

Footnotes



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What Ever Happened to the Haight-Ashbury?

by Sherri Cavan, San Francisco State University

When the ASA met in San Francisco 20 years ago, the Haight Ashbury District had just burst into psychedelic splendor. There was dancing in the street, free food in the park, and an air of perpetual carnival. There were even Gray Line Tour buses. Haight Street and the counterculture it spawned was a cultural scene—a unique historic event.

Over the years, the district has become an interesting document in continuity and change, in conflict and coadaptation. Much of that document is visible to even the casual visitor, and I urge you to take a walk around Haight Street, circa 1989.

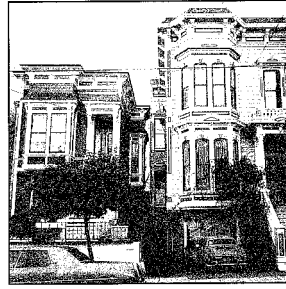
The architecture alone reveals a lot about the history of the neighborhood. When Golden Gate Park was first developed, wealthy Victorian entrepreneurs built their homes along the carriage entrance to the park, the Panhandle. They brought up large corner lots and built stately mansions on them. Many are still standing; others have been demolished. At the corner of Haight and Baker, across from Buena Vista Park, one of these mansions is now a Bed and Breakfast Inn. On the opposite corner is a complex of one bedroom condominiums that were built a hundred years later. One block west, on Lyon Street, you can see examples of more modest Victorian structures, built as homes for families of



The diversity of Haight Street on a Saturday afternoon.

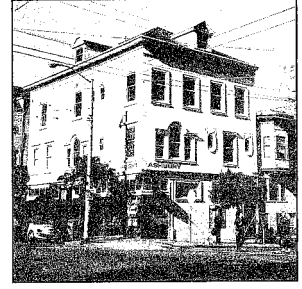
moderate means. Other families of means, but not wealth, built one or two flats above their homes, and numerous examples of these structures are found throughout the district, intermingled with structures that have been "modernized" at various times.

The varied architecture serves as a backdrop for the astonishing diversity of people who live in the neighborhood. You can encounter an aging population of pre-Hippie residents who purchased their houses and flats 40 years ago. Mr. Dahunan, my Filipino neighbor, still walks up to Haight Street with a plastic grocery bag in each hand, his eyes now dimmed by cataracts, his step slow. Around him are a sizeable coterie of orig-



Examples of working class and middle class Victorian architecture.

inal Hippies; some colonized the neighborhood in the 1960s; others came later. Next to them are the various manifestations of today's counterculture: the Skinheads who hang out at the clubs at the west end of Haight Street and propel themselves from one destination to another on skateboards and motorcycles; the Punks with their bright colored hair and multiple earrings; the Gothics in various versions of Dracula drag; the Neo-Hippies in resurrected bell bottoms and love beads. My Hippie neighbor Anastasia sewed banners for the Grateful Dead when they gave free concerts in the Panhandle. Her punk daughter Aiegra wears black motorcycle boots, has spiked magenta hair, and hangs out at the l-



Television crews from all over the world continue to film this corner.

Beam and the Nightbreak with others similarly groomed.

The neighbors on one side of me are gay. So are the neighbors on the other side of them. The district is full of rainbow flags, symbol of gay allegiance. They fly at various times and sometimes all the time.

See *Haight-Ashbury*, page 10

No Petition Candidates

No petitions for additional candidates in the ASA elections were received by the deadline. The election slate, published in the December 1988 issue of *Footnotes*, will stand. The March issue of *Footnotes* will carry biographies of the presidential and vice-presidential candidates. A complete set of biographies will be included in the ballot, which is sent out in the spring. □

INSIDE

Footnotes

- 1989 Program: Plenaries and Thematics, Plagiarism Case, ASA Journal Reviewers
- ASR Turns Fifty, Fennell New JHSB Editor
- Where Do Chairs of Graduate Departments Come From?
- ISA Competition for Young Sociologists
- What Do Our Introductory Sociology Students Know?
- Teaching Column
- Open Forum
- Jonathan Cole Named Columbia's Provost

Sociology and the Humanities Closing the Gap

by Joseph R. Gusfield

After years of cool co-existence, Sociology and the Humanities appear to be moving toward closer affinities, if not openness at least neighborliness. Writing in 1957, Bennett Berger described one view of Sociology as the bastard son of the Humanities, from where it gets its subject matter, and of the Natural Sciences, from where it gets its methods. That over-drawn description points to the commonalities and boundaries between Sociology and the Humanities. Any definition of the Humanities other than that of a university catalogue is bound to be arguable but I would include the major philosophical traditions, the literary products, the artistic creations and the political and cultural histories of Europe and the United States and recently, those of other societies of the world.

The Humanities have often been distinguished from the Sciences by an espoused focus on the "human" quality of their products. The idea of "human", as different from the animal, has emphasized both the artistic, aesthetic quality of the product—the novel, the poem, the

musical composition, the historical style and the personal, evaluative and analytical style of the individual scholar, the writer, the artist. From these perspectives, the model of the empirical scientist has emphasized the opposite—the detached, objective, impersonal and empirical method used in search of the general, the abstract, the rule or law. The humanist has been concerned with assessing and interpreting human experience and creating an aesthetic object through which his or her visions or understandings can be expressed to audiences. The scientist has been intent on the conceptual, the theoretical, the accurately proven and objective world of fact which can convince readers of the veracity of the analysis.

A "humanistic" component in Sociology and a sociological component in humanistic studies has existed for much of the history of Sociology. Such giants of Sociology as Veblen, Marx, DeTocqueville and Weber attest to the significance of their original interpretations rather than their research designs. Even Durkheim, who provided the major model for sociological research in *Suicide*,

has proven more significant for the concepts and theories of his analysis than for the "truth value" of his research. Within the Humanities the sociological paradigm of explanation through social structure has been immensely influential in History and especially in historicist and Marxist forms of literary criticism. The ways in which we have come to perceive our world has been expanded and directed through *The Protestant Ethic and Democracy in America* as well as through *Ode on a Grecian Urn* or *The Leviathan*.

A more specifically "humanistic" segment of Sociology has been drawn from those sociologists whose interests have been less constrained by canons of research design. The substance of the division has more to do with the role of imagination and the concrete in social studies than with a lack of concern for human values. I do not mean by "humanistic" a concern with human values and human purposes as distinct from scientific depersonalization. That invidious distinction ignores the mission of social improvement that has characterized

See *Sociology*, page 10

1989 Program: Plenaries and Thematics

by Joan Huber, *The Ohio State University*

The theme for the 1989 program concerns the interrelationships of macro and micro theories and variables, a persistent problem in most of the social and behavioral sciences. However, only one of the two plenary sessions that the program committee has planned addresses this theme: Micro-macro Issues in Stratification. With Doris Wilkinson presiding, the plenary will feature a paper by Rae Lesser Blumberg, drawing on her research on gender stratification in the third world. Randy Collins will present a paper based on his longstanding interest in macro and micro theories. The discussant will be Sam Preston, who recently served as president of the Population Association of America.

The second plenary session holds special status. Organized by Beth Schneider, this plenary features sociological research on AIDS. (In addition, the annual meeting site itself has presented unusual opportunities in other parts of the program to examine how San Francisco has gone about dealing with AIDS.) Nancy Stoller Shaw will preside. Papers will be presented by Dick Berk and Barry Adam. Bill Darrow of the Centers for Disease Control in Atlanta will be discussant.

Fourteen of the 15 planned thematic sessions are in final form. They include "Consequences of Aging Societies for Individuals," organized by Sam Preston.

Increasing the Pool of Reviewers for ASA Journals

The Task Force on Participation in ASA Activities was established a year ago to identify ways to increase and enhance the involvement of colleagues teaching in two and four year colleges (which will be called 2/4s for shorthand). The Task Force is looking at how 2/4s can participate in the editorial work of ASA journals, in the ASA annual meeting program, and in ASA committee service.

The Task Force made a presentation about its work to the ASA Publications Committee asking for ideas about structural changes, if any, that would enhance the participation of 2/4s. Several editors indicate they had many 2/4s on their boards and would welcome the vitae and letters of interest from any ASA members. The *Publications Manual* notes that "the selection of reviewers should never be made randomly or haphazardly from lists of volunteers or from lists of persons classified according to their specialties. Attempts should be made to include women and minorities among the reviewers, but in no case should the choice be made without knowledge of the qualifications of the reviewer."

Jeylan Mortimer, University of Minnesota, is the member of the Committee working on the revisions of the *Manual*. She suggested that language be inserted such as: "However, it is important to provide the opportunity for participation in publication activities to persons in four year colleges and two year community colleges, as well as to women, minorities, volunteers, persons on lists provided by interested groups, and any other persons with whom the editor or his/her colleagues may not be acquainted." The Publications Committee supported the general objective of the Task Force to increase 2/4s participation and, for example, thought that inviting scholars to act as additional review-

Papers will be presented by Tim Smeeding, an economist at Vanderbilt, and by Brian Gratton, a historian at Arizona. Martin Rein will be the discussant. "Micro-macro Theoretical Linkages in Social Demography" has been organized by Bill Mason. Presenters include Susan Watkins, Marta Tienda, Karen Mason, Donald Treiman, Ross Stolzenberg and Bill Mason. Barbara Entwisle will be discussant. "Family Responses to Macroeconomic Change" has been organized by Glen Elder. Rand Conger will preside. Ron Kessler and Sara McLanahan will present papers and Jeylan Mortimer will discuss them.

Macro-micro problems from the perspective of criminology will be addressed in "Age, Crime, and the Life Course," organized by John Hagan. Three papers will be presented by Al Blumstein, Albert Palloni, and Ken Land, respectively.

Wade Smith has organized an unusual session, "Losing a Generation of Children," making use of local California talent. Bill Wilson will make a presentation based on his book, *The Truly Disadvantaged*. The response will come from Tom Hayden, well-known activist of the late 1960s and now a California State Assemblyman.

Three sessions will address the interrelationships of social psychology and social structure. Morris Rosenberg will preside over the session "From Interaction to Structure." Papers will be presented by Carol Connell and Clark

McPhail, with Pamela Oliver and Sheldon Stryker as discussants. Donna Eder has organized a session entitled "From Interpretation to Structure" with papers presented by Ann Swidler and Karin Knorr-Cetina. Victor Nee has organized "From Exchange to Structure," with Jim Blackwell as presider. Karen Cook and James Coleman will present papers and Peter Blau will discuss them.

Jeff Alexander has organized a session called "Action and Structure in Social Theory" with presenters Margaret Archer and Piotr Sztomka. A session called "Action and Structure in Cultural Studies" is in the works but is not yet in final form.

Five sessions address central issues of organization and stratification. Mary Fennell will preside over "Micro-macro Dilemmas in Organizational Analysis," featuring papers by Lynne Zucker and Paul DiMaggio. Jim Baron will be discussant. Myra Marx Ferree will introduce the session on "Effects of Class Consciousness on Collective Action." The papers will be presented by Erik Olin Wright and Aldon Morris, and Reeve Vanneman will be discussant.

The session on "Creating Inequality within the Schools" includes Celestino Fernandez as presider, papers by Alan Kerckhoff and Hugh Mehan, and Barbara Heyns as discussant. Tom DiPrete will preside over "Structural Effects on Career Mobility." Papers will be presented by Rachel Rosenfeld and Ken Spenner, and by Shelby Stewman. Charles Halaby will discuss them. Paula England will preside over "Structural Effects on Women's Work" and economist Heidi Hartmann will discuss papers presented by Barbara Reskin and Jerry Jacobs.

In a coming issue of *Footnotes* the program committee will report on the seven special sessions which address highly significant topics but which do not readily fit with the program theme. □

Plagiarism Case Documented

The Editors of *Social Psychology Quarterly* and the *American Sociological Review* regret to report that a 1987 article published in *Social Psychology Quarterly* (Volume 50, Number 1:1-6) has been plagiarized from a 1970 article originally published in the *American Sociological Review* (Volume 35, Number 4:697-710).

The *Social Psychology Quarterly* article is titled, "The Interpretive Conception of Social Interaction and the Logic of Deductive Explanation," and is authored by Anne E. Foon, formerly associated with the Australian National University. The original *American Sociological Review* article was published by Thomas P. Wilson and is titled, "Conceptions of Interaction and Forms of Sociological Explanation." Professor Wilson is currently on the Sociology faculty at the University of California at Santa Barbara. In reviewing the case, the Publications Committee of the American Sociological Association (which produces both journals and holds the copyright of the original Wilson article) issued a finding of plagiarism. The editors of all of the ASA publications and the elected members of the publications committee wish to underscore our commitment to uphold the general scholarly norms regarding plagiarism.

This notice is being published simultaneously in *Social Psychology Quarterly* and the *American Sociological Review*. It is also being circulated to the relevant professional organizations. Members of the scholarly community should eliminate all ref-

Thank You, Members!

We thank all members who wrote in with responses to the annual meeting format report, the Code of Ethics, and the child care survey. Your ideas were included in reports to Council. The mailing was unavoidably delayed when our computer malfunctioned and could not produce a mailing list. The delay meant that the bulk mailing was finding its way to you during the holiday season. The mail was sent from Albany, NY. Such bulk mailings usually arrive in cities in order of proximity to the source. The Executive Office got its copies in mid-December, but a member in Rochester, NY, got his copy in January. We throw up our hands and apologize for these difficulties. We can still accept commentary on the annual meeting format. Please send it in at your earliest convenience. □

Long-Term Care Insurance Available

ASA now sponsors a nursing home insurance plan through Wolters, Inc. 55+ Long Term Care, a Nursing Home and Home Health Care Plan, is designed to help the insured cope with the financially devastating costs of extended nursing home and at-home care. Members and their spouses and parents (age 55-79) are eligible. The plan pays up to \$80 per day for covered nursing home care, plus up to \$40 per day for care at home. Premiums are based on the applicant's age upon entry to the program and do not increase with age.

For additional information about the new plan, contact: Albert H. Wohlers & Co., ASA Group Insurance Plans, 1440 N. Northwest Highway, Park Ridge, IL 60068-1400; (800) 323-2106/(312) 803-3100 Illinois residents. □

erences to the Foon (1987, *Social Psychology Quarterly*) article, citing instead the original source, Wilson (1970, *American Sociological Review*) in all future written work. Foon has requested that an apology to Wilson be included in this statement: "I apologize without reservation for the events which have occurred." The editors and the members of the Publications Committee wish to reaffirm that all possible steps will continue to be taken in the review process to avoid such violations in the future. □

Corrections

□ The November issue of *Footnotes* mistakenly listed Cedric Williams, a MPP Fellow, as a graduate student at Northwestern University. His correct affiliation is Washington State University.

□ In the December issue of *Footnotes*, Richard R. Peterson was omitted as a co-principal investigator with Barbara Heyns for an award received from the Sociology Program of the National Science Foundation.

□ Marie Haug's affiliation was incorrect in the December issue of *Footnotes*. She is Professor Emerita at Case Western Reserve University.

□ In the December 1988 issue of *Footnotes*, David Walczak was listed as a contact for a collection of software on teaching. He is collecting *songware*—or how song lyrics are useful in teaching sociology. □

Association for the Sociology of Religion Turns Fifty

by Loretta M. Morris, Loyola Marymount University (Los Angeles) and William H. Swatos, Jr., Editor, *Sociological Analysis* (Silvis, Illinois)

Currently celebrating its fiftieth anniversary, the Association for the Sociology of Religion marked the event with two special sessions at its 1988 annual meeting in Atlanta this August. The sessions were designed to complement each other, the first focusing on the Association's documented and undocumented history, the second engaging a distinguished panel of Association members in critically reflective discussion of the development of ACSS/ASR over the years. As the double designation suggests, the Association has undergone a metamorphosis since its founding half a century ago.

At its inception the Association was christened the American Catholic Sociological Society, a name it was to bear for thirty-one years. The brainchild of four American Sociological Society members dissatisfied with the positivistic bent of ASS at that time and convinced that Catholic sociologists would welcome a professional organization of their own, the Society's inaugural convention was held in December 1938, at Loyola University of Chicago.

The first President of ACSS was Ralph Gallagher, SJ, a mover and shaker for whom sociology was either applied or pointless. Chairman of the sociology department at Loyola from 1936 to 1963, he was Regent of the University's School of Social Work from 1942 to 1948, and in 1941 founded the Institute for Social and Industrial Relations at Loyola, whose director he remained until his death in 1965. Dr. Gallagher moved with equal ease among city bosses and city bums, pioneering effective training for law enforcement agencies, and speaking out vigorously for

the socially disadvantaged. His was a formative voice in the Society's early years, as he served in executive and editorial capacity for a considerable period.

Though it was Gallagher's original intent that ACSS should affiliate with the American Sociological Society, it never did. Relations with the senior society were nonetheless cordial, and the first ACSS conventions were coordinated with those of ASS—even during the difficult war years. Lack of affiliation with the sociological establishment may have brought with it one benefit: a certain freedom to experiment and pioneer, not only theoretically and pedagogically, but also administratively. The Society scored a professional first in 1943 by electing as its President Eva J. Ross of Trinity College (Washington, DC), the first woman in the United States to become president of a national or regional professional association of sociologists.

In its conventions ACSS promoted more than the right to huddle; it picked up a torch lit—but apparently dropped—by the American Sociological Society: a practical concern for excellence in sociology teaching at both the college and high school levels. It provided a place for exchanging syllabi, discussing teaching techniques, and trading information on textbook usage and evaluation. This was not viewed as dilution of professional focus or loss of professional nerve, but—given the resources and opportunities of the time—as the discharge of professional responsibility.

In fulfillment of its broader responsibilities, ACSS published a quarterly journal for its membership: *The American Catholic Sociological Review*. First appearing in 1940, and for fifteen years edited by Ralph Gallagher, the *Review* epitomized the promise and the problems of ACSS. The journal's

explicitly denominational outlook, which promised a philosophically justified and humane sociology, failed to support either a well-defined research focus or a sufficiently large pool of publishable authors. However, the *Review* proved to be the catalyst in transforming ACSS into the Association for the Sociology of Religion.

Within a year or two of becoming the journal's editor in 1961, Paul Reiss (then of Marquette University) had diagnosed a ringing dissonance between ACSS convention communications and reviewed editorial policy. There was clear evidence from convention papers of a continuing interest, not in Catholic sociology, but in the sociology of Catholicism. Indeed, he saw this focus as very possibly broadening into that of the sociology of religion generally. To reflect this emerging reality, the journal's name was changed after much discussion to *Sociological Analysis*. It was not until 1967, however, that the journal's subtitle appeared on the cover: *A Journal in the Sociology of Religion*.

