

Footnotes



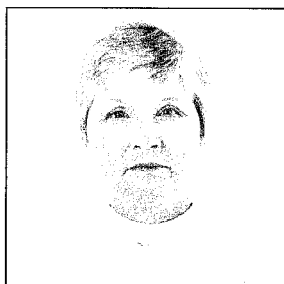
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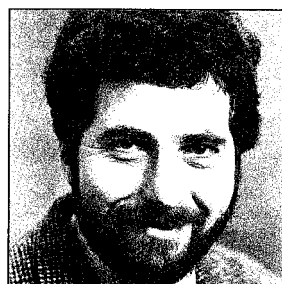
New Editors for ASR, CS, and SOE



Form



Simpson



Wexler

Acting on the recommendations of the Committee on Publications, Council recently selected 1987 journal editors for *American Sociological Review*, *Contemporary Sociology*, and *Sociology of Education*. Profiles of the new editors appear here.

American Sociological Review: William H. Form

by James A. Geschwender

My purpose in this short article is to introduce the new editor of the *American Sociological Review* (ASR), William H. Form, to those of you who may not already know him. Introductions such as this often consist of a description of education, research, publications and

offices held—all of which is necessary, but none of which is sufficient. It is also important to understand the person behind the accomplishments.

The adjectives that I think best describe Bill Form are compassionate, socialist-humanist, and scholar. Bill's compassion and socialist-humanist values are well exemplified in a debate over my favorite novel—*In Dubious Battle* by John Steinbeck—that he and I had during my graduate student days at Michigan State. The novel is about two Communists who attempt to organize apple pickers and to lead them in a strike against the growers. One of the Communists is murdered in the course of the struggle and his funeral is used as a political weapon—an occasion for advancing the cause. Bill was vehement

in insisting that this was wrong. He argued that all people were entitled to dignity and respect and that this is especially true at the time of their death. He insisted that if, in the name of political expediency, the movement itself were to rob a person of his or her dignity at this most personal of all moments, then the movement would have undercut its very justification for existence.

These are the values that have shaped Bill's career and his scholarship to date. He and Delbert Miller published *Industrial Sociology* in 1951. This was the classic text which defined the field for a large number of us. Industrial sociology was the study of industrial society in all of its manifestations and not simply the

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ASF Endowment Campaign Mounts Spring Telethon

The recent mailing to all ASA members for donations to the Endowment of the American Sociological Foundation has had encouraging results. However, those who have not yet responded may feel a little additional heat this Spring which has nothing to do with the change in the weather. As part of the Endowment Campaign Committee's continuing resolve to elicit maximum donations from maximum numbers, it is asking a group of ASA members to join in spreading the message. During the next month, many present and former officers of the Association will be using their telephones as persuasive instruments. With such fiendishly subtle appeals as "I gave; won't you?", they will be reaching friends and colleagues around the country to add more bark to the campaign's bite.

With a goal of \$1 million to be achieved over three years, the Endowment Committee is planning a number of events and appeals to reach individuals and institutions, both within and beyond the discipline. However,

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PhD Certification Program to Begin

by Bettina J. Huber

One of the major items on Council's agenda at its meeting in early February was the Association's new Certification Program for PhD sociologists. After considering the preliminary work done by various committees responsible for certification in six specialty areas, Council agreed that the PhD program should begin actual operation. The Executive Office has now prepared the necessary application materials and stands ready

to make them available to any member interested in seeking certification. Social psychologists certified by ASA during the 1960s may waive the application procedure. Upon documenting their earlier certification, and paying the certification fee, they will be added to the ASA's new Roster of Certified Sociologists.

This article provides an overview of the major features of the PhD Certification Program and summarizes the progress that has been made in implementing the program since Council approved it at its February 1985 meeting. I begin with a brief review of what led to Council's decision to embark on certification.

Background

A report on licensure and certification, submitted to Council at its January 1984 meeting, delineated the potential and actual difficulties sociologists face as a result of the licensing activities of related social science organizations. The programs of the American Psychological Association and National Association of Social Workers represent a particular threat to the employment options of our graduate and undergraduate students.

In pressing for licensure of their members, both groups have tried to define certain job categories as their exclusive domain. In the process, sociologists have tended to become disadvantaged in the competitive scramble for work in government, business and industry.

In response to the 1984 report, Council created an Ad Hoc Committee on Certification, with a mandate to draft guidelines and procedures for an ASA certification program. The committee, composed of Edgar Borgatta, Chair, Otto Larsen, Katherine Marconi, Barbara Williams and Mayer Zald, considered this mandate at a mid-May meeting in Washington, DC and submitted a report to Council in August 1984 summarizing the outcome of its deliberations.

The Ad Hoc Certification Committee quickly came to the conclusion that certification of PhDs was practicable in a

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1987 Program Update

The August issue of *Footnotes* will list all session organizers for the 1987 Annual Meeting, scheduled for August 17-21 in Chicago. The theme of the meeting is: "Cross-National Research in Sociology."

In addition to thematic sessions organized by the Program Committee, there will be "regular" sessions for submitted papers on any aspect of cross-national research. See the August issue of *Footnotes* for information on where to submit such papers.

1987 Program Committee □

Observing

Social Science and the Federal Budget, FY 1987

After all the past year's discussion of the federal deficit (see, for example, my Observing Column in the April 1985 Footnotes), and the probable impact of Gramm-Rudman-Hollings (GRH), it comes as no surprise that FY 1987 is unlikely to be a banner year for federal funding of social research. The probable dimensions of actual funding are discussed in the February 19, 1986 issue of COSSA Washington Update, published bi-weekly under the editorship of David Jenness, Executive Director of the Consortium of Social Science Associations (COSSA). A few copies of this issue of Update are still available from the Executive Office on a firstcome, first served basis. In what follows I will highlight some of the key points in the 31-page report.

As a prelude to FY 1987, which begins in October 1986, the 4.3% reductions required by GRH for FY 1986 began to go into effect on March 1. As Jenness notes, "Some operating agencies that can move sums around among programs will try to play it by ear, hoping that some or all of the FY 1986 reductions will be nullified legally later. Other agencies...have been negotiating awards downward and making other adjustments well in advance of March 1, so that activities in the latter part of the year will not suffer all the burden. Particularly vulnerable are research offices in agencies where large operating program budgets are protected against GRH, but where agency-wide administrative expenses have to be reduced somehow." As an example of how the cuts will affect programs, Jenness points to the Bureau of Labor Statistics, which had undertaken a major revision of the Consumer Price Index in FY 1986. Because of the GRH-mandated budget cuts, the sample of cities and the sample of prices used in computing the Index may have to be reduced, thereby making it less reliable.

On the bright side, there seems little probability that the budget recessions proposed by President Reagan for FY 1986 will be implemented. As in past years, the proposed recessions are aimed at clinical training and community support programs at NIMH while at NIH they are aimed primarily at the extramural side, and if adopted would drive the number of grants sharply downward. The President tried to reduce grants earlier, but was blocked by Congress.

To give you some idea of the impact of GRH, the budget figures for several federal agencies which support sociological research are presented below.



The COSSA budget projections for FY 1987 assume that the above decreases will be necessitated by the size of the deficit in mid-August 1986. The 1987 projections shown here are tentative and do not necessarily represent the worst case scenario.

One possible consequence of this new round of budget cuts is that researchers who became discouraged by the reduction in social research funds during the first two years of the Reagan Administration, will again become discouraged. If they no longer make the effort to put forth good research proposals, the consequent drop in good proposals will fuel the downward spiral and provide budget cutters with evidence for claims that more research monies are not needed anyway. Although social scientists have little power to affect much of the budget process, this particular situation is one we can prevent. It is essential that the flow of proposals for funding remain at its present level, if not expand, in the years of austerity that lie ahead. The same concern applies to graduate and post-doctoral fellowships and other education-related monies.

The situation, as Jenness points out, is not all bleak: "Thanks to the administration, NSF might be spared. Thanks to Congress, NIH might not be crippled. But in the course of a grand compromise, what will be the fate of crucial policy research or of empirical research in the Department of Agriculture? Are we willing to see humanistic research and scholarship decline to the status of least-favored fields?"

These are complex issues, and not least important is the question of who will debate them. Who will speak out? Those of us here in Washington need your active support. If you speak out, your voices will be heard, whether you speak as a researcher whose work is threatened by cutbacks, or as a professor whose teaching activities are

nourished by long-term research.

There is no doubt that some painful budget reductions are inevitable. But whether social science is treated equitably or is singled out for larger cuts will depend largely on whether we take the time to make members of Congress and federal agency officials aware of our concerns. As Jenness notes: "Your voices need to be heard. Communicate...the specific merits of your research, the absolute cost of terminating it. The Consortium keeps hearing from Congressional offices that the scientific community is silent lately. Talk to people at your university, in the press, in Congress and the Executive Branch, in state and local government. Let them know the importance of what you are doing. Tell COSSA, too. The Consortium is one means (it cannot be the only one) for making the case."

