independently from race, and only 2.9% of respondents reported that they were of Hispanic or Latina(o) descent.

Most of the people who responded to the instrument were not first-time, annual meeting attendees; 85.5% of them had attended at least one other ASA annual meeting in the last five years. One hundred and eight respondents attended all 5 days of the conference, and respondents spent a mean number of 3.7 days at the conference.

As well as attending the regular sessions, 71.5% of respondents indicated special meeting participation, most frequently as paper presenters (See Table 1). These data do not reflect a small portion of respondents who were

involved in a variety of different activities. In fact, only 11.5% of respondents did not report any form of special participation, and 17% reported three or more categories of activity.

Of all respondents, 80.4% reported that the 1993 Annual Meeting represented their "substantive professional interests." Of those, 32.4% said the meeting was very representative whereas the remaining 67.6% said that it was somewhat representative. Only 79 of the 403 people, 19.6% of the respondents, indicated that the meeting was not very or not at all representative. Topics that people said they would like to see receive greater emphasis in future meetings ranged from applied research to Afrocentric sociology to popular culture to "the role of community colleges in preparing future sociology majors."

Respondents were also extremely positive about the many sessions, special events and services at the meeting (See Table 2). The on-site registration received the most positive ratings. Of people who answered this question, 92.5% reported that this service provided by ASA staffers was either excellent or good. Other highly rated ASA activities were the pre-registration, the exhibits and the ASA tables and publications. Respondents were also overwhelmingly enthusiastic about the author meets critics and the section sessions.

Of respondents, 73.6% attended at least one of the social functions or receptions in the program. On average, respondents attended 2.2 of these events. Of those attendees, 83.4% reported that they were very or somewhat satisfied. Only 51 people, 16.6% of attendees, said that they were not very or not at all satisfied.

The survey asked respondents what they would change about the annual meeting if they could change anything. Although these responses have not been systematically quantified, the following themes emerged from the 323 diverse answers. There were many comments and complaints about the hotel facilities, the location and the timing of the conference, and the distance of eating and shopping facilities. Many people also reported that the conference was too expensive for graduate students and junior faculty who do not have the personal or institutional resource base of the more established sociologists.

Some respondents report that they would like to see both the quality and the ambiance of the sessions improved. A number of people felt that the session options were limited and that the breadth of papers could have been wider and the quality improved. In contrast, a number of people said that there was too much to do at the annual meeting. They reported a variety of overlapping, interesting sessions. Also, they indicated that they would have liked to have had more opportunity to take advantage of certain ASA services, such as the book exhibits.

Another prominent theme that emerged was that people wished that there had been more opportunities for informal interaction with their colleagues. Graduate students complained that it was difficult to meet senior sociologists. Other respondents wrote that they had hoped for more opportunities for socializing with colleagues both outside of and within their specialties.

Many factors influence people's decisions to attend the annual meeting. In order to gauge some of these potentially influential aspects, the survey asked respondents to rate how important the following services and opportunities were in their decision to attend the 1993 meeting. The most important meeting characteristics were time of year, on-site expenses and the appeal of the meeting site. However, no more than 51% of respondents assigned importance to these factors. A vast majority of respondents reported that the professional opportunities awarded by the annual meeting were important to them. Of those who answered this question, 90.9% said that informally interacting with others in their specialties was very or somewhat important, and 90.7% assigned similar importance to meeting

with their professional friends. Presenting current work was considered important by 80.1% of answering respondents. Some of the least relevant professional opportunities were meeting representative from funding agencies, and recruiting sociologists or being recruited.

This survey and future ones will help ASA to meet members' changing professional needs. These annual meeting evaluations will assist program committees and meeting planners to continue with popular sessions and services as they also adapt and change problematic areas. The results will dovetail with our other research on members, on their professional needs, and on sociologists more generally. □

ASA Seeks New Teaching Services Field Coordinator

The ASA Teaching Services Program (TSP), an extension of the Academic and Affairs Program, is a multi-faceted effort to improve teaching and curriculum development in sociology, and to support sociology departments. For over 18 years, TSP has been a central part of ASA's commitment to teaching excellence and departmental vitality. The two key components of the program, Teaching Workshops and Departmental Visits are handled by a Field Coordinator who works closely with the Executive Office. Jeanne Ballantine, Wright State University, has held the post for the past several years; ASA now seeks candidates to serve as Field Coordinator designate for 1994-95, followed by a three-year term as Field Coordinator, August 1995-August 1998.

The TSP Field Coordinator handles the ASA Teaching Workshops and Seminars held around the country on different topics. S/he organizes, staffs, and administers the workshops for which a fee is charged to cover direct costs. The second area of responsibility is the consultation program in which departments, colleges, consortia, or other groups request TSP for names of appropriate consultants for evaluation and review. The Field Coordinator matches requests with members of the Teaching Resources Group, a network of over 50 consultants with expertise in teaching sociology and evaluating programs.

The Field Coordinator must have administrative support from his or her campus, although an administrative budget from ASA helps cover expenses in the Field office. The Coordinator should be accessible and responsive to inquiries, well organized to handle detailed work, and committed to the teaching mission and the strengthening of sociology in academia. Partial release time is helpful. Travel to workshops is required. The Coordinator receives an honorarium. ASA sees this role as analogous to a journal editor, one in which an exceptional person performs a valuable service to the profession. The Coordinator also works with the ASA Committee on Teaching and has an advisory board.

Applicants should send a vita and a letter of interest, including ideas for the program, past involvement in teaching-related work in and out of the classroom, and knowledge of and contribution to the teaching literature. A letter confirming institutional support must also be forwarded. Send to: ASA Field Coordinator Search, ASA Executive Office, 1722 N Street NW, Washington, DC 20036. Applications must be received by July 1, 1994, so that interviews can be conducted at the 1994 Annual Meeting in Los Angeles. Applicants must plan to attend Annual Meetings on a regular basis (on their own funding) and to learn from the incumbent for a year as Coordinator-designate. Applicants may contact the incumbent, Jeanne Ballantine (513) 873-3145, for further information. □

Table 1: General and Section Special Participation

1993 Annual Meeting Activity	Percent Who Were General Participants	Percent Who Were Section Participants
Organizer	4.7	5.4
Present Paper	33.1	31.7
Discussant	7.3	4.0
Workshop Leader	2.6	.9
Panel Member	3.0	2.1
Committee Member	14.3	9.8
Officer or Chair	3.0	10.0
Presider	4.2	5.6
Other	11.5	7.8

N=407

Table 2: Evaluation of Substantive Elements of Annual Meeting

Registration	Percent Positive Evaluations	Percent Negative Evaluations	Number of Respondents
Pre-Registration	91.5	8.5	401
On-Site Registration	92.5	7.5	133

Sessions	Percent Positive Evaluations	Percent Negative Evaluations	Number of Respondents
Plenary	60.8	39.2	153
Thematic	65.9	34.1	179
Special	76.9	23.1	143
Regular	73.0	27.0	319
Section	85.8	14.2	289
Scholar-to-Scholar	60.7	39.3	56
Informal Discussion	82.6	17.4	149
Didactic Seminars	71.7	28.3	53
Professional Workshops	80.0	20.0	45
Teaching Workshops	84.1	15.9	44
Author Meets Critics	91.3	8.7	92
Great Debates	50.0	50.0	12
Presidential Address	41.3	58.7	104