The ACSS had been born in an intersubjective environment of faith, philosophy, and religious affiliation; but by the late 1960s the Society's members were studying that environment as a sociological object. Moreover, as ACSS President Robert McNamara noted in 1969, over a period of thirty years the academic climate had changed. No longer was there a suspicion in sociology that *anyone* with a religious orientation was ideologically incapable of solid sociological research; in particular, the scholarly community no longer viewed Catholic scholarly organizations with distrust. The denominational enclosure no longer seemed appropriate. It was thus that in 1970, after much soul-searching and some disaffection, the ACSS finally emerged from the chrysalis as the Association for the Sociology of Religion.

David O. Moberg served as the first non-Catholic Association president in 1977.

Today ASR numbers almost 600 members, and *Sociological Analysis* appears in approximately 700 college and university libraries. A "Presidential Issue" was added to the quarterly journal issues in 1986. Relations with the American Sociological Association remain cordial, but the two organizations retain separate identities. ASR usually meets three days immediately prior to ASA's annual meeting, in the same city, and the two organizations sponsor two or three joint sessions. Continuing to reflect its interest in teaching, ASR served as the agency for preparing ASA's teaching packet in the sociology of religion. Currently ASR is engaged in a deliberate review of its development efforts in order to communicate more effectively its interests to a wider audience within the profession. Recent years have also seen closer linkages with the (originally European) International Conference for the Sociology of Religion (CISR), which will this year observe its fortieth anniversary, as both organizations serve an increasingly worldwide membership.

Most of the historical presentations made at the 1988 meeting along with additional materials of interest to the history of the sociology of religion will appear in an Anniversary Issue of *Sociological Analysis* later this year (volume 50, number 4). An index volume to *Sociological Analysis* is planned for 1990, as well as a complete organizational history at a later date. ASA members desiring to obtain membership information from ASR or to inquire about specific publications should write to the ASR Business Office, Room 108 Marist Hall, Catholic University of America, Washington, DC 20064. □

Mary Fennell New Editor-Elect for *JHSB*

by Ann Barry Flood

It is a special pleasure to announce that Mary L. Fennell, having served ably as Associate Editor of the *Journal of Health and Social Behavior* since 1986, will be taking over as its Editor on January 1, 1990. Mary is currently Associate Professor in the Department of Sociology and Senior Research Associate at the Institute for Policy Research and Evaluation at the Pennsylvania State University. A brief description of her research and experience in health-related areas will serve well to illustrate the philosophy and directions she will impart to *JHSB* during her tenure as Editor.

First and foremost, Mary herself has approached medical issues from an extensive and thorough grounding in basic sociological theory and research design and methods. Her own training has also emphasized the importance of a multidisciplinary context for understanding the complex issues implicit in health care. Her PhD was from the Department of Sociology at Stanford University in 1978, concentrating on organizational sociology. She was a graduate fellow in the NIMH training programs at Stanford for three years and a postdoctorate fellow there in 1982. These programs deliberately gather students and faculty from multiple disciplines—all focused by their common interest in organizational research and problems.

Second, Mary's own research has emphasized the use of theory and methods "on the cutting edge." At the same time, her work takes a serious look at the current problems and pragmatic needs



Mary Fennell

facing today's health care delivery system. Her early work examined how health care organizations have adapted to the rapidly evolving health care scene. This work has made important contributions to the neo-institutional theory of organizations. It has simultaneously added to our practical understanding of the corporation of our health care system. Similarly, her recent book (with Richard Warnecke, *The Diffusion of Medical Innovations: An Applied Network Analysis*, Plenum, 1988) combines two previously unrelated sociological theories to describe and explain why organizations might choose initially to consider an innovation, redefine it to suit their particular environmental context, and then implement it. Besides its contributions to theory, this work also sheds important policy-relevant and pragmatic insights into how cancer therapy techniques get diffused throughout our system.

Third and last, Mary's work spans a

broad description of the settings and problems relevant to medical sociology: she has studied both acute care and mental health services; industry-based and community-based health programs; and networking within and between health care organizations and to their larger environmental context.

For example, her early work on alcohol and mental health programs in industry looked at how problems in employee performance evaluations were related to employees' use of alcohol to buffer job stress. Her recent work has turned to the currently important policy issue of the homeless. She is examining (with Russell Schutt) the interorganizational networks which have evolved to establish and run shelters, focusing on their effectiveness in providing services to the homeless who are chronically mentally ill. She is also studying (with Jeffrey A. Alexander) the influence of governing boards on profound changes in health care organizations (i.e., mergers, system acquisitions, corporate restructures, closures).

In addition Mary has been active in several capacities for ASA: she was a council member for the Section on Organizations and Occupations and has served as chair or member on several selection committees as well as organized sessions. She is also a member of the Academy of Management, Health Services Research Association, and the American Public Health Association.

In sum, the direction and leadership we can expect under Mary's able editorship should serve to feature and expand the strengths of a sociological approach, while embracing the broad-based context of medical issues in our society. □

Panel on Federal Employment

The ASA Committee on Federal Standards for the Employment of Sociologists (COFSES) will host a panel on employment in government at the 1989 meeting of the Eastern Sociological Society and the District of Columbia Sociological Society in Baltimore. The panel, to be held at 6 p.m. on Friday, March 17, will be followed by a reception. Participants include: David Armor, DOD; Christine Fossett, GAO; Katrina Johnson, NIMH; Ronald Manderscheid, NIMH; and Lambert Wenner, USDA. The committee is especially interested in learning about the experience and concerns of sociologists employed in state and local government. Given sufficient interest, the committee intends to establish a network of, and/or information exchange between these sociologists and those employed in the federal government. After the panel presentations, the floor will be open to suggestions as to how the committee might begin assisting government sociologists working at the state (and local) level. All sociologists are invited to attend this session and reception. Those who cannot attend, but who wish to express their ideas or concerns about government employment are encouraged to contact: Howard Iams, Chair, COFSES, 5516 Oakmont Avenue, Bethesda, MD 20817. □

Chairs of Graduate Departments: Where Do They Come From?

Thomas Van Valey, *Western Michigan University*, and Kathleen A. Tiemann, *University of North Dakota*

This short note represents the results of part of an ongoing research project aimed at individuals about whom we know surprisingly little—the people who chair graduate departments of sociology. Despite repeated calls for research in this area by Carrol (1979), Stull (1974), Storer (1980) and others, little information exists about the characteristics of the people who occupy these key positions, where they

Harvard appear in all twelve of the years studied. Chicago was the top chair producer in eleven of the twelve years studied (including two years when it was tied with Harvard). The single exception occurred in 1984 when Harvard took the top position and Chicago fell to fourth (behind Michigan State University and the University of Washington).

The rank order of chair-producing departments is further summarized in Table 2. The left-hand column of the table indicates the number of times each department has been among the top-ten

then repeated as we move down the column, almost to the bottom.

When the two rank orders are compared, it is clear that they are consistent with one another. The Spearman rank order correlation between the two was .90, and .94 among the top ten producers. They also correspond quite well with the institutions identified by Webster, Conrad, and Jensen (1988) in their recent comparison of departmental rankings. According to Webster, Conrad, and Jensen "... seven graduate sociology departments ... consistently rank near the top in the rankings.

ever, that there are a number of departments that are highly-rated by the National Academy of Sciences (1982) and in other rankings of departments but do not appear on the list of chair producing departments. Completely absent are Arizona, Johns Hopkins, the New School for Social Research, Princeton, Stanford, SUNY-Stony Brook, and UCLA.

To summarize, the data clearly demonstrate that there has almost been a monopoly in chair production held by less than 10 percent of the nation's graduate departments. The departments that are listed among the top chair producers account for an average of 47.6 percent of all department chairs over the twelve year period studied (the range is from 39.3% in 1983 to 61.1% in 1974).

Moreover, they represent an average of 7.2 chairs per department. Yet, there also are substantial differences among the chair producing departments. Between 1974 and 1985, there has been only one year when more chairs had graduated from a school other than the University of Chicago. Furthermore, the overall difference in the number of chairs produced by Chicago and Indiana University—the holder of the number 20 slot—is 145 chairs, or 362 percent.

One might certainly speculate as to why so few departments dominate in the production of chairs. Have some universities come to produce large numbers of chairs because of the sheer numbers of graduates produced, or because of the prestige associated with them and their alumni? Could it be that those who train at top-ranked sociology departments are more upwardly mobile and, therefore, tend to gravitate toward chair positions? By the same token, perhaps those individuals who become chairs are more "cosmopolitan" than "local" in their general orientation, and see the position as a stepping-stone, either to a position at another, more prestigious institution, or to a higher-level administrative position. Whatever the explanation, the preponderance of chairs from a few departments clearly argues for some kind of social-structural effect. Given the significance of the consequences, what that effect may be should certainly be a matter of concern to the discipline.

See *Chairs*, page 9

TABLE 1: TOP CHAIR—PRODUCING DEPARTMENTS, 1974–1985

1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
1 UC (7)	1 UC (18)	1 UC (18)	1 UC (24)	1 UC (18)	1 UC (16)	1 UC (12)	1 UC (15)	1 UC (15)	*1 UC (12) HU	1 HU (13)	*1 UC (11) HU
2 CU1 (10)	2 UW2 (9)	*2 UMI (10) OSU	2 UMI (10)	2 UMI (9)	2 UCB (10)	2 HU (10)	2 HU (10)	2 HU (12)	*3 CU1 (7) UW1	*2 MSU (10) UW1	3 UW2 (10)
3 UCM (9)	3 OSU (8)	4 UW2 (9)	3 OSU (9)	*3 UNC (7) OSU	*3 HU (8) UMI	*3 UMI (8) MSU	3 MSU (9)	*3 CU1 (8) UIZ	UW2	4 UC (9)	4 MSU (9)
*4 MSU (8) UNC	*4 UCB (7) CU1 HU	5 HU (8)	4 UW2 (7)	*5 CU1 (6) LSU	*5 CU1 (7) LSU	*5 CU1 (7) MSU	4 UMI (8)	5 UMI (7)	*5 UMI (6) MSU NYU	*5 OSU (8) WSU	5 OSU (8)
*6 OSU (7) UW2	MSU	6 UCB (7)	CU1 LSU	UM2	UNC	YU	CU1 UIZ UNC	*6 UCB (6) UNC OSU	*8 CU1 (5) UIZ	7 NYU (7)	*6 UM2 (7) WSU
*8 UW1 (6) UM2	8 UMI (6)	*7 CU2 (6) LSU	UNC	*8 HU (5) UM3 UO	*8 UIZ (6) YU	*8 UCB (6) UNC	CU2 PSU UW1	UW1 YU	LSU UNC UW1	*8 CU1 (6) UIZ USC	8 UT (6) YU
*10 CU2 (5) HU LSU UM1 UM3 UT YU	LSU UM2 UNC WSU YU	11 MSU (5) UM2 UM3 UNC PU	UIZ UM3 UO YU	11 BU (5) UW2	UP	13 BU (50) UT	12 BU (5) CU2 LSU UM2 UT	11 IU (5) MSU WSU UW2	11 CU2 (5) LSU UM2	UM1 NU	

*Indicates tie

Key to abbreviations:

BU—Boston	LSU—Louisiana State	PSU—Pennsylvania State	UIZ—Iowa	UO—Oregon	UW2—Wisconsin
CU1—Columbia	MSU—Michigan State	PU—Purdue	UM1—Michigan	UP—Pennsylvania	UV—Vanderbilt
CU2—Cornell	NU—Northwestern	UCB—California-Berkeley	UM2—Minnesota	USC—Southern California	USC—Washington State
HU—Harvard	NYU—New York University	UC—Chicago	UM3—Missouri	UT—Texas	YU—Yale
IU—Indiana	OSU—Ohio State	UII—Illinois	UNC—North Carolina	UW1—Washington-Seattle	

come from, how long they stay in them, and what happens to them when they leave.

The findings described here are based on data taken from the ASA's *Guide to Graduate Departments in Sociology*. Information is available on the degree-granting institution of each faculty member (including the chair). We have coded each year from 1974 through 1985. With this data, we are able to focus on the universities that produce graduates who later become chairpersons of graduate departments of sociology.

Table 1 shows the top chair-producing departments in the United States for each of the twelve years during the period between 1974 and 1985. To be listed among the 29 departments in the table, a department simply had to produce a minimum of five graduates who were listed as a department chair in a given year. The range in the number of schools listed is from eleven in (1978 and 1985) to sixteen (in 1974 and 1981). Plus, they account for as few as 79 chairs (in 1978) and as many as 113 (in 1974).

There does appear to be a slight tendency for the concentration of chair-producing departments to decline over time. The average number of chair-producers declines from 15 departments per year during 1974-1977 to 12.5 per year during 1982-1985. In addition, the proportion of all chairs accounted for by these departments drops from 55.2 percent during 1974-1977 to 43.4 percent during 1982-1985. Nevertheless, the table shows great consistency in the universities that are responsible for producing the bulk of departmental chairpersons. Of the 29 schools listed, 13 appear in at least seven of the twelve years for which results are reported. Moreover, the University of Chicago clearly heads the list. Only it and

chair producing departments during the years 1974 to 1985 (including ties). In this twelve year period, the same five universities appear over 80 percent of the time. In addition to the University of Chicago and Harvard University, the University of Michigan, Columbia University, and the Ohio State University each have been among the top-ten chair producing departments for ten or more years. Another seven institutions are also consistently on the top-ten list: North Carolina, California-Berkeley, Iowa, Yale, Wisconsin, Michigan State, and Louisiana State all appear between seven and nine times, or more than 50 percent of the time period studied. While nine additional institutions have made the top ten list more than once, their appearance is clearly not as consistent (i.e., Washington-Seattle, Minnesota, Washington State, Vanderbilt, Missouri, Cornell, New York University, Texas, and Oregon).

The right-hand column of Table 2 indicates the total number of chairs produced during the same twelve year interval. As we could expect, Chicago again dominates the list. Producing an amazing 185 chairs (a twelve year average of 15.4 chairs per year), Chicago's closest competitor is Harvard with 105 chairs (8.8 per year). The gap between positions two and three is also relatively large. The University of Michigan produced 86 chairs (7.2 chairs per year) over the twelve year period, or approximately 18 percent fewer chairs than Harvard and 54 percent fewer than Chicago. Continuing down the column, however, the differences are generally small. For example, between North Carolina (number 9), Yale (number 10), Louisiana State (number 11) and Iowa (number 12) the difference is only one chairperson each. This pattern of relatively small differences between adjacent rankings is

The same seven institutions are ranked the top whether departments are evaluated 'objectively' through quantitative indicators or 'subjectively' through a reputational approach." (1988:195) The seven schools are: California-Berkeley, Chicago, Columbia, Harvard, Michigan, North Carolina, and Wisconsin. All seven schools are also included in the top ten of both rank orders of chair-producing departments. It is also interesting to note, how-

TABLE 2: RANK ORDERS OF CHAIR-PRODUCING DEPARTMENTS

Number of Years in Top 10, 1974-85*	Total Number of Chairs Produced, 1974-85**		
1. Chicago	12	Chicago	185
2. Harvard	12	Harvard	105
3. Michigan	11	Michigan	86
4. Columbia	11	Ohio State	82
5. Ohio State	10	Wisconsin	79
6. North Carolina	9	Columbia	76
7. California-Berkeley	8	Michigan State	75
8. Iowa	8	California-Berkeley	71
9. Yale	8	North Carolina	63
10. Wisconsin	7	Yale	62
11. Michigan State	7	Louisiana State	61
12. Louisiana State	7	Iowa	60
13. Washington-Seattle	5	Minnesota	54
14. Minnesota	4	Washington-Seattle	52
15. Washington State	3	Cornell	50
16. Vanderbilt	3	Texas	49
17. Missouri	3	Vanderbilt	48
18. Cornell	3	Washington	47
19. New York University	2	New York University	45
20. Texas	2	Indiana	40
21. Oregon	2		

*Five departments made it into the top 10 once: Illinois, Pennsylvania, Pennsylvania State, University of Southern California, and Northwestern.

**Nine other departments have produced at least 30 chairs: Kentucky (31), Northwestern (31), Boston University (34), Duke (34), Missouri (34), Pennsylvania State (35), Oregon (35), Southern California (36), and Illinois (38).

ISA Competition for Young Sociologists

The International Sociological Association is organizing a worldwide competition for young scholars engaged in social research. The winners will be invited to participate in the XIII World Congress of Sociology which will take place in Madrid, Spain, July 9-13, 1990. Their essays will be published in English, subject to editorial revision, in the ISA's journal *International Sociology*.

By "Young Scholars," we mean people under 35 years of age on September 1, 1989. Participants should hold a Master's degree (or equivalent graduate studies diploma) in sociology or in a related discipline.

Candidates must send an essay of no more than 6,000 words, typewritten, double spaced, one side of the paper with margins of three cm; notes and bibliography should appear at the end of the text. We prefer essays focusing upon socially relevant issues. The phenomena examined may be social, economic, political, cultural or of any other kind; it is their interpretation or analysis that needs to show a sociological orientation (for instance, through the identification of social processes underlying the phenomena under scrutiny, critique of commonsense interpretations or of well established theories, etc.). Essays will be judged according to the perceptiveness with which issues are treated, the acuteness of observations, the consistency with which

the analytical framework adopted is used, the theoretical creativity and originality of ideas, and clarity of style. Extensiveness of referencing or the use of advanced statistical methods will only be given secondary importance, so as to provide participants with opportunities as equal as possible throughout the World. The organizers are particularly interested in receiving essays from scholars in Third World countries.

Essays may be written in one of the following languages: English, French, Spanish (the three languages of the ISA XII World Congress) as well as Arabic, Chinese, German, Italian, Japanese, Portuguese, and Russian. A jury will be set up for each of these languages (with the exception that Spanish, Italian and Portuguese will be treated together). Scholars whose mother-language is none of the above languages may submit a paper in English or French; their papers will be evaluated by two specific juries dealing respectively with English or French as second languages. All scholars may make use of this option if they prefer.

The juries will be chaired by members of the ISA's Executive Committee or other higher bodies. The Grand Jury will be chaired by the President of the ISA, Professor Margaret Archer.

Two copies of each essay should be sent to the following address: ISA

Worldwide Competition for Young Sociologists, a l'attention de Daniel Bertaux, Centre d'Etude des Mouvements Sociaux, 54 bd Raspail, 75006 Paris, France. They should be date stamped August 1, 1989, at the latest or reach Paris Secretariat before September 1, 1989.

In order to protect anonymity during the selection process, authors should include a separate sheet of paper with their name (capital letters), date of birth, mother-language, degrees, address where they can be reached and (optionally) their present occupation.