If you are willing to help, but not sure where or how to start, give me a call or drop me a note—today.—WVD/A □

1986 Annual Meeting
August 30-September 3
New York Hilton Hotel

ASA Seeks New Staff for Professional Development

Acting on the recommendation of the Committee on Sociological Practice, the ASA Council and Committee on the Executive Office and Budget have approved a new professional staff position for the ASA Executive Office. The position is that of Assistant Executive Officer, with major responsibility for the new Professional Development Program.

The new Assistant Executive Officer will work with the Executive Officer in developing and implementing this program. These two staff will work in tandem to:

- help generate job opportunities in the public and private sectors;
- act as a catalyst to initiate and coordinate actions related to job opportunities for sociologists, career advice, data reports, and sociologists' employment;
- help in the development and expansion of internships and apprenticeships for sociologists at all degree levels;
- work with departments to strengthen their sociological practice programs; and
- build the public image of sociology.

The other duties of the new Assistant Executive Officer will be determined in conjunction with the needs of the Executive Office and the particular skills of the new incumbent.

Qualifications for the position include: PhD in Sociology; substantial experience in sociological practice; familiarity with different settings in which sociologists work; ability to communicate and negotiate with persons in business, government, labor organizations, and academic settings; managerial and organizational skills and administrative experience; familiarity with curriculum development; and ability to communicate (orally and in writing) with lay audiences.

The initial appointment is for a three-

Jessie Bernard Award Nominations

Nominations are open for the Jessie Bernard Award which is given in odd-numbered years in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be in empirical research, in theory, or in methodology. It may be for an exceptional single work, several pieces of work, or significant cumulative work done throughout a professional career. The award is open to works by women or men and is not restricted to works by sociologists. The work need not have been published recently; however, it must have been published by the date of nomination. The recipient will be announced at the ASA 1987 Annual Meeting.

Nominations for the Jessie Bernard Award may be submitted only by members of ASA. Nominations should include a one-to-two page statement explaining the importance of the work and should be sent to: Diane R. Margolis, The University of Connecticut, Scofield Town Road, Stamford, CT 06903. Deadline for submitting nominations for the 1987 award is October 31, 1986. □

year term. Applications are due by April 30, with a preferred starting date of July 1, 1986. Salary is in the \$30,000 range with good fringe benefits. Applicants should send a resume, names and addresses of references familiar with the skills listed above, samples of written work, and a cover letter highlighting skills and interests to: Dr. Michael Useem, Chair, Search Committee, American Sociological Association, 1722 N Street NW, Washington, DC 20036.

The other members of the selection committee include, Elizabeth J. Clark, Monclair State College; John Fernandez, AT&T; Katrina Johnson, NIMH; Louise Weston, Environmental Strategies, Inc.; and William V. D'Antonio, ASA.

Candidates will be notified of their status in mid-May; interviews will take place in late May. □

Corrections

■ *Helena Lopata* was incorrectly identified as a second alternate delegate to the International Sociological Association in the listing of Official Representatives on page 10 of February 1986 Footnotes. Only *Bennetta Jules-Rosette* was selected by Council as an alternate delegate to the ISA.

■ *Nechama Tec* was incorrectly identified as male in the March Footnotes "Mass Media" column.

■ The article on Graham-Rudman-Hollings which appeared on page 3 of the February 1986 Footnotes should have carried the by-line of *Howard Silver*, Assistant Executive Director of COSSA.

■ *May Haywood Metz*' name was misspelled in the listing of ASF contributors in the December 1985 issue of Footnotes.

We apologize for the errors. □

Agency	Current FY 1986 Appropriations (millions)	After GRH Reductions FY 1986	After GRH Reductions FY 1987	Percentage Reduction from FY 1986 Appropriations
NSF—Social/Economic Sciences	\$ 30.0	\$ 28.7	\$ 23.0	23.3
National Institute on Child Health/Development	321.8	308.0	246.4	23.4
National Institute on Aging	156.5	149.8	119.8	23.5
National Institute of Mental Health	308.5	295.2	236.2	23.4
Graduate Programs (Education)	22.3	21.3	17.1	23.3
National Endowment for the Humanities	140.6	134.6	107.7	23.4

1986 New York Meetings: Update from the President

Regular Sessions, Roundtables, Tours, and More

Here it is April and in four months we shall be greeting each other in New York. Together, we shall be reviewing recent sociological developments, reformulating (and in some cases challenging) previously reported ideas and research findings, and—perhaps most important of all—taking stock of where we are as a discipline and where we are headed. This month's column calls special attention to the Regular Sessions and Roundtables.

Regular Sessions are the core of the Program. They are our stock in trade and embrace all fields of sociology. I cannot begin to anticipate the contents of these sessions, save to emphasize their scope, diversity, and promise of high quality. The Preliminary Program will set them out in detail and I urge you to use it creatively and efficiently. It will tell you when, where, and by whom your special interests are being discussed. Too often in the past disappointed members have dropped in or out of sessions almost at random. This practice is wasteful for everyone and unnecessary. It is far wiser to select the Regular Sessions you wish to attend well in advance; that way you will not be victimized by the bewildering array!

Roundtables. There is general consensus among sociologists who track the changing structure of our annual meeting program that the "Roundtable" concept represents an outstanding social invention. Roundtables provide an unparalleled opportunity for sociologists with shared interests to meet, discuss research proposals and findings, make new friends, challenge one another's ideas, and form networks which frequently carry over from one meeting to another.

The experience of the 1986 Program Committee certainly bears this out. The response to the call for Roundtable proposals was so overwhelming this year that a subcommittee was appointed to "keep order." At last report, its members expect no fewer than 165 Roundtables for the New York meetings. About a third of these will be held during the noon hour as Luncheon Roundtables with a prepaid meal (pre-registration is required). The increasingly popular Informal Roundtables, which account for the majority of the Roundtables this year, are not scheduled at noon and do not require pre-registration.

Roundtable discussion leaders come from every sector of the sociological community: academia, public service, foundations, business and industry, and, not least, graduate students—members of the next generation of sociologists. Topics range widely: alternate lifestyles, gender issues, critical sociology, problems of sociologists engaged in practice, aging and work, social interventions, minority employment, theoretical developments, etc. In addition to the "traditional" topics, one can join groups discussing such special themes as: the social construction of failure, latent utopias, worksite wellness programs, jury selection, Japanese corporate culture, or courtship violence. With such an array of tempting choices, no sociologist need experience pangs of intellectual hunger in New York!

I know that you join me in expressing thanks to the Roundtable subcommittee: Marcia Ory, Chair, Robert Parke, Ruth Wallace, and Paula Darby Lipman, Coordinator. They have made a splendid contribution.



Tours. A series of special tours to sociologically interesting areas of New York City has been planned for the Annual Meeting. Sociologists with relevant research experience will serve as "tour leaders" for visits to such sites as: Greenwich Village, the ethnic neighborhoods of Queens, the art community in SoHo, Wall Street, and a number of museums. Elsewhere in this issue, Caroline Persell provides a preview of the many delights of Greenwich Village and Lloyd Rogler discusses New York's ethnic neighborhoods. Since few of us are aware of New York's network of beaches—many of them spectacular—a special bus tour will provide an introduction to Coney Island, Sheepshead Bay, Gateway National Recreation Area, Jamaica Bay, and the Rockaways. (An interlude for swimming may well be included!)

Walking tours will offer glimpses of the street life of Times Square, the process of rebuilding urban neighborhoods, the technological changes reshaping

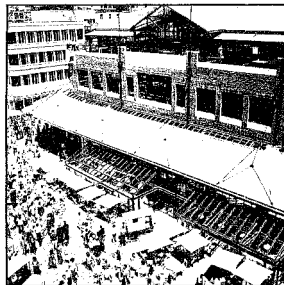


Photo by New York Convention and Visitors Bureau

New York, and the contributions of workers to the city's development. A complete listing of various tours and reservation information will be provided in the next issue of *Footnotes* and in the *Preliminary Program*. Jen Suter and Janet Astner of the Executive Office are handling the complex logistics with their usual finesse and skill.

Information on Available Research Funding. Tuesday, September 2nd, is the day when representatives from private foundations, federal agencies and other groups will present information on their grant programs. The Program Committee is indebted to Robert Parke, Kathleen Bond and Coralie Farlee for their imagination and diligence in making these presentations a reality. It is a feature of the program that many members will find useful.

Poster Sessions, an exciting experiment this year, have proved highly successful at other professional meetings. Such sessions provide an opportunity for presenters to literally set up a visual dis-

play of their research results which can be easily seen and discussed. Presenters are on duty at scheduled times to answer questions and give fuller explanations. Although there is no formal structure, small knots of interested persons move from one display to the next. The Program Committee is still in the process of making final selections for the Poster Sessions. These will be announced in the Preliminary Program.