Special Services and Events	Percent Positive Evaluations	Percent Negative Evaluations	Number of Respondents
Employment Service	68.8	31.3	64
Exhibits	87.0	13.0	299
Funding Day	70.6	29.4	34
Tours	67.1	32.9	73
Child Care	53.3	46.7	15
Welcoming Party	67.8	32.2	90
ASA Tables and Publications	85.5	14.5	235
DAN Night	57.2	42.8	145
Hotel Registration/Housing Bureau	57.9	42.1	330

Call for Papers

CONFERENCES

Society for Applied Sociology 11th Annual Meeting will be held October 20-23, 1994, in Detroit, MI. Theme: Sociology Around the World. The deadline for submitting papers, abstracts, and proposals for roundtable discussions on any topic related to applied sociology is May 30, 1994. The Society especially welcomes presentations from sociologists working in applied/practice settings. Submit proposals to Patricia Ryan, Institute for the Study of Children and Families, Eastern Michigan University, Ypsilanti, MI 48197, (313) 487-0372, FAX (313) 487-0284.

Siena College is sponsoring its ninth annual international, multidisciplinary conference on the 50th anniversary of World War II. The focus for 1995 will be 1945—though papers dealing with broad issues of earlier years will be welcomed. Appropriate topics include, but are not limited to the Air War; the Italian Campaign; the War in Northwestern Europe from the Elimination of the Bulge to the Rhine Crossings; the Meeting on the Elbe to the Surrender; the North Atlantic; Naval War in the Pacific from Okinawa and the Philippines; the Red Army; the Liberation of Ancient Capitals and the Liberation of the Camps; Governments in Exile from London to Moscow; Literature; Art; Film; Diplomatic, Political and Military History; Biography—Hitler and Mussolini; DeGaulle and FDR; Churchill and Truman; Yalta and Teheran; Popular Culture; Minority Issues; Women's Studies; Asian, African, Latin American, and New Eastern topics; Religion, Pacifism, Conscientiousness; Home Front events—Rationing, Sports, Education, Price Control, Reconversion; post-War Planning as well as Draft Resistance and Dissent. Deadline for submissions is December 1, 1994. Contact Thomas O. Kelly, Department of History, Siena College, 515 Loudon Road, Loudonville, NY 12211-1462, (518) 783-2595, FAX (518) 783-4293.

SoftStat '95, Eighth Conference on the Scientific Use of Statistical Software will be held March 26-30, 1995, at the University of Heidelberg, Heidelberg, Germany. Deadline for submission of abstracts is August 1, 1995. Contact Soft-Stat '95, ZUMA, Postfach 12 21 55, 68072 Mannheim, Germany, national phone:

0621 1246-174, international phone: +49621 1246-174, national FAX: 0621 1246-100, international FAX +49621 1246-100, E-mail: softstat@zuma-mannheim.de.

PUBLICATIONS

The Center on Race, Sex and Class announces a new interdisciplinary journal that seeks readers and contributors who believe that "race, gender, and class are interlocking categories of experience that affect all aspects of human life...and are indeed the basis for many social problems" (Andersen and Collins, 1992). *Race, Sex and Class* publishes articles, notes, review essays, autobiographies, essays, summaries of experiences, data sets, theories, stories, field work studies, and letters promoting the integration of knowledge on race, sex, and class across the humanities, social sciences and natural sciences. A minimum standard for publication is that a paper should have practical implications, direct or indirect, for education. The goal is to be accessible to undergraduates who will not become academics. We want papers without footnotes and literature reviews, and which cut through the technical jargon commonly used in academic writing. At least three members of the editorial board will review manuscripts. Send contributions and correspondence to Jean Belkhir, University of Wisconsin-Superior, Department of Sociology and Social Work, Center for Research on Race, Sex and Class, Sundquist Hall 318, Superior, WI 54880, (715) 394-8215, FAX (715) 394-8454, E-mail: jbelkhir@wpo.uwsuper.edu.

The Journal of Developing Societies invites submissions of articles and research notes for a special edition, "At the Crossroads of Development: Transnational Challenges to Developed and Developing Societies." The journal is seeking papers focusing on contemporary problems and opportunities—political, economic, intellectual, cultural, demographic, and technological—that cut across countries at different stages of development. Articles should not exceed 20 double-spaced pages. Along with two copies of the manuscript, send the names of two or three referees who are qualified to review it. These individuals should not be personal friends of the author, but eminent figures in the field to which the paper relates. Deadline for submissions is May 15, 1994. Send to either Joseph E. Behar, Depart-

ment of Sociology, Dowling College, Oakdale, NY 11769, or to Alfred G. Cuzan, Department of Political Science, The University of West Florida, Pensacola, FL 32514.

Journal of Qualitative Sociology invites submissions for a special issue on methodological concerns about ethnographic writing. We are particularly interested in papers that address one of the following topics: the meaning of voice and the dilemmas of including vs. excluding yourself; subjectivity and objectivity in the writing of ethnography; problems in relationships with respondents; other ethical (e.g., confidentiality) and epistemological (e.g., reliability) issues. The deadline for submissions is November 31, 1994. Send four copies of each submission along with a \$10 submission fee to the editors: Rosanna Hertz and Jonathan B. Imber, Department of Sociology, Wellesley College, Wellesley, MA 02181.

Mid-American Review of Sociology (MARS) is a bi-annual internationally circulated journal published at the University of Kansas in Lawrence. MARS is the oldest graduate student edited journal in the country, and is dedicated to publishing quality research in all areas of sociology. Although published at the University of Kansas, our reviewer network includes faculty from numerous consortium universities, as well as other major universities in the midwest. The journal has undergone an editorial staff change and is currently accepting submissions from both faculty and graduate students on a wide range of interdisciplinary topics regardless of substantive area, theoretical perspective, or methodological approach. Authors should submit four copies of each manuscript, prepared in ASR format,

to Article Review Editor, *Mid-American Review of Sociology*, Department of Sociology, 716 Frazer Hall, University of Kansas, Lawrence, KS 66045.

Scotia, Interdisciplinary Journal of Scottish Studies, is an annual international, publication for scholars doing research in Scottish Studies. First published in 1977, Scotia incorporates articles on Scottish history, literature, thought, society, and the arts, as well as reviews and a list of the latest books published in Scottish Studies. Scotia is sponsored by Old Dominion University. Contributions to Scotia are welcomed. The editor prefers material on diskettes, using WordPerfect 5.1. Two copies of each manuscript should be sent to William S. Rodner, Editor, Scotia, Department of History, Old Dominion University, Norfolk, VA 23529-0091, (804) 683-3949, FAX (804) 683-3241.

Technology Studies announces a special issue on Technology and the Natural Environment. TS is a multidisciplinary, international journal published by Walter de Gruyter, Inc. (Berlin and New York). The editor for this special issue is Tony Redpath, Ontario Centre for Materials Research. The issue will provide a forum for discussion of environmental issues which arise from the implementation of specific technologies, as well as more general concerns about the increasingly technological nature of society and the implications this has for both local and global environments. Deadline for submission is June 1, 1994. Contact Tony Redpath, Special Issue Editor, Centre for Technology Studies, Faculty of Management, University of Lethbridge, Lethbridge, Alberta, Canada T1K 3M4.