Initially, each jury will consider which essays meet a sufficiently high standard to be issued a letter of official commendation and to be listed in the *ISA Bulletin*.

Each jury will then preselect (by December 1989) a maximum of three essays whose authors will receive Merit Award Certificates, a four-year membership of the ISA, and an invitation to attend the XIII Congress. Although the ISA cannot guarantee to cover their travel costs, all the authors thus preselected will be nominated to the Congress' Travel Grant Committee.

Finally, out of those preselected, a Grand Jury will select up to five winning essays. Their authors will immediately be invited, all expenses paid, to participate in the World Congress. In case of multiple authorship, the subvention will have to be shared.

Additional information may be obtained from the Competition Secretariat in Paris; see address above.

The International Sociological Association was founded in 1949 under the sponsorship of UNESCO to advance sociological knowledge throughout the world. Address of Secretariat: Pinar 25, 28006 Madrid, Spain.

International Sociology is the quarterly journal of the ISA; it is published by Sage Publications Ltd (28 Banner Street, London EC1Y 8QE, UK), under the editorship of Martin Albrow, (Population Centre, University of Wales, College of Cardiff, 51 Park Place, Cardiff CF1 3AT, Wales, UK). □

Neff, Ronald L., Mississippi State University; "A Life Activities Inventory As a DWI Countermeasure," \$45,317.

Richman, Judith A., University of Illinois-Chicago; "Drinking Patterns of Male and Female Future MDs," \$59,625.

Roman, Paul M., University of Georgia; "Medicalization & Substance Abuse Treatment—Workplace," \$245,114.

Room, Robin G., Medical Research Institute of San Francisco; "Epidemiology of Alcohol Problems," \$1,512,328; "Epidemiology of Alcohol Problems: Risk of AIDS," \$720,762.

Shandler, Irving W., Diagnostic & Rehabilitation Center-Philadelphia; "Breaking the Cycle: The Addicted Homeless Mother," \$1,003,731.

Teplin, Linda A., Northwestern Memorial Hospital-Chicago; "Role of Alcohol Use in Breaches-of-the-Peace & Crime," \$103,544.

NIAAA has also issued a special solicitation for applications to study the relationship between alcohol and AIDS. NIAAA urges applicants to give added attention to the inclusion of women and minorities in study populations. Not including these populations must be justified by applicants. NIAAA is particularly interested in epidemiological, clinical & prevention, and biomedical research. Further information, application guidelines, and program requirements can be obtained from:

Daniela Seminara, PhD, Biomedical Research Branch, Division of Basic Research, NIAAA, 5600 Fishers Lane, Room 14C-20, Rockville, Maryland 20857; (301) 443-4223.

Mary C. DeFour, MD, MPH, Division of Biometry and Epidemiology, NIAAA, 5600 Fishers Lane, Room 14C-20, Rockville, Maryland 20857; (301) 443-4897.

Donald Godwin, Prevention Research Branch, NIAAA, 5600 Fishers Lane, Room 14C-20, Rockville, Maryland 20857; (301) 443-1677. □

Sociologist Finds Litigation Firm

The law has become so complex in recent decades that attorneys are now using a variety of scientists, engineers and other professionals to help them win cases. Attorneys realize that behavioral scientists are a necessary part of the team in complex cases in several fields of law.



Stephen J. Morewitz

To assist them, Stephen J. Morewitz, a sociologist, founded the first litigation sociology firm, Stephen J. Morewitz, PhD, & Associates (441 West Oakdale Avenue, 14D, Chicago, IL 60657) last summer. Litigators have available services for personal injury, medical malpractice, equal opportunity and criminal law matters. There might be a need for the experts to analyze basic information (such as accident/safety and medical records), using statistical methods and other behavioral science techniques. For instance, in the area of equal opportunity, winning the case very often hinges on analyses of hiring/firing practices and on prejudicial attitudes in the workplace. Proof of emotional distress might call for psychological tests and sociological evidence. Advice concerning prospective witnesses and jurors might be needed.

An active sociologist for ten years, Stephen J. Morewitz has conducted research on sexual harassment, worker safety and occupational diseases. Morewitz received his PhD in Sociology from the University of Chicago and is on the faculties of DePaul University and of the University of Illinois at Chicago. He has been the Research Director for the National Safe Workplace Institute. □

NIAAA Funds Sociologists, Seeks Proposals on Alcohol and AIDS

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) has supported the work of sociologists for several years. The Institute's divisional priorities are advertised regularly; inquires and applications from sociologists are encouraged. Individuals interested in learning about the Institute's interests should contact NIAAA directly. The contact person for information, deadlines, and applications in the Division of Basic Research is Dr. Sue Shafer, (301) 443-2530; in the Division of Clinical and Prevention Research, Dr. Richard Fuller, (301) 443-1677; and in the Division of Biometry and Epidemiology, Dr. Thomas Harford, (301) 443-3306.

The following sociological inquiries were funded by NIAAA during FY 1988:

Blankerts, Laura, Philadelphia, PA; "Comprehensive Services for Dual Diagnosed Homeless," \$588,663.

Blum, Terry C., Georgia Institute of Technology; "Worksite Integration of ADM Prevention Strategies," \$269,977; "Structure and Content of Employee Alcoholism Programs," \$171,827.

Brunswick, Ann F., Columbia University; "Multidimensional Study of AIDS Risk in a Black Community," \$42,000.

Fillmore, Kaye M., Medical Research Institute of San Francisco; "Situational and Contextual Factors in Drinking Practices," \$54,259; "Collaborative Alcohol-Related Longitudinal Project," \$295,474.

Hansen, William B., University of Southern California; "Adolescent Alcohol Prevention Trial," \$765,858.

Liu, William T., University of Illinois-Chicago; "Pacifc/Asian American MHRC Supplemental Grant for Alcohol Research," \$113,650.

Mulford, Harold A., University of Iowa; "Testing the Need for Elderly Problem Drinker Programs," \$122,850.

Neff, James A., University of Texas Health Sciences Center-San Antonio; "Drinking Patterns & Consequences: A Tri-Ethnic Study," \$190,574; "Alcohol Use and AIDS Risk Factors: A Tri-Ethnic Study," \$125,502.

Teaching About the Sociology of Family Crises

April 20-22, 1989
Fort Worth, Texas

Participants will:

- address issues including violence in the family, divorce, remarriage, and similar issues which may create crises in families
- work toward the development of units on various crises within the family for use within existing sociology courses or as the basis for courses on family crises
- identify theoretical perspectives as well as key pieces of research which can form the basis for a better understanding of family crises
- discuss materials including books and monographs, research works, films, and community resources available for use in units or courses on family crises
- examine typical student concerns and reactions to the discussion of family crises issues in the classroom and identify ways to respond to these concerns

Workshop Staff: Murray Straus, University of New Hampshire; Margaret Crossbie-Burnett, University of Wisconsin-Madison; Jean Giles-Sims, Texas Christian University; Charlene Urwin, Texas Christian University; J. Michael Brooks, Texas Christian University

Workshop Fees: \$275 for ASA members; \$385 for non-members (fee includes lodging and some meals).

A \$75 deposit and letter of interest should be sent to: Dr. J. Michael Brooks, Field Coordinator, ASA Teaching Services Program, Academic Services, Texas Christian University, Box 32877, Fort Worth, TX 76129. Letters and deposits are due by March 15, 1989.

What Do Our Introductory Sociology Students Know?

by Richard F. Tomasson, University of New Mexico

The title above bears an intended resemblance to *What Do Our 17-Year-Olds Know?* by Diane Ravitch and Chester Finn, Jr., an inquiry into what high school juniors know about history and literature. My study is a broader and briefer look into what students in introductory sociology courses know. To use the currently fashionable term, what is their *cultural literacy*? How much do they know about when the most significant persons and events, ideas and movements in the history of the West and of the United States occurred? And what do other sorts of people know compared with these undergraduates?

To do this, I had to develop a test that could be taken in a short period of time to encourage the participation of hundreds of undergraduates and 243 professors, lawyers and doctors. The test consists of 100 pairs of names to which the respondent is asked "Which came first?" The original list was based largely on names having the most citations in Bernard Grun's *The Timetables of History* and John Herman Randall's *The Making of the Modern Mind*. No person deceased less than a decade was to be included. The list of pairs went through several revisions, being criticized along the way by several of my colleagues. These judges were asked to make suggestions of additional names, more well-known or important names, and to insure that the pair comparisons were clear-cut and without ambiguity. (We failed, perhaps, in one or two of the pairs.)

The 200 names in "Which Came First?" are many fewer than the more than 4,000 in Hirsch's list of "What Literate Americans Know" in his best-seller *Cultural Literacy*, but it contains a dozen important names missed in his vacuum cleaner approach.

The sociology student sample consisted of 1,397 completed tests out of 1,446 turned in. Their simple Mean Score was 68.5 correct. These were students in introductory sociology courses at six universities: Arizona State, University of Arizona, Harvard, University of Illinois at Urbana-Champaign, University of New Mexico, and University of Washington (here the sample was a large introduction to deviance class).

Introductory sociology courses get a broad array of liberal arts students and students from other colleges in the universities; few are sociology majors. The majority of the student sample were freshmen and sophomores, but there were also sizeable minorities of juniors and seniors. Males and females were roughly equal in number. The average class status of the sample was sophomore and the modal age 19/20, but in all the samples, except Harvard, there were some students in their upper 20s and 30s, and even a few in their 40s and 50s. There is a clear correlation between score and age through the upper 20s, but after that there is no relation. Class status, as would be expected, is also positively correlated with score. All classes were tested during the 1987-88 academic year.

Fifty sociologists from five universities (Indiana, University of Massachusetts-Amherst, New York University, Rutgers-New Brunswick, and Western Michigan) completed the test as did 45 English, history, and mathematics faculty at the University of New Mexico. There was virtually no difference between these two faculty samples, both had simple Mean scores of 96 percent correct.

Half of the lawyers (N=87) in the three largest law firms in Albuquerque completed the test as did almost 40 percent of the doctors (N=61) in the largest Health

Maintenance Organization in New Mexico. Both the lawyers and doctors had simple Mean Scores between 93 and 94 percent correct. In the interest of simplicity and because the lawyers and doctors are not far behind the professors, the results for the four professional samples are combined here and compared with the sociology students.

There are problems of interpretation with "Which Came First?" Because only completed answer sheets were tabulated and the .5 probability of choosing the right answer to any pair with no knowledge, it is mathematically justifiable to use a score obtained by subtracting the number of wrong answers from the number of right answers. Choosing A and B at random by flipping a coin would yield a score of around 50 percent. But people with some knowledge operate differently.

How, otherwise, is it to be explained on the basis of chance that only 29 percent of the total student sample was correct on the Beethoven—Vivaldi pair? Answer: They knew that Beethoven was born some centuries ago, but they at least did not know when Vivaldi lived. (He preceded Beethoven by almost a full century.) The same sort of explanation can be offered for the American Revolution—French Revolution pair (36 percent correct), the Chaucer—Shakespeare pair (42 percent correct), the Crusades—Punic Wars pair (43 percent correct), and, to a lesser extent, for a number of other pairs.

But random theory does seem to apply to many of the pairs. Percentages correct then, would be expected to fall between 50 and 100 percent. From the 57 percent of the students who gave a correct answer to the Franklin D. Roosevelt (FDR)—Theodore Roosevelt (Teddy) pair, I would surmise that the great majority of them can't distinguish between the two. And, like Disraeli's wife, a majority get mixed-up as to which came first, Greece or Rome (Classical Greece—Classical Rome, 70 percent correct).

A meaningful average score, then, would fall somewhere between the simple Mean Score and the Mean Score Right Minus Wrong. The best measure possible of average scores with these data is to use the average of the simple Mean Score and the Mean Score Right Minus Wrong. Let us call it the Modified Mean Score. For the total student sample this would be 53 (the average of 68.5 and 37.0), an F by anybody's reckoning. Five of the six universities taken separately score Fs. Harvard gets a C with a Modified Mean Score of 75 (the average of 83.3 and 66.6). The professionals get an A—with a Modified Mean Score of 93 (the average of 94.8 and 88.6). The sociologists get an A with a 95, and so do the other faculty with a 94.

The 100 pairs can be disaggregated into seven more or less arbitrary categories: U.S. history, non-U.S. history, literature, philosophy, science and technology, religion, and art and music.

U.S. History

The percentages correct for the total student sample and the combined professional sample for the 24 pairs dealing with U.S. history are listed below. They are listed in rank order in terms of percent correct of the student sample. The simple Mean Scores for the combined 24 pairs are then given for the two samples with the more meaningful Modified Mean Scores in parentheses.

	Students	Profs
France—United States	94	99
Columbus—Lewis and Clark	91	100
Great Depression—Korean War	86	99

Florence Nightingale—Eleanor Roosevelt	81	99
Prohibition—World War II	81	98
Andrew Jackson—Thomas Jefferson	76	97
Harvard University—Oxford University	74	99
Brown v. Board of Education of Topeka—Dred Scott Decision	74	98
French and Indian Wars—Norman Conquest	72	100
Mexican-American War—War of 1812	72	93
North Atlantic Treaty Organization—Vietnam War	71	99
Martin Luther King, Jr.—Booker T. Washington	69	97
John Dewey—Alexis de Tocqueville	68	94
Bill of Rights—Monroe Doctrine	63	96
Lyndon Johnson (as President)—John F. Kennedy (as President)	58	94
Franklin D. Roosevelt (FDR)—Theodore Roosevelt	57	98
Social Security—Universal Male Suffrage	57	91
New Deal—Progressive Era	57	86
Magna Carta—Mayflower Compact	54	100
Andrew Carnegie—John Paul Getty	53	98
Dwight D. Eisenhower (Ike)—Harry S. Truman (as Presidents)	51	92
Herbert Hoover—Woodrow Wilson	51	93
US Civil War—Spanish-American War	42	90
American Revolution—French Revolution	36	82
Average	66 (49)	96 (92)

The least that can be said is that these sociology students do no better in the chronology of U.S. history than Ravitch and Finn's 17-year-olds in spite of their being more academically select (they went to a university) and typically 2 or 3 years older. Ravitch and Finn's 26 chronology questions in U.S. history received a score of 51 percent correct compared with a Modified Mean Score of 49 percent correct for the 24 pairs above. The questions asked of the 17-year-olds had four alternatives and were more complex than my simple "Which Came First?" pairs. The questions are not directly comparable, but they cover similarly significant names and events.

There may be regression in knowledge of U.S. history between the junior year in high school, when most students take U.S. history, and subsequent years. Most American undergraduates take no U.S. history in the university.

The only pairs for which the professionals score less than 90 percent are American Revolution—French Revolution (Mean Score of 82 percent) and New Deal—Progressive Era (86 percent). For only two of the pairs do the students score 90 percent or more, France—United States (94 percent) and Columbus-Lewis and Clark (91 percent). In none of the seven subject areas is the gap between the undergraduates the professionals greater than for U.S. history.

Non-U.S. History

The 21 pairs dealing with non-U.S. history are as follows:

	Students	Profs
European Economic Community—Holy Roman Empire	90	98
Byzantine Empire—Unification of Germany	88	99
Alexander the Great—Frederick the Great	84	99
Battle of Waterloo—World War I	80	99
Kruschev—Stalin	79	100
League of Nations—United Nations	79	99
Otto von Bismarck—Adolf Hitler	76	100
Allied Invasion of Normandy—Defeat of the Spanish Armada	75	96
England—Yugoslavia	75	96
DeGaulle—Napoleon	72	98
Ferdinand and Isabella—Victoria and Albert	72	98
Classical Greece—Classical Rome	70	97

Julius Caesar—Peter the Great (Peter I)	69	98
Simon Bolivar—Hernando Cortes	68	96
Charlemagne—Louis XIV	66	98
Alfred the Great—Elizabeth I	54	81
Chinese Communist Revolution—Russian Revolution	53	90
The Enlightenment—Romanticism	51	87
Antiquity—Middle Ages	50	95
Winston Churchill—Benjamin Disraeli	48	92
Crusades—Punic Wars	43	73
Average	69 (54)	95 (93)

Among the students only one pair had a simple Mean Score as high as 90 percent correct, European Economic Community—Holy Roman Empire. Among the professionals three of the pairs had simple Mean Scores under 90 percent correct. Crusades—Punic Wars (72 percent) is evidence of a low level of knowledge of ancient history among the professionals to say nothing of the undergraduates (43 percent). Alfred the Great—Elizabeth I (82 percent and 54 percent) suggests that Alfred the Great is not a much-known historical figure to the professionals. The Enlightenment—Romanticism pair had simple Mean Scores of 87 percent for the professionals compared with 51 percent for the undergraduates.

Literature

Nineteen pairs involve novels and novellas, poets and writers. All are among the most established in the Western and Anglo-American traditions.

	Students	Profs
Beowulf—Virginia Woolf	82	99
Don Quixote—War and Peace	80	96
Lord Byron—T.S. Eliot	79	98
Robert Frost—Henry Wadsworth Longfellow	76	96
Victor Hugo—Voltaire	76	94
Sir Walter Scott—Oscar Wilde	72	98
Henrik Ibsen—Eugene O'Neill	68	95
Johann Wolfgang Goethe—Franz Kafka	67	99
Jane Austen—James Joyce	67	91
Dante—Garibaldi	65	95
Robinson Crusoe—Treasure Island	64	80
William Faulkner—Mark Twain	62	94
Moliere—Jean-Paul Satre	60	96
Ernest Hemingway—Herman Melville	55	96
Homer—The Vikings	53	92
Samuel Johnson (Boswell's Johnson)—George Bernard Shaw	50	94
W.H. Auden—William Wordsworth	47	89
David Copperfield—Tom Jones	44	53
Geoffrey Chaucer—William Shakespeare	42	94
Average	64 (46)	92 (88)

For none of the literature pairs did the students have a simple Mean Score greater than 82 percent correct (Beowulf—Virginia Woolf). The professionals, on the other hand, had Mean Scores under 90 for three pairs: *David Copperfield*—*Tom Jones* (53 compared with 44 percent for the undergraduates), *Robinson Crusoe*—*Treasure Island* (80 and 64 percent, and W.J. Auden—William Wordsworth (89 and 47 percent).