This month's "Update" concludes with two personal notes. Some months ago, on behalf of the Program Committee, I urged James Coleman to conduct a Didactic Seminar on the relationship of theory and method in sociology. He readily agreed, believing, as the Program Committee does, that this is a central issue for the discipline. Last week, much to my dismay, he called to say that he has a rare opportunity to go to Israel for a protracted period on an unusual assignment, and that he would not be in the U.S. in August and September as a result. I am happy to report, however, that he plans to return to New York for a few days especially for the meetings and his seminar. One rarely finds such sociological and professional commitment, and I am deeply grateful to Jim for displaying it at this

time. You should sign up early for his Didactic Seminar, since it is likely to be oversubscribed.

I report on another matter with considerable diffidence, but at the strong urging of the Program Committee. When I was teaching at Bowdoin College some ten years ago, each year typically brought a small but enthusiastic cohort of undergraduate majors in sociology. Upon my election as President of the Association, a spokesperson for one of these cohorts proposed that the Program include a session on how their sociology major had influenced them as Bowdoin graduates. With the strict understanding that participants would focus universalistically on the "sociological perspective"—and not on me as some upper division Mrs. Chips!—a session was set up on "The Undergraduate Sociology Major: Ten Years Later." It will be chaired by Karyn Loscocco, now a full-fledged sociologist, with other participants drawn from her Bowdoin class. They have pursued careers in medicine, law, journalism, architecture, and banking. I shall be interested to hear how they think their lives may have been influenced by sociology and I trust that you will be too.

Matilda White Riley □

Exploring Greenwich Village

by Caroline Hodges Persell

Greenwich Village is to sociologists what the Galapagos Islands were to Charles Darwin—a rich site for interesting and theoretically significant observations, as well as enjoyment. Roughly

bounded by 14th Street on the north, Houston (pronounced How-ston) Street on the south, the Hudson River on the west and Broadway on the east, Greenwich Village has historic, literary, artistic, architectural, political, intellectual, and sociological significance.

Around 1800, the independent and thriving village of Greenwich was a pleasant afternoon's drive north of New York City's boundaries. The Village began expanding when yellow-fever struck the Wall Street area in 1819. From 1825 to 1850, the Village boomed. In 1827, Washington Square Park was created on the site of the city gallows. Wealthy, fashionable New Yorkers built elegant, spacious homes along the north side of the park in the 1820s and 1830s, and New York University was established on the Square in 1833. In the 1840s and 1850s, Fifth Avenue, which

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Photo by Nancy D'Antonio

Hispanic Diversity in New York

by Lloyd H. Rogler

New York City.

When New York City soon puts out the welcome mat for members of the ASA at the Annual Meeting, the chances are high that the welcome frequently will be heard in Spanish—¡Bienvenido! New York is fast becoming a bilingual city: advertisements for cough syrups, soups, and facial tissues display their messages in Spanish on the subways; local political candidates stammer in Spanish to woo the ballots of Spanish-speaking voters; and even Frank Purdue sings the praises of his low-fat chickens in Spanish on national television networks. Indeed, several local TV and radio stations broadcast entirely in Spanish and the corner newspaper stand may contain as many Spanish-language newspapers and magazines as English ones. All this reflects the growing importance of the Hispanic community in the contemporary life of

Somewhat more than one and a half million Hispanics live in the city—one out of every five New Yorkers. They are the city's second largest minority group, behind the city's black population of nearly two million. Roughly 60 percent of the city's Hispanics are Puerto Ricans; 33 percent are Dominicans, Colombians, Guatemalans or other Central and South American nationalities; the remaining 7 percent are Cubans and Mexicans. Although Puerto Ricans are the predominant Hispanic group, the non-Puerto Rican Hispanic population has been growing most rapidly.

The city's Hispanics display striking diversity according to their own national groups. Thus, neighborhoods are surprisingly distinct. Large Puerto Rican communities may be found in the Bronx and Brooklyn and in Manhattan's upper east-side Spanish Harlem. Dominican

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Certification, from page 1

number of areas and might prove beneficial. The general title "certified sociologists" was deemed to have very little meaning, and therefore, the Committee proceeded to delineate a set of procedures that might serve as the basis for certification in a number of specialty areas.

After some initial uncertainty, the Ad Hoc Committee also came to the conclusion that certification at the Master's level might serve to highlight the research training which is a strength of sociology graduate education. Since providing analytic training of this sort is considered the discipline's most distinctive accomplishment by many, and represents the best means of competing with graduates in psychology and social work, the Committee proceeded to outline guidelines for certifying Master's level research training and the general analytic and problem-solving skills which are an integral part of it.

The program developed by the Ad Hoc Committee is designed to allow for change and evolution with the passage of time. Thus, the Committee's proposal is not meant to be the final word on certification for sociologists, but a starting point in a gradual process of development. As experience with the original program accumulates, appropriate changes and modifications will be introduced. In particular, areas of PhD specialization may be added or abandoned and more specialized areas of MA certification developed.

At its mid-1984 meeting in San Antonio, Council accepted the certification program devised by the Ad Hoc Committee in principle, but deferred detailed consideration until its February meeting. Council asked that in the interim feedback be sought from the membership.

During the fall of 1984, the entire Committee report was sent to ASA Section leaders, Presidents of sister organizations and a number of other interested parties, along with a cover letter inviting them to submit comments on, and reactions to, the certification program. In addition, the Committee report was summarized in the October issue of *Footnotes* and readers were invited to submit comments on the proposed program. In all, approximately 55 letters commenting on the certification proposal were received at the Executive Office. They ranged in length from one paragraph to seven pages. Some letters focused on major difficulties or shortcomings, while others expressed concern about minor features.

In addition to the letters, Carla Howery prepared a written summary of reactions to the ASA program at a session on certification which was held during the 1984 annual meeting of the Society for Applied Sociology. The summary provided an overview of the comments made by 30 to 40 people.

Once the letters of commentary had arrived at the Executive Office, a detailed summary was circulated to all members of the Ad Hoc Committee. On the basis of this summary, the Committee agreed that the proposed certification program ought to be modified in a number of respects. The modifications dealt with three matters: clarifying the nature of certification criteria; areas of specialization at both the PhD and MA levels; and bureaucratic requirements (i.e., fees and letters of recommendation).

A second report summarizing the program, members' comments and suggested modifications was prepared for ASA Council's February 1985 meeting. At this time, Council gave final approval to the certification program as modified.

The Certification Program for PhD Sociologists

The general procedures developed by the Ad Hoc Committee serve as the basis for granting certification in the following broadly defined specialty areas:

Demography deals with the social study of demographic processes; it focuses on the character of populations, their size, distribution and composition.

Law and Social Control encompasses those areas of sociology that investigate societal mechanisms for enforcing compliance with widely accepted norms and controlling deviance.

Medical Sociology encompasses a body of knowledge which places health and disease in a social, cultural and behavioral context.

Organizational Analysis represents one of the core concerns of sociological theory. The nature of social organization and the bases of social differentiation have long been central themes in modern organizational theory.

Social Policy and Evaluation Research is concerned with questions of public policy, organizational policy, or social welfare. Sociological practitioners in these areas may be involved in planning, setting, implementing, evaluating, or changing policies.

Social Psychology encompasses a broad area of scientific activity which focuses on the complex interrelationships of the individual and society.

These six specialty areas represent domains in which application of sociological knowledge is well-developed and a substantial applied literature exists. This is not to imply that they represent all such domains or that the boundaries of various areas are perfectly defined. The six areas of specialization simply represent a reasonable starting point for a certification program that may well change with the passage of time and contain different, or more narrowly defined, domains of specialized application and practice. The specialty areas are identified in terms of content rather than particular research strategies because major sociological methods are equally applicable to a broad range of topics.

Although the areas of specialization are clearly distinct, they are not meant to be mutually exclusive. In some instances, therefore, whether certification is sought in one area or another is a matter of individual choice. For those seeking certification in several areas, certification and recertification fees for areas other than the first are significantly reduced. (They are currently set at \$5.)

Regardless of area of specialization, everyone must fulfill the following certification requirements:

1. A PhD from an institution which must be regionally accredited if located in the United States. Pre- or postdoctoral training should include familiarity with relevant methodological techniques and courses integral to the area in which certification is sought.

2. At least two years of post-doctoral experience in the appropriate field of specialization. In most instances, this will have been acquired outside the confines of the university, under competent supervision, in an organization concerned with application of social science knowledge.

3. Demonstrated professional competence.

4. Submission of three letters of recommendation. One must be written by an ASA member.

5. Full membership in the American Sociological Association and explicit

agreement to adhere to the Association's Code of Ethics.

6. Payment of a \$50 application fee.

Should applicants meet all of these requirements except that of experience, a two-year "Provisional Certification" is provided.