Women and Language invites the submission of items for inclusion in a special issue on "Women and Storytelling" for spring 1996. The issue, to be edited by Joe Radner, will focus on women, communication, language, and gender in storytelling. Three copies of submissions are due by June 15, 1995 to Jo Radner, Department of Literature, American University, Washington, DC 20016-8047, (202) 885-2982, FAX (202) 885-2938, e-mail: jradner@american.edu.

Call for Editors

Sage Publications seeks a journal editor for the *Journal of Family Issues (JFI)* to replace Patricia Voydanoff, whose term ends in December, 1995. *JFI* is a scholarly quarterly journal in which two issues each year are guest-edited theme issues. The editor of *JFI* must be well-versed in the subject matter of the sub-discipline and the journal and well-connected into the various networks of scholars working in this field, in family studies, psychology, sociology, and related disciplines. The editor must be an excellent judge of academic quality, eclectic in approach, and tolerant of academic traditions other than his or her own. Experience and skill at editing scholarly work is also a must. In addition to academic qualifications, the editor should be extremely reliable at meeting deadlines, and be quick and efficient in processing manuscripts submitted to the journal. The new editor will be working closely with many authors, editorial board members, reviewers, and Sage staff members, and therefore must possess excellent interpersonal skills. Co-editorships will be considered. Rewards for editing a journal are largely intangible. The editor

Continued on next page

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The December (1994) issue will be on multiculturalism, and in 1995 we will publish a special issue entitled "African-American Sociologists Look at American Society and American Sociology."

In the June issue of 1994 the following contributors will reflect and comment upon **What's Wrong With Sociology?**

Stephen Cole, Randall Collins, James A. Davis,
Seymour Martin Lipset, Harvey Molotch, James B. Rule,
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B Y S L P

Call for Editors, continued

serves the role as the gatekeeper for the field, is kept informed of the latest research, and helps shape its future directions. Sage pays a royalty to its journal editors, which now amounts to several thousand dollars a year. The journal editor must be able to draw upon some institutional resources—part-time secretarial help, phone, mailing and photocopying—to do the job properly. Editorial term begins January 1995 and runs for a three year period, with the possibility of a one-three renewal. The editor should be available to meet with the journal editorial board at the ASA Annual Meeting in August 5-9, 1994, in Los Angeles, and begin the editorial office transition at that time. Nominations for editor of the journal should be submitted by April 30, 1994. Self-nominations should be accompanied by a recent vita. Please send to Mitch Allen, Sage Publications Bay Area Editorial Office, 1630 North Main Street, Suite 367, Walnut Creek, CA 94596, (510) 938-SAGE, FAX (510) 933-9720, e-mail: mitch@sagepub.com.

Sage Publications seeks a journal editor for *Work and Occupations*, a quarterly scholarly journal, to replace Andrew Abbott, whose term ends in December 1994. The editor of *Work and Occupations* must be well-versed in the subject matter of the discipline and the journal and well-connected into the various networks of scholars working in this field, both inside and outside of sociology. The editor must be an excellent judge of academic quality, eclectic in approach, and tolerant of academic traditions other than his or her own. Experience and skill at editing scholarly work is also a must. In addition to academic qualifications, the editor should be extremely reliable at meeting deadlines, and be quick and efficient in processing manuscripts submitted to the journal. The new editor will be working closely with many authors, therefore must possess excellent interpersonal skills. Co-editorships will be considered. Rewards for editing a journal are mostly intangible. The editor serves the role as the gatekeeper for the field, is kept informed of the latest research, and helps shape its future directions. Tangible rewards are fewer. Sage pays a royalty to its journal editors, which now amounts to several thousand dollars a year. Thus the journal editor must be

able to draw upon some institutional resources—part-time secretarial help, phone, mailing and photocopying—to do the job properly. Editorial term begins January 1995 and runs for a three year period, with the possibility of a one-three renewal. The editor should be available to meet with the journal editorial board at the ASA Annual Meeting in August 5-9, 1994, in Los Angeles, and begin the editorial office transition at that time. Nominations for editor of the journal should be submitted by April 30, 1994. Self-nominations should be accompanied by a recent vita. Please send to Mitch Allen, Sage Publications Bay Area Editorial Office, 1630 North Main Street, Suite 367, Walnut Creek, CA 94596, (510) 938-SAGE, Fax (510) 933-9720, e-mail: mitch@sagepub.com.

Meetings

March 16-20, 1994. Margaret Mead Ethnographic Film Festival and the Timothy Asch Retrospective in Los Angeles, CA. Contact Rita Jones or Debbie Williams, Center for Visual Anthropology, SOS Room 154, USC, Los Angeles, CA 90089-0032, (213) 740-1900, FAX (213) 747-8571.

April 30, 1994. New England Sociological Association Spring Conference in Worcester, MA. Theme: Health into the 21st Century. Contact Richard Talbot, Department of Sociology, Assumption College, Worcester, MA 01615, (508) 752-5615.

May 25, 1994. National Foundation for Brain Research (NFBR) and National Institute on Alcohol Abuse and Alcoholism Joint Symposium, Washington, DC. Theme: The Neuroscience of Alcoholism: Advancing Hope in the Decade of the Brain. Contact NFBR, 1250 24th Street NW, Suite 300, Washington, DC 20037, (202) 293-5453.

June 10-12, 1994. The Association of University Programs in Health Administration Annual Meeting (AUPHA) will be held in San Diego, CA. Contact Julia Carleton, AUPHA, 1911 North Fort Myer Drive, Suite 503, Arlington, VA 22209, (703) 524-5500, FAX (703) 525-4791.

July 7-10, 1994. International Visual Sociology Association Annual Meeting, DePaul University, Lincoln Park Campus, Chicago, IL. Theme: The Visual Representation of Society and Culture: The Image as Mirror of and Window on Social

Relations. Contact Chuck Suchar, Department of Sociology, DePaul University, 2323 North Seminary Avenue, Chicago, IL 60614.

August 3-4, 1994. Peace and War Section Workshop, Los Angeles, CA. Theme: Researching Paths to Peace. Contact Ruth Searles, Department of Sociology, University of Toledo, Toledo, OH 43606, (419) 537-4661, (419) 537-8406.

August 6, 1994. Sociologists Against Sexual Harassment Third Annual Conference will be held in Los Angeles, CA. Theme: Sexual Harassment, Law, and the Policy Problem. Contact Phoebe Morgan Stambaugh, The School of Justice Studies, Arizona State University, Tempe, AZ 85287-0403, (602) 965-0217, FAX (602) 965-9189, E-mail: azspxs@asuacac.bitnet.

November 10-13, 1994. National Council on Family Relations Annual Conference will be held in Minneapolis, MN. Theme: Families and Justice: From Neighborhoods to Nations. Contact Conference Coordinator, National Council on Family Relations, 3989 Central Avenue, NE, #550, Minneapolis, MN 55421, (612) 781-9331, FAX (612) 781-9348.

