New Sections Probe Emotions and Culture

by Ellen Berg (part one in a series)

Two new sections are in formation in ASA: one on emotions and one on culture. These sections are the outcome of a broader effort to diversify ASA and to address the need for new ways of organizing knowledge. ASA's current structure is based on disciplines, which means that researchers in related fields are not always able to engage with each other's work. The new sections aim to overcome this barrier by providing a platform for interdisciplinary dialogue.

The Sociology of Emotions

There is a pioneering spirit among the members of this new section. As Co-chair Candace Clark points out, the frontier they are opening up is in "an aspect of social behavior and interaction" which has been "essentially ignored" by sociology which has focused on "rationality." Pushing aside with the pioneer metaphor, the exploration of this new terrain is meant to expand (not supplant) the existing discipline. Clark notes that the intimate connection between rationality and emotions remains an area which is not processed by the person, but "emotional people pay attention to them." Within the social sciences, emotions have largely been the province of psychologists. Steven Gondro, the other Co-chair, points to a sociological component of emotions which is not reducible to the psychological: emotions arise, are differentiated, managed, and transmitted in a social setting. The expression of emotion is socialized and socially learned.

The Social Justice of the Field

These descriptions of the field will be more meaningful as we are now considered to be an area of concern. In monthly meetings, ASA members are trained to consider the work of Alex Hochschild, who was identified in the text as "the master of the sociology of emotion." Hochschild's route to this new territory was via "serious" study of the work of Goffman—"he found it insightful but also left her feeling "something was missing"; and the women's movement—which introduced her to a new discourse in which emotions moved from the peripheral to the core. Hochschild identifies the "academic" gap as "a theoretical account" to explicate Goffman's "innovative examples" of how actors feel and manage emotions.

Merton Receives Honorary Degree from Oxford

Oxford University awarded its first honorary degree to an American sociologist, in June 1996, when it conferred the Degree of Doctor of Letters upon Robert K. Merton, along with degrees to the geneticist Francis Jacob of the Pasteur Institute and the conductor Sir Georg Solti of the Chicago National Opera. The Public Orator took detailed note of Merton's contributions to the discipline, ranging from his work on anomie and structural analysis to the sociology of science. It was noted that some of his innovative ideas have entered not only into the shared knowledge of sociologists but into the wider public discourse. Later, Robert Busch, the editor of the four-volume Supplement to The Oxford English Dictionary, singled out Merton's expressions, "self-fulfilling prophecy," in the Preface to the concluding volume as an exemplar of the "new vocabulary taken from all walks of life and from many countries." He identified other conceptual terms coined by Merton that have entered everyday usage and the OED; among them, manifest and latent functions, social dysfunction, local and cosmopolitan influences, retreatism, and role-set.
Increasing the Effectiveness of the Public Information Program

by Carla B. Hovnanyan

The American Sociological Association has always responded to calls from the media and with the last decade has provided some staff assistance to the press at the annual meeting. In 1983, a Task Force on the Media was formed at the Society's annual meeting. The Committee, chaired by Ron Milavsky of NIC, meets annually. The Committee is composed primarily of sociologists who work in the media, with additional expertise on sociological matters as subjects of media coverage and those who study the media in their research.

Positioning Sociology in the Press

Although sociology is taught in almost all universities and is often required as a part of general education, the general public has not always developed an understanding of the field. Unlike psychology, sociology gets little press attention, even when something disastrous occurs at its worst (e.g., trivial research, or coverage in the National Enquirer). Many timely topics could be marketed by the inclusion of sociological work.

One problem is the bias in American society in the portrayal of explanations of behavior. Instead of looking at social conditions that foster drug use and homelessness, we are left with a simplistic view of these problems. Americans are uncomfortable with the idea that a social structure exists and that their behavior is shaped by society as well as by their individual attributes. The work of sociologists on social causation and bias often makes journalists as uncomfortable as their readers.

Social science, in general, and sociology in particular is difficult to summarize. When USA Today wants to write two paragraphs on modern marriage, some of our experts come off as jargon-laden, long-winded two-fisted sociologists ("Or the one hand this; on the other that"). Like students, journalists want conclusions, a list of facts and answers and not qualifications that these findings hold only for a particular sample. Sociologists are trained in a somewhat different sense of bias and often makes journalists as uncomfortable as their readers.

Unlike natural and biological science, sociology rarely has "breakthroughs." Although sociologists are very relevant to current, interesting issues of the day, we rarely have data or results that are earthshaking to policymakers or the public. Thus our work may always be on the "back burner" compared to other scientific work. Tragedies of the day, which sports figure is traded to which team, and local community activities.

The ASA has a small professional staff, all trained in sociology, but with limited experience in public relations. We are increasing our knowledge and drawing on the experience of our Committee and membership. The American Psychological Association has six full-time people working on public information. And, we have 1% of two sociologist's time and some secretarial support. We have extended our efforts through the media.

The menu we want to convey to the public is that sociological perspectives add to almost any story about human behavior, sociologists isn't the answer but it is a part of the picture, a part that is frequently omitted. Stories will be more complete with this addition of sociological insights.

The ASA is a resource for those resources and we'll help sociologists communicate clearly when contacted by the press.

The Target Audience and Action Plan

Our task is to reach the general public and journalists, working primarily at:
1. Large metropolitan newspapers, targets specialty editors
2. Weekly popular magazines (e.g., Time and Newsweek)
3. Radio and television talk shows
4. Specialty writers on specific topics such as: family, religion, sports, medicine, education, and business

Our one-page action plan is as follows:

1. Develop an accurate press list focusing on newspapers, weekly magazines, selected television and radio feature reporters, with special emphasis on repeaters covering: family, religion, sports, medicine, education, business and general social science. The list will be compiled from standard directories and checked for accuracy with phone calls. The list will be updated semi-annually.

2. For the first six weeks, we will systematically look at the Washington Post, The New York Times, the Chicago Tribune, Time, Newsweek, and several daily newspapers who cover social science and have specialty "beats" listed above.

3. Develop a daily newsletter on a face-to-face basis to discuss their interests and needs, and to provide sample packets of story ideas and sources. After compiling our master list, we will identify journalists in Washington, D.C., New York, and Chicago (site of our 1987 Annual meeting) that seem especially crucial to getting our message out. We will ask them to join 2 or 3 ASA sociologists for breakfast or lunch to learn about their needs and interests and how we can serve as a resource. To focus the discussion, we will bring one or more sample packets of information about how sociology informs the understanding of current social issues (see item V). Depending on the outcome of these meetings, these journalists may be on a "preferred list" to receive information more regularly, more quickly, more exclusively than the general list.

4. Develop a source list of sociologists ready to help media on specific topics, indexed and cross-referenced by topic. The data base of sources needs to be enlarged. We will continually update this list through the use of: a) self-referral; b) information from the Mass Media columns of Footnotes; c) books reviewed in Contemporary Sociology; d) papers presented at the ASA annual meeting and regional meetings. At the moment, the sore list would be used in-house and not distributed to the press. See boxed insert at the end of this article.

5. Develop packets on current social issues. We have these packets on a wide range of topics, including current research, sources, and spin-off stories. Each packet would be 15-20 pages of background information to suggest some of the important questions the press should ask, and might have some informed answers.

Sample packets could look like: drug use among African-Americans, step-parenting and grandparents in an era of divorce, reproduction, technology, women, and changes in the social and medical dimensions of childhood, or understanding the farm crisis.

6. Experience with lists to smaller newspapers when visiting cities in conjunction with travel to regional sociological meetings. ASA staff can make early contact with local press to discuss their needs and interests and share our information sources. The hypothesis is that a smaller city's press might be more receptive to help, we could also make links with sociologists in these communities.

7. Hold a seminar for the press on the topic of sociological research on AIDS, featuring a panel of sociologists with information about the topic. The seminar will be held in Washington, D.C. in May with advance notice to Washington press. The panelists would be available for other public information activities while in town: appearances on local talk shows, a press breakfast at the National Press Club, visits to relevant Congressional committees and federal agencies. This seminar would be a prototype for other seminars on topics of current interest.

8. Prepare press releases on papers to be presented at the ASA annual meeting. The Preliminary Program will be ready by June 1 and we can identify papers we find media-worthy. We will get copies of as many of those papers as possible and will write press releases about them. As the time of the meeting gets closer, we will arrange for a daily press conference with 1-3 sociologists available to comment on a specific topic of interest. Press who come to the press room will be greeted with a packet of information about the ASA meeting (including the program), the sample release, a master list of sessions of interest, and the schedule of press conferences. At least one person will staff the press room at all times.

8a. Issue a monthly newsletter (5-6)

Merton, from page 1

Davis, John W. Riley, C. Arnold Anderson and a further handful of today's distinguished sociologists were in the very first cohort of graduate students at Harvard. Before then, for instance, the young Talcott Parsons had been only in the Department of Economics. Just as Harvard lured, so the ancient British university reminds latercomers to formally recognizing the discipline. To this day, Oxford lacks a separate Department of Sociology and Cambridge has only recently appointed Anthony Giddens to its re-established Chair of Sociology. In recognizing the importance of Merton's scholarly work, Oxford recognizes the distinctive contribution that sociology makes to the academy.