Once approved for certification, and upon payment of a \$50 certification fee, applicants are issued a certificate that is valid for two years. Upon payment of the appropriate fee (\$40 at present), and completion of any requirements for continuing education that Council may mandate, certification will be renewed for additional two-year periods.

Applications for certification are evaluated by five member Certification Committees. Three members are sufficient for a quorum, though in most cases, all committee members evaluate problematic cases. Should certification be denied, the Committee is obligated to specify how existing deficiencies can be remedied.

As is the case with other standing ASA committees, certification committee members are nominated by the Committee on Committees, and approved by Council. All nominees must be certified, and wherever possible, appropriate sections are consulted in the process of compiling slates of candidates. Some nominees are routinely chosen from the ranks of the Association's practitioners. From the very beginning care has been taken to assure that committee members have the expertise and experience to make fair and reasonable decisions.

Separate committees approve applications in each specialty area. Their chairs are also members of an oversight committee which has a Council Liaison as an additional member. The responsibilities of the committee include: recommending new areas for which certification might be appropriate; considering continuing education requirements for recertification, as well as other modifications in the program's procedures and requirements; and conducting periodic reviews of the whole certification program. Should the latter reveal that there is little or no demand for certification in a given area of specialization, it will be dropped from the Association's options. On the other hand, should lack of certification in certain areas prove problematic, they will be added to existing options. The first full scale review will be conducted in 1989.

In addition to assuming responsibility for administration of the Association's certification program, the ASA Executive Office prepares and maintains an annual Register of members whose certification is current. This document is available at low cost to both members and non-members who request it. Initially, one aspect of compiling the Register will be broad publication of the fact that those social psychologists who were certified in the 1960s are automatically eligible for inclusion in the Register. Provided their ASA membership is current, and they present evidence of having been certified, they will be included. The initial application fees are waived for this group and only the certification fee assessed.

The PhD Certification Committees

In the months following the February 1985 Council meeting, at which the Certification Program was given final approval, ASA President Kai Erikson undertook the lengthy process of appointing 30 members to six PhD Certification Committees and a six member ad hoc committee to develop the Master's level certification examination. The latter consists of Herbert Cost-

ner (Washington), Chair, Kathleen Crittenden (Illinois-Chicago), Harold Grasmick (Oklahoma), David Knoke (Minnesota), Ross Stolzenberg (Graduate Management Admission Council), and Harold Wallach (GAO). As the committee is still in the early stages of its work, its activities are not dealt with here. Certification at the MA level will probably not be available before 1988.

Once chairs had been selected for the PhD committees, Erikson worked in close collaboration with them in appointing additional committee members. Wherever possible, relevant ASA section leaders were consulted, as were others knowledgeable about particular areas of specialization.

The persons currently serving on the various PhD Certification Committees are listed below.

Demography: Dudley Poston (Texas), Chair, Wendy Baldwin (NIH), Gordon F. Dejong (Penn State), Margaret M. Marini (Vanderbilt), and Mary G. Powers (Fordham).

Law and Social Control: John Clark (Minnesota), Chair, Peggy C. Giordano (Bowling Green), Pamela Richards (Florida), Lawrence W. Sherman (Maryland), and Patricia E. White (IRIS).

Medical Sociology: Judith K. Barr (Blue Cross/Blue Shield), Chair, Gail Lee Cafferata (PHS), John Colombotos (Columbia), Claude R. Pope (Kaiser Permanente), and Fredric Wolinsky (Texas A&M).

Organizational Analysis: Richard Hall (SUNY-Albany), Chair, Mary L. Fennell (Illinois at Chicago), Arne L. Kalleberg (North Carolina, Chapel Hill), Joseph P. Morrissey (N.Y. State), and Mary Zey-Ferrell (Texas A&M).

Social Policy and Evaluation Research: Howard H. Garrison (NAS), Chair, Alex Boros (Kent State), M. Elizabeth Darrough (DOE), Stephen Hart (Lutheran Church), and James D. Wright (UMass-Amherst).

Social Psychology: Gordon DiRenzo (Delaware), Chair, Barbara Iardi (Rochester), Carmi Schooler (NIH), Marjean Suelze (Family Development Associates), and Joseph Ventimiglia (Memphis State).

Each of the PhD Certification Committees met at the 1985 annual meeting in Washington, DC or shortly thereafter. At their meetings the committees considered: the adequacy of the general statement describing their area of specialization; whether they wanted to draw up supplementary information or instructions to be conveyed to applicants interested in their area of specialization; and the draft application and recommendation forms that had been developed by the Executive Office. The last were revised in light of committee members' comments. The final item on the agenda at the committee meetings was the question of procedures to be followed in evaluating applications.

In addition to the committees responsible for individual areas of PhD certification, the Oversight Committee with Mayer Zald as Council liaison has been established. This committee met at the annual meeting in Washington, DC and forwarded several recommendations to Council. First, it asked that all current members of PhD certification committees be certified before evaluating the applications of others. And second, it requested that all certification fees be waived for committee members during their period of service on certification committees.

Council approved both requests at its August 1985 meeting. A special subcommittee of Council has been established to evaluate the certification ap-

New Presidential Series Available

Sage Publications and the American Sociological Association are pleased to announce the coming publication and availability of the newest volume in the ASA Presidential Series. *The Social Fabric: Dimensions and Issues*, edited by James F. Short, Jr., ASA Past-President, is published by Sage in cooperation with the ASA.

Composed of papers presented at the 1984 ASA Annual Meeting, *The Social Fabric* draws its focus from that meeting's theme, "How is Social Order Possible?" The topic concerns research and theory regarding the nature of social order and social processes and the contexts in which social life takes place.

James F. Short, Jr., is Professor of Sociology at Washington State University. He currently serves as Associate Editor of the *Annual Review of Sociology* and served as Editor of the *American Sociological Review* from 1972-1974. He has also acted in editorial capacities for several other journals and books. He was President of the American Sociological Association in 1984, having previously been elected as a Council-at-Large member (1968-70) and as Secretary of the Association (1977-80). He was Co-director of Research for the National Commission on the Causes and Prevention of Violence (1968-69). His books include *Suicide and Homicide: Some Economic, Sociological, and Psychological Aspects of Aggression* (with A.F. Henry); *Group Processes and Gang Delinquency* (with F.L. Strodtbeck); *Delinquency, Crime, and Society*; and *State of Society: Problems and Prospects*.

In the introduction of *The Social Fabric*, Short refers to his 1984 Presidential Address and the proposal therein that sociological concerns with the social fabric might serve as a bridge between various sociological specializations. Short feels that such a bridging of concepts, methods, and concerns is necessary if limitations of specialization (hampered communication across specialties and neglect of phenomena that have not generated a body of specialized knowledge) are to be overcome and the advantages of specialization realized.

Some of the discussions generated by the thematic sessions focus on the social fabric and major institutions such as government, the family, religion, mass media, and the military, while others cut across institutional areas to consider more specialized subjects: the uses and control of knowledge, the dependence of social systems on biophysical resources and demographic factors, and

mediating structures in the social fabric.

The Social Fabric includes:

Introduction and Overview—"The Social Fabric as Metaphor and Reality" by James F. Short, Jr.

I. How is Social Order Possible? (Introduction by N. Smelser)—"Individual Choice and the Social Order" by W.J. Goode; "Institutionalized Public Memory" by M. Douglas; "A Conceptual Framework for Measuring Norms" by P.H. Rossi and R.A. Berk; "The Problem of Order" by M. Zelditch, Jr.

II. The Orwellian Vision: Sociological Interpretations—"Orwell as Macrosociologist" by M. Janowitz; "War and Peace in Oceania" by K. Erikson; "The Iron Fish and the Velvet Glove: Totalitarian Potentials With Democratic Structures" by G.T. Marx.

III. Social Systems, Institutions, and Processes—"To What Degree is Social System Dependent on its Resource Base?" by W.R. Catton, Jr., G. Lenski, and F.H. Buttel; "The Limits and Possibilities of Government: A Perspective from Sociology of Law" by R.D. Schwartz; "Government and the Making of Social Structure" by T.S. Moore and S.M. Miller; "Wheeling and Annealing: Federal and Multidivisional Control" by E.M. Leifer and H.C. White; "Citizen Soldier Versus Economic Man" by C.C. Moskos; "Social History and the Life Course Perspective on the Family: A View from the Bridge" by I. Tallman; "Religion and the Social Fabric" by S.J. Ball-Rokeach.

IV. Science, Scientists, and the Social Fabric—"Sociology and the Nuclear Debate" by T. Caplow; "Uses and Control of Knowledge: Implications for the Social Fabric" by H. Zuckerman.

The Social Fabric will be published in late April; the 360-page volume will have a list price of \$29.95/cloth and \$14.95/paper. Sage Publications will offer ASA members a 15% discount off the list price when they order through the ASA. The discount price of \$25.45/cloth and \$12.70/paper is available only to current ASA members; non-members and institutions should order directly from Sage Publications, 275 South Beverly Drive, Beverly Hills, CA 90212; (213) 274-8003.