Funding

The Center for the Humanities at Wesleyan University is offering research fellowships for the fall semester, 1994 (theme: Culture and Resistance), and for the spring semester, 1995 (theme: Discourses of Childhood and Youth). The fellow will have free housing, an office at the Center, a \$500 research subsidy, and the use of Wesleyan's facilities. He or she will give a lecture in the Center's regular series and participate in its colloquium. Contact Fellowship Director, Center for the Humanities, Wesleyan University, Middletown, CT 06459-0069, (203) 344-8544, ext. 2566.

The William T. Grant Foundation makes awards to up to five investigators whose research contributes to understanding the development and well-being of children, adolescents, and youth. Awards are for five years, totaling \$175,000 including indirect costs. The goal of the Faculty Scholars' Program is to promote children's development to healthy and productive adulthood by supporting investigators in a variety of fields on topics such as problem behaviors in school-age children. Applicants should be junior or pre-tenure, not established investigators (with a record of publication), in tenure-track positions. Award recipients will be

called William T. Grant Faculty Scholars. Deadline for applications is July 1, 1994. Applicant institutions and individuals should obtain the brochure outlining the application procedure from Faculty Scholars Program, William T. Grant Foundation, 515 Madison Avenue, New York, NY 10022-5403.

Competitions

The Eileen Basker Memorial Prize was established by the Society for Medical Anthropology to promote superior research in the area of gender and health. The award is made annually, in memory of Eileen Basker, to scholars from any discipline or nation, for a finished work (book, article, film, exceptional PhD thesis) produced within the preceding three years. Past winners include Emily Martin for *The Woman in the Body*, Joan Jacobs Blumberg for *Fasting Girls*, Faye Ginsberg for *Contested Lives: The Abortion Debate in an American Community*, Nancy Scheper-Hughes for *Death Without Weeping*, Barbara Duden for *The Woman Beneath the Skin*, and Margaret Lock for *Encounters with Aging: Mythologies of Menopause in Japan and North America*. Individuals must be nominated for this award by a person who can verify the impact of this particular work on the field. Self-nomination is not permitted, and works submitted without an accompanying letter of nomination cannot be considered. The \$1,000 prize will be given at the annual business meeting of the Society for Medical Anthropology during the annual meetings of the American Anthropological Association. The award recipient will be asked to attend the meeting to receive the award. Submit letter of nomination with three copies of the finished work by July 1, 1994, to Lynn M. Morgan, Chair, Eileen Basker Memorial Award, Department of Sociology and Anthropology, Mount Holyoke College, South Hadley, MA 01075.

Mass Media

Peter Adler, University of Denver, and Patricia A. Adler, University of Colorado, had their book, *Backboards and Blackboards*, mentioned in a *Sports Illustrated* article, "Ice Buckets," on January 31, 1994. The book was used by a concerned father to help his son through the difficult process of the college athletic recruiting maze.

Elijah Anderson was on "Eye on America" (CBS Evening News) on February 7, 1994, on teenage mothers and their chil-

dren. Gloria Count-van Manen, professor emerita of Howard University, had published an article, "What to do About Crime? Not the Same Old Things," published in *The New Mexican*, January 23, 1994. In addition, two "Letters to the Editor" were recently published, one on "Myths on Crime," the other, on "Native American Wisdom." Currently Manen is working with a film producer on the script of a full length film, "Voice of the Land."

Francis T. Cullen, University of Cincinnati, commented on the limits of recent "get tough" crime bills as a talk show quest on KOA radio in Denver and in a Knight-Ridder newspaper report.

Peter Dreier, Occidental College, and Richard Rothstein, Economic Policy Institute, had an article published in the *Los Angeles Times*, January 21, 1994. "Man-Made Disasters' Double Punch" questioned why it is sound public policy to assist quake victims but not those hurt by defense cutbacks.

David Fassenfest, Purdue University, was interviewed on the Mara Tapp Show, Chicago Public Radio, concerning the nature and extent of the working poor.

Donna Gaines was quoted in the *New York Press* on October 22, 1993, about Howard Stern; in *New York City* (Chicago) on November 11, 1993, about youth alienation; in the *New York Times* on December 12, 1993, about female adolescent suicide; in *USA Today* on December 28, 1993, about teen curfews; in the *Santa Fe New Mexican* on January 16, 1994, on the history of youth violence; in *Newsday* on February 15, 1994, on the cultural significance of Charles Manson. She was interviewed on WPIX TV News (NY) on December 3, 1993, about youth suicide; on Bob Larson's Denver radio show on December 17, 1993, about death metal music with members of Napalm Death, Obituary and GWAR; on WXYT radio (Detroit) on February 16, 1994, about Charles Manson. Gaines recently visited Warsaw on assignment for *SPIN* magazine, investigating Poland's death metal music scene. Her article appears in the April issue.

Barry Glassner, University of Southern California, was interviewed during the month of February regarding his book, *Career Crash* (Simon and Schuster, 1994), by "Marketplace" on American Public Radio; "Morning Edition" on National Public Radio; WOR in New York; WHY in Philadelphia; KMOX in St. Louis; KGB in San Diego; KCMO in Kansas City; KOMO, KPLU, and KIRO

Continued on next page

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Paul D. Allison, Professor of Sociology at the University of Pennsylvania, is the author of *Event History Analysis* (Sage 1984) and "Discrete time methods for the analysis of event histories," *Sociological Methodology* 1982.

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For Further Information

Contact Paul D. Allison, 3718 Locust Walk, Philadelphia, PA 19104-6299, 215-898-6717, ALLISON@LEXIS.POP.UPENN.EDU. Fee is \$800.

Media, continued

in Seattle; KIEV in Los Angeles; and KPFA and KCBS in San Francisco. Television appearances included KGTC, KEMB and KUSI in San Diego; KOMO, KING, and KIRO in Seattle; and the Michael Malone Show.

Susan E. Johnson, an independent research sociologist in Anchorage, Alaska, was interviewed for the story, "Author defends book on lesbian couples," in the *Chapel Hill Herald*, January 28, 1994. Johnson spoke to high school students, their parents, teachers, and other interested parties in Chapel Hill, NC, where her book, *Staying Power: Long Term Lesbian Couples* has been banned from the multicultural curriculum at Chapel Hill High School. She was also interviewed on local radio and television.

Peter Kivisto, Augustana College, was interviewed on public radio station WVIK on the prospects for democracy in Eastern Europe, in connection with his recently co-authored book, *For Democracy*.

Stephen Klineberg, Rice University, Gary Kleck and Elijah Anderson, University of Pennsylvania, were quoted on the link between guns and violence in *Time* magazine in an article "Up in Arms," on December 20, 1993.

J. Robert Lilly, Northern Kentucky University, was featured in *The Cincinnati Enquirer*, February 3, 1994, on his research on U.S. Army cases on white and black capital offenses during World War II, showing white servicemen were less likely to be recommended for prosecution and execution by white Army commanders.

Phillip J. Obermiller, University of Kentucky, was quoted in the *Lexington*

Herald Leader on the demographic status of Appalachian migrants to metropolitan areas.