Philosophy

The eleven pairs dealing with philosophy, broadly defined, are as follows:

	Students	Profs
Confucius—Mahatma Gandhi	88	97
Thomas Aquinas—Aristotle	87	99
Saint Augustine—Socrates	73	98
John Locke—John Stuart Mill	68	86
John Maynard Keynes—Adam Smith	62	92
Laissez-faire—Socialism	61	93
Edward Gibbon—William James	60	76
Lenin—Jean Jacques Rousseau	58	95
Niccolo Machiavelli—Benito Mussolini	56	99

Teaching

Teaching, Internships and Employment: An Opportunity for Humane Social Change

by Richard Salem and Charles S. Green III,
University of Wisconsin-Whitewater

Recent research focusing on the types of skills, knowledge or competencies various groups expect sociology bachelor's degree graduates to bring to the work place suggests that both employers and applied sociologists who work in organizational settings generally agree (Brown, 1984; Grzelkowski and Mitchell, 1985; Lyson and Squires, 1983, 1984). Communication skills (both written and oral), quantitative skills and "problem solving, analytical or critical thinking" generally fall at the top of the list. Of secondary importance, but still highly ranked, are "relational," "leadership" and "team-oriented" skills. Toward the bottom of the list one finds creative or value-oriented abilities such as developing or evaluating policy options or designing new projects.

In other words, both sociologists and those who would employ them value our graduates for the kinds of abilities that any college graduate in almost any field is assumed to possess. We need to reflect on what we as an intellectual discipline have to offer which is different from both other liberal arts areas and, especially, vocational programs such as business or engineering. In fact, Mills has presented us with a foundation for the reanalysis of our efforts to prepare students for jobs through his description of the "sociological imagination." Accordingly, he suggests that we as teachers need to promote a "quality of mind that will help them to use information and to develop reason in order to achieve lucid summations of what is going on in the world and of what may be happening within themselves." (Mills, 1959; page 5). In brief, his argument that sociology and sociologists must seek to provide insight and understanding to enable human beings to seek a more humane and "rational" social environment suggests that the core of our mission as teachers is (or should be) assisting students to reevaluate their own values and commitments on the basis of the knowledge and insights of the discipline.

Humane Social Change and Teaching Strategies

The foregoing suggests that efforts to promote applied undergraduate programs must go beyond the issues of analytical and communication skills to deal with the questions of what we know and what we want to do with this knowledge as understood within the framework of our own and others' values. How can we accomplish this objective? Four strategies have been or could be employed. First, we typically teach a variety of courses which develop the issues and present the research found in the literature. When students select those which fulfill the requirements of the sociology major, we assume that we are having a "broadening and enriching" impact. Second, a few colleges have introduced courses focusing on the issue of ethics with a special emphasis on decisions made in the work place. Next, many colleges and universities have recently begun or explored the development of courses in "critical thinking." Lastly, some colleges have attempted to integrate traditional liberal arts programs with one or a series of experiential learning assignments.

Research suggests that our use of the first and most basic strategy can have the kind of impact we contend to be more central to the discipline than technical or analytical skills. A variety of studies suggest that, in fact, students who major in the liberal arts tend: (1) to have greater personal and interpersonal flexibilities, (2) greater communication and relational skills and (3) greater tolerance for alternative value systems (Feldman and Newcomb, 1970; Astin, 1977; Beck, 1981). Moreover, a recent survey of the teaching literature (Pascarella, 1980) finds substantial evidence that these outcomes can be enhanced by the "closeness" of faculty to students and the degree of concern faculty have for striving to use both the subject matter of the discipline and their own personal relationships with students to encourage students to reevaluate values and perspectives held prior to college entry.

Specific strategies such as the introduction of an ethics course or one dealing with "critical thinking" are obviously meant to enhance the types of influence outlined above, but with regard to specific intellectual abilities or sensitivities. For a number of years we have had a course at UW-Whitewater focusing on career development with extensive content dealing with ethical "decision-making" with the objectives of encouraging students to examine the role of values and personal motivations within the context of organizational culture and expectations. A key source for this course is Weinstein's (1979) book on bureaucratic opposition. She focuses on the analysis of four broad types of ethical misconduct situations: (1) internal rule violations, (2) external rule violations, (3) internal policy disputes, and (4) external policy disputes (Green and Salem, 1983). On the other hand, many colleges and universities have moved toward the development of courses in "critical thinking" which are often offered by philosophy departments. Recently, however, sociologists are developing courses and texts to support specific courses in critical thinking in sociology. Generally they seek to develop so-called "micro-level" and "macro-level" skills. Micro-level skills include the abilities to clarify issues, find value assumptions, assess logical consistency, and determine fallacies in an argument. These and other skills are applied within the context of "macro-level abilities" which include a skeptical stance regarding others' beliefs or conclusions, a predisposition to seek supporting evidence, creativity, a commitment to "open-mindedness" and an openness to self-criticism. These and other skills and attributes are encouraged through the intensive analysis of specific research and/or published materials from a variety of sources (Dorn, 1987; Mayer, 1986). Both of these recent efforts to translate sociological understanding as is traditionally presented into sensitivities which can presumably influence decision-making seem promising and, indeed, bring to mind a commentary in Lester Ward's *Applied Sociology*. He contended (pages 5-6) that "Just as pure sociology aims to answer the questions what, why, and how, so applied sociology aims to answer the question what for. The former deals with facts, causes, and principles, the latter with the object and/or purpose. The one treats the subject matter of sociology, the

other its use. However theoretical pure sociology may be in some of its aspects, applied sociology is essentially practical. It appeals directly to interest. It has to do with social ideals, with ethical considerations with what ought to be."

Social Ideals and Experiential Learning

Ward's commentary focuses attention on a key issue with regard to the ability of sociological understanding to contribute to the development of the ethical/critical sensitivities of the individual student as well as the concrete opportunity for graduates to make a humanizing impact. He links knowledge to action. This link is the goal of experiential/internship learning programs which have grown markedly during the past fifteen years. On the one hand, many have simply seen such programs as vocational training opportunities, but a few have emphasized their potential to promote change through allowing the individual to bring together academic coursework with the opportunity to apply knowledge and insight in an action setting (Howery, 1983; De Martini, 1983). De Martini makes specific suggestions (p.26-29) about how students placed in organizational settings can analyze situations and consider change options as part of the internship experience. Whether or not these analyses remain simply hypothetical or, indeed, are presented by students to their organizational supervisors, internships do present opportunities to gather information, explore the literature and conceptualize problems within the work setting.

Of great significance to many students is the credential an internship provides for a professional job after graduation. Prior to the development of the internship program at University of Wisconsin-Whitewater, survey results revealed a sorry picture of many graduates unable to find professional and personally rewarding employment. Since 1976 we have placed over 350 interns in social service, criminal justice, public administration and corporate settings (Salem and Green, 1982; Salem and Grabarek, 1986). Also, we have developed a handbook recommending appropriate minors and electives for a number of "career paths." Results from a follow-up survey demonstrate that those who elected internships (as compared to those who did not): (1) were more likely to find jobs, (2) had more responsible jobs and (3) saw their education as more related to their current job.

Has the thrust of our program and most other similar programs been simply vocational and much less of an instrument for the integration of "understanding" with "action"? In one sense we have answered that question with a tentative "yes," because we have recently made curricular changes to make our program less "vocational" by requiring majors or minors to take our "ethical practice" course prior to the internship elective (while allowing them to use this course as an alternative means to fulfill an advanced "methods" requirement). We have also changed the nature of this course in several ways. We have expanded coverage of applied policy research and plan to use it as a vehicle to begin the students' planning and literature search for a required analytical paper focusing on their internship experience.

In another sense, however, the answer to the vocationalism question must be, "no," because the internship is one of the few means available to sociology majors to examine the insights they have gained in the classroom using a work setting that has been specifically chosen to be relevant to their career objectives (Danzger, 1988, pages 41-48). Moreover, the internship allows students to make contacts in the professional work world as well as to establish a credential which can be instrumental in convincing a potential employer to hire a "sociology graduate." As we all know, it is very difficult for most employers—except in a few fields—to see any job related value in "sociology" or other liberal arts majors. Even many social service agencies seem to prefer hiring graduates who have a bachelor's degree in "social welfare." Therefore, the internship is extremely important if we seek to provide the opportunity for those who graduate with a sociology major to get the chance to actually use the sensitivities which we like to think we generate. In essence, we need to view our graduates as individuals who can have an important impact on the day-to-day decisions made in government, human services, criminal justice and most especially in the corporate sector, but must also recognize that this is not possible without the credential to get the job or the experience that the internship can provide for making sociologically informed decisions.

Internships and "Progressive" Social Changes

As of yet we do not have "hard evidence" that student interns or sociology graduates always apply the kinds of sensitivities we seek to foster in such a way as to make the organizations in which they work more humane (Michelowski, 1985; De Martini and Whitebeck, 1986). However, the results of a recent survey of our graduates strongly suggests that they do attempt to remedy a number of illegal, discriminatory or incompetent actions of co-workers (Green, 1986). In addition, there is much anecdotal evidence to suggest that the internships be viewed as an opportunity for the integration of classroom insights and on-the-job tasks. We would like to comment briefly on two such situations.

Approximately three years ago we placed three students at the regional offices of a major convenience store chain to work with the director of human resources to explore the general problem of turnover among store clerks and managers. All three students were sociology majors who had either an economics, general business or personnel management minor, and who expected to seek employment in a corporate setting. First, they used available data to examine demographic factors and exit interview responses correlated with length of employment with the corporation. Then, they developed and conducted a job satisfaction survey evaluating a number of job related dimensions of satisfaction including such items as: pay, opportunity for advancement, supervision practices, opportunity to make decisions and opportunity to use personal skills or abilities. They then used their research findings to make recommendations to the human resources

(continued on next page)

Teaching, from page 7

director. Some key findings suggested that middle-aged married women were the most stable employees. Primary areas of dissatisfaction were pay, supervision practices and opportunities for decision-making. The students recommended a scheme of participatory decision-making much like the efforts undertaken in quality circles as well as a new pay and reward structure. What they were able to do was to use the data to make recommendations to management from the perspective of the worker in a corporation not noted for its sensitivity to employee concerns. They even used a complex formula gleaned from the "personnel management" literature to support their recommendations in terms of the "total cost of employee turnover." The variety of courses they had taken in such areas as "personnel," "social stratification," and "sociology of sex roles" was not unrelated to their advocacy of these changes.

In the second instance the graduate of our department who is employed as a police officer (who had completed an internship in a county sheriff's department) recounted a story bearing on ethics for one of our criminal justice classes. During the past year he was called to the scene of a reported fight. When he arrived, he encountered several black and Cuban men who appeared to be very drunk. Two of the Cuban men present were well known to the police from other encounters spurred by their drunk and disorderly conduct. He intervened in the situation by joking with them and suggesting that other people in the neighborhood were being bothered by their behavior. They quieted down, and consequently, he was about

to leave when a black officer arrived on the scene to threaten the blacks using—of all things—racially provocative language. This led to an arrest of one of the men by the black officer. Our former student mentioned this incident to his sergeant. A week later he was called to the lieutenant's office and reprimanded for "badmouthing" a fellow officer. However, he clearly acted in the best interests of the drunken men by treating them with respect and declining to use the option of arrest and also, in an ethically defensible manner by questioning the behavior of a fellow officer. Here again, we feel that his behavior (which we view as appropriate) was probably influenced by the nature of our criminal justice courses as well as the realistic experiences upon which he was expected to reflect during the course of his own internship several years earlier.

Conclusion

In sum, the police officer had the benefit of both academic coursework and an internship while the corporate interns were given the opportunity to recommend action on the basis of both prior academic experience and the data they collected. We believe that both were linking the knowledge, insight, and sensitivity gained in their undergraduate years to concrete actions in the world of work in the sense suggested by both Mills and Ward. This, we contend, must be an important goal of undergraduate education in sociology which may be most effectively attained through the internship experience. Further, the relatively recent development of "clinical sociology" (McDonagh, 1986) as an interest suggests that we need to seriously exam-

ine not only the action outcomes of knowledge in the traditional objective sense, but to explore the many, many specific situations in which sociology is or can be used to attain a more progressive and humane society. As teachers we need to take advantage of both classroom and experiential forms to enable graduates to have an impact in the social contexts in which they work.

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Rich Survey Data Available

A survey of all U.S. cities over 25,000 in population is now available to urban researchers through the Inter-university Consortium for Social and Political Research in Ann Arbor, MI. The survey includes measures of citizen power, voluntary associations, civility participation, and policy strategies.

Data come from the Fiscal Austerity and Urban Innovation Project, the most extensive study of local government in the world to date. In some 35 other countries analogous studies are in progress. While it is more than a \$7.5 million project, costs have been divided among participating teams so that most have made modest investments. The Project remains open to persons interested in participating in different ways, from attending conferences to analyzing the data, or publishing in the *Newsletter*, annual volume *Research in Urban Policy*, or the new *Sage Urban Innovation* book series.

The mayor, chair of the city council finance committee, and chief administrative officer or city manager have been surveyed using identical questions in each city of the U.S. over 25,000—nearly 1,000 cities. Most U.S. data collection was completed in the winter and spring of 1983. Questionnaires were mailed; telephone follow-ups and interviews were used to increase the response rate to about 45 percent. Questions are included about fiscal contracting out, user fees, privatization, across-the-board cuts reducing workforce through attrition, and maintenance of capital stock. Other items concern revenue forecasting, integrated financial management systems, performance measures, management rights, and sophistication of economic development analyses. Unlike most studies of local fiscal policy, the Project includes items about local leadership and decision-making patterns, such as preferences of the mayor and council members for more, less or the same spending in the 13 functional areas. Other items are policy preferences, activities, and impact on city government by 20 participants, including employees, business groups, local media, the elderly, city finance staff, and federal and state agencies. Several items come from past studies of local officials and citizens, thus permitting comparisons of results over time.

Terry Clark is coordinating the Project. Mark Baldassare and Lynne Zucker developed the survey administration procedures. Robert Stein merged Project data with data from the Census and elsewhere. A newsletter issued every few months helps coordination, complemented by correspondence and phone calls.

For more information, contact: Terry N. Clark, Department of Sociology, University of Chicago, Chicago, IL 60637. □

Writing Skills Workshop

How to Improve Your Writing and Your Chances of Getting Published In the Popular Press

April 15, 1989
New York City

- **Participants:** Learn what makes for effective writing, how to contact editors, how to write a proposal or an article query and get it to editors, how to reach a broader audience, some of the common causes of writer's block and how to overcome it, and how to overcome a block towards selling your work to a publisher.
- **Workshop Leader:** Jan Yager, a PhD in Sociology, is the author of *How to Write Like a Professional* (Arco/Simon & Schuster), seven other non-fiction books (with such publishers as Scribner's, Prentice-Hall, Antheneum, and Garland), and hundreds of magazine and newspaper articles. Her ninth book will be out in August with Doubleday. She has taught non-fiction writing at Pennsylvania State University.
- **Time and Place:** The workshop will begin at 9:00 a.m. and end at 12:00 noon, April 15, at the Salisbury Hotel.
- **Fees:** \$45 to ASA members; \$70 to non-members. The fee includes registration, workshop forms and printed materials, coffee and Danish.
- **Application Deadline:** March 30, 1989.
- **For information and an application form, write:** Stephen A. Buif, Director, Professional Development Program, ASA, 1722 N Street NW, Washington, DC 20036.

Open Forum

A Request for Clarification

In the December 1988 *Footnotes*, Ellen Berg used my name in an enigmatic way. It seems fitting that I clarify the situation. Ms. Berg related the sad, but uplifting, story of Levi Kamel's life. Kamel is, says Berg, "... particularly stimulated by the nature-nurture debate about the development of sexual orientation which was joined by Thomas F. Hoult and Fred Whitam at Arizona State." Ms. Berg went on to say that Kamel found the "... sociologically heterodox nature side of the debate compelling." The basis for Kamel's conclusion was, in large part, Whitam's studies of homosexuality—studies which Berg describes in some detail.

In contrast, Ms. Berg does not describe my relevant work at all. This is understandable. Her subject, after all, was the life and beliefs of Levi Kamel. But it is not also part of the larger story to relate that Kamel's beliefs about sexual orientation—however brave his current battle against disease—represent a distinctly minority view in sociology? If that point is not made and emphasized, there is a risk that innocent students may be misled into concluding that when it comes to human sexuality, the nature side of the nature-nurture argument is the one which should prevail.

Such a conclusion is grossly in error, as I have indicated in detail elsewhere (Hoult, 1984). I demonstrated that an overwhelming mass of research has shown that human sexuality is best perceived in terms of a nurture paradigm. This paradigm: "... suggests that humans are born with

an undifferentiated sexual drive so malleable that it can be channeled in one or more of a multitude of directions. More specifically, we are born neither heterosexual nor with any other particular sexual orientation. Rather, in social interaction and in accordance with behavioristic principles, we learn our sexual orientation and other facets of sexuality much as we learn our native language. The things we learn are, so to speak, "in the lap of the gods," although cultural pressures and biases incline most people toward that which is popularly defined as "normal." (Hoult, 1984:138)

After reviewing all the pertinent literature, I concluded that research commonly cited to support a biologic view of human sexuality is methodologically deficient or inconclusive or open to contradictory theoretical points of view. Further, much of such research focuses on animal studies and thus has little if any relationship to human behavior which is generally shaped by cultural values.

Given such a record, it is intriguing to ask: Why—in the face of massive evidence favoring a contrary view—do some people, when considering human sexual behavior, continue to cling to the biological model? I do not know the answer to the question, but I suspect that wishful thinking is an important factor. Consider this hypothetical sequence: The gods decree (so to speak) that some people will have a sexual orientation that the general public hates or fears. Motivated by their negative feelings, many members of the public discriminate against, and otherwise injure, members of the despised sexual

minority. Victims of the discrimination quite reasonably seek protective color. Some decide that such coloration would be provided if the general public believes that sexual orientation is inborn and therefore "can't be helped."

I am deeply sympathetic to such a view. I wish it would work as hoped. But that seems unlikely, given the experience of (for example) Jews and blacks. That their "condition" is inborn is acknowledged everywhere, but that fact has obviously not mitigated the evil effects of white supremacy and anti-Semitism. So it would likely be with sexual orientation. Those who hate/fear particular orientations would, I predict, continue to feel the same way even if the biological model were to prevail.

Thomas Ford Hoult, Arizona State University (Emeritus)

Footnote

¹Thomas Ford Hoult, "Human Sexuality in Biological Perspective: Theoretical and Methodological Considerations," in John P. DeCecco and Michael G. Shively, editors, *Bisexual and Homosexual Identities: Critical Theoretical Issues* (New York: The Haworth Press, 1984), pages 137-155; and/or *Journal of Homosexuality*, 9, (Winter/Spring 1983-84), pages 137-155.

The High Cost of Meeting

What are the criteria for deciding on the site for the ASA Annual Meeting? Recent choices imply a desire to find the most lavish and expensive luxury hotels available. We object to these choices for the following reasons:

(1) Downtown luxury hotels are often built at the cost of bulldozing low-income

housing and the massive displacement of the poor. As William Chambliss pointed out in the Atlanta session on the homeless, this was certainly the case with regard to the Atlanta Marriott.