Further extension of such recognition in Europe was provided in November 1986 by the University of Ghent (Belgium) which designated Robert Merton as the first occupant of the George Santayana Chair ("Santanye Leestende") in the History of Science (defined to encompass the Historical Sociology of Science). Merton concluded his inaugural lecture — which he described as the final revised edition of "The Matthew Effect" Science: II. Cumulative Advantage and the Symbolism of Intellectual Property" — by observing that Paul F. Lazarsfeld, his lifelong collaborator and friend, had agreed with the historian Sarton in identifying Sarton's fellow Germainist, Adolphe Quetelet, rather than Comte, as the founder of a sociology that is "extended toward systematic empirical research."

Correction

The name of Danis F. Dardis was spelled incorrectly in the November 1986 issue of Footnotes (page 9, column 2). In addition, the first line of the poem should have read: "What is black and black is white." Our apologies.
Sections from page 3

their feelings. Her work since the mid-1970s has focused on conceptualizing this area.

In her 1983 book about stewartioides, The Mangled Heart, Hochschild develops the concepts of (1) emotion work or management, which is the act of evoking or suppressing feelings so as to feel what one wants or ought to feel as indicated by (2) feeling rules, which are built into the workplace, are codified rules about the emotions to be expressed and conveyed through one’s job, and (3) disengagement from your feelings which results from projecting emotion according to feeling rules rather than spontaneously. Hoch- schild notes that one third of the Ameri- can labor force has to perform in a job that requires a substantial amount of emotional labor.”

Hochschild’s current research is on economics of gratitude in marriage—this concept refers to the same partners have of appreciating one another and expecting appreciation, of being grateful for some attribute or gesture and of expressing gratitude. There is an expectation of thanks for exceptional behavior—so changing social patterns (which have, for example, “exceptional” behavior) produce strains in the econ- omies of gratitude. Hochschild is study- ing the pattern of giving and receiving the labor force. Gender ideologies underlie the expectation of giving more than receiving or giving more than expected, which results in a new situation giving rise to behavioral experience by the actions of the compromises, and accommodations.

A second early pioneer—and indeed, the first to publish on emotions—is Theodore Kemper. Like Hochschild, Kemper was drawn to de- fine this new terrain by an intersection of intellectual and personal experience. In the mid-1970s he was working on a thesis on the interaction, focused on relations of power in which compliance is covertly attained and relations of status in which cooperation is volun- tary. At this point a number of signifi- cant personal experiences demanded his attention. As he used his theory of power and status relations to under- stand his own experiences he began to see that these intersections (conceded or voluntary) always evoked emotions. His theoretical work and these experiences were intertwined in the available literature: a literature in the field of psychology and physiology.

Kemper’s book, A Social Interactional Theory of Emotions, draws on empirical knowledge about the nervous system and is a theory of interaction, to generate a new sociological theory of emotions. The book analyzes the bases in relations of power and status of the socialization of emotions, of love, of fear and anger, and of the emotions of mental illness. The analysis of fear and anger is par- ticularly noteworthy: here Kemper con- nects the domains of sociology and psychology. It has been demonstrated in physiology, that the two brain structures working as neurotransmitters, trigger the emo- tional responses of fear and anger. Paralleling this Kemper argues that two social relationships also trigger these emotions: power triggers fear, the with- drawnness of another person, and anger, the “social relationships are linked through emotions to physiological processes.”

One measure of the impact of this new field is that from the first it has had theoretical diversity. For the most part advances in understanding in the sociology of emotions are emerging from empirical explorations. I want to briefly mention four empirical studies, by way of illustrating the diversity of sub- stantive concerns and of methods which characterize this field.

Recent Analysis of Fear and Anger. In a paper they presented at the 1986 ASA Meetings, Francesca Canaccia and Susan Gordon examine the advice on marital love and anger given to American women in popular magazines in the decades between 1920 and 1930. Their findings rest on a con- tent analysis of 128 articles and a quali- tative analysis of a subset of these articles. Unexpectedly they found a “continuous trend towards modern norms encouraging increased personal expression, individuality and flexible gender roles”; a more ex- ceptional finding was that there were “discontinuous accelerations and deaccel- erations of this trend”—specifically, there was an accelerated trend to modern norms in the 1920s, a reversal to tradi- tional norms in the 1930s through 50s, and a marked acceleration again in the 1970s. Canaccia and Gordon point to the importance of cultural ferment and eco- nomic conditions in their explanatory discussion of these patterns.

Life Histories on Emotional Response of Caregivers. In a paper published in Quali- tative Sociology, Charles Frazier and Thomas Menninger report on face-to-face interviews with fifty-five in- corporated male criminals (formerly property offenders). The subjects were asked to report their life histories as they lived them, with no guidance as to what stages, events, or feelings were to be included. As they focused on their criminal activities two kinds of atten- tion: motivations were reported in com- mitment and adventure while committing crimes,” and (b) “motivation con- cerning their crimes.” Frazier and Menninger argue that the emotions of guilt and shame are particularly signifi- cant as they challenge the accepted role of criminals as belonging to a subculture which values crime and of “feeling com- fortably (not self-righteously) in their criminality.”

Competitive Analysis of Grid: Lynn Lol- fard is an advocate of comparative trans-historical and cross-cultural stu- dies of emotions, designed to address this question about emotions change over time and space? Working in the area of death and dying, she suggests that while much is known about measuring social behavior, considerably less is known about the attendant emotions of grief. Its possible variability over time and space is particularly opaque. Lofland has been working on a set of questions which might guide comparative analyses of grief: (1) How does the definition of the situation of death (shaped, for instance, by a world view and by demographic) affect grief? (2) How does the existent pattern of relationships (particularly, whether few or many close relationships are possible) affect grief? and (3) How does the conception of the self (as potenti- ally emotional or principally cogni- tive) affect grief? Unlike psychological theories of grief and mourning, which posit universal stages, Lofland believes that comparative sociological analysis can help explore the possibility of comparing the variability.

Systematic Sociological Inquiries and Crisis Emotions. Carolyn Ellis is inter-ested “in how people reconstruct mean- ing in their lives during and after a cri- sis such as a death.” Her method is a radical one: she is subjecting her own experience to systematic sociologi- cal analysis. For the two and a half years her partner lay dying she kept daily notes on the experience and her feelings. Her partner, also a sociologist, contributed some material on his experi- ences. These field notes, now all com- puterized, are the raw data Ellis is now analyzing. The book she is writing pre- sents the experience in three ways: (1)

Nominations

Sought for ASA Awards

DuBois-Johnson-Frazier Award

This biennial award sponsored in 1979 to honor the intellectual traditions and contributions of W.E.B. DuBois, Charles Johnson, and James Frazier. The award will be given to a sociologist for a lifetime of research, teaching, and service, or to an academic institution for its work in assisting the de- velopment of scholarly efforts in this tradition. The 1998 award recipient was Joyce A. Ladner; James E. Blackwell received the award in 1996. The award honors those who have contributed to social science for the 1988 award, which will be presented at the ASA Annual Meeting in Atlanta. Please provide a brief statement indicat- ing why the individual or institution is believed to be eligible for the award. This statement should comment on his/ her/their career or achievements, teaching, and publications, and on the way in which these are consistent with the traditions of these outstanding Afro-American scholars.

Send nominations to: Elizabeth Higginbotham, Department of Sociology and Social Work, Memphis State University, Memphis, TN 38122. The deadline for nominations is April 30, 1997.

Other Award Reminders

Award for a Career of Distinguished Scholarship: The ASA/JSA Assembly is seeking nominations for a Career of Distinguished Scholarship is an annual award honoring scholars who have shown outstanding contribution to the profession of sociology and whose cumulative work has contributed significant- ly to the advancement of the discipline. Recent award recipients have been Morris Janowitz, Reinhold Bendix and Edward Shils. The recipient of the 1999 award will be announced in the Annual Program, with presentation of a certificate of recognition at the Annual Meeting in New York. Members of ASA or other interested parties may submit nominations to: Lenz C. Weitzen, Department of Sociology, Harvard University, Cambridge, MA 02138. The deadline for nominations for the 1998 award is March 1, 1998.

Disguised Societies Publication Award: The 1987 award is given for a single work such as an article, monograph, or book published in the preceding three calendar years (1984-1986). Winner of the award will also be offered a lecture schedule at the Society Lecture. For more details on nominations see the announcement in November and December issues. Deadline is Janu- ary 31. Send nominations to: cortex R. Marrow, Department of Sociology, Uni- versity of Wisconsin, Madison, WI 53706.

Nominations for the 1998 award are sought for outstanding contributions to understanding and/or gradu- ate teaching and learning of sociology. Nominations may recognize a career contribution, a specific product such as a textbook, a course innovation, or a teaching technique; the award may be given to an individual or a group of authors. Please provide a brief statement about the award, including a statement of the criteria and the purpose of the award. Nominations should be sent to the recipient of the award. Please provide a brief statement indicating why the individual or institution is believed to be eligible for the award. This statement should include the individual's contributions to the discipline of sociology and how these contributions are consistent with the traditions of the recipients of the award. The deadline for nominations is April 30, 1997.

Share Your Teaching Materials

Several sets of curriculum materials are under development for the Teaching Resources Center. The quality and breadth of the teaching techniques de- pends on submissions from colleagues who teach in a range of settings and have creative ideas about commer- cial sociology. Please send your in- teaching materials, including course syll- pages, class exercises, assignments and projects, effective lecturers, reading materi- als, computer software, and exam items.

Send your submission to the appropriate editors:

Social Problem: J. Michael Brooks, Depar- tment of Sociology, University of Kentucky, Lexington, KY 40506.

Research Methods: Russell A. Schutt, Department of Sociology, University of Massachusetts, Boston, MA 02125.