Albert Reiss, Yale University, was quoted in *The Washington Post*, January 3, 1994, about the general public's increase in fear of violence.

Dmitri N. Shalin, University of Nevada-Las Vegas, had an article featured in the *Los Angeles Times*, October 27, 1993, "Emotional Barriers to Democracy are Daunting," and in the *Las Vegas Review Journal*, October 7, 1993, "Yielding Center Stage." These articles reported on Russian intelligentsia.

Rita Simon, American University, and Howard Alstein, University of Maryland, were featured in the *Washington, DC, City Paper*, January 28, 1994, on their study on transracial adoptees and the debate over racial identity.

Judith Treas, University of California-Irvine, and Ramon Torredilha, American Sociological Association, had their study "The Older Population: Demographic, Social and Economic Trends," reported on in the *Los Angeles Times* and in the *Orange County Register* on February 23, 1994.

Colin Williams, Indiana University of Pennsylvania-Indiana, was interviewed by *USA Today*, February 24, 1994, in connection with his book (co-authored with M. Weinberg and D. Pryor), *Dual Attraction: Understanding Bisexuality*, (Oxford Press, 1994).

People

Maxine P. Atkinson, North Carolina State University, has been elected to the position of Vice-President of the Southern Sociological Society for the fiscal year 1995-96 and the position of Vice-President-Elect for the fiscal year 1995-95.

Robert D. Bullard, University of California-Riverside, and Beverly H. Wright, Xavier University of Louisiana, were invited to the White House to witness the February 11 signing of the Executive Order on Environmental Justice.

Arthur Clagett, Professor Emeritus, Stephen F. Austin State University, had his biographical profile included in *Five Hundred Leaders of Influence* (ABI), First Edition, 1993; *Marquis' Who's Who in America*, 48th Edition, 1994, and *Who's Who in American Education*, Fourth Edition, 1994-95.

Pauline Council, Rockville, MD, was approved by the Montgomery County Council March 1 to serve a five-year term on the County's Housing Opportunities Commission (HOC). In addition to being the first resident of HOC housing to serve on the agency's seven-member governing board, Council brings a wealth of other experience to the task.

Jon Hendricks, Oregon State University, has been elected President-elect of the Association for Gerontology in Higher Education, where he will assume the responsibilities of President with the annual AGHE meeting, 1995.

Shirley Laska, University of New Orleans, has been appointed Vice Chancellor for Research at the university.

Joel B. Montague, Jr., retired Washington State University, 1977 retired, South Puget Sound Community College, (Adjunct Professor, Senior Center) Olympia, Washington, 1993. Total years in sociology: 59.

Phillip J. Obermiller, University of Kentucky, has been elected to the board of the Society for Applied Sociology.

Eugene Rice, Antioch College, has been selected as the new Director of the Forum on Faculty Roles and Rewards at the American Association for Higher Education.

William R. Smith, North Carolina State

University, will receive support from the Faculty Research and Professional Development Fund in the amount of \$4,939 for his project entitled "Sources of Delinquency: Testing Structural Explanations." The project period is January 1, 1994 through December 31, 1994.

Kerry Straad, Hood College, has been promoted to full professor.

Ronald C. Wimberley, North Carolina State University, made presentations on "Farms and Farm Policy: What does the Public Want?" in briefings for the staffs of the Senate Agriculture Committee and the House Agriculture Committee in Washington, DC. The seminars on public perceptions of farming, food safety and the environment provided orientation on work toward the next Farm Bill. Wimberley's research was based in the S-246 project's national public survey of perceptions about agricultural policy.

Wim Wiewel, University of Illinois-Chicago, has been named director of the University's Great Cities Initiative, which will coordinate and encourage faculty research on urban problems, particularly in the Chicago area.

James L. Wood, San Diego State University, was unanimously re-elected as Chair of the Department of Sociology.

Awards

Denise Bielby and William T. Bielby, University of California-Santa Barbara, received the Reuben Hill Award from the National Council on Family Relations. The award is given annually to best published article combining theory and research on an important family issue.

Ludwig L. Geismar, Professor Emeritus at Rutgers University, was honored for his work as a social work researcher in volume 18, 1/2 (1993) of the *Journal of Social Service Research*. A brief intellectual biography, written by Martin Bloom of the University of Connecticut, sketched Geismar's major contributions to social work scholarship.

Beth Kosciak, Gaithersburg, MD, has received the Robert Wood Johnson post-doctoral fellowship in Medical Sociology at Yale University.

Donald Light, University of Medicine and Dentistry of New Jersey, received a grant from the Robert Wood Johnson Foundation to assess the fairness of proposals for national health insurance. This research builds on the work he did last year, when he received the DeCamp Fellowship in Ethics and Life Sciences at Princeton University. Light has also received several awards from public health groups for his advocacy work on behalf of victims of health insurance.

Ronald Manderscheid recently received the Federal Administrator's Award for Meritorious Achievement from the U.S. Substance Abuse and Mental Health Services Administration for his contributions to the development of the mental health and substance abuse benefit in President Clinton's national health care reform package.

Alan Miller, Florida State University, was awarded an international research fellowship by the Japanese Society for the Promotion of Science to spend a year as a visiting scholar at Osaka University in Japan.

Edwin Moses, Harvard University, author of *A New Look at Black Families*, was among seven African-American men at the sixth annual "A Candle in the Dark" awards dinner given by Morehouse College.

John Myles, Institute on Aging, Florida State University, and Jill Quadagno, Pepper Eminent Scholar, Florida State University, were elected to the National Academy of Social Insurance.

Charles B. Nam, Florida State University, was awarded a \$140,000 per year research grant from the National Institute on Aging for a two-year study on the sociodemography of smoking and mortality among adults.

Phillip J. Obermiller, University of Kentucky, has received the J.C. Penney Golden Rule Award for his work in founding Cooperative Fiscal Services, Inc., a community development corporation in Cincinnati.

Debra Street, graduate student, Florida State University, received the American Association of Retired Persons' Andrus Foundation Graduate Fellowship from the Association for Gerontology in Higher Education in December and the 1994 Graduate Student Fellowship in Canadian Studies in December.

Diane E. Taub, Southern Illinois University-Carbondale, was the recipient of the College of Liberal Arts Outstanding Teacher Award for 1994.

New Books

Kenneth A. Bruffee, Brooklyn College-CUNY, *Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge* (Johns Hopkins University Press, 1993).

Dean J. Champion, Minot State University, *Measuring Offender Risk: A Criminal Justice Sourcebook* (Greenwood Press, 1994).

Dan A. Chekki, Michael W. Hughey, Arthur J. Vidich (eds.), *Research in Community Sociology: The Ethnic Quest for Community: Searching for Roots in the Lonely Crowd* (Jai Press, 1993).

Joe R. Feagin and Clairece B. Feagin, University of Florida, *Social Practice: A Critical Power-Conflict Perspective, Fourth Edition* (Prentice-Hall, 1994).

Ronald M. Glassman, William H. Swatos, Jr., and Peter Kivisto, *For Democracy* (Greenwood, 1993).

Kim Hays, *Practicing Virtues: Moral Traditions at Quaker and Military Boarding Schools* (University of California Press, 1994).