(2) Graduate students, as well as unemployed and low-income sociologists, cannot afford rates of \$115 per night (the cheapest triple at the Atlanta Marriott), nor the outrageous prices at restaurants which are often built in gentrified areas near such luxury hotels.

Herbert Gans stated in his Presidential Address in Atlanta that sociologists ought to stand for social justice and equality, and be publicly responsible. In that spirit, we believe that the ASA should be willing to give up talking elevators and "spectacular atriums" in order to allow more people to participate in the Annual Meeting and to stand by those low-income city residents who are trying to defend their communities against gentrification.

Julie M. Gricar and Erich Hirsch, Columbia University

Activity in the Park Service

I enjoyed your note in the April *Footnotes* entitled "Is it Morning Again in Sociology?". It contained welcome news and confirmed my feeling that Sociology is divesting itself of the post-1960s and 1970s hangover. That is indeed good news.

However, your article included a common misconception. The Forest Service does not administer the National Parks. The National Park Service is a part of the Interior Department while the Forest Service is a part of the Department of Agriculture.

You may be interested to know that there also are developments in the National Park Service which will probably increase the use of Sociology in the Park Service. There is a Social Science Initiative in the NPS under the administrative direction of Dr. Richard Briceland, Special Assistant to the Director of the National Park System. He has been assisted in the planning of this initiative by the following sociologists: Bill Burch, Yale; Charles Cortese, University of Denver; Donald Field, NPS & Oregon State; Stella Hargett, Morgan State University; Kenneth Hornback, NPS, Denver Service Center; William Key, University of Denver; William Kornblum, CUNY; Gary Machlis, University of Idaho; and Jay Mancini, Virginia Tech.

There have been a small number of sociologists employed by the National Park Service since the early 1970s. We hope that the number and use of sociologists will increase as a result of this initiative.

William H. Key, Professor, Emeritus □

Chairs, from page 4

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Students, from page 6

Kant—Nietzsche	50	83
Sigmund Freud—Thomas Hobbes	47	91
Average	65 (48)	92 (88)

The most remarkable observation to be made here is the small proportion of the students who can place John Maynard Keynes and Adam Smith in chronological order (62 percent). They are two of the three or four most known economists in the history of social thought and are separated by more than a century and a half.

Science and Technology

The nine pairs in this category are:

	Students	Profs
Astronauts land on moon—Copernicus	90	92
Automobiles—Railroads	90	99
Calculus—Geometry	86	98
Thomas A. Edison—Benjamin Franklin	85	100
Leonardo daVinci—Wright Brothers	85	99
Discovery of molecular structure of DNA—Louis Pasteur	84	98
Radio—Telegraphy	84	97
Charles Darwin—Galileo Galilei	83	99
Albert Einstein—Isaac Newton	76	98
Average	85 (78)	98 (97)

Both the undergraduates and the professionals score higher in science and technology than in other content areas, and the gap between them is smaller than in the other areas. Indeed the Modified Mean of 78 for the undergraduates translates into a C+. This is 20 points higher than for any other area.

Religion

The eight pairs dealing with religion are the following:

	Students	Profs
Buddhism—Christian Science	91	100
John the Baptist—Moses	79	98
Catholicism—Protestantism	78	99
Calvinism—Mormonism	74	99
Christianity—Judaism	71	96
Martin Luther—John Wesley	65	81
Jesus—Mohammed	65	82
Book of Matthew—Plato's Republic	54	92
Average	72 (58)	95 (93)

The undergraduates do a bit better statistically on the religion pairs with a Modified Mean of 58 compared with 53 for the entire test, but still the low level of chronological knowledge in this area is hardly believable. Few undergraduates know that Plato's Republic preceded the New Testament by many centuries, half a millennium in fact. A modestly higher percentage knows that Judaism preceded Christianity!

Art and Music

The four pairs on art and the four pairs on music are as follows:

	Students	Profs
Cathedrals—Pyramids	94	100
Enrico Caruso—Elvis Presley	87	99
Johann Sebastian Bach—Igor Stravinsky	76	97
Michelangelo Rembrandt	72	98
Mozart—Tchaikovsky	72	95
Christopher Wren—Frank Lloyd Wright	48	95
Picasso—Velasquez	42	95
Beethoven—Vivaldi	29	96
Average	65 (48)	92 (88)

From the above we can surmise that few of the students know of Christopher Wren, Velasquez, or Vivaldi. And few of the professionals can place Vivaldi chronologically.

Conclusion

If ten of the pairs with the lowest per-

centages correct were eliminated, the professor samples would approach 100 percent correct and the lawyers and doctors would not be far behind. The students, on the other hand, would do only a bit better if these were eliminated. For only eight of the 100 pairs did the students have simple Means of 90 percent or more; for 56 of the 100 pairs the simple Means are 69 percent or less.

"Which Came First?" does not more than establish whether people know of the existence of certain persons, events, and movements together with some vague chronological sense of when they occurred. Reading of a weekly news magazine and seeing some movies over the years would give much of the information needed to get a high score on this test. Almost a third of the professionals (74 of 243) scored 98 percent correct or higher, but from this observation one cannot conclude that they are broadly educated or that they read much outside of their area of professional endeavor. But I think we might say they are culturally literate.

One generalization that can be made from this study is that it establishes a cultural illiteracy of the great majority of American university undergraduates. If we use a score of 90 percent or more (Modified Mean of 85 or more) to define cultural literacy 3.4 percent of the 1,397 undergraduates may be so defined. In the small Harvard sample the percentage reaches 27 percent. If we are enormously generous and use a score of 80 percent as our cut off point (Modified Mean of 70), another 11.7 percent can be included for total of 15.1 percent. For the Harvard sample it reaches 62 percent.

(To receive a copy of the test and the correct answers, write to: Richard F. Tomasson, Department of Sociology, University of New Mexico, Albuquerque, NM 87131.) □

Sociology, from page 1

many sociologists of whatever methodological commitment.

In the past two decades the lines between the Humanities and Sociology, as well as other Social Sciences, have become much less clear and definite. We are in process of developing what Clifford Geertz, himself a major source of the dimming of boundaries, has called "the blurring of genres." Much of what has been most exciting in intellectual life and scholarship in recent years has come from this mingling which has turned indifferent neighbors almost into members of a common household. This new community is the product of intellectual and scholarly currents within both arenas and of the mutual impact of each on the other that such changes have influenced.

In many ways the increased blurring of lines between the Humanities and Sociology can be found in the attention given to the interpretation of meaning as a major issue in the Social Sciences. Interests spawned by developments of symbolic anthropology, of cognitive science and of semiotics have captured interest in the process by which communications and behavior contain latent "messages" whose interpretation has become an area which the Humanities and Sociology come to share. Witness the focus, in *Habits of the Heart*, on the language of therapy as coercive of a dominating view of the self in contemporary American life. Compare it to Lionel Trilling's somewhat similar analysis, using literary and philosophical sources, in his essay *Sincerity and Authenticity*.

The sociological interest in how reality is constructed has led to an interest in language and the process by which situations are defined and framed. The linkage to the literary critic's analysis of framing and staging is supplemented here by the recent attention to the reader as an active participant in the process of writing, creating meaning through his or her participation in the act of reading. These shared interests in interpretive schemes have opened the sociologist to the considerable developments in literary theory which have enlivened the world of humanists in recent years. In turn, humanists have found in the work of symbolic interactionists, ethnomethodologists and critical theory a source of influence on understanding the constitution of everyday life.

The sociological paradigm, with its emphasis on the role of social structure in political and cultural events, has long been used, both by literary historians and by other historians. The development of social history, in its focus on daily lives of "ordinary people" has drawn much from the sociological perspective. The *Annals* have influenced historians away from narrative history of events toward a more wide-ranging analysis of institutions and geographical processes. A new sense of common interests in the phenomena of daily lives actuates both historians and sociologists.

The growing interest in language and culture is also to be seen in the developing literary analysis of sociological studies exemplified in the uses of rhetorical analysis to examine sociological research. Like the impact of Foucault's epistemic analysis or Kuhn's concern for shifts in scientific paradigms, such intellectual currents are a part of the growing focus on the cultural categories which underlie interpretation, understanding and communication in human behavior. This same research is underway in the philosopher's interest in the epistemology of social science. There is a way common stock of contemporary sociologists, anthropologists, literary analysts, philosophers and historians whose

work forms the common reading increasingly assumed among these disciplines. To mention only a few names: Foucault, Barthes, Goffman, Bourdieu, Garfinkel, Chomsky, Levi-Strauss, Derrida, Rorty, Victor Turner, Gramsci, Bakhtin, Geertz, Bellah, Braudel, E. P. Thompson, Kenneth Burke, Frye, Habermas. There may be differences about whom you would put on this list, but the developing community of scholars is the point.

These recent movements focus attention on the categories of thought and forms of communication that are logically

Haight-Ashbury, from page 1

If you start your stroll early in the morning you are likely to encounter the homeless and the destitute, asleep in the doorways of unopened shops, coming out from beneath the bushes in the park. They are the poorest of the poor. They are most visible early in the morning, but they never go away. Their presence elicits a range of political sentiments. The liberals want them registered to vote and treated like citizens; the moderates want them treated with dignity, but relocated someplace else; the conservatives want them arrested.

Besides serving as a haven for the have-nots, the street provides a variety of goods and services. Along with used bookstores and new bookstores, used clothing shops and new designer boutiques, restaurants, bars and grocery stores, art galleries and a hardware store, there are a dozen places to buy espresso, fresh muffins and croissants. So the tempo of the street beings to pick up as the morning goes on. Young upwardly mobile professionals of both sexes and different races, with and without children, begin to come down from the heights, where single family Victorian houses now sell for a half-million dollars and more. The affluent go off to their jobs, the destitute go to the soup kitchens, the alienated swoop by on their skateboards. The contrasts of contemporary America are framed in a microcosm.

In addition to these extremes, there are a large number of people whose jobs are white collar but whose allegiances are with the working class. So in many ways the Haight Ashbury District is still the working class neighborhood with an avowed liberal philosophy that it was 20 years ago, before the Hippies appeared to make it a scene.

Because it was a unique historic event, tourists from all over the world flock to the district. Some of them are looking for the mythic landscape they read about, heard about, or saw on TV. Many come to remember some real experience they had when they were young and everything was different. Often you can overhear a balding, portly man say to his adolescent son, "Now this place used to be . . ."

The affluent, the destitute, the counter culture, the working class and the tourists compose the daily population of Haight Street. They attest to patterns of adaptation between diverse populations, with different visions, and different resources. The burnt and scorched buildings on the corner of Haight and Cole attest to how fragile these adaptations are.

A five alarm fire at Haight and Cole was the most recent event of historic significance in the neighborhood.

The conflict over the corner had been smoldering a long time. In the 1930s, when the neighborhood was a thriving

and chronologically prior to social life and communication. In the recent scene, the gap that has separated the Humanities and Sociology has been narrowing. There is more to this *rapprochement* than a tolerant belief that "the cowboy and the plowman should be friends". The interpretive element in human action and in social research is becoming more recognizable to sociologists while the philosophers have begun to take the Social Sciences more seriously as a vehicle for knowledge and to examine its epistemological assumptions. The literary theorists and the sociol-

ogists find common ground in the awareness of the significance of communication not only in the "privileged" realm of high culture but in the gamut of everyday life. Like good neighbors, the Humanities and Sociology have begun to read each other's books and use each other's tools.

(Joseph Gusfield is a member of the Board of Directors of the American Council of Learned Societies as well as a Professor of Sociology at the University of California, San Diego. This statement was solicited by the ASA Executive Officer but is solely the personal expression of the author.) □

community of working class families, many of them active in the labor movement, a movie theater was built at that corner. It showed double bills in the evening, matinees on Wednesdays and Saturdays, had drawings for china and glassware and regular bingo games. By the early 1960s, the Haight Theater was forced to close, along with hundreds of similar district theaters in America, a victim of changing tastes and changing economics. For a little while the building was a Gospel Church. The theater reopened briefly, showing openly homosexual films in the days before Stonewall. Despite the avowed liberal philosophy of the working class families in the district, the theater was picketed and the doors closed a second time. When the Hippies appeared, it reopened again. It was called the Straight Theater, and it showcased rock bands and light shows in the evening and childcare during the day. When the flower children faded in the 1970s, the theater doors were closed forever.

Abandoned and decaying for almost a decade, the building harbored a colony of addicts and derelicts inside, garbage and graffiti outside. Eventually it was torn down and the empty space enclosed by a chainlink fence. Soon a thriving flea market became established around the periphery of the fence. You could buy almost anything there. It became a meeting place for the Street

People, a place they called their own.

Coalitions of various fragmented interests attempted to block this downtown decision by petitions and various other legal channels. Then early one morning, the partially erected, hotly contested building burst into flames, and the heat of the fire scorched buildings in all directions. As a result Thrifty Drug Company withdrew its plans to operate on Haight Street; 65 families were rendered homeless; and the headquarters of the Haight Ashbury Free Clinic, the model community clinic that began in the 60s, was destroyed.

Notices advertising a reward for the arrest of the arsonist are posted in windows and on light poles along the street. Each faction in the neighborhood believes the other is guilty. No one has been apprehended for the crime.

In addition to these fascinating sociological features, the Haight Ashbury District is an interesting place to visit. It abounds with colorfully restored Victorian architecture. It is the gateway to Golden Gate Park. It has fascinating shops and clubs, pleasant coffee houses, some excellent restaurants. Some of the most beautiful views of the city, the Pacific Ocean, the North Bay and the East Bay can be seen from the paths of Buena Vista Park. All of these places are accessible by taking a 7, 71, or 72 Haight or a 6 Parnassus bus at Market Street, or a \$10 cab ride from the hotel. □

Cole Named Columbia's Provost

Jonathan R. Cole, the scholar known widely for his studies of women in science, has been appointed provost of Columbia University, the institution's chief academic officer, effective July 1. As provost, he will be in charge of all academic programs and activities. He will authorize faculty appointments and oversee budgets and financial planning. As second in command at the University, he will act for the president in the president's absence.

As vice president for arts and sciences since 1987, Cole has led Columbia's innovative and successful programs to attract and retain faculty of the first rank.

He has been associated with Columbia for almost 30 years. Since enrolling as a freshman in Columbia College in 1960, he has earned three degrees at the University and faculty appointments of increasing rank. He has been professor of sociology since 1976, and he directed the University's Center for the Social Sciences for eight years before being named vice president last year.

Cole, 46, is a sociologist whose pioneering studies of the social organization of science and of the changing roles of women in science have drawn wide attention. He is the author of "Fair Science: Women in the Scientific Community" (1979 and 1987), an extensive evaluation of



Jonathan R. Cole

justice in academic science, and he co-authored a landmark study of peer review in the National Science Foundation in 1981.

Under his leadership, Columbia has moved forward in addressing a major problem facing most universities in the coming decade—the retirement of many tenured faculty—with a program of recruitment and career development for both younger and senior scholars. The measures, admired and adopted by other universities, ensure a continuity of excellence in teaching and scholarship into the next century. □

Call for Papers

CONFERENCES

American Society of Criminology 1989 Meetings, Reno, NV. Theme: "Crime in Social and Moral Contexts." Submit your proposals by March 15, 1989. Call or write: Susan O. White, Department of Political Science, University of New Hampshire, Durham, NH 03824; (603) 363-8096.

Association for the Advancement of Policy, Research and Development in the Third World 1989 Annual Conference, November 15-18, 1989, St. Thomas, U.S. Virgin Islands. Theme: "Professional Responsibilities in a Global Context." Deadline for proposal submissions is April 28, 1989. Contact: Mekki Mteawa, Executive Director, Association for the Advancement of Policy, Research and Development in the Third World, PO Box 70257, Washington, DC 20024-1534.

Association for Humanist Sociology 14th Annual Meeting, November 1-5, 1989, Howard Inn, Washington, DC. Theme: "The Dynamics of Class, Race and Gender... In Pursuit of Justice and Equality." Deadline: March 30, 1989. For more information contact: Walda Katz Fishman, Howard University, 6617 Millwood Road, Bethesda, MD 20817; (301) 320-4034.

International Sociological Association's XII World Congress of Sociology, July 9-13, 1990, Madrid, Spain. Papers are being sought for several sessions: (1) Research Committee on Community Research, Changing Conceptions of the Urban Community. Submit proposals for review before June 1, 1989. Contact: Dan A. Chekki, Department of Sociology, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba R3B 2E9, Canada. (2) Residential Segregation in Comparative Perspective. Proposals are due before May 1, 1989, and should be submitted to: Daniel J. Mont, Department of Sociology, University of Missouri, 8001 Natural Bridge Road, St. Louis, MO 63121; (314) 553-6389. (3) Working Group on Housing and the Built Environment. For information Contact: Beth Huttman, Department of Sociology, California State University, Hayward, CA 94542; (415) 881-3173.

International Institute of Sociology 29th World Congress, June 12-16, 1989, Rome, Italy. Papers are invited for sessions on Problems of Concept Formation in Sociology: Historical and Methodological Perspectives. Two sessions are planned, one on the *The Generation of Sociological Concepts*, and one on *Empirical Models of Theoretical Concepts*. Please send all communication to: Docent Pablo Suarez, Conseller, International Institute of Sociology, Department of Sociology, Uppsala University, Box 513, 751 20 Uppsala, Sweden; (018) 181181 or via (EARN socsm at seudac21).

Massachusetts Sociological Association Spring 1989 Meeting, April 15, 1989, University of Lowell. Theme: "Families: Diversity and Change." Send papers, abstracts, ideas, etc., to: Nancy Meymand, MSA Program, Sociology/Anthropology, Bridgewater State College, Bridgewater, MA 02325; (508) 697-1355.

Fifth Annual National Correctional Trainers Conference, October 11-14, 1989, Knoxville, TN. Theme: "A Direction for the 90's—Dedicated to Training." Proposals must be submitted by February 15, 1989 to: Robert A. McCluskey, Tennessee Corrections Institute, 500 James Robertson Parkway, Suite 750, Volunteer Plaza, Nashville, TN 37219; (615) 741-3816.

University of Nebraska at Omaha's Fourteenth Annual European Studies Conference, October 12-14, 1989, Omaha, NE. Papers reflecting the varied heritage of the French Revolution are especially welcome. Abstracts of papers and a curriculum vitae should be

submitted by March 31, 1989 to: Robert Nash, Conference Coordinator, University Library; or Lee Busselman, Conference Secretary, College of Continuing Studies, PKCC, University of Nebraska at Omaha, Omaha, NE 68182; (402) 554-2884 or (402) 595-2323.