Sociology: Philip D. Chase, Depart- ment of Sociology, University of Mis- souri, Kansas City, MO 64110.
Council Acts on Cameron Case

At its August, 1986, meeting in New York City, the ASA Council officially re-accumulated records that clearly indicate that Cameron is a sociologist and condemned his misrepresentation of sociological research. The entire discussion is available in the following report, commissioned by Council, from the Committee on Homosexuals in Sociology which chronicled Cameron's activities since 1982. The report cited Cameron's misrepresentation of credentialed sources and information with respect to the issue of homosexuality. Council urged that all regional and state sociological associations, as well as the Canadian sociological associations, be notified of its action and the course of action toward Cameron. The report is reprinted in full below:

The Cameron Case

This investigation on the pronouncements of Paul Cameron follows from a resolution of the 1985 ASA Business Meeting which charged "the Committee on Homosexuals in Sociology with the task of critically evaluating and publicizing the work of Paul Cameron since 1982." The resolution arose from several complaints about statements carried by the media from which it was widely reported that the newspaper which identified Cameron as a sociologist, employing his status as a professional sociologist, in making statements about homosexuality.

The following portrait of Cameron emerges from the American Psychological Association and a Nebraska watch-group on Cameron, the American Psychiatric Association, the Caucus and the Psychologists Lesbian and Gay Anti-Defamation Organization. In brief, Paul Cameron is a psychologist (PhD, 1966, University of Colorado) known as a tireless anti-gay crusader who was commissioned by the American Psychological Association in 1985 to "study and report" by Sociological and technical advice.

Cameron, a chairman as chairman of the Committee to Oppose Spetral Rights for Homosexuals, an organization formed to oppose the inclusion of sex/sexuality in the equal rights legislation of Lincoln, Nebraska. The proposed extension of equal civil rights to lesbians and gay men subsequently went down to defeat in a 1982 referendum by a vote of 4 to 1. Since that time, Cameron has been involved in a series of national and local rights movements to attack equal rights for gay people across the country and has appeared in King County, Washington, in California, Columbus (Ohio), Baltimore, and Houston, where equal claims proposals have been defeated by referenda, city councils, and gubernatorial veto.

In 1984, Cameron had been named the Missouri Human Rights Commission, where he linked the IRA to the spread of AIDS, and was called an "anti-gay witness" by Texas A & M University in a suit brought against the university by a gay student group which had been banned from campus by the university administration. Also in 1984, US District Court Judge Joseph Breyer was reprimanded by a re-appointment in Baker v. Wade, a case involving taxing teachers for a resolution of the 1985 MLA Business Meeting which charged "the Committee on Homosexuals in Sociology with the task of critically evaluating and publicizing the work of Paul Cameron since 1982." The resolution arose from several complaints about statements carried by the media from which it was widely reported that the newspaper which identified Cameron as a sociologist, employing his status as a professional sociologist, in making statements about homosexuality.

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Industrial Sociology: The Competitive Edge

by Robert H. Guest, Professor Emeritus, Derrawen College

It is not anachronism in the physical sciences for research findings to be drawn from the social sciences, but it is only a recent development to see their practical application. The same "lag" between findings and applications occurs in the social sciences, including industrial sociology. More than 35 years ago my colleagues and I at Yale University undertook a number of field studies in industry. They attracted some interest among academics, but it was many years before practitioners converted our findings into action.

The book, The Men on the Assembly Line by Charles R. Walker and me, is an example in which action "spin-offs" went far beyond what we anticipated when the study was published in 1952. What we found was that workers were alienated from their jobs and from their entire work environment. (Chudle Chaplin had already said this to the world in his famous film, Menas Tovars) The primary causes were both technological and organizational. We were told by the operators that the system was broken down into simple motions and had to be performed in a limited time span due to the pressure of the conveyer. Social interaction was limited in effect the book challenged the scientific management movement with Frederick W. Taylor who maintained that work should be made routine and that human judgment on the part of the worker should be eliminated. In our conclusion we drew a few inferences as to what might be done to counteract the effects of mass production technology, but for the most part our job was to report on how workers viewed life at work from their perspective. We were not testing any abrasive hypotheses.

In the late 1960's the Volvo company in Sweden became concerned about high absenteeism and poor performance in its plants. Young people especially were not attracted to assembly line work. Per Gyllenhaal, Volvo's new young president, sought out sources of information that might explain the cause and suggest solutions to the problem. He turned to medical director for some ideas, who explained to me what he intended to try. He said, "I searched out many sources of information from medical journals and particularly the psychological literature without much success. But when I came upon your book, I had finally found it. It not only identified the basic problems, but it pointed the way to solutions." Volvo did so well that it revised the design of work is a matter of history. I can certainly that our study was only one among many other sources of information that influenced Volvo's decision.

A Japanese translation of the assembly line study was published in 1955. This was a time when Japanese management and its industrial engineers were beginning to question the tenets of Taylorism. It was a time of severe labor troubles and industry-wide strikes. Management responded to these approaches and soon was attracted by the ideas of the American operations experts W. E. Deming and his application of his theories on statistical quality control techniques. Japanese management used these techniques and later organized workers into Quality Control Circles. Volvo did so to revolutionize the notion of forming problem-solving groups on the shop floor and permitting workers to contribute their solutions to operating problems. Not only did the QSC system take hold in Japan—more than 75 percent of large scale industry has adopted the system—but it has also gained considerable popularity in the United States. In 1973 I met Shin- li Takayasu, one of Japan's leading industrial sociologists. He told me that the Japanese translation of the book (1963) had concerns with industrial management circles. It served to illustrate the problem of worker alienation, and it came out at the time when Taylorism was being questioned and when Deming was beginning to have some influence. Although the book was only limited at employee participation through work group it helped to lay the groundwork, Takayasu said, for the QC movement in Japan.

In the late 1940's General Motors and officials in the United Automobile Workers union also became concerned about the problem of work alienation. The famous Lordstown strike had brought the issue to the attention of labor, management, and the public at large. Dr. Delmar Landen in GM's personnel research department, Irving Blutesone—chairman of the UAW, and others looked for ways to counteract the sources of worker job dissatisfaction and to improve what Blutesone called "the management of working, work life." By a happy coincidence, Donald Ephlin, then a skilled worker in the Framingham, MA, plant, was one of those interviewed in the field work for The Men on the Assembly Line. Ephlin is now President of the for the General Motors Corporation. Years ago, he had made a number of speeches for managers as he worked liberally from the book. In fact, he had his book the intellectual conversation for the movement to restructuring the system of automotive work. In 1973, GM and the UAW agreed to launch a massive joint program for involving men in the direction of their jobs and work environment. Later, Ford and companies in many other industries and service organizations reached similar agreements. In a chronology of the development of QWL in General Motors, Dr. Landen listed The Men on the Assembly Line as the original source of research for the efforts that followed. I had not heard the book: when I returned for the book would be used. In retrospect I wish we had done more to make specific action recommendations ourselves instead of waiting 18 years before the applications of our findings were acted upon.

Our book, The Foremen on the Assembly Line, was published 11 years later, with data collected specifically to make recommendations to foremen in the plant where we had done the research. The results were positive. With the approval of the president and the board of directors, he was authorized to call several million dollars back into the plant to labor with modern equipment. You won't have a good town to study, but I want to you that we went back for a visit the Chamber of Commerce would a program around a new Steam Street as homes. Everyone knows the story."

We never returned. But this does raise the question, useful in my later research and consulting in corporate management, as to how and why a managerial response could lead some important decisions without fully assessing the value of the human potential at the next levels. Another unanticipated outcome of our research is illustrated in Walker's Toward the Assembled Factory. The opening of the National Tube Division's new million-dollar tube mill in Ohio was delayed because the engineers had found a number of "bugs." We had spent several months previously interviewing workers, foremen, and engineers, and had helped the project to adopt some automated technology. Even before, we kept hearing comments as to how good the opening was, and that the test runs were going well. They said that they knew what was wrong but the "big man" did not. Many of them were among the Pitts- bargh headquarters, never asked the men or the foremen for their opinions. The comment from a pioneer plug, operator, was typical. "They don't treat us like intelligent human beings we will be goddamned if we're going to tell them what to do. Let 'em stew in their own juice." Especially striking were their observations to the effect that the new mill had the potential of turning out steel tubing at a rate eighteen percent higher than the rate officially announced by the engineers. The union had also filed a complaint saying that the incentive plan was unfair and that the men would end up losing money.

After a six month delay and much pressure from headquarters the incentive question was resolved. The "big men" were satisfied. We were not able to put off the assembly line as a tuneout until I had and told me that I might see something interesting if I used a different plant that I now have a loud voice called out, "Let's not hot shot split out of the helical rolls at a speed I had never seen before. There were no delays at breakdowns on the shift and within a month capacity had gone over twenty percent.