Susan E. Johnson, an independent research sociologist in Anchorage, Alaska, *When Women Played Hardball* (Seal Press, WA, 1994).

Aaron Kipnis, lecturer and consultant, Santa Barbara, CA, and Elizabeth Heron, consultant, Santa Barbara, CA, *Gen-*

der War, Gender Peace: The Quest For Love and Justice Between Women and Men (William Morrow & Company, 1994).

George A. Kourvetaris, Northern Illinois University, *Social Thought* (University Press of America, 1994).

Jennifer M. Lehmann, University of Nebraska, *Deconstructing Durkheim: A Post-Test-Structuralist Critique* (Routledge, 1993).

Sam Marullo, Georgetown University, *Ending the Cold War at Home* (Lexington Books, 1994).

George E. McCarthy, Kenyon College, *Dialectics and Decadence: Echoes of Antiquity in Marx and Nietzsche* (Rowman and Littlefield Publishers, 1994).

Charles B. Nam, Florida State University, *Understanding Population Change* (F.E. Peacock Publishers, 1994).

Phillip J. Obermiller, University of Kentucky (ed., with Kathryn Borman), *From Mountain to Metropolis: Appalachian Migrants in American Cities* (Bergin and Garvey, 1994).

James W. Russell, Eastern Connecticut State University, *After the Fifth Sun: Class and Race in North America* (Prentice Hall, 1994).

Herman W. Smith, University of Missouri-St. Louis, *The Myth of Japanese Homogeneity: Social-Ecological Diversity in Education and Socialization* (Nova Science Publishers, 1994).

Robert J. Thomas, Massachusetts Institute of Technology, *What Machines Can't Do: Politics and Technology in the Industrial Enterprise* (University of California, 1994).

New Programs

The *Interdisciplinary Program in Feminist Practice* (IPFF), founded in September 1993, strives to bring feminist practice into the graduate curriculum at the University of Michigan. Programs and activities for 1993-94 include: curriculum enrichment and development, faculty development, graduate student/post-doctoral services, case conference on feminist practice, and visiting scholars. For more information contact Interdisciplinary Program in Feminist Practice, The University of Michigan, 580 Union Drive, K210 West Quad, Ann Arbor, MI 48109-1346, (313) 747-3935, FAX (313) 764-3520, e-mail: @um.c.umich.edu.

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Or contact our U.S. representative at Paragon Research International, Inc. References for surveys in Central Asia also available. (615) 383-7733; FAX: 385-9761.

Summer Programs

Interfaith Hunger Appeal (IHA) and Spelman College are sponsoring a curriculum development institute for college/university faculty. The institute, "Governance, Equity and the Global Poor," will be held at Spelman College in Atlanta, GA, on June 9-12, 1994. Issues in democratization, popular participation, and the relationship of governance and international development will represent the thematic center of the institute. Highlighted by the participation of former president Jimmy Carter, the institute will bring together leading scholars, overseas field professionals, and policy makers to explore the critical issues of governance, hunger and poverty, with the overall objective of curriculum development. Registration costs and room and board for participants will be underwritten by IHA. Interdisciplinary faculty teams from small and medium-sized liberal arts institutions are especially encouraged to apply. The application deadline is April 15, 1994. Institute applications and further information are available from the IHA Office on Education, 475 Riverside Drive, Suite 1630, New York, NY 10115-0079, (212) 870-2035, FAX (212) 870-2040.

The University of Southern California, Department of Sociology, Population Research Laboratory, Population Policy and Research Program, offers two courses in each of two sessions: May 11-June 28, 1994—methods of population and ecological analysis and population trends, public and private policies; and June 29-August 16, 1994—computer applications to sociology and other social sciences and fertility control policies. Contact Maurice D. Van Arsdol, Jr., University of Southern California, Department of Sociology, Population Research Laboratory, 3716 South Hope Street, Room 385, Los Angeles, CA 90007-4377, (213) 743-2950, Telex: 674803, FAX (213) 743-7408.

Contact

I am forming a network of sociologists concerned about issues confronting adjunct faculty, such as low pay, no job security, no benefits, no promotional opportunities and limited institutional services. If interested, please send your name and address to Nancy E. Sacks, Department of Sociology, State University of New York at Stony Brook, Stony Brook, NY 11794. Testimonials or brief statements describing the labor practices for adjuncts at your college or university are welcomed. Also, watch for an announcement for an informal discussion/session on "Adjunct Faculty" at the August ASA meetings.

In anticipation of a report from a Royal Commission on New Reproductive Technologies, established in Canada in 1989, I compiled an annotated bibliography in this area. In keeping with the perceived consequences and implications of these technologies, the bibliography has been accumulated under the title, "Reproduction, reproductive technologies, questions of laws and ethics, and the emergence of new family systems and policies in contemporary society," and is collected under the categories of books/monographs, journal/magazine articles and newspaper articles. The eventual aim is to build a comprehensive annotated bibliography that researchers can access electronically without fee or cost. A 60 page hard copy is already available. We request that colleagues make available to us short annotated items that can be added to this valuable source. Please send your entries to S.P. Wakil, Department of Sociology, University of Saskatchewan, Saskatoon, Canada S7N 0W0, e-mail: wakil@sask.usask.ca, FAX: 306-343-

9666/306-966-6950.

Does your department offer a three year accelerated baccalaureate degree in sociology? Or, are you thinking of doing so? Please share your ideas and plans, success and pitfalls with our department: Cecil Baril, Department of Sociology, Southern Oregon State University, Ashland, OR 97520. Please "cc" the ASA Executive Office's Academic and Professional Affairs Program, 1722 N Street NW, Washington, 200236.

If you have any data, papers or information on issues related to managing, programming (including alternatives to incarceration) for the elderly offender (male, female), in jails or prisons, contact Edith E. Flynn, Northeastern University, 425 Churchill, Boston, MA 02115, phone/FAX (617) 863-0793, E-mail: edflynn@lynx.neu.edu.

James R. Reynolds is interested in plans for revising the manual of resource materials for "Teaching Social Change: Course Designs, Syllabi and Instructional Materials," edited by Rosalie Cohen in 1988. He is searching for teaching materials that would support a course in planned change (issues including organizing for change, theories, role of the change agent, change strategies, and resistance to change). Please send ideas to James R. Reynolds, Department of Sociology, Winona State University, P.O. Box 5838, Winona, MN 55987-5838, (507) 457-5000.

Other Organizations

The 1994 General Social Survey (GSS) of the National Opinion Research Center contains a special module on multiculturalism. It includes questions on ethnic identification, ethnic stereotypes, group rights, immigration, assimilation, bilingualism, government assistance to immigrants and minorities, affirmative action, and related issues. The design of the multiculturalism model was headed by David Sears, University of Southern California, and Jack Citrin, University of California-Berkeley. James A. Davis, Harvard University, and Tom W. Smith, NORC and University of Chicago, are principal investigators of the GSS. The 1994 GSS data should be available in the Fall of 1994. Contact NORC, 1155 East 60th Street, Chicago, IL 60637, (312) 753-7500, FAX (312) 753-7886, bitnet: nrtwv@s1uchimvsl.