ASA members should send their prepaid orders early (we have included a form below for convenience) to receive *The Social Fabric* immediately after publication. Member number must be listed in order to receive the special discount (the number appears on all mailing labels of ASA publications). □

Certification, from page 4

plications of current committee members. At the August meeting Council also directed that relevant sections be given the opportunity to appoint one member of the PhD Certification Committee dealing with their area of expertise. Consequently, the ASA Sections on Population, Criminology, Medical Sociology, Organizations and Occupations, and Social Psychology will be asked to appoint a representative to the relevant certification committee at the end of 1986. The section representatives' term of office will begin in January 1987, when the first members of the current committees finish their terms.

Society for Applied Sociology Survey

In addition to assessing the preliminary work of the PhD specialty committees at its most recent meeting, Council considered a survey carried out by the Society for Applied Sociology. During the fall of 1985, this organization, which has approximately 240 members located primarily in the North Central region of the U.S., conducted a survey of its members concerning the ASA Certification Program. Brief questionnaires were sent to all members of the Society and returned by 99, 57% of whom are academics. Only 18% of the respondents are currently certified by other organizations and 31% have colleagues who are. The survey responses were analyzed in some detail by Mark Tausig of the University of Akron, who forwarded a report of the findings to the ASA Executive Office.

The responses to the closed-ended questions in the survey reveal a generally positive evaluation of the ASA Certification Program. Almost 60% of the respondents are of the opinion that certification will be advantageous for sociology in general and 69% say that ASA is the best organization to administer certification of applied sociologists. The "Don't Know" category was fairly large for this last question (17%) which suggests that there may be some ambivalence about whether ASA should be responsible for certification.

Specific aspects of the PhD and MA certification procedures are viewed positively by most respondents. Fifty-nine percent say that the requirements for PhD certification are reasonable, and 56% believe that the six specialty areas adequately represent the areas of applied sociology, even though they were not designed to, as has been noted above. Seventy percent say the certification proposed at the Master's level is appropriate and 58% believe that the certification requirements for this level are appropriate. In addition, almost three-quarters of the respondents approve of separate certification at the MA and PhD levels.

Certification Applications and Procedures Now Available

As of April 1, 1986, the materials needed to apply for certification at the PhD level may be obtained from the Executive Office. In requesting materials, please specify the specialty area(s) in which you wish to be certified. Applications that are complete by July 15 will be considered by the relevant certification committees at their meetings in New York in late August. In addition to application materials, copies of the formal certification procedures and requirements are available. All inquiries should be directed to: PhD Certification Program, American Sociological Association, 1722 N Street NW, Washington, DC 20036. □

Village, from page 3

begins at Washington Square, became the center of fashionable life in the city. Broadway between Houston and 14th Streets housed the city's finest hotels, shops, clubs, and theaters.

The Village has always attracted writers, artists, and intellectuals. Thomas Paine lived in the Village until his death in 1809. In the mid-nineteenth century, Washington Irving, James Fenimore Cooper, and Walt Whitman all lived and wrote there.

In the 1860s and 1870s the wealthy began moving uptown, and more immigrants arrived. Irish and Germans were already established in Greenwich Village by the Civil War. Thereafter, most immigrants were Italian, who crowded into tenements south and east of Washington Square Park. Today, traces of these earlier eras remain alongside new traditions. Labor Day weekend usually brings the Greenwich Village Art Show, so you may find hundreds of aspiring artists displaying their work on assigned sidewalk spaces.

Walking is the best way to see the Village, and I suggest several possible self-guided walking tours. One tour includes the Jefferson Market Courthouse; Gay Street; the Northern Dispensary where Edgar Allen Poe was treated; Christopher Park, a Civil War battlefield; the popular Lion's Head Park; the Stonewall Cafe; the White Horse Tavern favored by Dylan Thomas; St. Luke's Church and Garden; the famous speakeasy at 86 Bedford Street; and Bleecker Street. A second tour includes one of the oldest Jewish cemeteries in New York; the New School for Social Research; three Gothic Revival churches; the Strand bookstore; NYU; the site of the Triangle Shirt Factory, where so many perished in the sweatshop era; Washington Square Park; Little Italy; and SoHo. The adventurous can continue on to Chinatown and the South Street Seaport.

Detailed instructions for taking both tours will be included in the program packets distributed at the Annual Meeting in August. □

ASF, from page 1

the heart of the fund-raising must involve the individual sociologist responding to his/her own professional conscience on behalf of the discipline's short- and long-range future. There is no doubt some truth to the line that sociology is a field in which a small fortune can be made—providing one has a large fortune to begin with. However, the Endowment is designed to enhance not only the discipline's prospects but those of every member. And in the immortal words of that long forgotten philanthropist, "it feels so good to give 'til it hurts." □

Yes! Please send me the following copies of *The Social Fabric*, the newest ASA Presidential Series volume edited by James F. Short, Jr. I am a current member of the American Sociological Association.

_____ hardcover volume(s) at \$25.45 each

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I have enclosed payment of \$_____.

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Return this form to: American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 833-3410.

Agresto Advises Sociologists Seeking NEH Support

John Agresto serves as Acting Director of the National Endowment for the Humanities. He talked with ASA Assistant Executive Officer Carla B. Howery, about sociology projects the Endowment could fund and how it would benefit from more contact with sociologists.

CBH: When I read the description of the National Endowment, I saw that it includes work programs for social scientists whose emphases are in humanities. How does that translate itself into a working definition with ongoing programs?

JA: The clearest way to put it is that those scholars whose work in the social sciences has either a philosophical or historical basis should consider applying. I imagine that social scientists could be doing work of a literary sort, but that's harder to conceptualize. Scholars in sociology—or my field, political science—whose work is historical or philosophical, should definitely consider applying to this agency.

CBH: What types of work has the Endowment supported?

JA: A number of things. For example, there's a good deal of work that social scientists have been doing with the upcoming bicentennial of the American Constitution. We have political scientists, and people in law and jurisprudence, who are talking about the history of the founding period, the efficacy of the Constitution, the impact of the Constitution here and abroad. These are political, sociological, legal and historical questions all packed together. That is a good example of the kind of work that we've seen done through us.

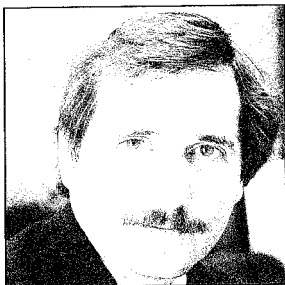
CBH: What kinds of work would you like to stimulate? What kinds of projects would you like to see coming from the social sciences?

JA: This is going to sound strange to my friends who are not in the social sciences but I think that the social sciences can sometimes ask the best theoretical and philosophical questions. Not to say that people who are in philosophy proper can't or don't. But questions involving social theory, questions of justice, questions of human nature—which are core political and social questions—are sometimes better framed and better asked by people who are trained, let's say, in political science with some historical and philosophical underpinnings. So there's every encouragement here for people in sociology, psychology, economics, and political science, to come in with research projects that grow out of questions in their field but that are themselves fully historical and fully philosophical.

CBH: You have undoubtedly gotten proposals from many sociologists and social scientists. Let me give you the opportunity to get your message out to them. What have they done wrong? What is your beef with how they have approached the Endowment?

JA: The truth is that sociologists have not come into this Endowment in any great numbers. This agency is not an obvious approach for sociologists. Sure, if they are sociologists who are doing historical work on Durkheim, they've always known about us and they've always been here. But my guess is, and we have figures on this, that the number of applications from sociologists or sociology departments or organizations is very, very small.

CBH: What advice would you like to



give to sociologists to make themselves more competitive? What can they do to improve their chances and their appropriateness for funding from the Endowment?

JA: Let me rephrase the question and bring it back to your first question. What are we looking for? We have to be candid: there are parts of political science, parts of history, and parts of sociology and psychology, that would make an awkward fit with the kinds of programs and projects we fund here at the Endowment. I remember once when the political science organization, APSA, asked me to define the humanities in contrast to the social sciences. I put it in these terms: If I were to suggest a non-discipline-based calculus by which to distinguish the humanities from the core of social sciences it would not rest upon "empiricism" or "quantification" but on the distinctive way they each might understand causality and human agency. Insofar as the social sciences explain human phenomena and human events as "caused," fully explainable without reference to reason, choice, or will, then they stand apart from the humanities. If instead of reason we are given "causes" as the explanatory vehicle, if we are given testable models rather than arguments, then we have truly made a "social science" of human affairs and have moved the inquiry away from the interests and activity of humanities.

CBH: You gave social sciences a good plug by suggesting they have some special contributions to make. Can you elaborate on that? Are there things that macrosocial scientists can do? Are there places or projects that you would have liked their input where it has not actually occurred?