Only later did I realize the significance of the incident, a phenomenon well-documented in later studies of worker participation. It illustrated the consequences of coordinated decisions dominated by the technical experts who fail to make the "commitment" of rank-and-file employees at the shop floor level. Some other concepts in current literature had their origins in our earlier research. In our 1947 study of IBM's Endicott plant Charles Drucker coined the term "job enlargement" to describe how high-level jobs could be redesigned to permit workers to perform entire series of operations commonly done in the past. The results: great job satisfaction and better quality. I coined the term "job enrichment" after I saw cushion builders, with the approval of their foremen, radically alter their mode of operation. They trained themselves to perform all jobs and rotated jobs accord- ing to an informal schedule. They redesigned job processes using physical effort and improving quality of output to become the best performing group in the plant of 5,000 employees. Little did I realize that here in microcosm were contained all the elements of effective group behavior which I had studied in my other work. Organizations, the umbrella term, Quality of Work Life. These studies underlined the themes that we often failed to anticipate the serendipitous outcomes of our research and sometimes missed the chance to make our recommendations explicit. Re- latively, there were few losses.
Teaching

Problems Foreign Students Face as Teaching Assistants

By Atlee Mohr, Adrian College, and John Lasson and William Ewens*, Michigan State University

In a previous article (see Footnotes, December 1983) we mentioned suggestions for improving the relationships between foreign teaching assistants and their institutions. In this article we say more about how to have the professor involved and informed about the whole problem from the beginning, not only because the professor may be helpful, but also because problems may come to the surface in a way that could be disruptive to the whole course.

Problems of Student Learning. If you are assigned the task of running a discussion section or dealing with students directly, you may find it helpful to develop a systematic outline of your lecture or the main issues and questions to be discussed. Once you have developed your plan, try to organize it as clearly, neatly, and simply as possible because then you can put this on the blackboard or distribute it as a handout in class. When you have this outline, the board, the direction of your discussion will be more clearly organized. When headings are available on the board, the connections are already made in charts or frames; therefore, there is less of a risk of going off on tangents. Furthermore, since these elements are clearly visible in front of the board, there is less of a chance of allowing the critical and challenging questions of students to cloud your own understanding of the learning process. For example, having this outline prevents the unnecessary notes in the sections and eliminates some of the criticisms which may not be possible breakdown of class discussion.

Problems of Language. Students must avoid using words or terms that are hard to pronounce. If you are unsure of a pronunciation, check with the professor before class. Writing the word on the board will ensure students understand your meaning.

Sometimes, when students are asking questions or making comments they may use words with which you are not familiar. As long as you can get a correct interpretation of what is being said, or do not have to worry about it. However, if you are unsure of the meaning of what is said, do not hesitate to ask for further clarification or specific meaning of the term. At times, you may wonder if a word in a specific way and feel that the students do not understand your definitions or interpretations. Sometimes because of the specific meaning you have assigned to that term. The words may have different meanings in different contexts, all of which we may not be aware. In these situations, do not insist on the only meaning you know.

Do not take the student's questions on the matter as an attack on your knowledge and teaching competence. Try to be open-minded and attempt to establish a healthy dialogue in exploring different areas of the term and aspects of the issue. To declare ignorance can demonstrate openness and willingness to learn from students.

If you are assigned to the task of grading papers or exams, make sure your comments and corrections are well-structured and accurately organized. Some students look for every opportunity to increase their grades, and it is important to keep a critical eye on your grammatical or dictational mistakes to embarrass you in order to sell your position for changing their grade. Make sure everything you write for students or every handout you give is structurally checked in advance and does not contain any grammatical flaw.

When lecturing or discussing the material, try to encourage your audience as much as possible by using examples from everyday life. However, when you are a foreign student, you may have a tendency to use more examples from your own culture. This fine, as long as you realize the cultural heterogeneity and provide the students with enough background to understand those examples. This is especially important when you use foreign jokes, slang, and expressions. Also remember that the use of too many examples from one specific "alien culture" may make the students bored and disheartened. Try to diversify your examples and expand to cover the scope of your topics of discussion.

If you disagree with testing and grading procedures set by the professor and cannot convince the instructor to change them, then make it quite clear to the professor that the evaluation framework is constructed by the professor. Many times, a test is hard and the students are failing badly, some may try to find an external factor to blame. Since you are a foreign student, you have a good chance of being the victim of an external factor. The statements like, "Foreign students should not grade the tests," are not correct; testing my ability, and "He does not know how to speak, how does he have the right to judge my paper?" are not uncommon, especially in large classes with many non-social science students.

Improving Interpersonal Relations. In many foreign cultures, less emphasis is placed on interpersonal relations between teachers and students. Some things which can be done, for example, to strengthen social relations with students are the following:

(a) Invite the members of the sections to stay after class to discuss points made in class, rather than leaving immediately after class.
(b) Select one or two thoughtful members of the section, and after class say: "Now let's talk about what I was trying to get at in the section, or, 'What could I have done differently?' or, "What did you get out of it?" Try to get an informal discussion going and solicit feedback about your performance.
(c) Each TA could work out a brief biographical questionnaire and have each member of the class fill it out, so that the TA knows more about the class. For example, you might ask, "What brought you to this class?" or, "What is your background?"

After all, cultural differences need not be the cause of difficulties, misunderstandings, prejudices, and conflicts. On the contrary, they can also be a source of enrichment in human understanding of joint social and cultural issues and help us better achieve a more comprehensive picture of our collective human heritage.

Workshop on Changing the Curriculum

On April 6-8, 1987, the Teaching Service Program will hold a workshop, "Teaching Sociology to Better Meet Changing Student Needs." The workshop will be held at the Canterbury Retreat and Conference Center in a rural area near Orlando, FL. Participants will be able to understand some of the current trends in working with sociology curriculum; investigate methods for increasing sociology enrollment and competing more successfully with other campus departments; develop methods for training successfully sociology students for non-academic job markets; and discuss curriculum change alternatives for better meeting the needs of a changing group of students.

Staff for the workshop is Lee H. Bawker, Augustana College; Theodore C. Wienger, Miami University; and Hans O. Mauske, University of Wisconsin-Milwaukee.

The fee for the workshop is $195 for ASA members and $175 for nonmembers. The fees includes workshop registration, two nights lodging, and five meals. Special discount prices available for those not requiring lodging or meals. Applications and a $75 deposit are due February 23, 1987. Send applications to: William Ewens, ASA Field Coordinator, Department of Sociology, Michigan State University, East Lansing, MI 48824, (517) 353-6639. For further information contact William Ewens or William B. Brown, Sociology, University of Central Florida, Orlando, FL 32811; (305) 378-2227.

Errata

The December issue of Footnotes had two major errors in headlines, for which we apologize to President Melvin L. Kohan and Past-President Matthias Rley. The story headed "Chicago 87" had an error in the subtitle. It should have read 1987 Annual Meeting Theme. The story "Friends and White Rile" should have been titled "Integrative Impulses in the Discipline." On page three of the December issue, we asked for information about "Lost Authors" who are but enacted money. We appreciate up to date information on the location of those authors. We have learned that some of them are deceased. We apologize to George D. Maddox, an active member of the Association, whose name is on file and should not have appeared in this list.

Cameron, from page 6

" in Steiner, Gesellschaft und Humanitat, edited by Hans-Georg Laun-
ma (Frankfurt: Suukjamp, 1977); Heinze Heger, The Men with the Pink Triangle, (Boston: Alyson, 1980).

Cameron, from page 6
New and Continuing Awards
Artry, T., University of Kentucky; “Rural Industrialization and Social Organization” $29,000.
Bie, L., National Opinion Research Center; “A Study of Black Political Participation” $22,000.
Binks, H., Harvard University; “Technological, Economic, and Organizational Factors Influencing the Diffusion of Programmable Automation in Industry” $19,000.
Clausen, D., University of Massachusetts-Amherst; “The Political Activity of Corporations” $4,162.
Cohn, G., Stanford University; “Status Processes in Permanent Work Groups” $12,834.
Cook, K., University of Washington; “The Study of Power in Exchange Networks” $45,000.
Deatherage, D., University of Wisconsin-Madison; “Class Mobility Among North Germans Men” $8,496.
Gomien, W., Boston College; “Public Thinking on Political Issues” $10,510.
Gronberg, D., University of Montana; “Panel Study of Political Toleration and Political Freedom in the United States” $10,000.
Griff, L., Indiana University; “Bloomington; “Models of Trade Unionism and Industrial Conflict in the U.S.” $9,992.
Hendry, J., University of Maryland-College Park; “A Comparative Analysis of School Expansion” $65,715.
Hendry, G., University of California-Davis; “Economic Development in Asia” $15,392.
Hendry, M., University of California-Berkeley; “Microeconomics of Industrialization in Ireland” $35,001 (collaborative research).
Kerthbroth, A., Duke University; “Transition to Adulthood in Comparative Perspective” $5,992.
Kow, M., American Sociological Association; “National Opinion Research in Sociology” $20,000.
Kovacic, T., Baroda College; “The Impact of the Women’s Movement Upon American Sociology” $14,172.
Lemke, J., University of Massachusetts; “The Transformation of the American Astronomical Community, 1859-1940” $10,000.
Lehman, J., University of North Carolina at Chapel Hill; “Sustaining Inegalitarian Alliances: The Effects of Social Context on Coalitions” $45,748.
Lugan, J., SUNY at Albany; “Growth and Change in Political Institutions in American Suburbs” $39,998.
Mandler, J., University of Southern California; “Some Political Functions of Ethnic Minorities in an Industrial Community, Israeli Immigrants in Los Angeles” $79,034.
Rajfer, A., University of Washington; “Microeconomics of Industrialization in Ireland” $33,942 (collaborative research).
Riley, B., University of Illinois-Urbana; “The Determinants of Change in the Sex Composition of Occupations” $41,083 (collaborative research).
Ridgway, C., University of Iowa; “Legitimacy, Dominance and Compliance” $62,238.
Ross, P., SUNY at Stony Brook; “The Determinants of Change in the Sex Composition of Occupations” $30,417 (collaborative research).
Roke, J., Bank Street College of Education; “The New Uses of Information: Impact on Organisations (Division of Science)” $32,500.
Seidler, G., University of California-Los Angeles; “Emerging Ethnic Identity, Asian Immigrant Communities” $19,649.
Schonew, H., University of Michigan-Michigan Ann Arbor; “The Intersection of Personal and National History,” $7,000.
Schwartz, M., SUNY at Stony Brook; “The Causes of Industrial Decline” $12,988.
Socci, J., CUNY-Graduate Center; “Private Economic Activities in Hungary” $10,109.
Tinkenier, A., University of Kentucky; “Sex Differences in Patterns of Career M ain” $9,804.
Wallace, L., Rand Corporation; “Living Arrangements in Childhood and Young Adulthood: Effects on Family Formation” $42,604.
Wells, M., University of California-Davis; “Agricultural Production and Social Process in the California Strawberry Industry” $23,000.
Williams, K., University of New Hampshire-Durham; “Panel Survey of Deterrence Processes” $35,000.
Beiser, C., University of Michigan-Michigan Ann Arbor; “Stress and the Coping Process: Role Strain and Role Conflict in Women’s Professional Careers” $12,000.
Wright, E., University of Wisconsin-Madison; “Comparative Research on Class Structures and Social Attitudes in Contemporary Industrial Societies” $103,799.