Deaths

Melvin Tumin, Princeton University, died March 3 in Princeton, NJ.

Obituaries

Joseph H. Fichter (1908-1944)

Joseph H. Fichter, suffering from lung cancer, breathed his last on February 23, 1944. On that day we lost someone who not only made a major contribution to research on Catholicism in America, but was also an advocate for some groups who suffer discrimination in our country: African Americans, Mexican migrant laborers, and women. Although some sociologists may have disagreed with him regarding aspects of his research and/or the social causes he espoused, I would argue that it is difficult to find sociologists who didn't enjoy spending time with Joe. He will be sorely missed.

Setting the record straight was important to Joe, as is illustrated in the

following anecdote. In the fall of 1993 he explained in a phone call why he had decided to skip the annual meeting of the Society for the Scientific Study of Religion. First, he was short on energy; and second he needed to conserve his strength in order to make it to the SSSR 1994 annual meeting where a panel of sociologists has been organized to discuss Joe's work on social justice. "It's more important that I'm there next year, so I can sit in the back of the room, and set the record straight if any of them make a mistake," he said. It was a few weeks later that the doctors informed him of their diagnosis regarding the cause of his lack of energy.

The sources for this obituary come from my "Fichter File," created in 1978 when I worked with Jeff Hadden to promote Joe's candidacy for president of ASA. As we know, he didn't win that election, but he came very close. That same year, when I was preparing a talk to be given at a dinner celebrating Joe's 70th birthday in Boston, during the annual meetings of the Association for the Sociology of Religion, I asked him to send me some materials on his work. He continued to send me clippings until just recently, and I sense that he purposely kept me up to date, because he wanted to make sure that I set the record straight for such an occasion as this obituary.

Joe Fichter's life began in Union City, New Jersey in 1908. When he was 22 years old, he entered the New Orleans province of the Jesuit order, and received his BA (1935) and his MA (1939) from St. Louis University. He was ordained a priest in 1942, and received a doctorate in sociology from Harvard University in 1947. Though he spent most of his career teaching at Loyola University in New Orleans, he also held the prestigious Chauncey Stillman chair of Catholic Studies at Harvard University from 1965 to 1970. On his departure from Harvard, a divinity school publication announced the completion of his term, stating, "It will be difficult to envisage life at the Divinity School without him, for he had entered fully into every aspect, social and scholarly, of our community and earned the affection and respect of students and colleagues." Joe was also visiting professor at several universities, including University of Chicago, Princeton University, University of Notre Dame, State University of New York at Albany, Tulane University, University of Muenster (Germany) and the Catholic University of Chile.

Joe served terms as president for both the Society for the Scientific Study of Religion and the Southern Sociological Society, and he was also elected as a member of the executive council of the American Sociological Association. In recognition of his stature in the field, the Association for the Sociology of Religion named its annual research award the Fichter Research Award. A festschrift in his honor, co-edited by Jeffrey Hadden and Ted Long was entitled *Religion And Religiosity In America: Studies In Honor Of Joseph H. Fichter* (1983).

Joseph Fichter's research record includes approximately 30 books, 200 articles and dozens of unpublished research reports. Even before he began his career as a sociologist, Fichter's interest in solving social problems was illustrated in his first book, *Roots Of Change* (1939). This book examines the lives of 14 persons instrumental in shaping social change from the dawn of the enlightenment until the end of the 19th century. Perhaps his decision to become a sociologist was motivated by a vision of how disciplined social scientific inquiry could contribute to the solution of social problems.

The bulk of his sociological work focused on aspects of Catholicism. His work on the Catholic priesthood includes *Priests And People* (1965), *America's Forgotten Priests* (1968), and *Rehabili-*

itation Of Clergy Alcoholics (1982), *The Pastoral Provisions: Married Catholic Priests* (1989), and *Wives Of Catholic Clergy* (1992). One wonders how the priesthood might have looked today had the Catholic hierarchy responded differently to the results of his research.

His books on parishes and schools includes *Southern Parish* (1951), *Social Relations In The Urban Parish* (1954), and *Parochial School* (1958). Other books he authored cover topics such as religion as an occupation, pain and healing, the Catholic Cult of the Paraclete, and the Unification Church. His sociological autobiography was published in two parts: *One Man Research: Reminiscences Of A Catholic Sociologist* (1973), and *The Sociology Of Good Works: Research In Catholic America* (1993). Although the latter carries a 1993 copyright, it was not actually published until early January, 1994, a few weeks before his death. When I spoke to Joe on the telephone in mid-January, he had just received his copy of the book, and said how moved he was by Paul Roman forward to this, his "last book."

Finally, to set the record straight on Joe's work for human rights and social justice, I will conclude with a quote from a promotional letter I co-authored with Jeff Hadden in 1978, both defended organized labor and criticized corrupt union leadership; he advocated organization of white collar workers; and he pleaded for more humane treatment of Mexican migrant laborers. In the 40s, he quietly achieved the first desegregation of Catholic colleges in the deep south. In the early 50s, he developed a strategy to desegregate the entire New Orleans archdiocesan school system. When a White Citizens' Council blocked this, he launched a decade-long educational effort which finally succeeded. In the 50s, he also wrote that reputed differences between the sexes was cultural in origin. Long a member of a Catholic women's rights group, he has advocated ordination of women priests since the late 60s.

On May 7, 1975, Joseph Fichter stated on radio station WGSU, New Orleans: "I support the ratification of ERA, not because it is expedient or chivalrous to do so, or because a majority of Louisiana citizens favor it, but because it is right and just that we remove the discriminations suffered by women in all walks of life."

Joseph Fichter—priest, sociologist, feminist, social activist, friend, and colleague—we salute your life.

Ruth A. Wallace, George Washington University

James W. Gladden (1913-1993)

James W. Gladden, 80, 1122 Providence Road [Lexington, KY], husband of Helen Baur Gladden, died October 22, 1993. He was a retired professor of sociology at the University of Kentucky and also a retired Methodist minister. Born in Dunbar, PA, he was the son of the late Thomas Milton and Hattie Rowley Gladden. He received his BA from Waynesburg College. He received his MDV degree from Wesley Theological School and his masters and PhD degrees from the University of Pittsburgh. In 1972 he received the University of Kentucky Alumni Great Teacher Award and also the Ernest Osborne Award for Outstanding Teaching. He served four terms on the University Senate.

For many years Gladden served as a member of the Executive Board of Southeastern Council on Family Relations and as a member of the Lexington Planned Parenthood Advisory Board. He was also a member of the International Sociological Association, the American Sociological Association, and Southern Hills United Methodist Church. Other survivors include one daughter, Margaret C. Hermann, Columbus, OH; one son, James W. Gladden, Jr., Chicago, IL; five stepchil-

dren; 26 grandchildren; and one great-granddaughter. Memorials are suggested to the Lexington Parkinson's Disease Support Group, 1122 Providence Road, Lexington, KY 40502

Reprinted from the Lexington Herald-Leader, Lexington, KY

Phil Campbell (1949-1994)

Phil C. Campbell, 45, who received national attention for teaching his sociology students at Paint Branch High School about the dying process, died February 9 at his home in Washington, DC. He had AIDS.