JA: That's an awkward question to answer. We get 7000-8000 applications a year so it's hard to imagine that there's something missing. But, yes. There are major historical or familial or demographic questions, or questions of national character, for example, that really are best looked at in some ways by social scientists with a good historical and philosophical grounding. Take questions on the foundations of American society, the arguments that support those foundations, the effect of those foundations, the resulting character and habits of Americans, the effects of immigration on the fabric of American life. Those are the types of questions that I think many social scientists have an interest in answering and may answer in some ways better than an historian who is not interested in macro effects.

CBH: Let me ask about a couple of things as to whether they raise a red flag. For example, when you get proposals that contain primarily quantita-

tive methodology techniques, does this strike you as something that is likely to be inappropriate? Do quantitative techniques per se push people over that fine line into the NSF camp as opposed to your camp? Or, more positively, what is the proper place of quantitative techniques in humanities-related work?

JA: If the quantitative technique seems directly related to answering an important and significant question, then it's perfectly proper. If the quantitative techniques seem merely to state the obvious in obscure terms, or to nail down the not-so-important, then people will be put off. But the most important thing is not the technique of the proposal or the approach, but whether or not it is talking about something important, about something significant in the area of humanities concerns. What we say to the panels is, "Pick out the most significant, the most important, the most central proposals—central in terms of asking the kinds of questions that a scholar should ask and that needs to be answered. We are not looking for projects that are "interesting," or that would be nice to know, all things being equal. We seek to fund those projects that can convince a panel that they are truly significant. We have to remember that what may be obvious to a sociologist may not be obvious to an historian or political scientist or an anthropologist. And so the proposal itself should always delineate for us why this question you want to raise is an important question, one that needs to be answered, one that was wrongly answered in the past and has caused damage by its answer.

CBH: On this question of methodology, is there a preference for, say, not only qualitative techniques but case study methods or any other particular approach?

JA: The case study is a wholly appropriate approach. Again, the proposal itself should make the case why the particular approach proposed is the best one.

CBH: How can the ASA as a professional association of sociologists appropriately encourage people to involve themselves with the Endowment?

JA: First, by printing this interview. Second, by helping us to highlight the appropriate parts of our brochures and our program overviews. If something comes to the editors of your journals that says humanities on it, they should still place it within the journals.

For example, we have fellowship programs, summer seminar programs, a program for scholars to travel to research collections, our basic research programs and programs where scholarship can be translated to broad, general audiences through television and radio. We support scholarly conferences—many number of things that sociologists might find appropriate.

CBH: Perhaps you can expand on each of those programs that might be most appropriate for sociology.

JA: The fellowship programs are aimed at college teachers, independent scholars, and university professors. And they're open; indeed, sociologists do apply. We also have two seminar programs: one for college teachers, principally teachers of undergraduates, and the second for secondary school teachers. A sociological topic could be appropriate for either of the seminar programs and college sociology professors, for example, could certainly

apply to the college teachers' seminar.

In the education division, most of our programmatic work tends to have a curricular dimension to it, or at least a dimension of faculty development that hinges upon curriculum. We run a number of faculty institutes both at the college and high school level. Our Travel to Collections Program in Fellowships is certainly open to sociologists. It is an opportunity to receive a flat \$750 to get to a library or field site or archive. We have a summer stipends program in fellowships which is a Program for summer support. We also have in the fellowships division a program for younger scholars, principally undergraduates and juniors and seniors in high school with a mentor to carry out a research project and to learn to know what it means to do scholarship. The program has been very well received. In the research division, we support interpretive research translations and conferences. We also support the ACLS, the SSRC, and specifically both their fellows and overseas programs.

CBH: How does a person propose to do a seminar?

JA: The first thing you do is talk to a member of the staff in the Fellowship Division to explore what it is you want to do. In our seminar programs, we are interested in broad, significant, central areas of inquiry. Working with the guidelines of the division, you should submit a draft application that the staff can review and critique. After we receive a final proposal, all applications are submitted to panels. Preliminary proposals should come in to the staff so the staff can give advice about what the final proposal might look like, how the budget should be framed, for example, and so on. We group together similar proposals. Sociology proposals might be grouped with political science, economics, psychology, and anthropology, only because we don't get that many in each of those categories. After that, all the proposals are judged, not by us, but by panels of scholars who come to deliberate here for a day or two. They give us a weighted list, from the best in their judgment down to the ones they don't think deserve funding. Sometimes, if there are questions about proposals—with some people strongly for and others strongly against—the proposals may be sent out for even further review, and we get written reports back. The staff then tallies these results and passes them on to our National Council. The Council is a board of 26 members appointed by the President and confirmed by the Senate. They also review all the recommended proposals. Then they come to me. By law, I have the final word. Needless to say, after a proposal has made it through this rigorous process, I almost always just sign off on it. It's already been judged thoroughly by people in the field.

CBH: What reasons might there be for questioning those ratings, either by the 26 member council or by yourself? Are there any patterns of problems that have emerged over the years?

JA: I may have a split Council vote on a certain proposal. In reviewing the arguments, there might be significant questions raised on both sides: "This is a very significant proposal." "Yes, but it's been done already." "Yes, but not as well." You'll get arguments like that, so I have to intercede. Or sometimes it's a

E Pluribus Unum*

by Asoke Basu, California State University-Hayward

After having taught for nearly two decades that social ideas are complex and hence require thoughtful consideration, I was recently surprised to receive a letter threatening inquisition from a person who falsely claimed to be enrolled in one of my beginning sociology classes in the fall quarter 1985.

The letter was accusatory and its purpose was intimidation: "While you have not openly advocated Soviet Communism as a way of governance for America, your implication of this idea has caused students to question this notion....Your statements recently that Soviet Communism is a moral equivalent to American democracy and representative government was [sic] especially disconcerting....Our group wishes to inform you that your lectures have been and are being taped. We hope there will be some improvement on the above items. If there is not, we are preparing our tapes and specific instances to support our observations. We are sincerely and deeply concerned with academic freedom...."

Ours is a state-supported university, whose primary mission is teaching. The multicultural student body consists of Black, Chinese, Hispanic, Japanese, and White students. In recent years foreign-born Asian people, especially Indo-Chinese refugees from Cambodia, Laos, and Vietnam, along with Asian immigrants most prominently from India, Korea, Pakistan, and Philippines have enrolled. In general, our students represent the working class.

My teaching method is somewhat traditional. A nationally-prominent text is assigned. A syllabus (outlining required reading, examination dates, grade distribution, attendance policy, as well as office location, hours, and phone extension) is routinely distributed and discussed at the initial meeting. At a typical meeting of lower-division classes, I talk about 70 percent of the time and the rest is reserved for questions, clarifications, and discussions. Despite the large size of classes in our service courses, I involve as many students as I can in discussion. Additionally, I invite comments and observations from students majoring in various disciplines. Whenever possible, I cite cross-cultural research findings to exemplify concepts. The emphasis is on critical thinking. Often, I illustrate ideas and definitions from my own studies. For example, during the past academic year, 1984-85, I was a Fulbright Fellow in New Delhi, India, where I taught research methodology at a university there. In the course here, I used evidence from my studies on post-secondary education in India and on the migrant untouchables in New Delhi.

Although no organization was credited under the signature of the fictitious student, could it be possible that the self-appointed guardians of the American colleges and universities, Accuracy in Academia (AIA), mailed the letter I received this fall? In its current campaign, members of AIA are surreptitiously monitoring those professors who, they assume, are ideological deviates. Then they report to campus officials that these professors are guilty of subverting academic freedom. These actions are similar to the declared purpose of the letter.

Two of the issues raised by the letter and by AIA are particularly troubling. First, why the cowardice of falsity? Today's higher education is not merely a scheme for undermining academic freedom. In modern American universities, we find codified internal procedures with checks and balances. The trustees, the administration, one's peers, students, and professional associations are formally empowered to monitor the behavior of faculty. In a recent Supreme Court decision (*University of Michigan v. Scott Ewing*, 84-1273), the Court unanimously upheld the appropriateness of such professional judgments by faculty members. Second, can it be that the recent publicity given to AIA has the effect of encouraging ethnic discrimination? Has AIA become a device for venting frustration with and anger at the newly-educated minorities? Since the 1960s, the unprecedented expansion of American higher education has contributed to the socioeconomic rise of women and native minorities, and now of foreign-born immigrants. One social consequence of our growing scope and participation in academia has been the diminution of the share of the economic pie that goes to those who used to have

the lion's share. Throughout American history, perceived pressures from various sources—party, union, regional culture, religion—have been the catalysts of intolerance and prejudice. As Seymour Martin Lipset observed, "...emphasis in non-aristocratic America on competing for success presses Americans to violate the conventional rules of the game."