Disertation Awards
Acree, A., and A. Christ, Louisiana State University-Baton Rouge; $4,788.
Gillen, T., and T. Wells, University of California-Berkeley; $5,800.
Swarov, N., and D. W. Semy, University of California-Berkeley; $5,400.

Teaching

Grading Electronically

by Nicholas C. Mullin, Virginia Polytechnic and State University

When we teach, we must keep grades, combine them into diagnostic and evaluation scores and evaluate each individual student on each assignment and for the course as a whole. These scores must be clear, fair, and accurate. Electronic spreadsheets on the personal computer (PC) can eliminate the drudgery, making grading more useful for both faculty and students. Anyone who has seen or used a PC or seen some of the ubiquitous advertising for the PC knows about spreadsheets. VisiCalc, SuperCalc, Multisheet, and spreadsheet modules in "integrated" packages such as Frameworks, Symphony, Symphony II, and Able are examples. Every personal computer from the TRS-80 to the IBM PC-AT has some variety of spreadsheet for it.

Method

For a gradebook program, you need a spreadsheet which will handle as many rows as you have students. For example, Multisheet has a 256 row limitation. With labeling, etc., you can only handle about 240 students. To handle more, you’ll have to add additional sheets and link them, a process I will not explain here.

The actual process of setting up a spreadsheet to act as a gradebook is pretty straightforward. Leave several rows at the top of the spreadsheet for labels. I usually start with the student names in rows 5. Label the first column “Last Name,” the second, “First Name,” the third, “Major,” fourth, “Class,” and the fifth “Identification number.” You may not need some of these, but I have used them. Plot the six columns for the first grade. Put a column for each grade you will enter and a column for totals. The “Total” column will require that you create a formula. For instance, in Multisheet: SUM(RC5:RC15)+B5 adds up the previous 7 columns and stores the result in the current column. After you have made up a spreadsheet with the right column and row information, but before you enter any grades, save this spreadsheet under a name such as “Template.xls.” A template is a grade-sheet that you will not fill in, except for putting in Paula Perfect, your mythical student who gets everything right. Adding her grades in will make sure that your numbers add up correctly.

Next, copy the template sheet as many times as you need to make a separate sheet for each section of each course. Always make one extra copy to form use for next term.

Two warnings: The first time you use a spreadsheet, or almost any other program to do a routine job, it will take at least twice as long as doing it by hand. Only the second and subsequent times do you save time. Using a gradebook will save you time, therefore, may disappoint you. The real advantage is in the other things you can do that you couldn’t or didn’t want to do with a paper gradebook.

Formatting and Presenting

When you have finished your first template, try printing it. For a student printer with 8½ wide paper, you have about 70 characters of print. If you go with default width columns, usually 10 characters wide, you have only seven columns a page. Names are usually longer than the 10column default, and you have a choice of expanding the columns, abbreviating, or having the names truncated. I prefer to expand the column width. Most grades, however, are much narrower than 10 characters, so I can narrow those columns to four characters wide. Experiment with the template and note the instruction manual of the spreadsheet program to pick the appropriate column labels. This process will eat up time, but it will save having to cut and paste and explain what the numbers mean to students.

Stop’s and Whistles

Using the spreadsheet only as a gradebook ignores other useful data you could collect to help your teaching. For example, you can enter the scores for each individual quizzing of a test into the spreadsheet and get an accurate test score, even if you are using a formula. As a bonus, you can average the columns of the spreadsheet (each question of a test or each assignment) to learn which questions give your students the greatest difficulty and teach that element well, or should you expand or improve that lecture? You can also keep a "worse than" games with a student. Quite frequently, my students ask me: “What would I have to earn to get a B in the course?” Many times, they ask in the midst of a conference or during the test. I can fire up the spreadsheet and have an exact answer in about two minutes by trying several grades. I can then tell the student whether the B is possible. It is also useful to show a student who has not grasped the effect of a single low grade on an average. After these demonstrations, I can put the spreadsheet away without saving these changes.

Many sociologists will want to utilize their statistical training to devise a new and improved scoring and curving system. The spreadsheet will make it possible to computerize a grade system, as long as they are explained to the students.

Many spreadsheets, including Multiplan, will permit you to set up a letter grade equivalent chart. This "Lookup" function will permit you to set any cut points for any grade range you wish. I find this more trouble than it is worth, but some will find it useful.
Homelessness in Three Dimensions: Professors, Practitioners, and Politicians

by Russell K. Schutt and Gerald R. Garrett
University of Massachusetts-Boston

Over 500 academics, service providers, and policymakers came to Harv-ard and the University of Massachusetts at Boston in March for a three-day national conference on "Homelessness: Critical Issues for Policy and Practice." Enfolded by the ASAA and other professional organizations, the conference was sponsored by Harvard Medical School and Harvard's Kennedy School of Government, the University of Massachusetts at Boston, and Massa-chusetts' Executive Office of Human Services.

The conference opened with an ad-dress by Massachusetts Governor Michael Dukakis, followed by a panel on "The Sociology of Homelessness." Other sessions focused on sheltered and housing, medical care, chronic mental illness, poverty, alcoholism, homeless families, and programs. Among the featured speakers were Dr. Sherret Frazier, Director of INHR, Dr. Sheldon Dore, President of Wisconsin's Institute for Research on Poverty, Dr. Robert Wood Johnson, President of the Robert Wood Johnson's Pew Memori-al Trust Health Care for the Homeless Foundation, and former President Dwight D. Eisenhower.

Program Participation from Sociology

Speakers on the sociology of homelessness panel identified several of the different problems confronting those who provide services to and conduct research on the homeless. Chair by Gerald Garrett, the panel began with a presentation by Howard Bahr (Bingham Young University), one of the direc-tors' leading researchers on homelessness during the 1960s and 1970s. Bahr noted the "lacunas and attenuated affiliations" that disempower the homeless and make rehabilitation "an enervating goal." Leo Bachrach, sociologist at the Maryland Psychiatric Research Center, focused on sex wage and educational issues associated with homelessness. These problems create difficulties for service providers and students. The next discussion was directed at changes in the nature of homelessness. Marjorie Robertson, an emerita professor at Wellesley College's Center for Research on Women, concluded the panel by using dis-crimination in empirical research on the prevalence of mental disorder among the homeless.

Sociologists also appeared at other points in the program. Russell Schutt described the range of attention in the homeless shelter goals and strategies and evaluated methods for dealing with the problems. He reviewed the extensive literature on alcohol abuse among the homeless and explained how research can improve responses to the homeless alcoholic client. James Wright described the data set on medical problems at University of Massachusetts- Amherst's Social and Demographic Research Institute as part of the Robert Wood Johnson Foundation's "Health Care for the Homeless Project.

Sociologists were also on the program as workshop leaders. Sandra Zetland reviewed her experiences in interfacing academic research approaches with agency services delivered to needs at the University of Washington's Institute for Public Policy and Management. Ann Connolly, Edith Doh, Susan Gore, and Barbara Salazar, all at the University of Massachusetts at Boston, served as leaders or organizers of workshops on alcoholics, homeless women, and media uses in social services for homeless clients.

Conferencing and Applied Sociology

The Homelessness Conference emerged from academic and applied concerns. Politicians and practitioners joined academics on many panels while service providers and advocates led workshops or series of applied topics. The confer-ence audience was equally mixed. More participants worked in non-profit organizations (34%) and government agencies (33%) than in a college or university (32%). About two-thirds of panel had a degree in social work, another one-third had a management degree, and 15 per-cent had nursing degrees. Only one-seventh had a social science degree.

As applied work has created opportuni-ties for demands on our schol-arly pursuits, credentialing processes, and teaching emphasis, it also gener-ates new issues to consider in the future of conferencing. The two most prob-lematic issues for the Homelessness Conference were created by tensions between academic and applied approaches to conference organization and by conflict about alternative interpretations of the nature of homelessness.

Structural Preferences

A combined product of de-institutionalization of mental hospitals, urban renewal, reduced housing sub-dsidies, and diminished social services, homelessness in the 1980s has touched virtually every sector of local, state, and federal government. Social programs for the homeless have proliferated and thousands of citizens have taken action as advocates, service providers, and volunteers. This rapid expansion of programs for the homeless has increased the need for training and policy refinement.