The Second National Conference on the Training and Employment of Teaching Assistants, November 15-18, 1989, Seattle, WA. Program proposals should be postmarked by February 15, 1989. Papers should be submitted by March 1, 1989. Send papers/program and workshop proposals to: Jody D. Nyquist, Robert D. Abbott, Directors, Center for Instructional Development and Research, 109 Farrington Hall, DC-07, University of Washington, Seattle, WA 98195; (206) 543-6588.

Humanities Phenomenology and the Society Sciences Annual Meeting, October 12-14, 1989, Duquesne University. In conjunction with the Society for

Phenomenology and Existential Philosophy. Send three copies of proposal or paper with a one-page abstract (75-100 words). Include a separate cover sheet with identifying information (name, office address, and telephone). Deadline for submission is February 15, 1989. Send to: Louise Levesque-Lopman, Department of Sociology, Regis College, Weston, MA 02193; (617) 893-1820 ext. 2081.

Third International and Interdisciplinary Conference on Built Form and Cultural Research: Intercultural Processes, November 9-12, 1989, Arizona State University. An abstract of 250-500 words should be submitted by March 15, 1989. Workshop and symposium abstracts should additionally specify participants, topics and their integration in a total of less than 1000 words. Attach a brief resume and send to: Edward E. Scannell, Director, University Conference Services, Arizona State University, Tempe, AZ 85287-

1811; (602) 965-5757. Inquiries to: David G. Saile, School of Architecture, Arizona State University, Tempe, AZ 85287-1605; (602) 965-2507.

West Coast Conference for Small Group Research, April 14, 1989, University of California, Los Angeles. For more information, Contact: Philip Bonacich or Lynne Zucker, Department of Sociology, University of California, Los Angeles, CA 90024; (213) 825-3227. Please send papers or abstracts to arrive by March 17, 1989.

PUBLICATIONS

Journal of Contemporary Ethnography, invites submission for the April, 1990 issue, devoted to the Presentation of Ethnographic Research. The deadline for submissions is May 15, 1989. Send four copies along with \$10 submission fee to the guest editor: John Van Maanen, Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA 02139.

Gender and Society announces a special topics issue which will focus on physical and psychological violence against women and children. Please send five copies and a \$10 submission fee to: Judith Lorber, Editor, *Gender and Society*, Department of Sociology, CUNY Graduate Center, 33 West 42 Street, New York, NY 10036 by July 1, 1989.

Mediation Quarterly, is an interdisciplinary journal dedicated to publishing articles about mediation theory, practice and research. Authors from various disciplines are invited to submit manuscripts. Inquiries and abstracts are also welcome. A format for manuscript preparation is available by writing: Peter Maida, Editor, *Mediation Quarterly*, Institute of Criminal Justice and Criminology, University of Maryland, College Park, MD 20742.

Organization Science announces a special issue on "Organizational Decline, Adaptation, and Turnaround: Current

(continued on next page)

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 • Linear, polynomial, multiple, stepwise, weighted regression with extended diagnostics
 • Multivariate general linear model includes multi-way ANOVA, MANOVA, MANCOVA, repeated measures, canonical correlation
 • Principal components, factor analysis, rotations, components scores
 • Multidimensional scaling
 • Multiple and canonical discriminant analysis, Bayesian classification
 • Cluster analysis (hierarchical, single, average, complete, median, centroid linkage, k-means, cases, variables) • Time series (smoothers, exponential smoothing, seasonal and nonseasonal ARIMA, ACF, PACF, CCF, transformations, Fourier analysis) • Nonlinear estimation (nonlinear regression, maximum likelihood estimation, and more).

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Call for Papers, continued

Controversies." Papers are sought that address controversies and unresolved issues within the general domain of decline, adaptation, and turnaround. Submit manuscripts in quintuplicate by July 1, 1989 to: William McKinley, c/o Arie Y. Lewin, Co-Editor-in-Chief, *Organization Science*, The Fuqua School of Business, Duke University, Durham, NC 27706.

Peace and Change. Manuscripts are being sought for publication. *Peace and Change* publishes scholarly and interpretive articles related to achieving a peaceful, just and humane society. Articles relating to peace and war, social change, conflict resolution and justice are appropriate. Submit three copies to: Abigail Fuller, Managing Editor, *Peace and Change*, Department of Sociology, Campus Box 327, University of Colorado, Boulder, CO 80309-0327.

Sociological Studies of Child Development, invites manuscripts on childhood socialization or the sociology of childhood for volume 4 of the series published by JAI Press. Send three copies of manuscripts using ASA format or requests for information on the volume editor: Spenser E. Cahill, Department of Sociology, Skidmore College, Saratoga Springs, NY 12866.

Meetings

March 31-April 2. *Harvard Business School Conference on Socio-Economics*, Boston, MA. To register please write to: Kate McHugh, Executive Education, Harvard Business School, Glass Hall B, Soldiers Field, Boston, MA 02163; (617) 495-6249.

March 31-April 4. *66th Annual Meeting of the American Orthopsychiatric Association*, The New York Hilton, New York, NY. Theme: "Changing Families, Changing Responses." Contact: American Orthopsychiatric Association, 19 West 44th Street, Suite 1616, New York, NY 10036; (212) 354-5770.

April 14. *West Coast Conference for Small Group Research*, University of California, Los Angeles. For more information contact: Philip Bonacich or Lynne Zucker, Department of Sociology, University of California, Los Angeles, CA 90024; (213) 825-3017/3227.

April 15. *Massachusetts Sociological Association Spring Meeting*, University of Lowell, Lowell, MA. Theme: "Families: Diversity and Change." Contact: Nancy Meymand, MSA Program, Sociology/Anthropology, Bridgewater State College, Bridgewater, MA 02325; (508) 697-1355.

May 11-12. *Third National Conference on Domestic Violence in the 80's*, Columbus, OH. Theme: "Conflict, Communication, Change." Write: Domestic Violence in the 80's, PO Box 2832, Columbus, OH 43216; (614) 222-7144.

May 15-16. *Second Annual Conference on Organizational Conflict and Change*. Theme: "Integrating Conflict Management Into Planned Organizational Change." Contact: John Clark, Director of the Conflict and Change Center, Humphrey Institute, University of Minnesota, 301 19th Avenue South, Minneapolis, MN 55455.

May 21-24. *National Juvenile Services Training Institute*, Eastern Kentucky University, Richmond, KY. Contact: Training Resource Center, 202 Perkins, Eastern Kentucky University, Richmond, KY 40475-3127; (606) 622-6259.

June 11-14. *The International Association for Conflict Management Second Bi-Annual Conference*, University of Georgia, Athens, GA. Contact: Tom Pavlak, Chair, Track 5: Public Sector Conflict, IACM Conference, GSPIA, 3E01 Forbes Quadrangle, University of Pittsburgh, Pittsburgh, PA 15260; (412) 648-7612.

June 21-24. *The Second Annual Convention of the Society for Disability Studies*, Hyatt Regency, Denver, CO. Contact: Elaine Makas, Psychology, George Washington University, Washington, DC 20052; (202) 994-6320.

July 9-12. *Southern States Correctional Association 20th Annual Conference*, Louisville, KY. Contact: Bruce Wolford, 202 Perkins, Eastern Kentucky University, Richmond, KY 40475-3127.

July 16-21. *International Institute on Marketing Meaning: Toward a Better Understanding of Business Signs and Symbols*, Indiana University, Indianapolis, IN. Contact: Jean Umiker-Sebeok, Director, International Institute on Marketing Meaning, Indiana University, PO Box 10, Bloomington, IN 47402-0010; (812) 855-1274; fax: (812) 855-5678.

July 17-20. *Sixth Annual Summer Series on Aging*, Hyatt Regency Hotel, Lexington, KY. Contact: Carol Pearty, Allied Health Continuing Education, Medical Center Annex 3, University of Kentucky, Lexington, KY 40536-0218; (606) 233-5618.

July 18-21. *Meeting Health Promotion and Health Maintenance Needs of Rural Populations National Interdisciplinary Conference*, Montana State University, Bozeman, MT. Contact: Conference Services, Montana State University, Room 280F Strand Union, Bozeman, MT 59717; (406) 994-3333.

Funding

The Aspen Institute's Rural Economic Policy Program and the Ford Foundation are jointly sponsoring Grants for Research on the Rural Poor in the U.S. Grants will vary from small individual awards to larger institutional research support. The normal range will be \$15,000 to \$50,000. Proposals must be postmarked by February 28, 1989. Please send proposal material to: Rural Economic Policy Program, Aspen Institute, PO Box 959, Mast Road at Spinney Lane, Durham, NH 03824-0959.

The American Bar Association Commission on College and University Nonprofessional Legal Studies announces a Mini-grant Program for 1989-90. The purpose is to stimulate campus projects designed to enhance undergraduate education about law, the legal process and law's role in society; i.e., law within a liberal arts tradition (no pre-law projects). Amount of Awards: up to \$1,200. Grant Period: July 1, 1989 to June 30, 1990. Submit a brief proposal that identifies and describes (1) the need for the project proposed; (2) the nature of the activities and their implementation; and (3) the criteria for success. The proposal should not exceed three double-spaced, typed pages. Submit three copies of proposal, budget and curriculum vitae by March 15, 1989 to: Commission on College and University Nonprofessional Legal Studies, American Bar Association, 750 N. Lake Shore Drive, Chicago, IL 60611, Attn: Jean Pedersen; (312) 988-5736.

The American Bar Association, and the Law and Society Association, will jointly sponsor their third annual Workshop for Graduate Students, June 6-7 in Madison, WI. Sessions will focus on interdisciplinary teaching and research. Stipends of \$250 each are available to cover expenses. Interested graduate students may obtain application guidelines by contacting: Jean Pedersen, ABA Commission on College and University Nonprofessional Legal Studies, 750 North Lake Shore Drive, Chicago, IL 60611; (312) 988-5736. Application deadline is March 1, 1989.

Americas Society Canadian Affairs Visiting Associate Post for 1989-90. The Americas Society is the national organization dedicated to Western Hemisphere concerns. Canadian or U.S. scholars, journalists or public affairs experts with scholarly interest in Canada and Canada-U.S. issues are invited to apply. Maximum of \$40,000 to participate in the activities of the Canadian Affairs Program as a lecturer, panelist and advisor, with a view towards completing a major publishing, broadcast or public affairs project related to some aspect of the bilateral relationship. Applications should include a curriculum vitae, a black and white photograph, one confidential letter of recommendation, a one-page precis on the planned project. Applications are due by April 1, 1989. Send to: Lansing Lamont, Director, Canadian Affairs The Americas Society, 680 Park Avenue, New York, NY 10021.

The UCLA Center for the Study of Women invites applications for a limited number of scholars to participate in the third year of an Affiliated Scholars Program during 1989-90. The program seeks to support local scholars conducting gender-related research. At present no stipends are available for 1989-90. Affiliated scholars will receive formal affiliation with the Center, library privileges, stationery, assistance in developing funding proposals, as well as an opportunity to participate in a colloquium for exchanging and presenting ideas. Participation in the program is open to faculty early in their careers and independent scholars who are conducting research on women. Contact: Affiliated Scholars Program, UCLA Center for the Study of Women, 236A Kinsey Hall, Los Angeles, CA 90024. Final selection of scholars will be made by May 15, 1989.

The Center for Population Options is accepting applications for 1989 media research scholarships of \$5,000 each. The scholarships will be made available for media-related study or research programs with a focus on adolescent pregnancy, family planning, reproductive rights, sexual role modes, sexual behavior or related studies. Applications must be submitted by June 30, 1989. For more information and/or application forms, please contact: The Center for Population Options, 12023 1/2 Ventura Boulevard, Suite 2, Studio City, CA 91604; (818) 766-4200.

Radcliffe College, Schlesinger Library, announces several funding opportunities. (1) Honorary Visiting Scholar Appointments without stipends that provide recipient with individual offices at the Schlesinger Library and affiliation with Radcliffe College. These appointments are for postdoctoral scholars who will be using the Library's holdings for their work. (2) Research Support Grants. Postdoctoral research support grants to cover expenses related to research at the Schlesinger Library. Three or more grants of up to \$1,500 each will be awarded. (3) Dissertation Grants. Two grants of \$1,500 each to graduate students using the Schlesinger Library materials for PhD dissertation research. Application deadline for all three is February 15, 1989. For more information contact: The Schlesinger Library, Radcliffe College, 10 Garden Street, Cambridge, MA 02138; (617) 495-8647.

Stanford University invites application for postdoctoral fellowships in a program of Research Training in the Study of Normal and Pathological Interpersonal Processes, supported by the Na-

tional Institute of Mental Health. Appointment is for 12 months, with the stipend depending on number of years since the PhD. Stipends begin at \$15,996. A major part of the fellowship involves participation in research connected to the training program. For more information contact: Morris Zelditch, Jr., Co-Director, Research Training in the Study of Normal and Pathological Interpersonal Processes, Department of Sociology, Stanford University, Stanford, CA 94305. To apply send a vita, statement of research interests, recommendations, dissertation abstract and examples of research papers to the same address. The deadline for applications is May 15, 1989.

University of Wisconsin-Madison An interdisciplinary group of faculty is seeking applicants for postdoctoral research training programs concerned with evaluation and research on the delivery of mental health services in institutional and community settings. Programs involves collaborative and independent research, field work in mental health settings, and seminars. Stipend from \$15,996 to \$30,000. Must have PhD. Openings now and in the spring and fall of 1989. No closing date for applications. Please send vita and inquiries to: James R. Greenley, Department of Sociology, 1180 Observatory Drive, Madison, WI 53706.

Competitions

The American Sociological Association's Medical Sociology Section announces its competition for the award for the best doctoral dissertation in Medical Sociology as summarized in article form. Submitters must be members of the Medical Sociology Section and have been awarded PhD in the two years preceding August 31, 1989. The winner will receive transportation to the 1989 ASA meetings in San Francisco and a one day per diem, and will present a paper at the Section's Business Meeting. Three copies of a paper based on dissertation (sole-authored, published or unpublished, 30 double-spaced typed pages maximum) should be submitted by June 1, 1989 to: Michael I. Radelet, Department of Sociology, University of Florida, Gainesville, FL 32611.

The National Council for the Social Studies 1989 Exemplary Research Award in Social Studies Education. Each year an award is given for

(continued on next page)

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Competitions, continued

published research to acknowledge, communicate and encourage scholarly inquiry into significant issues and possibilities for social education. The author of the selected study will receive a certificate of merit, recognition at the NCCSS annual meeting and a cash award. Published research studies bearing 1987 or 1988 publication dates will be considered for the 1989 award. Nominations should be submitted by June 1, 1989 and include five copies of the study being nominated and five copies of a one-page rationale statement supporting the nomination. Send materials to: Merry Merryfield, Chairperson, NCCSS Research Award Subcommittee, Ohio State University, 249 Arps Hall, 1945 North High Street, Columbus, OH 43210. (614) 292-5381.

Spiegelmen Gold Medal Award. Nominations are invited for this award to be given to a candidate born in 1950 or later who has made substantial contribution to the practice or theory of health statistics broadly defined. Nomination forms may be obtained from: Ms. Kinaya Sokoya, American Public Health Association, 1015 Fifteenth Street, NW, Washington, DC 20005, and must be returned to her by March 31, 1989.

People

Donald J. Adamchak, Kansas State University, has returned to Kansas State after spending two years on a Rockefeller Foundation Research Fellowship at the University of Zimbabwe.

Panos D. Bardis, University of Toledo, participated in several international conferences in Washington, DC, in December 1988. He was also selected for inclusion in *The Writers Directory and Personalities of the World*.

Alfred A. Clarke, Jr., Western New England College, has now assumed the position of chair in the Department of Psychology, Sociology, Social Work and Education.

Robert E. Herriott has been appointed director of the AAUAGS Project for Research Doctoral Education at the University of Rochester.

Robert D. Manning is joining the Smithsonian Institution as the Senior Social Science Research Analyst in the Department of Institutional Research.

Mark Oromaner, has been named Acting Interim President of Hudson County Community College, New Jersey.

Dudley L. Poston, Jr., has moved to Cornell University where he is Professor of Rural Sociology and Asian Studies and a Research Associate in the International Population Program.

Jay Weinstein, Eastern Michigan University, was elected as president of the Michigan Sociological Association for the 1988-89 year.

Mass Media

Sandra Anderson, Portland State University, was quoted in a recent *New York Times* article on the homeless in Oregon.

E. Digby Baltzell, University of Pennsylvania, was cited in a recent *New York Times* article on Presidents and Class.

David G. Bromley, Virginia Commonwealth University, was quoted in the November 17 issue of the *Los Angeles Times* in an article on cults and the tenth anniversary of Jonestown.

Michael V. Carter, Carson-Newman College, was cited in the November 11

Knoxville News Sentinel describing the creation of the Center for Educational Service to Appalachia.

Levon Chorbajian, University of Lowell, was interviewed live on the topic of Karabakh and democratic struggles in the Caucasus on WICN public radio.

Jonathan R. Cole, Columbia University, was featured in an article about his appointment to provost of Columbia University in a recent edition of the *New York Times*.

James S. Coleman, University of Chicago, **James M. McPartland**, and **Joyce L. Epstein**, Johns Hopkins University, were cited in the January 4 Education Section of the *New York Times* in an article about the new respect sociologists have gained in the study of education.

Stephen Cutler, and **Nicholas Danigelis**, University of Vermont, were quoted in the January 3, *Wall Street Journal* in an article about their research on the changing of values related to aging and society.

Kingsley Davis, University of Southern California, published a recent article in the *New York Times* titled "Our Idle Retirees Drag Down the Economy."

Patrick Donnelly, University of Dayton, was interviewed by several radio stations in Dayton and Cleveland on his research relating to fear of crime. The research was also reported by the Associated Press in dozens of newspapers across the country.

David Fasenfest, University of Louisville, and **Stephen Rose**, Seattle, WA, had their report on family incomes in the 1980's serve as the basis for an Associated Press article which ran in numerous papers nationally on November 6.

Donna Gaines, SUNY, Stony Brook, was quoted in an article about street gangs and popular fashion in *Reader*, December 2.

James Davison Hunter, University of Virginia, was cited in a November 20 *New York Times* article on religious fundamentalism.

Thomas H. Jenkins and four undergraduate students at the University of Cincinnati were reported in the *Cincinnati Enquirer* and the *Delhi Press* on their study used in policy recommendations for open space and recreation planning in Delhi Township, OH.

Fred Koenig, Tulane University, was interviewed and quoted in an article about Christmas in the November *Good Housekeeping*.