Today some nonwhite immigrants are the new achievers. In 1984, the Bureau of the Census compared "all foreign-born," particularly those who migrated between 1975 and 1980, with native-born Americans on three marketplace indicators—level of education, professional employment, and median household earnings. Most non-white immigrants were above the national average. For instance, the percentage of Asian immigrants who had completed college degrees (by their countries of origin) were: Philippines (41.8), Korea (34.2), China (29.5), Japan (24.4), India (66.2), Taiwan (59.8), Thailand (59.8). The national average was 16 percent. Although an equal proportion (12 percent) of all foreign- and native-born workers was employed in a profession, there were wide fluctuations among

subgroups. Among non-white immigrants, the outstanding exceptions are India (42.8% professionals), Taiwan (30.4), Iran (25.9), and the Philippines (20.1). The cumulative effect of these immigrants' education and professional participation is median household income.

After reviewing the letter with appropriate campus colleagues and officials, I chose to read it to my class and show how it illustrates some of the social consequences of our combined bureaucracy and democracy. I concluded with the cautionary observation of German sociologist, Robert Michels at the turn of the century: "The democracy has an inherent preference for the authoritarian solution of important questions. It thirsts simultaneously for splendor and for power."

(A brief version of this essay will appear in the May/June issue of *Academe*. The author thanks colleagues Ann Birge, Jack Conner, and Alan Smith for their discussions about the essay, but takes responsibility for all ideas written here.) □

Agresto, from page 6

question of an overinflated budget; some will say it's worth the money and others will say it's not worth the money. Sometimes there will be questions of whether the person can carry out the project that's proposed. What is the track record of the individual? Does she/he have a good publishing record? Or, if it is a program for the general public, has much work been done with the general public, can the ideas be conveyed to a general audience? Somewhere along the line, those kinds of questions have to be resolved.

CBH: Let me ask about special audiences that you have tried to reach or might try to reach. Is the Endowment particularly nurturant of the small college teachers, especially persons in the liberal arts environment? Are there any special initiatives for persons who may not have the contacts and resources to otherwise apply for major research grants such as from NSF or other federal agencies?

JA: We always try to get the word out to small liberal arts colleges. Harvard, Yale, Columbia—they know about us. At every turn, we try to get our guidelines and our overviews out to small colleges. We've also worked hard with pre-collegiate education. We've tried to get high school teachers to consider themselves part of the academic community, part of the world of scholarship. We have seminars for secondary school teachers. Secondary school teachers and even their students can apply for various programs here. What we've tried to do as an agency is not just push forward the boundaries of knowledge but also to keep, retain, and transmit the knowledge that we already do have to new generations of students. This means that sociologists should not only think in research terms when they come here. They should also think in terms of "How can we transmit the legacy of what sociologists know and

have done and have studied to those who are in school presently or will be in school in the future?"

CBH: What about independent scholars, people who are unaffiliated? May they also apply and have we reached out to those people?

JA: We're encouraging unaffiliated scholars to apply to our college teachers program, a program designed for those who do not have immediate access to research facilities, like the university library. Independent scholars are definitely welcome to apply.

CBH: I want to ask about efforts to not only reach scholars who are women and minorities but to reach understudied phenomena such as scholarship on women and minority populations or issues that affect those populations regardless of the gender and race of the person doing the research. Have there been any special initiatives to study the understudied phenomena?

JA: In some ways, those kinds of projects have fared better than projects we would consider more conventional or more ordinary or more standard. The success rate of projects in women or minority areas tends to be far higher than the success rate for a standard history or literature project. If you have projects in those areas that raise important questions, you should not hesitate to apply.

CBH: Do you have any last pitch you want to make to the sociology community?

JA: Sociologists should not feel themselves alienated from this Endowment, so long as the work they're doing is grounded in some way in history or philosophy and so long as the work they are doing, whether grand or narrow, addresses an important and significant question. There is no reason sociologists can't be doing work in the schools, in research, through fellowships, or for the public. But again I want to hit the historical and philosophical dimension of their work

and the centrality, the importance, and significance of the project.

CBH: Thank you very much.

Notes: (1) Here are a few project titles related to sociology that NEH has funded in the last three years: Inequality and Stratification in Contemporary Chinese Society; Central American Societies and the Genesis of Violence; Changes in Belief about Race on Maryland's Eastern Shore; A Study of the Budapest School of Psychoanalysis; The Social Development of the Mental Hospital; Divorce in the Early Republic; Nihilism as a Sociological Concept; The Diffusion of Ideas from Sociology to the Humanities—The Theory of Anomie; Household Structures and the World Economy; The Moral Basis of Social Commitment in America; Social Theory as Introductory Sociology: A Humanities Perspective; W.I. Thomas and the Chicago School of Sociology; The Making of Values about Work and the Family, 1940-1980; Citizenship, Education and Ethnicity; Community and Order: The Social World of the Glasgow Police. Four sociologists recently received NEH fellowships to support their research on topics in the humanities. They are: William R. Arney (Evergreen State College) for "Experts and Expertise in the New Age"; Elizabeth R. Bethel (Lander College) for "Afro-Americans in the Old Northwest"; Donald B. Kraybill (Elizabethtown College) for "Amish, Mennonites, and Bethlen in the Quindary of Modernity, 1880-1980"; and Stjepan G. Mestrovic (Lander College) for "Durkheim as Philosopher."

(2) At press time, the Reagan administration has nominated Lynne Cheney to be the next chair of the National Endowment for the Humanities. Cheney has a PhD in Literature and is a writer for *Washingtonian* magazine. Her husband is a Congressman from Wyoming. The academic community has responded more positively to her nomination than that of the previous nominee, Edward Curran, who was not approved by the Senate for the post. □

Editors, from page 1

study of the social organization of industrial production. *Industrial Sociology* was translated into German, Spanish, Yugoslavian, Japanese, and Russian, was completely rewritten for its 1964 republication, and then revised and republished in 1980. The Miller-Form conception of industrial sociology was further embodied in their coauthored *Industry, Labor, and Community* which explored the struggle between capital and labor for control over the political decision-making process at the community level. This concern with community decision-making and its impact upon the life circumstances of community residents is evident in two of Form's other co-authored books: *Influentials in Two Border Cities*, published in 1965, and *Community in Disaster*, published in 1958.

Bill's commitment to the need for comparative study has led him to do research in Mexico, Argentina, Italy, India, and France as well as in the United States. His concern with comparative considerations is also embodied in his contributions to, and editing of *Industrial Relations and Social Change in Latin America* (with Albert Blum, 1964), *Comparative Perspectives on Industrial Society* (with William A. Faunce, 1969), and *Blue-Collar Stratification: Autoworkers in Four Countries* (1976). The last reflects Bill's continuing concern with stratification but also embodies his growing concern over the manner in which internal stratification divides the working class and inhibits the development of working class unity. Other works in this vein are *Income and Ideology* (with Joan Huber, 1973) and *Divided We Stand: Essays on the American Working Class* (1985).

It is clear from these books, and the numerous articles he has authored, that Bill's scholarship is the intellectual embodiment of his compassion and socialist-humanist values. Far from detracting from the value of his scholarship, it is precisely the salience of these values that has made Bill so prolific and kept him in the forefront of the discipline. It is always difficult to speculate on the origins of human values but it is worth noting in this context that Bill was born and raised in an Italian-American working class district of Rochester, New York. He received both his AB (1938) and AM (1940) from the University of Rochester before receiving in 1944 the first PhD in Sociology granted by the University of Maryland.

After receiving his doctorate, Form taught at Stevens College (1944-45), Kent State University (1945-47), Michigan State University (1947-71), University of Illinois, Urbana (1971-83), and has been a Visiting Professor at The Ohio State University since 1984. He has helped to define the character of sociology, both through his scholarship and the mark left upon many of the undergraduate and graduate students that he has helped to train.

Bill has previously served the ASA in numerous capacities including Council (1969-72), Secretary (1973-77), and editor of *ASR* for a brief transition period (1980-81). He has also occupied numerous committee posts, committee chairs and Section offices. We can expect him to do his usual fine job in his new post, combining compassion with scholarship in the demanding role of *ASR* editor.

Form will assume responsibility for all issues of *ASR* appearing after January 1, 1987. As of July 1, all manuscripts should be directed to: William H. Form,

Department of Sociology, The Ohio State University, 300 Bricker Hall, 190 North Oval Mall, Columbus, Ohio 43210.

Contemporary Sociology: Ida Harper Simpson

by Ernest Q. Campbell

The new editor of *Contemporary Sociology* (CS), Ida Harper Simpson, is a native of Pansey, Alabama, which is itself a rather rare accomplishment. She holds a BA and MA from the University of Alabama and received her PhD from the University of North Carolina in 1955. She is now Professor of Sociology at Duke University, where she has been since 1962. She and her sociologist husband Richard, are the parents of Robert and Frank, twins born in 1963. They have lived in Chapel Hill, one or two years excepted, since the early 1950s.