In spite of shared concerns over traying and policy issues, diverse in-terests and overlapping interest groups create diverse perspectives on conference format. Plen-ary sessions were initially made with Harvard Medi-cial School to offer Continuing Education Credit for the conference. The Executive Office of Human Services coordinates services across the state's agencies and was concerned with the representation of leaders of service and advocacy groups. The University of Massachusetts-Boston had a strong commitment to public service, and grants for the conference were awarded to us by our McCormack Institute for Public Affairs as well as by our Channel-ker's Scholarship Conference Fund. Our ongoing research on the homelessness at a large shelter in Boston and our new Graduate Program in Applied Sociology increased our sensitivity to the per-pectives of service providers, as well as to traditional academic concerns. Discussions about conference format had to take into account these different perspectives. For example, should the conference consist of formal talks in plenary sessions or of workshops emphasizing audience participation? De-bate over didactic and dialogue styles was resolved with a format that contained primarily of formal presentations but with an afternoon devoted to multiple workshops. Should the audience participate fully in questioning or should discussion be controlled by written questions? Given the large num-ber of participants, a controlled format for questions was used during the plen-ary sessions.

A particularly critical issue was whether special efforts should be made to include community service providers, advocates, and homeless persons as well as academics in the audience and in the conference program. In an effort to include these groups, Harvard Medical School reduced standard confer-ence fees substantially and private philanthropists as well as Harvard pro-vided money for scholarships. Service Providers and advocates were also in-cluded as speakers and workshop lead-ers. Should the conference emphasize service provision or political action for the homeless? Although both per-spectives were represented in the confer-ence program, some panels emphasized issues related to service provision.

The Roots of Homelessness

Different perspectives on the roots of homelessness inevitably shape efforts to respond to it. While some focus on the prevalence of mental illness and the need for professional services, others emphasize structural economic problems and the need for political action. These differences were apparent in the ratings of the emphasis given to substantive issues. Over half of the participants indicated that "too much emphasis" was given to mental health problems, compared to just eight per-cent who said "too little." Ratings of the relative emphasis given to economic needs varied from 15 percent said "too little" emphasis and 7 percent said "too much." Only one other issue pro-duced an indication of some disagree-ment among participants. While 41 per-cent said too little emphasis was given to political policy, 16 percent said too much emphasis was given to these concerns.

Conclusions

A conference that focuses on applied concerns must take into account the multiple interest groups and diverse political pressures affecting applied issues. The familiar academic conference planning process and format cannot be amenable to group representation. The confer-ence format for such a conference must be identified in advance and the rela-tionship of this constituency to the interests of the conference planners must be con-sidered. Boundaries around the planning proc-es should be clearly defined. To the extent that alternative perspectives are represented in the conference planning group itself, some degree of loose couple-ing and clear division of responsibilities can help to minimize conflict. Confer-ence planners must also decide whether to structure the conference to emphasize similarities in perspectives or to develop debates and open sessions that sharpen, and perhaps, compen-sate perspective.

Conferences on applied issues can further the research and service of applied sociologists and the effectiveness of social programs. We hope that our experiences with the conference on the "Homelessness: Critical Issues for Policy Practice" will help other sociologists who seek to realize the potential of this approach.

Guest, from page 5

ing delays before research findings were translated into action.

Two concluding comments: Few of the concepts I developed were of my own origin; they came from sociologists and other social science disciplines. Articles of mine in ASR or AJE were well-received in academic, but placed a much wider audience when re-written for professional journals or trade maga-zines. Most important, the idea put forward measurably stimulated concrete experimentation and implementation in real life situations. Beyond our research efforts in industrial sociology, after all, should be the feeling "in the air" that one will ultimately improve the human condition, even if it improves only a few individuals, small or large in number, with a richer and more satisfying quality to their working lives.
Minority Representation in U.S. Departments of Sociology

by Stephen Eide, Karen A. Miller, Morris A. Adelman, and Leonard Carden, Arizona State University

In the May 1986 issue of Footnotes, some of the findings from a 1984 survey of sociology departments were discussed. In particular, minority representation among sociology faculty was examined. Students were asked to consider the discussion by dealing with minority representation among sociology graduate students.

Minority Graduate Students

Proportionally, racial and ethnic minorities are better represented among graduate students than among faculty (Table 5). At present, all minorities taken together comprise about 21 percent of the nation’s ethnic students in sociology, with substantially higher minority representation in the southern United States, and slightly lower in the northeastern United States. Asians constitute the largest single group of minority students in the nation, followed by blacks and then by Hispanics. American Indians and other minorities are very sparsely represented. Black students are disproportionately concentrated in the South and Midwest, while Mexican-American students are most commonly located in departments in the West. Asians are the numerically predominant minority group in all regions except the South. In the western U.S., the five-year trend since 1979 indicates that the proportion of Asian students increased and the proportion of black students decreased by slightly larger margins. Hispanic representation has increased only slightly since 1979.

For economically disadvantaged minorities, financial support is undoubtedly a major factor in the decision to embark upon and continue a graduate school career. Table 6 indicates that minority students receive a share of financial support awards (25%) slightly exceeding their representation among enrolled graduate students in sociology (21%). Asians are slightly overrepresented for the enhanced share of minority financial support awards, and receive such support in substantially higher proportions than white students. In the U.S. as a whole, blacks and Hispanics are less likely than whites to be supported.

The minority share of financial support, when considered across regions, is also three-fourths of minority graduate students, the South is the only region where white students are substantially more likely than minorities to be supported financially. For members of particular minority groups, the odds of receiving support also vary markedly from region to region. Financial support for blacks in the Northeast and South lags almost 25% behind that of whites, but exceeds that of whites in the Midwest and West by 19% and 31%, respectively. Hispanics in the Southeast and Northeast are also notably underrepresented among supported students, but their overrepresentation in the Midwest and West is not as pronounced as it is for blacks.

Minority groups with a larger share of graduate student enrollment do not have a higher probability of receiving financial support than whites and Hispanics in the South, and Asians and Mexican-Americans in the West, are less likely to be awarded support than in other regions where they are less numerous. Conversely, several minorities have better prospects of receiving aid in the regions of the country where they are most scarce: blacks in the West; Mexican-Americans in the Northeast, and Asians in the South. This may indicate that affirmative action, including the incentive of financial support, is more vigorously pursued in areas where minorities are most severely underrepresented. This phenomenon may also indicate that affirmative action tends to diminish once general minority representation crosses a certain threshold, even if particular minorities remain seriously underrepresented among graduate students.

The five-year trend in the western United States indicates that the proportion of financial aid that is awarded to minorities has dramatically increased in that region. In 1985 only about one in three minority students received financial support, and their chances were slightly greater than those of white students. By 1988 the proportion of black students in the West receiving financial support increased modestly, from 38% to 49%, but the proportion of minorities receiving support nearly doubled, from 32% to 52%. Five years earlier, minority students in the West — Mexican-Americans, Asians, and American Indians — were somewhat more likely than whites to receive financial aid, but now this is true for all minorities. The dramatic increase in the percentage of black graduate students receiving financial support, from 29% to 83%, is especially notable.

The increases in the proportion of minorities receiving financial aid are substantial, but they are achieved by expanding opportunities. Rather, a contracting number of awards has been redistributed. From 1979 to 1984 the absolute number of students with financial support declined by 12% in the West. To some extent the increased proportion of students currently receiving support reflects a sharp decrease in total graduate student enrollment in western institutions; it has dropped by 27% since 1979. Although enrollment declines for every racial-ethnic group (including whites), the decrease has been more pronounced among blacks (35%) and non-Mexican Hispanics (46%), the two groups exhibiting the largest increase over five years in the proportion of students receiving financial support.

We do not know how these five-year increases in the proportion of minority students receiving support reflect nationwide trends. For the entire data, all students, the 1984 data for all regions, except the South, show that minorities as a whole are somewhat more likely than white students to be receiving some form of financial support. Nearly four out of five Asian graduate students are supported, as are about half the black and Hispanic students. In fact, if the West are representative of the entire country, they suggest that as academic employment opportunities and graduate enrollment have contracted over the last five years, the absolute number of minorities receiving financial support has increased very slightly, while the proportion receiving support has increased dramatically. Thus, opportunities for support have not contracted as severely as total enrollment has. The data for all groups also indicate that over the last five years, a graduate career without financial support has become far less common, and perhaps more undesirable and untenable, particularly for blacks. It may be that this should be a matter of general concern for the future.

Table 7 summarizes the representation of ethnic and racial minorities across several stages of the academic career, from masters level study to tenured academic employment. The data is broken down by region and by faculty status. Minority representation in the tenure track is still low, with over 30% of the faculty identified as minorities. The proportion of minorities in the faculty is highest in the West, followed by the South and then the Midwest. Asian and Hispanic representation in the faculty is generally lower than that of black students, but higher than that of White students. The representation of American Indian students in the faculty is particularly low, with only about 3% of the faculty identified as American Indian.