Robert H. Lauer, United States International University, and **Jeanette C. Lauer** were interviewed on the *Bill Balance Show* about their book *Till Death Do Us Part: How Couples Stay Together*. Excerpts from their book, *Watershed: Mastering Life's Unpredictable Crises*, were featured in *Personal Velocity*.

Elaine Stahl Leo had her research on women working part-time in predominantly male professions reported in the *Chronicle of Higher Education*, September 14.

Karen Oppenheim Mason, University of Michigan, was cited in the November 13 issue of the *Detroit Free Press*, in an article on women returning to traditional roles.

Douglas S. Massey and **Nancy Denton**, University of Chicago, were featured in a recent *New York Times* article on their research on black segregation.

Sara McLanahan, University of Wisconsin, was cited in a January 3, *Wall Street Journal* article on her research of single-parent families and the impact on children.

Martin Oppenheimer, Rutgers University, had his letter to the editor about universities moving back to conservatism rather than liberalism published recently in the *New York Times*.

Paul Reynolds, University of Minnesota, was featured in the January issue of *INC* magazine in an article on the new generation of researchers.

David Riesman, was quoted in a recent *New York Times* article on the fear of good news.

John P. Robinson, University of Maryland, was featured in a December 8, *New York Times* article on his study which reported that women still do most of the housework.

Howard G. Schneiderman, Lafayette College, was interviewed by *Norwæsk*, December 5 for an article on "The Bush Revolution." He also coauthored an Op-Ed article for the *Washington Post*, and was cited in the November 7 *New York Times*, in an article about the social class origins of U.S. presidents. He also had excerpts from a published article appear on the Op-Ed pages of *The Philadelphia Inquirer*, and the *Charleston, SC Post-Courier* in October.

Gary Spencer, Syracuse University, was quoted in the December 4 issue of the *Washington Post*, in an article on the 'JAP' joke's relation to anti-feminism and anti-semitism on campus.

Laurence Steinberg, Temple University, and **Constance Ahrons**, University of Southern California, were cited in a recent *New York Times* article on the role of a stepfather.

Richard Taub, University of Chicago, was cited in a recent *New York Times* article on the duty of witnesses of criminal acts.

Harriet Zuckerman, Columbia University, was mentioned in a recent *New York Times* article as one of the 20 women nominated for membership in the formerly all male Century Club.

New Programs

The United States Institute of Peace, announced the new Jeannette Rankin Library Program, its newest area of programmatic concentration in the field of international peace and conflict resolution. One of the Program's core activities will be expanding its collection into one of the world's foremost research centers on international peace resolution of international conflicts. It will serve the Institute's research and public education programs as well as its in-residence fellows. For more information write: U.S. Institute of Peace, 1550 M Street NW, Suite 700, Washington, DC 20005.

Summer Programs

National Endowment for the Humanities, will offer over sixty summer seminars for college teachers, funded by the NEH and held across the country. For a copy of the flyer, please write: NEH College Teachers Seminars, Room 406, 1100 Pennsylvania Avenue NW, Washington, DC 20506; (202) 786-0438.

The New England Epidemiology Institute announces two summer programs. (1) A three-week summer program in epidemiology at Tufts' Medford Campus, July 23-August 11. (2) "Principles of Epidemiology," Crown Plaza Hotel, Rockville, MD, June 8-9. For more information contact: The New England Epidemiology Institute, Dept. SC-52, PO Box 57, Chestnut Hill, MA 02167; (617) 734-9100.

University of Waterloo. Summer Training Institute in Quantitative Methods

is conducted from July 4-August 11, Waterloo, Ontario. Provides advanced training in data collection and statistical analysis to students already having intermediate familiarity with quantitative approaches in the social sciences. For more information contact: G. Keith Warriner, Department of Sociology, University of Waterloo, Waterloo, Ontario, N2L 3G1; (519) 885-1211 ext. 3956/2421; electronic mail: WNR@WATDCS.UWATERLOO.CA.

Contact

Edward Kain is developing a handbook on training teaching assistants. If you have a program, seminar, or other means to help improve teaching assistants' teaching, please share your handouts and materials with him. Contact: Edward Kain, Department of Sociology, Southwestern University, Georgetown, TX 78626.

Awards

William Lloyd Birch is the first occupant of the Joan and Garry Gladstone Chair in Sociology at Francis Marion College, Florence, SC. The chair was created by Joan Gladstone in memory of her husband.

James Blackwell, University of Massachusetts-Boston, received the Society for the Study of Social Problems' Lee Founders' Award.

Michael Cernea, The World Bank, received the Solon T. Kimball Award for

(continued on next page)

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Awards, continued

Public and Applied Anthropology from the American Anthropological Association at its November 1988 annual meeting. He was honored for incorporating anthropology into the programs of the World Bank.

Louise Jezierski, Brown University, received the SSSP Community Research and Development Division Warren Prize.

Robert D. Manning, Johns Hopkins University, received the 1988 Cloward-Ohlin Award from the Poverty, Class and Inequality Division of the Society for the Study of Social Problems for his paper, "Industrial Restructuring, Fiscal Crisis, and the American State: The Reaganomics of Social Inequality."

Bernice Neugarten, University of Chicago, was named to the 1988 Distinguished Mentorship in Gerontology Awards by the Gerontological Society of America. The awards, given to two scientists each year, recognize outstanding work as mentors and counselors to students of gerontology.

Hyman Rodman, University of North Carolina-Greensboro, received the SSSP Family Division Distinguished Scholar Award.

Andrea Walsh, Banting Institute, Radcliffe College, was named one of nine outstanding academic advisors by the American College Testing Program. The award was made while she was at Clark University.

William Julius Wilson, University of Chicago (and ASA President-Elect), received the C. Wright Mills Award from the Society for the Study of Social Problems for his book, *The Truly Disadvantaged*.

New Books

Joe R. Feagin, University of Texas-Austin, *Free Enterprise City: Houston in*

Political-Economic Perspective (Rutgers University Press, 1988); and *Racial and Ethnic Relations* (third edition, Prentice-Hall, 1989).

Peter Kivisto and **William H. Swatos, Jr.**, *Max Weber: A Bio-bibliography* (Greenwood, 1988).

Gary LaFree, University of New Mexico, *Rape and Criminal Justice: The Social Construction of Sexual Assault* (Dorsey Press, 1988).

Emanuel Levy, Wellesley College, *John Wayne: Prophet of the American Way of Life* (Scarecrow Press, 1988).

Bernhardt Lieberman, University of Pittsburgh, *Hitler's Secret Diaries* (Aiglon Press, 1988).

Stanley Lieberon, Harvard University and University of California-Berkeley (on leave), and **Mary C. Waters**, Harvard University, *From Many Strands: Ethnic and Racial Groups in Contemporary America* (Russell Sage Foundation, 1988).

M.M. Salehi, *Insurgency Through Culture and Religion: The Islamic Revolution of Iran* (Praeger, 1988).

Christine I. Zeichner, American University, *Modern and Traditional Health Care in Developing Societies: Conflict and Cooperation* (University Press of America, 1988).

Official Reports and Proceedings

Section Reports

Peace and War

1. Agenda of the annual Business Meeting;
- (1) Newsletter
- (2) Recruitment
- (3) Treasurer's Report
- (4) Committee Nominations
- (5) Section Dues
- (6) Session Day—possible change
- (7) Next year's program

(8) Elise Boulding Award

There were twenty-three persons in attendance at the business meeting. Lester Kurtz, University of Texas-Austin, has assumed the editorship of the newsletter and provided comments on his planned efforts. It will be used to distribute the new Section brochure being developed by John Lofland, University of California, Davis, to aid in recruitment. Lofland also volunteered to coordinate the staffing of the Section table at next year's Annual Meeting. Various other recruitment efforts will also be pursued.

The Section treasury had a balance of \$1,379.43 in the discretionary account. The major expenditure was the \$200 Elise Boulding Award prize money. This honor was awarded to Eleanor Hodges, a graduate student at the University of California, San Diego. The title of Ms. Hodges' paper is "Europe's Nation-States in the Nuclear Age: A time of the Signs?"

The Boulding Award had been the major focus of the Section's activity during the academic year. The purpose of instituting the award is to encourage creative thinking among both graduate and undergraduate students in addressing the issues of peace and war, to promote student interest in the Section, and to honor one of the founders of the Section and the field of peace research, Elise Boulding.

The results of the Section's election in which 96 valid ballots were received saw the following individuals elected: Incoming Chair (1988-89): Kai Erikson, Yale University; Chair-Elect (1989-90): John Lofland, UC Davis; Secretary-Treasurer (1988-91): Mary Anna Colwell, UC Davis; Section Council (1988-91): Metta Spencer (U. of Toronto), Kurtz Lang (U. of Washington), Lester Kurtz (U. of Texas-Austin), David Segal (U. of Maryland).

A number of those present volunteered to serve on both the award committee and the nomination committee for Section offices for the coming year. Helen Raisz, Trinity College, and Brian Sherman, Mercer University, volunteered for the award committee. James Gibson, Southern Methodist University, and Metta Spencer, University of Toronto, volunteered for the nominations committee. Their names were forwarded to incoming Chair, Kai Erikson. The nominating committee will provide the names of possible Section office holders who will then be voted upon by the membership.

The increase in Section dues put forth by the ASA Council brings the Section's dues to \$7 for student members and \$10 for others. The decision to possibly reduce Section dues was deferred until next summer's meeting.

Suggestions for next year's program should be sent to Kai Erikson at Yale University. Since the Political Sociology Section will hold its sessions on the same day as ours starting next year, the decision was made to contact the program committee so that Political Sociology's sessions are not held at the same times as the Section on the Sociology of Peace and War.

James M. Skelly, Chair

Sex and Gender

The Section had another successful year. Our membership grew by almost 100 members. We are now the second largest Section and with 850 members, we will have four paper sessions at the 1989 meetings in San Francisco. The size of the Section is important for several reasons. Not only do we have the opportunity to organize more sessions of our own, but more sessions addressing issues of sex and gender are placed in the general program. In addition, the income which comes to the Section from the membership dues can be used for Section activities; this year, in addition

are compiling a new Section directory, and we are able to give a monetary "prize" to the winner of the Dissertation Paper Award.

The major activity of the year was, of course, our program at the Annual Meeting. The Section sponsored three paper sessions addressing the topics of Feminist Theory, The Household and the International Division of Labor, and The Social Construction of Sexual and Gender Identity. In addition, we sponsored fourteen referred roundtables (with two or three papers presented at each) and co-sponsored the session on Gender, Class and Race with the Section on Racial and Ethnic Minorities and the Marxist Section. This year the Marxist Section sponsored session was a panel discussion of *The Truly Disadvantaged*, by William Julius Wilson. The Sex and Gender sponsored sessions were on the last day of the convention—one even being held at the last hour of the last day—nevertheless attendance was good and discussion lively. So many people attended the breakfast-business meeting that we ran out of food!

Several Sex and Gender sponsored activities came to fruition this year. The Section brochure put together by Mary Frank Fox and Peter Stein was available to use for recruiting. It was sent to all participants in the Sex and Gender sessions who were not already members of the Section, along with a letter explaining the importance, and value, of Section membership. The Sex and Gender co-sponsored volume, "An Inclusive Curriculum: Race, Class and Gender in Sociological Instruction" compiled by Patricia Hill Collins and Margaret Andersen is now available from the ASA Teaching Resources Center.

Myra Marx Ferree, chair of this year's Dissertation Paper Award Committee spread the word of the award broadly throughout the membership. In this, its second year, we have almost three times as many submissions as we had the first year. Myra arranged with Judith Lorber, editor of *Gender and Society*, to have the submission fee waived for the yearly winner of the Sex and Gender Dissertation Paper Award. This year Judith agreed to waive submission fees for two runner up papers also. The Sex and Gender Council agreed to donate \$30 to the journal in recognition of its contribution to our members.

An added attraction at this year's meeting was the successful reception the Section co-sponsored with SWS and the Women's Research and Resource Center of Spelman College. The reception was to celebrate the contributions to women's studies of three southern women's research centers. The reception, held at Spelman, provided those able to attend the opportunity to leave the hotel area and to visit an important local campus.

The major expense incurred by the Section this year is for the compiling and printing of a new directory. The directory, which will list all the members as of May 1988 will include addresses, home and work phone, Bitnet number, other Section memberships and specific interests within the area of sex and gender studies. Those persons who were members as of May 1988 should be receiving their copies in late fall of this year.

Finally, I want to thank outgoing members, Linda Lytle Holmstrom and Maxine Baca Zinn for their three years of effort and contribution to the council; Elizabeth Higgenbotham, Nominations Chair, for the splendid slate of candidates which she and her committee put together; and Myra Marx Ferree for having gotten our Dissertation Paper Award underway. And to you, the members. While I groused at times about the work involved in putting together a program, the pleasure of holding this office has been the opportunity it gave me to work with the

members of council, to meet many others of you, and to see the high quality of sociological work being carried out by you in the area of sex and gender studies. It has been a very energizing year for me.

Nominations Procedure. The Nominations Chair of the Sex and Gender Section is one of the outgoing Council Members and is appointed by the Chair of the Section. The Committee, composed primarily of persons who volunteered at the Business Meeting, is established in consultation between the Chair of the Section and the Chair of the Committee with special consideration given for representation by geographic area, gender and race. The Committee pays special attention to members who volunteer their candidacy either at the business meeting or in response to a notice in the Newsletter. This year the Nominations Chair requested a copy of the Section membership list in the fall rather than waiting for the February list. This proved very successful allowing for a less rushed procedure.

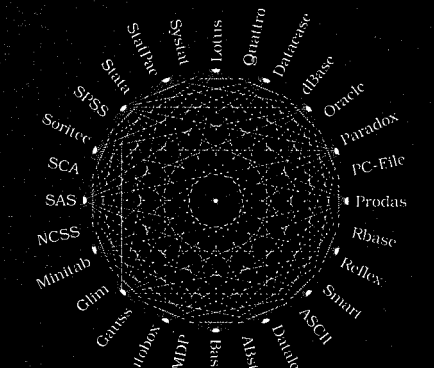
Business Meeting Old Business: Election results were announced, new officers were introduced, and the Secretary/Treasurer reported on the budget which seems to be in good shape. The increase in membership was announced with the information that we are now the second largest Section in ASA and that we will have a fifth session in San Francisco. An obituary was read for Sally Hacker who died in the summer and who had been a recent member of the Council. Reports were made on the progress of the Section directory and on the reception held at Spelman. The winner of the Dissertation Paper Award, Karen Hossfeld, was introduced. It was announced that the Sex and Gender Section is no longer "paired" for Section Day with Organizations and Occupations with which we have a large overlap of membership; we now are paired with Political Sociology with which there is a much smaller overlap.

New Business: The new Chair, Margaret Andersen, announced the creation of a new committee, a Membership committee to be chaired by Eleanor Vander Haegen of Keene State College. The committee will work with the chair and other Council members to send out routine correspondence. Maxine Baca Zinn, an outgoing council member, agreed to chair this year's Nominations Committee. It was announced that the Council had decided to propose that, because of the importance and responsibility of the Dissertation Paper Award Committee, a By-Law change so that the members of this committee would be elected by the membership rather than be composed of volunteers. The chair of the committee will be the outgoing Chair of the Section. Rachel Kahn-Hut agreed to chair the committee this coming year. We also discussed the suggestion made by the outgoing DAC chair to name the award after one of our foremothers. It was announced that ASA informed Sections of an increase in amount of Section dues which stays with ASA and that Section Board protested that this change had gone through without consultation with Sections. A graduate student representative to the board, Elaine Bell Kaplan, was elected by the membership attending the meeting. Ideas were solicited for the 1989 Section meeting as well as the 1990 general meeting as Margaret Andersen is on that program committee. There was a discussion of child care and an unanimous decision to write to ASA commending them for making child care at the Annual Meeting a stable and predictable service and encouraging them to continue to do so by spreading the cost among members.

Rachel Kahn-Hut, Chair

(continued on next page)

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Reports, continued

Sociology of Education

"Current Issues" and networking were two goals for the Section during the year. These were accomplished in several ways:

1. A record number of submissions were received for presentation at ASA. The Section combined with ASA Sociology of Education organizer Robert Dreeben to come up with 5 1/2 program sessions; all were well attended, with between 30 and 50 participants at most.

2. In addition to paper sessions, the Section had a one-hour presentation by Sally Kilgore on government funding priorities and opportunities. We also experimented with a new format we called "dialogs" on current issues; two presenters spoke, a facilitator commented, and participants discussed the issues.

3. The newsletter was sent out four times and initiated several features: dialogue on topics concerning the field, tips on teaching, reports on government-funded centers. This coming year will feature short reports on on-going research and sharing of information on topics, further enhancing networking among sociologists.

4. A directory of Section members was published, based on ASA membership data and a survey of Section members; the directory included specialty areas and was sent to members free.

5. The committee structure included nominations, awards, program, reception, and membership. Members represented a wide range of interests in the field and institutions.

The nominating committee received many nominations from a membership questionnaire. The five committee members narrowed the list of candidates. In April Section members voted for Chair and two Council members. Richard Rubinson of Florida State is Chair-Elect; Pamela Walters (Indiana University) and Michael Olneck (Wisconsin) are council members.

6. The Section business meeting was held on Thursday, August 23. Approximately 30 Section members were present. Reports from the secretary-treasurer, nominations, program, awards, membership, and newsletter editors were presented. A lively discussion ensued on the role of sociologists of education and the Section in making the contributions of sociology of education known, and increasing our role in public policy decision making.

7. Our finale at ASA was a well-attended reception. The Section award for a distinguished career in Sociology of Education was presented to James Coleman. His thoughtful acceptance speech raised some ethical and value issues in the field, and will be reprinted.

8. Dan Lortie is our incoming Chair and will be looking forward to receiving program submissions and newsletter items. He will also be working toward keeping our membership of at least 400.

Jeanne Ballantine, Chair

Theoretical Sociology

The Business Meeting of the Theory Section opened at 2:30 on August 27, 1988. Forty-seven members were in attendance. Agenda items included the treasury and membership reports, revision of the by-laws, nominations committee and theory prize committee elections, and reports from the Theory Prize Committee, and from the editors of *Theoretical Sociology* and *Perspectives*.

Our current finances are in very good shape because of accumulated royalties from the Sage volumes on Key Issues in Sociological Theory. As of June 30, 1988, our treasury had \$2923.31, a portion of which was used by the Section for reception in Atlanta. Sage has published three volumes from the

papers presented at our annual mini-conferences thus far, and two more are forthcoming. Three motions were passed regarding dues: (1) that the Section ask the ASA to defer the dues increase until other Sections could respond, (2) that the discount rate be extended to the low income category (under \$15,000) as well as to students, and (3) that the Theory Section remove its present \$2 levy in all categories.