Campbell was a sociology teacher in Montgomery County for 17 years, starting at Francis Scott Key Junior High School. He retired on disability last June from Paint Branch in Burtonsville, where he also was the student government adviser and a club sponsor.

Starting in 1990, he began getting media attention in the Washington area and nationally for a class on death and dying that he had been teaching at Paint Branch for several years. This class, aimed at helping ease young people's fears and anxieties about death, included discussion of the preparations for death and field trips to funeral homes.

Campbell was interviewed about the course on the "Donahue," "20-20," and "Youthquake" television programs and by newspapers.

Campbell's own health problems became the focus of the Paint Branch community after he disclosed that he had AIDS. Informational assemblies were held for the students, and parents were invited to a meeting to question school administrators and health officials.

A story in The Washington Post last year described how students, faculty and parents rallied around Campbell, a popular teacher, and sought to comfort and support him. He said at the time that the supportive community response to the disclosure of his illness had been "unbelievable."

Campbell was a native of Wildwood, NJ, and a graduate of Parsons College, now part of the University of Iowa. He received a master's degree in education from the University of Maryland.

From 1970 to 1976, when he moved to Washington, Campbell taught geography at a junior high school in Charlotte Amalie, St. Thomas, Virgin Islands. In the Washington area, he was a speaker's bureau volunteer for the National Association of People with AIDS, a volunteer for Grandma's House, and a member of Metropolitan Community Church of the Disciples in Washington and the Montgomery, Maryland, and National education associations.

Reprinted from the Washington Post, February 11, 1994

Classified Ads

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ASA 1994 TEACHING WORKSHOP 00000 PREPARING FOR A DEPARTMENTAL REVIEW

- DATES: May 13-15, 1994 (Registration, 1 p.m., May 13; Closing, 3 p.m. May 15)
- LOCATION: Dayton, Ohio
- STAFF: Catherine White Berheide, Skidmore College
Theodore Wagenaar, Miami University
Charles Green, University of Wisconsin, Whitewater
- OBJECTIVES: This workshop will help prepare departments for self-study, institutional departmental reviews, and external reviews and evaluations. It will focus on evaluating curriculum, departmental governance, and relations with other units. Suggestions for improvement of sociology programs will be included.
- LODGING: Dayton Holiday Inn
- COST: ASA members, \$375.00 Non-members, \$450.00 The fee includes registration, materials, workshop sessions, hotel accommodations on the nights of Friday, May 13, and Saturday, May 14, in double rooms (based on double occupancy). If lodging is not required, the fee for the workshop is discounted to \$300.00 for ASA members and \$375.00 for non-members.
- DEADLINE: Completed registration form or letter of intent to attend and deposit of \$75.00 per participant must be received by April 29, 1994. No refunds will be made after May 5. Registration is limited to the first 30 registrants.
- TRAVEL: Participants are responsible for their own transportation. Non-refundable tickets should NOT be purchased until the participant receives confirmation that the workshop will take place as scheduled.

For additional information, please contact:
Dr. Jeanne Ballantine, ASA Field Coordinator for Teaching and Learning, 062 Rike Hall,
Wright State University, Dayton, OH 45435; (513) 873-3145.

Please register me for the ASA workshop, *Preparing for a Departmental Review*.
Name _____
ASA Member Yes (#) _____ No _____ (Your # is on Footnotes and journal mailing labels)
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Home Address _____
Office Phone () _____; Home Phone () _____

Please make \$75.00 deposit check payable to ASA; return with this form to Jeanne Ballantine.

*If you haven't renewed your ASA membership,
do so today to receive the election ballot!*



Student Housing

Small blocks of rooms at special discounted rates are being arranged at hotels within walking distance of the Westin Bonaventure and Los Angeles Hilton, headquarters for the 1994 Annual Meeting. Reservations must be made via a special Student Housing Form. To obtain that form, send a self-addressed, stamped envelope along with a copy of your student ID to: ASA Student Housing, 1722 N Street, N.W., Washington, DC 20036-2981. Forms will be available after April 15.

Honors Program Director Sought

After two terms of very able and committed leadership from David Bills of the University of Iowa, it is time to pass the baton to a new Director of the ASA Honors Program. The Honors Program brings together outstanding seniors and graduate students to attend, participate in, and study the Annual Meeting. First time student participants, selected on the basis of scholarly performance, can receive academic credit for completing the program requirements (currently through the University of Iowa or their home institution). Now in its 21st year, the Honors Program has garnered the respect and interest of both students and faculty.

The Director guides and manages the program, selects student participants, and organizes related events at Annual Meetings. Applicants should be strongly interested in helping socialize students into the profession and discipline of sociology. The position of Director is structured in a manner similar to a journal editorship and is considered significant professional service. The term is three years, with an option to renew. An oversight board advises the director and helps with the selection of program participants. A small budget is available to cover direct costs of running the program.

Applicants should be in a tenure track academic appointment in an accredited college or university and have departmental in-kind support to help with clerical tasks associated with directing the program. The Director spends most of the Annual Meeting working with students and Honors Program activities. The position requires exceptional organizational skills and creative ideas for credit- and non-credit bearing educational experiences for Honors Students at the Annual Meeting. The Honors Program Director works closely with the Honors Student Association, which organizes sessions and social events at the Annual Meeting. This active student network of new and former Honors Program participants communicates informally and via a regular newsletter.

Interested applicants should send a vita and cover letter outlining their ideas and interests to arrive at the Executive Office by July 15, 1994. Please address all correspondence to: ASA Honors Program Search, American Sociological Association, 1722 N Street NW, Washington, DC 20036. Selection will be made at the August 5-9 Annual Meeting in Los Angeles. The new Director will take office as of August 1995, at the end of the Annual Meeting in Washington, DC; and will have the opportunity to work closely with David Bills during his last year of office in order to create a smooth transition.

Watch for the all new...

1994 ASA Academic, Teaching, and Career Resources Catalog



...coming in April in your Department Chair Mailing.

New and revised listings; new format; new order form--don't miss it!

ASA Advantage

ASA Sections

Sections bridge the interests of ASA members and the larger organization. Joining one of more of ASA's 34 sections is a good way to become involved in ASA activities, and to meet other sociologists with similar interests in research, teaching, and sociological practice. At every Annual Meeting each section has a Section Day program including paper sessions, roundtables, social events, and a business meeting. Many sections give awards to honor outstanding work in their specialty. Throughout the year, sections communicate via their own newsletters and hold spring elections for their officers. Many sections have special projects to bring students into the profession. At present there are three sections in formation--Rational Choice, Sociology of Religion, and International Migration. To join a section, check in on your ASA membership renewal or write to the Executive Office for more information.

Membership in ASA benefits *you!*

Footnotes

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Editor: Felice J. Levine
Managing Editor: Carla B. Howery
Associate Editors: Janet Mandini Billson, Ramon Torrecilha
Production: Karen Gray Edwards
Secretary: Arlene Kaplan Daniels

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

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

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Future ASA Annual Meetings

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

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

1996--August 10-14
Chicago, IL

1997--August 9-13
Toronto, Ontario, Canada

1998--San Francisco