Table 7: Race or Ethnicity by the Career Status of Academic Sociologists in the United States in 1984

<table>
<thead>
<tr>
<th>Race or Ethnicity</th>
<th>MA Students</th>
<th>PhD Students</th>
<th>Tenured Faculty</th>
<th>Tenured Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/ Anglo</td>
<td>91.2</td>
<td>77.7</td>
<td>69.1</td>
<td>67.0</td>
</tr>
<tr>
<td>Black</td>
<td>7.4</td>
<td>6.6</td>
<td>6.7</td>
<td>5.1</td>
</tr>
<tr>
<td>All Hispanic</td>
<td>3.5</td>
<td>3.7</td>
<td>2.7</td>
<td>1.9</td>
</tr>
<tr>
<td>Asian</td>
<td>3.5</td>
<td>3.5</td>
<td>2.5</td>
<td>3.5</td>
</tr>
<tr>
<td>American Indian</td>
<td>1.2</td>
<td>1.5</td>
<td>0.7</td>
<td>1.2</td>
</tr>
<tr>
<td>Other</td>
<td>0.23</td>
<td>0.1</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

*The race/ethnicity of 46 international students was not identified and they have been excluded from consideration here.

**These data are from Niggl and Adelman, 1981.

For Minorities, page 11
Sociological Practitioners Get More Respect

(by George C. Zeller, Council for Economic Opportunities in Greater Cleveland)

I have always felt that sociological research and theory are not considered sufficiently by decision makers, both within and without the university, in the formulation of public policy. The August 1986 ASEP contained a stimulating analysis by William F. Whyte titled "The Use of Social Science Research," that should further discussion of this problem within the discipline.

Whyte maintains that while sociological research can and should have significant public applications, too often this is not so. While he cites some of his own research that impacted specific organizations, he laments the fact that sociological research offers little attention outside the discipline, resulting in few practical benefits, and carries insufficient weight during the process of legitimating important public policy. This problem diminishes the stature of the discipline in many ways.

While raising important issues that should concern us all:

Some of my own personal experiences might contribute to the dialogue that Whyte has started. For twelve years I worked in academia, serving on the faculty at Ohio State University, Wilmer- berg University, and Ashland College. Since leaving Ashland I have engaged in full-time Social Practice at the Council for Economic Opportunities in Greater Cleveland. Much of my activities here have involved applied research into poverty in metropolitan Cleveland and the state of Ohio.

Our Poverty Indicators project, designed to measure essential demographic trends in the population living below the poverty level, has been very well received in Ohio. At one level, the research has been requested extensively in the newspapers and on local radio/television. I am convinced that an effect of this has been increasing level of public awareness of social problems related to economic disadvantage in the state.

In addition, our indicator reports are in wide use for planning purposes in many organizations by local government, social agencies, corporations, medical personnel, and foundations. But in the last few years, findings internally at CEOGC for program evaluation, need assessment, and the preparation of funding proposals. An interdisciplinary mix of local professionals has also been working with our data.

While the presentation of our findings into the level of public policy formulation has not been as rapid and thorough as it might be, I can cite a handful of situations where we have been of some influence. The Cleveland City Planning Commission is using our poverty data during its work on the preparation of a recent plan, and in August the Cuyahoga County Commissioners appointed on loan 12 social science academics to prepare a proposed (and heavily bandied) bond issue to finance a new Cleveland sewer district. This has been instituted (perhaps permanently) posthumously. As part of their rationale, Commissioner Tim McCarty cited the research and the many other indicators to support the position that such an action would be a wise investment in respect to the tax payers.

Open Forum

Look to Literature

As sociologists, we might call more than we do the support and example of what is available in the world literature. Although there is considerable work (e.g., Auer’s work against “conventional social science”) there are strong exceptions. In Murdock’s grand overview of old age (1945), the only male character that is treated sympathetically is the sociologist Alex Warner. Unlike any of the others, he is dedicated to a larger task than self. Although like them, he also suffers from extreme age, he is entirely devoted to research, the actual daily life of the old. Like the author, he wants to rescue others from an oblivion.

The 19th century novelist George Eliot, a close friend of Herbert Spencer, was not just sympathetic but in many ways her work itself was sociological. The central theme in each of her novels is tracing the connection between class (Wright Mills) (1959) called personal troubles and public issues. Near the beginning of Ellis Hall (1846), her novel of politics, she makes the point explicit: "There are social changes that are subject of Ellis Hall are comparatively public matters, and this history is chiefly concerned with the private lot of a few men and women; but there is no private life which has not been de-
Reflections on the ISA Meeting in New Delhi
by Larry Suter

The International Sociological Association held its Eleventh World Congress of Sociology in New Delhi, India during the week of August 18 to 22, 1986. This was the first ISA meeting ever held in Asia. About 3,800 delegates from 73 countries and another thousand sociologists and social scientists attending the congress altogether. Of the American sociologists attending the meetings was increased due to ambitious planning by the ASA Executive Office. Proposals submitted to the National Science Foundation and the Smithsonian Institute received funding support for travel of U.S. scholars to India. The agencies were able to use funds specifically set aside for U.S. activities in India.

Both proposals were funded at a sufficiently high level thanks to the persistence of Bill D'Antonio and Bill Martin, to permit the granting of awards to numerous less affluent to the ASA for funding who were listed on the ISA program. A special ASA Travel Award Committee carefully reviewed all applications. The funds covered round-trip airfare from New York City and per diem expenses for those who might not have attended the meetings to participate in an exciting sociological event. The ISA program facilitated the exchange of research ideas among scholars in many countries; speakers from more than one country are featured at each session. The focus of discussions at the India meetings generally occurred along traditional lines of sociological inquiry. The main portion of each international program is established in the years prior to the meetings by the 38 research committees which maintain exchanges between scholars in the interregnum between Congresses.

The program offered papers on economy and society, community, education, ethnicity, family, medicine, leisure, organization, and social ecology. In addition to the research committees, ad hoc groups are formed on topics such as agriculture, clinical sociology, disease of sociology, labor movements, sociology of population, rational choice, and social systems theory. Furthermore, organizations such as the International Network for Social Network Analysis and the International Sociological Association for the Sociology of Knowledge hold special sessions near the social policy to facilitate travel and communication.

This first-time observer was impressed by the nature of research reports at the meetings. I left the meetings with new associations and points of inquiry. A greater variety of papers was presented at these meetings, with fewer total persons attending, than might be found at a general ISA meeting. Also, informal associations made on train and en route between hotels and in hotel rooms convinced me that sociological research and debate were taken very seriously by all participants. As evidence, the proportion of those attending the persistence of membership and conference. Some sessions were held in rooms not adequately ventilated or air conditioned; yet they welcomed a lively conference in all cases. The quality of most papers was high, many containing completed research ideas which might not appear at meetings of U.S. sociologists and which deserve more attention in our national and public meetings.

The biggest disappointment at the meetings was the lack of some program participants to show up at an appointed session. On occasion, all papers were missing from a session. With disagreement and communication difficult, it is likely that some program participants were unable to keep all commitments.

Thanks to the ASA Executive Office, many award and honor societies available to keep their commitments than would have been possible without its efforts to ensure the travel funds they required. A new ISA President was elected: Dr. Margaret Archer of the United Kingdom. Dr. Archer written about world educational systems and indicated in the bulletin distributed at the Congress that she would like to see the Association become more representative of all sociologists. “There are now nearly 100,000 sociologists in the world. We would like to see more on our rolls.”

Electronic Network Committee Plans a New Service

A sign of the times: the Electronic Sociological Network Committee, chaired by Nicholas C. Mullins, Virginia Tech, is considering how sociological research, teaching, and practice can and should utilize telecommunications. Electronic networks—communication links between computers, mini or micro computers—may be an efficient way to transmit some ISA business at a significant reduction in cost. Quasi-public and public networks promise to become important vehicles to ASA members in supporting their research activities. The opportunities seem boundless. In any event, the telephone bears watching since communication links between computers are becoming part of the institutional scene. It is the task of the network committee, therefore, to advise ASA Council on steps that the society might take in this area.

In addition to Mullins, Russell Schutt, Massachusetts-Boston, and Joan McCord-Drew, are on the committee. At the Annual Meeting in New York last August, they were aided by David McFetridge, UCLA; Don Fish, Tennessee, and Ron Weber, Harvard. From that meeting several specific proposals have been presented to Council. These include:

A. The drafting of a brochure on electronic mail for committee and section officers of the ASA. This should help ASA Committees, for example, whose members want to communicate with members, for example, whose members want to communicate with participants in their field. Members of the committee are waiting for the results of their questionnaires and Russell Schutt is heading this effort.

B. The ASA Executive Office should study the feasibility of the inclusion of electronic addresses in the ASA membership directory. This would enable committee chairs and ASA members to contact each other more easily.

Space for Other Groups at 1987 Annual Meeting

Groups wishing to meet in conjunction with the 1987 Annual Meeting in Chicago (August 17-21, 1987) should submit requests by March 1, 1987. Space requests for that date cannot be accommodated. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the unlikely event that space exceeds demand, requests for a second meeting will be considered. Because of restrictions that have been adopted program, time, they are excluded from these provisions.

Space requests have been categorized as follows: (1) Small groups reporting space; (2) The purpose of contacting sessions are focused on a special aspect of sociology; will be allocated one two-hour session; (3) All other groups not restricted; the time, they are excluded from these provisions.

Good Ideas

- Loyola University (Chicago) has prepared a flyer titled “Sociology for Business Students.” It describes how sociologists are a complement to a business curriculum. Whether students pursue careers in sociology will be in this career. They are advised to take sociology courses in each of the three terms. Two members of the sociology faculty serve as advisors to the business majors. For more information on this program, contact Philip W. Nyden or Pete Whalley, Department of Sociology, Loyola University, Chicago, IL 60626.