Charles Lemert, who chaired the committee to revise the by-laws, reported on changes in the by-laws recommended by the Council of the Theory Section. Changes included removal of sexist language, appointing the editors of *Sociological Theory* (the ASA theory journal) and *Perspectives* (the Theory Section newsletter) as non-voting members of the Council, changes in nominations procedures, elimination of a Committee on Publications, and guidelines regarding the Theory Prize Committee. After discussion of the proposed changes, a motion was passed to accept the revised by-laws.

Dierdre Boden, William Kuvlesky, and Tony Cortese were appointed to comprise a membership committee which is charged with increasing Section membership. A concerted effort to recruit new members was made during the fall semester, 1987, with the cooperation and support of Caroline Bugno of the ASA office. As of June 1988, our membership stands at 526, which makes ours the sixth largest section, still short of our goal of 600, which will provide us with an extra session at the annual meetings.

Norbert Wiley, editor of *Sociological Theory*, reported that the journal now has 1444 subscriptions, 275 of which are library subscriptions. Wiley has done an outstanding job as editor, and he was commended for this during the business meeting. However, his editorship will officially end on December 31, 1989, and the Section Chair has appointed an ad hoc committee consisting of Craig Calhoun (Chair), Charles Smith, George Ritzer, and Charles Lemert to suggest possible replacements.

Congratulations are also in order for Chuck Powers, who is an outstanding editor of *Perspectives*. Not only has he introduced a new format for our newsletter, and increased the number of issues per year, but he also continues to keep the Section members informed about the latest theory conferences and publications here and abroad.

Because there was no uniform agreement about the quality of the papers submitted, nor any strong sentiment in favor of any one paper, the Theory Prize Committee decided not to award a prize this year. Two members of next year's Theory Prize Committee were elected by the members: Roslyn Bologh and Victor Lidz. The remaining three members appointed by the Section Chair-elect, as stipulated in the by-laws, are Alan Sica, Randy Collins, and Sam Kaplan.

The response to our mini-conference on Feminism and Sociological Theory was very good. The two sessions drew a total audience of approximately 200, and the reception following the second session was a very lively affair. Both the general theory session organized by Stephen Turner and the roundtable session organized by Miriam Johnson were also well-attended.

New officers for the Section include Charles Lemert, Chair; George Ritzer, Chair-elect; and David Scull and Alan Sica join the existing council members Ira Cohen, James Coleman, Stephen Turner, and Deena Weinstein. Gisela Hinkle continues as Secretary-Treasurer and Charles Powers as newsletter editor.

The nominations procedures for 1988 were as follows: 1) members of the nominations committee were elected during the 1987 business meeting, 2) Jonathan Turner (Chair) polled the

committee for nominations, and after a run-off vote, he presented the winning names to the ASA office, which then conducted the final vote of the membership, 3) the final vote count was done by Gisela Hinkle.

Members of the 1989 Nominations Committee elected at the business meeting were Karen Cook (Chair), Janet Chafetz, Michael Hechter, and Christopher Prendergast. Charles Lemert, our new Chair, has chosen "Social Theory beyond the Academy: Intellectuals in Politics" as his theme for the 1989 mini-conference. With his able leadership we look forward to an exciting day of Section activities in San Francisco.

Ruth Wallace, Chair

Deaths

Ozzie G. Simmons, formerly chairman of Fordham University Department of Sociology, died of lung cancer at the age of 69.

The Reverend Donald Campion (PhD, University of Pennsylvania) died at the age of 67.

Ann Davis, Miami University (Ohio), died on December 13.

Obituaries

David B. Carpenter (1915-1988)

David B. Carpenter, Professor Emeritus of Sociology at the University of Illinois at Chicago, died in Wilmette, Illinois on November 24, 1988.

He came to Chicago in 1972 from St. Louis, where he was Professor and Chairman of the Department of Sociology at Washington University. He served as Head of the Sociology at UIC until 1975. He retired in 1983. His principal interests were in the area of urbanization. With Stuart Queen, he was the author of *The American City*, and he wrote numerous other monographs, articles, statistical analyses and reviews.

Dr. Carpenter was born in Webster Groves, Missouri in 1915. He attended Washington University, completing his BA in 1937, and an MA in Sociology the following year. He was a University Fellow at the University of Washington, Seattle, 1938-40.

His graduate career was interrupted by World War II. He was trained in the Japanese language at the U.S. Navy language school and then, in preparation to be a military government officer, he earned an MA in International Administration at Columbia University.

When the war ended Carpenter, by now a lieutenant in the Navy, was assigned to the Statistics and Reports Staff Section at occupation headquarters in Tokyo. He was discharged from the Navy in 1946, but remained with the Statistics and Reports Section as civilian Chief.

He retained a lifelong research interest in Japan and the problems created by urbanization and social change there.

In 1948, Carpenter returned to the University of Washington, where he was awarded a PhD in Sociology in 1951. At Washington University, he became Professor of Sociology in 1963, Dean of the Graduate School of Arts and Sciences in 1965, and Chairman of the Department of Sociology in 1969.

During the decade of the 1960's, Dr. Carpenter served on the Graduate Record Examinations Board and undertook several task force assignments from the Bureau of Higher Education, U.S. Office of Education. In Chicago he served for several years as a member of the Metropolitan Chicago Census Tract

Committee. In recent years he was a member of the Chicago Metropolitan Fact Book Consortium. He is survived by his wife Yoshi, four children and six grandchildren.

William Erbe, University of Illinois-Chicago

Morris Janowitz (1919-1988)

Morris Janowitz died on November 7, 1988 at the age of 69. At the time of his death, he was Lawrence Kimpton Distinguished Service Professor Emeritus in the department of sociology at the University of Chicago. Because of the aggravation of his affliction by Parkinson's disease, he ceased to teach at the University, although he continued up to a year of his death to conduct seminars at home.

Morris Janowitz first came to my notice in Washington in the summer of 1941. He was on the staff of a research project on "War Time Communications" which Harold Lasswell had conceived. It took as its task the content-analysis of headlines in newspapers of the leading countries of the world. I was in the Special War Policies Unit of the Department of Justice, also a product of Lasswell's inventiveness. I had a room in the Library of Congress at that time; the door had a glass window and I could see in the corridor this lively youth, fresh out of university, obviously enjoying himself to the hilt.

I did not see him again until January or February of 1944 in the lobby of a building on Brook Street in London, occupied at that time by the Research and Analysis Branch of the Office of Strategic Services. In the ensuing year, I saw a great deal of him. Later we were together in a building in Kingsway, where one day a German bomb exploded nearby, shattered the windows and sent the glass flying into the room. Morris was cut in the face by some of the splinters and he was awarded the Purple Heart for the wounds.

Morris Janowitz came to the University of Chicago in 1945. He entered as a first-year graduate student in sociology and made such a good impression by the sharpness of his mind and the vigor of his personality that he was appointed to an instructorship in social sciences in the College. Many of the young teachers in that part of the University later became eminent figures in the social sciences. They included Barrington Moore, Reinhard Bendix, Sylvia Thrupp, Milton Singer, David Riesman, Daniel Bell, and Benjamin Nelson. Janowitz, although probably the youngest, held his own and established himself as a very vigorous teacher and as a lively colleague. In 1945-46, while still a student, he was associated with me in the paper on "Cohesion and Disintegration of the Wehrmacht in the Second World War", as well as writing a few short papers of his own on psychological warfare. He also edited, together with William Dougherty, a very large collection of materials on psychological warfare on commission from the United States Department of Defense. As an associate of the Committee on Communications of the University of Chicago he did a good piece of research on "community newspapers" in Chicago and published through the Free Press a book, which is still of interest, on *The Community Press in an Urban Setting*; it has been republished recently by the University of Chicago Press. It is the only book of his kind. He also edited with Bernard Berelson a "reader on propaganda and public opinion."

In 1951, he became assistant professor of sociology at the University of Michigan. There he continued his activity as a teacher and research worker of uncommon energy, enthusiasm and productivity. He was prominent in the activities of the Detroit Area Survey, using it as an opportunity to train graduate students in methods of field

research. There he also began his major work on *The Professional Soldier*. The book was completed while he was a fellow at the Center for Advanced Study in the Behavioral Sciences in 1958-1959. It immediately established his reputation as the leading figure in an important but long neglected field of sociology.

He went back to Ann Arbor for two more years and then he returned to Chicago, first as visiting professor of behavioral sciences in the Graduate School of Business and then, in the next year as professor in the department of sociology. This was a great fulfillment for him. Morris Janowitz had not studied sociology before the war—he had done economics at New York University—and he had no personal connection with the University of Chicago before 1945. During his service in the Office of Strategic Services in London during the Second World War, he collaborated with persons connected with the University of Chicago. These associations created a bond between him and the University which was strong even before he came here.

The University of Chicago became for him what the Athenian *Polis* had been for a good citizen of Athens. He adopted the traditions of the department as his own intellectual ancestry. It was partly his own intellectual sympathies with the method of participant-observation but it was also his devotion to the department of Albion Small, William I. Thomas, Robert Park and Ernest Burgess; it was the department's combination of moral seriousness, intellectual freedom and the passionate determination to understand contemporary American society by the best possible methods and theories that won his heart. It was like what anthropologists call "fictive kinship". He felt himself to be the heir of the great Chicago sociologists. He was all of that and more.

As chairman of the department of sociology from 1967 to 1972, he was exceptionally successful. The department had been in a state of decline since the end of the Second World War. Morris Janowitz set about to rebuild the department by attracting outstanding scholars and promising students. He did both with marked success. The result was a new department of great distinction with many intellectual interests widely divergent from his own but nonetheless welcomed by him and given a prominent place through his own exertions. He was unrelenting in his search for the best sociologists anywhere, regardless of his own fields of interest and his own methodological preferences.

Within a short time, his chairmanship showed striking results. As a teacher he soon formed a wide circle of students around himself, guided them solicitously and closely in their plans of research, placed them in contact with persons and institutions who could help them in the communities and groups they were studying, helped them financially, pushed them for appointments and kept in close touch with them once they were launched in their careers. He had a rare capacity to call forth the affection of his pupils and although his manners were often rough, his students saw through that roughness and could see that he really was as concerned for them as a loving intellectual parent could be.

He founded entirely on his own initiative the remarkable series of books called *The Heritage of Sociology*. This was an unparalleled act of intellectual piety—I stress the adjectival "intellectual." What he wanted was an understanding and assimilation of the best insights of the best contributions to the development of sociology. The result is unique. Of course, it could have been better and it would have been better had he lived longer. But as it is, with all its

(continued on next page)

Obituaries, *continued*

limitations, it is a splendid achievement of intellectual discrimination, respect for great achievements and a concern for the continuity and growth of his subject.

He was not only a patriot of sociology as an intellectual undertaking; he was also a patriot of the University of Chicago, of the city of Chicago and of the United States. For Morris Janowitz, to be a patriot did not mean to be an uncritical adulator. It meant loving and living for a collectivity, recognizing its faults and trying to correct them by a tireless effort of rational persuasion. He was always concerned to uphold the reputation of sociology and to do all he could to make sociology worthy of the reputation which he wished it to have.

He taught jointly with anthropologists and arranged joint appointments with the department of anthropology. He also supported joint appointments with the departments of education and political science; in his last active years, he supported with all his strength the appointment to the department of sociology of a very distinguished economist. He maintained very close relations with the School of Social Service Administration. In an age of increasing specialization, he was an exemplification of what is meant by freedom from disciplinary narrowness.

He also busied himself on the international scene. Almost single-handedly and entirely on his own initiative he conceived and realized the Inter-University Seminar on the Armed Forces and Society. This institution brought together periodically scholars from countries all over the world who were interested in the sociological study of the military in all of its various aspects. This was perhaps Morris Janowitz's greatest accomplishment. He created, on an international scale, an institutional structure for an intellectually and socially important new branch of sociology.

Morris Janowitz was also concerned with the civic affairs of Chicago, and with Hyde Park, the district of Chicago in which the University of Chicago is located. He gave advice—often good and usually disregarded advice—to the school board of the city of Chicago; he gave advice on the schools of Hyde Park; he gave advice to public housing officials and to private housing development enterprisers. On the national

scene, he gave advice to the Department of Defense on a scheme of national service for young persons for which he was highly honored, although not heeded. All of these things he did without any compensation other than the knowledge that he was performing his duty as a citizen.

None of these numerous activities was done at the expense of his own research and writing. For his major book on *The Last Half Century*, he read with extraordinarily intensity a huge mass of reports on research into American society. At the very end, he completed *Towards the Reconstruction of Patriotism*, a book notable for its courage in the espousal of a patriotic outlook, and its firm grasp of a vital, vague and too little discussed subject.

How did Morris Janowitz accomplish so much in so many different activities? For one thing, he was an extremely rapid worker and he did not waste his time on pedantries of formulation or excessive niceties of expression. Every task had to be dealt with speedily with the best resources available. He was an excellent administrator of his department and his projects. Punctilious refinement was not Morris Janowitz's forte. The main thing was the substance. It was not for nothing that a colleague once said of him, "Morris is the worst dressed soldier in the U.S. Army."

Morris Janowitz had an extraordinary gift for loyalty to institutions. It was not uncritical, and it did not demand uniformity, and it was never cultivated at the expense of his own high standards of scholarly work.

It goes without saying that Morris Janowitz was one of the leading sociologists of his time. His was no cloistered scholarly virtue. At a time when civility was in eclipse, Morris Janowitz never allowed prevailing attitudes or public opinion within the academic profession or in American society at large to diminish his courageous devotion to the good of his society, to his intellectual profession or to his University. All are better because of him; all are poorer without him.

Edward Shils, University of Chicago

Walter Cade Reckless (1898-1988)

Walter Cade Reckless, a pioneer in American criminology and corrections, died quietly in his sleep, at home, on September 20, 1988. He was a few

months shy of his 90th birthday.

Walter Reckless was reared in Chicago in a turn-of-the-century "high culture" family in which music and the arts were central to family life. Along the way, he developed a life-long interest in the violin and thought seriously of a musical career as a concert violinist. He once told me that, as boy and man, he had never missed a day of "fiddle" practice. After graduation from high school and a stint in the Army, Walter embarked on a college career at the University of Chicago. A social science major, he was taken with middle eastern archaeology, Egyptology and comparative religion. Through the years, he reflected often on the "staying" power of various religious groups and sects and their ability to "insulate" themselves and their children against crime and deviance. In his travels, he was as much at home in out-of-the-way houses of worship and shrines, observing rites and rituals and interacting with participants, as in arts and cultural centers.

While at the University of Chicago, he was a passenger in a car involved in a horrible accident in which two companions were killed. He lost the tip of his finger on his bowing hand and also suffered a shortened leg which caused him a slight permanent limp and, in his advancing years, some back and hip problems. And that was the end of the violin as a vocation and calling.

In graduate school, Robert Park, the brilliant urban ethnographer and ecologist, discovered Walter Reckless. "Getting his feet wet," an admonition Walter later gave every one of his graduate students, Walter was soon involved in the study of roadhouses ("speaks") during Prohibition. He also played his "fiddle" in these roadhouses and was a particular favorite of some of the mob who owned and ran these joints. Apart from its ties with legitimate and illegitimate social structures, Reckless focused on its clientele and especially on the careers of the prostitutes who worked these joints. His *Vice in Chicago* (1931) set a standard for research on occupational deviancy.

From 1924-1940, Walter Reckless was on the faculty at Vanderbilt University. In addition to producing a stream of articles and chapters and reports, Walter co-authored the first *Juvenile Delinquency* text (with M. Smith) in 1931, and the second published *Social Psychology* text (with E. T. Krueger) (after Kimball

Young's), also in 1931. *Criminal Behavior* followed in 1940 and a *Research Report on the Etiology of Crime and Delinquency* (for SSRC) followed in 1942.

After 16 years at Vanderbilt, Walter Reckless was recruited by The Ohio State University to build the Criminology-Corrections program. Initially located in both the School of Social Work and Sociology, he moved to the Department of Sociology full-time in 1958 where he remained until his mandatory retirement in 1969. During his 30 years at Ohio State, he published his widely adopted textbook, *The Crime Problem* (1950) and six later revised editions. There were many other books with his last one, *American Criminology: New Directions*, published in 1973. His articles and reports continued and, at his retirement, he was presented several bound volumes containing his scholarly pieces. There were also monographs on violence in Puerto Rico, the female offender in America, Jail Administration in India, and others.

But the scholarly contributions for which he was best known involved his research on "good" and "bad" boys in high delinquency areas, the self concept as an "insulator" against delinquency, and for his containment theory. For more than 15 years, he co-directed an experimental delinquency prevention program in core city elementary and later in all inner city junior high schools in Columbus. This work appeared in *The Prevention of Juvenile Delinquency: An Experiment* (1972).

He was a consultant to the Social Defense section (Crime Prevention) of the U.N. and every director of that agency was a former student, or more usually a close friend and associate of his. He shuttled back and forth to Europe, the Far East, and the Middle East lecturing, setting up academic and training programs, inspecting prisons, jails, and juvenile facilities, and evaluating the progress being made. Foreign students flocked to Ohio State to work with him.

He produced most of the leaders in Ohio's correctional enterprise during the period 1940 through 1970. He was heavily involved in the professionalization of probation and parole and of the juvenile court system. He led and won the battle to separate both adult corrections and the Department of Youth Services from the Ohio Public Welfare Department. He attended endless meetings and testified often before

the Legislature on issues affecting correctional policies, programs, and budgets.

A workaholic, Walter Reckless pounded his ancient typewriter with two fingers seven days a week. His home was an extension of his office; his graduate students of his family. He enjoyed joining with quality musicians in string quartets and did so as often as possible. A Bach devotee, monthly musicales in his home attracted the finest musicians in Columbus as either participants or audience. An invitation to a Reckless musicale was greatly prized and many people remember these Sunday afternoon events with lingering pleasure.

Energetic, goal-oriented and committed, a father-figure to his students, Walter Reckless helped revive the American Society of Criminology in the early 1960s and served as its President for three terms. He was also Chair of the Criminology Section of the ASA, and was honored in a great many other forums. Among these, one of his most cherished recognitions was the Ohio State University Distinguished Service Award in 1981.

Walter Reckless is survived by his wife Martha and by his son Walter, wife Sandra and three grandchildren.

Walter Reckless made a difference. Not many of us are privileged to lead such interesting, productive and useful lives or to leave so impressive a legacy as scholar, teacher and public figure.

Simon Dinitz, Ohio State University

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