Minorities, from page 9

Conclusion

In a period of general contraction in the discipline, minority faculty have not lost much ground in terms of professional representation at different faculty ranks, but neither have they made dramatic gains since 1979. This raises questions about the efficacy of affirmative action programs in recent years. Minority faculty have made impressive gains at the graduate student level but not among faculty. Although graduate student enrollment has declined overall, at least in the western States, the proportion of sociology graduate students who are women has increased. In part this may have occurred because minority students have had continued opportunities for financial support. This applies particularly to Asians. Projecting from the current situation, and assuming that minority graduate students will enter jobs in academia, we expect an increase in Asian faculty, but little change in black, Mexican-American or American Indian representation of sociology among faculty. (The states of California, New York and Texas have the largest contingent of minority graduate students. The Southern states have the smallest numbers.)

Footnotes

1Some of these students are likely to be foreign nationals who may have difficulty in the United States. Those specifically identified as international students have been excluded from this analysis, but those that remain are not necessarily all U.S. citizens.

This study was funded, in part, by the Pacific Sociological Association, the American Sociological Association, and the University of Oregon Center for Women in Society, and an analysis funded by the Arizona State University support grant.

11
Annual Meeting

The Population Services International Population Research Institute will hold its annual meeting at the Conference on Aging, Thursday, March 22. For information, contact Reuveni, 800-999-1234.

Call for Papers

CONFERENCES

Arkansas Undergraduate Sociological Association and Anthropological Symposium, April 19-20, 1985, University of Arkansas, Little Rock, AR. All undergraduates interested in presenting a paper or poster at this meeting may submit a title and abstract of no more than 200 words indicating the topic of their paper or poster for review by an abstract committee. Abstracts will be reviewed and made available to all participants. Abstracts must be submitted by February 28, 1985. Information on the meeting will be available from the organizing committee.

Society for the Social Sciences in Health invites book reviews for its newsletter. All book reviews should be submitted to the newsletter's editor, Professor John Doe, Department of Sociology, State University of New York, Albany, NY 12222.

Funding

The American Sociological Association Research Office invites applications for its annual fellowship program. The fellowship is designed to support a doctoral dissertation which employs an innovative research method. The fellowship will involve 24 months of field studies of classical studies, history, architecture, art history, or related disciplines, and must be completed within 3 years of the award. The stipend is $15,000. Applications must be postmarked by March 1, 1985. Information and application materials may be obtained from the American Sociological Association, 1430 Connecticut Ave. NW, Washington, DC 20036.

American Sociological Association Section on Theoretical Sociology invites submission of scholarly works in theoretical sociology. Submissions must be anonymous, double-spaced, and no more than 30 pages in length. Information and application materials may be obtained from the American Sociological Association, 1430 Connecticut Ave. NW, Washington, DC 20036.

Competition

The 1985 State College Annual Student Conference on the Sociology of Mental Health will be held at State University of New York, Albany. Applications for participation must be submitted by March 1, 1985.

People

Donald J. Admas, Kansas State University, was awarded a Rockefeller Foundation Fellowship in Population Studies and will spend 1985-86 conducting research at the Research Department in the Sociology of Mental Health in Los Angeles, CA.

continued next page
Obituaries

Nels Anderson (1885-1966)

Dr. Nels Anderson, internationally known author, who served as a consultant to the U.S. Department of Agriculture and was its receptionist and workshop director, died on October 8, 1966. He is survived by his wife, the former Helen Harris, still in residence. In addition to his wife, he is survived by a son, Dr. Nels Harris Anderson, professor of English at the University of Illinois, and two daughters, Mrs. Harris, and Mrs. Harris, both of whom are teachers. He was a member of the American Association for the Advancement of Science and the American Academy of Arts and Sciences. He was a past president of the American Association for the Advancement of Science and was a member of the National Academy of Sciences. He was a member of the American Philosophical Society and the American Association for the Advancement of Science. He was a member of the American Academy of Arts and Sciences. 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Obituaries, continued

on the table were his responsibilities from his earliest years.

After retirement, Joel and Selvia moved to a ranch on the coast near Brookings, Oregon, where he spent the last years of his life. At the ranch, he

Carol A. Fromme (1931-1991)

Carol A. Fromme, PhD student in the Department of Sociology, Indiana University, died suddenly of a heart attack in her home in Bloomington on July 1, 1991.

She was born on February 10, 1931, in New York City, New York. She was the daughter of Harry Fromme and Lillian Fromme. Carol attended New York University and received her bachelor's degree in sociology from the University of Chicago in 1953. She then attended the University of Wisconsin-Milwaukee and received her master's degree in sociology in 1956. In 1960, she received her doctoral degree in sociology from the University of Wisconsin-Madison.

Carol was a dedicated and accomplished scholar in the field of sociology. She was a member of the American Sociological Association and the Midwest Sociological Society. She was also active in the American Association of University Women and the American Association of University Women. She was a member of the Society for the Advancement of Women in the Professions and the Society for the Advancement of Women in the Professions, and she served as president of the organization.

During her lifetime, Carol published numerous articles and books on various topics in the field of sociology. Her research focused on the impact of gender and social structure on behavior, including the effects of social class on social mobility, gender roles and the family, and the role of women in the workforce.

Carol also served as a mentor to many students, guiding them in their research and providing support throughout their academic careers. Her dedication to her students and her passion for sociology were evident in her teaching and mentorship.

Carol Fromme was a beloved member of the sociology community and will be deeply missed by all who knew her.

A Letter From A Publisher...

Last month I discussed EXPLORING SOCIOLOGY by Richer. A totally different text but one that is equally interesting is the recently published SOCIOLOGY AND EVERYDAY LIFE by Karp and Yourco. This book is on the application of sociological principles, concepts, and ideas to the lives of people. A key assumption underlying this book is that the value and vitality of sociology is dependent on its ability to provide fresh insight into events and situations we might ordinarily take for granted.

In this book, the authors state that it is of considerable interest to undergraduates since it relates sociological phenomena to their lives. In the first chapter it is shown that there are underlying patterns to everyday life. They are patterns that become obvious only when we begin to look hard at everyday phenomena and then apply sociological concepts to them.

Published last spring, SOCIOLOGY AND EVERYDAY LIFE has been adopted by over fifty universities and as diverse as the University of Minnesota and the Junior College of Albany.

F. E. Peacock Publishers, Inc.
ITASCA, ILLINOIS 60143

F. Edward Peacock President

Circle Consulting
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A Letter From A Publisher...
James Frischkiss, Manfred Kuechler, Richard Ries, and Deborah Holtzman, Florida State University, had an article on public knowledge and concern about AIDS reported in the Floridaaland (Miami, Florida, April 11, 1987). "Monic Howard, Orlando Sentinel, and Tracy Tribe in The Florida Times-Union, also reported on the AIDS issue.

New Publications

Evel Bribio has produced an audo cassette album entitled 'You Make a Difference,' in which he talks about his life and the importance of helping others. The album is available through public or school libraries. For more information, contact the Florida Department of Education, 1900 West 8th Street, Tallahassee, Florida 32399.

Official Reports and Proceedings

MINUTES OF THE THIRD MEETING OF THE HSCE COMMISSION

The third meeting of the 195-86 Council was held at 2:30 p.m. on Friday, September 2, 1986, in the New York Hilton Hotel. Council members were present: Michael J. Alexander, Charles M. Bonfiglio, Francesco M. Caminito, Theodore Caplow, Rose L. Cane, Nancy DiNapoli, Grace E. Elder, Jr., Rita Elkin, William A. Gunami, Marie R. Hahn, John A. Hoffen, Peter Heyns, Melvin L. Kahn, Stanley Lissimone, Valerio K. Oppenheimer, and Mathilde Whiteley. Morris Rosen, Roberta G. Simmons, Gaye

Tischman, Michael Dusein, and Mayer Zeldin, all of the New York City Office. Among the attendees were: Janet Siegel, William W. Thompson, Betty Hadler, Helen Meldon- dorff, and William Marshall. Various 1985-1986 elected and appointed members of the Commission were present.

Approval of Agenda. The agenda was adopted as presented.

Report of the President. In the interest of saving time, Riley said that as her resignation letter is due to the Commission next week, a separate formal letter will be sent to the Commission. The Commission Meeting was therefore adjourned.

Report of the Secretary. Pursuant to his request, the President, in the interest of saving time, Riley said that as her resignation letter is due to the Commission next week, a separate formal letter will be sent to the Commission. The Commission Meeting was therefore adjourned.

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Report of the Chairman. Pursuant to his request, the President, in the interest of saving time, Riley said that as her resignation letter is due to the Commission next week, a separate formal letter will be sent to the Commission. The Commission Meeting was therefore adjourned.
Minutes, continued

The Task Force on the Minority Fellows Program, Mal- 
donado distributed the report, commen-
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focusing on efforts to need
funding in the face of cutbacks
funding to fund initiatives and
undertaking a broad network
investigators and terrorist
reviewing the use of security
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Community College for the
Local Research Centers:
Election Candidate Biographies:
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Classified Ads

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March 16–18, 1987
In Histic Annapolis, Maryland
OBJECTIVES
Creating a Center
Faculty Development
Student Intern Programs
Teaching and Local Focus
Marketing Center
Local Humanities Project
Review of Centers and Operations
Support for Early Registration
Contact: CSUL

101 Columbus Parkway, Annapol MD 21402
(301) 269-7407

Footnotes

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