Ida Simpson brings extensive editorial experience to her new assignment. She is co-editor of *Research in the Sociology of Work*, a series begun in 1981, and was an associate editor of *Social Forces* from 1978 to 1980. She served with distinction as Editor of ASA's Arnold and Caroline Rose Monograph Series from 1974 to 1977, during which time the Series began its association with Cambridge University Press and took on essentially all of its current characteristics. Consequently, the Association even now continues to be in her debt for the quality she built into the enterprise.

Ida has served the Southern Sociological Society as vice-president (1983), annual program chair (1980), honors committee member (1976-77), executive committee member (1976-79), and nominations committee chair (1975). She is about to become the Society's President-Elect and will serve as President during 1987-88. Her history of the Southern Society will appear in Spring, 1986 in celebration of the Society's fiftieth anniversary. Simpson has served ASA as a member of the 1979 Program Committee, Nominations Committee (1979-80), Publications Committee (1974-77), and as a member of the Council of the Section on Organizations and Occupations (1978-79). She is a current member of the Committee on Committees.

Simpson's career-long scholarly interests and accomplishments focus on work, aging and the family. Three volumes of *Research in the Sociology of Work*, devoted respectively to *Worker Consciousness, Peripheral Workers, and Unemployment*, have appeared and the fourth, *High Tech Work*, is in preparation. She co-authored *Patterns of Psychiatric Nursing* in 1956 and *From Student to Nurse: A Longitudinal Study of Socialization* (a Rose Monograph) in 1980. In addition, she co-edited *Social Organization and Behavior* with Richard L. Simpson in 1964 and *Social Aspects of Aging* with John C. McKinney in 1966. Ida has contributed numerous chapters to edited works and her research articles have appeared in *Social Forces*, *American Journal of Sociology*, *American Sociological Review*, *Marriage and Family Life*, *Journal of Social Issues*, and *Sociological Inquiry*. She is currently involved in a large-scale project with John Wilson on full and part-time farming. It is funded by NSF and focuses on family role configurations. A monograph which reports this research is in preparation.

Ida brings dedicated work, high professional standards, compassionate concern, broad interests, love of good writing, a marvelous smile, and gracious humor to the editorship of CS. She is

looking forward to drawing on the skills of colleagues in the university, research, and administrative centers of the North Carolina Research Triangle and to working with expert reviewers throughout the U.S., as well as those in such countries as Britain, Australia, Germany, and France where the sociological enterprise also flourishes.

The first issue of CS to be edited by Simpson is the January 1987 issue. As of August 1, all correspondence relating to CS, should be directed to: Ida Harper Simpson, Department of Sociology, Duke University, Durham, NC 27706. There is one exception: book reviews that have already been commissioned should be sent to Barbara Laslett at the University of Minnesota until September 8. Thereafter, they should be sent to Simpson at Duke. In addition, all books that are to be considered for review in CS should be directed to Simpson after July 1.

Sociology of Education: Philip Wexler

by Maureen T. Hallinan

Philip Wexler will assume the editorship of *Sociology of Education* (SOE) in July, 1986. He is Associate Professor of Education and Sociology, as well as Chair of Curriculum, Teaching and Foundations of Education, at the University of Rochester. Wexler succeeds Maureen T. Hallinan, who has edited SOE for the past five years.

Wexler received his BA from Washington Square College, New York University, and his MA and PhD degrees from Princeton University. Before he joined the Rochester faculty in 1979, he was a member of the Department of So-

ciology at the University of Wisconsin, Madison.

In addition to numerous articles in the areas of sociology of education and social psychology, Wexler has published two books: *The Sociology of Education: Beyond Equality* in 1976, and *Critical Social Psychology* in 1983. A third book, *Symbolic Movement: After the New Sociology of Education*, is in press. In this work, Wexler attempts to return the discourse in the new sociology of education to its social context, and argues for an historically less ideological analysis of education.

Wexler was the guest editor of the January, 1985 issue of SOE. With this issue, entitled "Critical Sociology of Education: International Studies", he attracted the attention of the international community of scholars engaged in research on sociological aspects of education. One of his goals in assuming the editorship of SOE is to sustain the ties made as a result of the special issue and increase the number of international submissions to the journal.

Wexler was a member of the editorial board of SOE from 1982-1985. He is an overseas consultant editor for the *British Journal of Sociology of Education*. He has been on the nominating and program committees of the Sociology of Education Section of ASA and became a section officer in 1985. He is also an elected member of the Social Science Education consortium.

The first issue of SOE to appear under Wexler's editorship will be the January, 1987 issue. As of July 1st, all manuscripts should be sent to him at the following address: Philip Wexler, Graduate School of Education, 309 Lattimore Hall, University of Rochester, Rochester, NY 14627. □

Polish, Czech, German Cooperation in Urban/Regional Sociology

Since 1982 close contacts have been established among Polish, Czechoslovak, and West German scholars in urban and regional sociology. Four symposia have taken place up to now, and a fifth conference is in its first preparatory stages:

1. Urban and Regional Sociology in Poland and West Germany, 1982, Bad Homburg FRG (proceedings edited by Bernd Hamm, published in 1984 in English);
2. Urbanism and Human Values, 1983, Kazimierz nad Wisla, Poland (proceedings edited by Bernd Hamm and Bohdan Jalowiecki, published in 1984 in English);
3. Determinants of Urban Development, 1985, Bad Homburg, FRG (proceedings edited by Wendelin Strubelt, published in 1986 in English);
4. Social Problems in Industrial Cities, 1985, Wisla, Poland (proceedings edited by Wendelin Strubelt and Lucyna Frackiewicz, to be published in 1986 in Polish and German);
5. Sociological Problems in Urban Renewal (to be held in spring 1987 in West Germany).

From the beginning, the conferences have been organized under the auspices of the Research Committee on Urban and Regional Sociology of the Polish and German Sociological Associations. Since 1985 a number of Czechoslovak scholars participated in the meetings,

with additional support now, on the German side, from the German Commission for UNESCO and, on the Polish side, the Polish Academy of Sciences and its Committee on Space Economy.

To obtain the publications emerging from the conferences, contact Bundesforschungsanstalt für Landeskunde und Raumordnung, Am Michaelshof 8, D-5300 Bonn-Bad Godesberg, Federal Republic of Germany.

For further information, contact Bernd Hamm, Department of Social Sciences, University of Trier, P.O. Box 3826, D-5500 Trier, Federal Republic of Germany or Bohdan Jalowiecki, Flory 7/25, PL 00-586, Warszawa, Poland. □

FY 1987 Budget Report Available

A February issue of "COSSA Washington Update," published by the Consortium of Social Science Associations, is devoted exclusively to the FY 1987 Budgets for Social and Behavioral Science Research and the impact of Gramm-Rudman-Hollings Deficit Reduction Act. A limited number of copies of this issue are available from the ASA Executive Office. Please write to: ASA, 1722 N Street NW, Washington, DC 20036. □

Open Forum

Neofunctionalism: Long on Rhetoric, Short (As Yet) on Substance

While I think there is no doubt about the significance of the work of Talcott Parsons (and of functionalism in general) as well as of the efforts to revive and extend his approach, I feel compelled to remark on the extraordinary political activity that surrounds the current round of functional theorizing. What troubles me is the overheated rhetoric that has both flowed from, and been aimed at, the neofunctionalists. In my view, the claims of both neofunctionalists and their detractors have been greatly exaggerated.

The origin of much of this debate, and still its center, is Jeffrey Alexander's four-volume work, *Theoretical Logic in Sociology*. The University of California Press trumpeted this work with extraordinarily laudatory comments by a number of luminaries, such as functionalist Lewis Coser, who is quoted on the dust jacket as saying: "Alexander's work promises to be the most significant contribution, not only to the history of sociological theory but also to the substantive study of key theoretical problems in sociology, to be published in the current decade." Such extraordinary claims from mainstream sociologists seem to have helped elicit a long stream of hypercritical reviews of part or all of Alexander's work. For example, Miller (1984:592) describes Alexander's "logic" as a "mixture of banality, tendentiousness, and conceptual and terminological confusion." Willer (1984:267) directly addresses the claims of people like Coser: "Contrary to the extravagant claims made on the dust jacket, this is not an adequate foundation for further study in sociology."

The fact is that Alexander's work is not nearly as good as Coser claims, nor as bad as Miller and Willer would have us believe. In my view, Alexander's work is an impressive comparative analysis of the work of several important sociological theorists. I have many disagreements with it (for example, the way in which Marx's work is eventually dismissed), but overall I consider it a useful contribution.

The rhetoric surrounding Alexander's books has been extended to neofunctionalism in general. Alexander has been in the forefront of neofunctionalism, organizing a mini-conference on it and using the papers delivered there as the base for his new volume, *Neofunctionalism* (Alexander, 1985). In Alexander's (1986) recent letter to *Footnotes* he manages in a few paragraphs to characterize the neofunctionalist movement as "an incredible reversal in theoretical fortunes," "a development that is surprisingly deep and wide," and a trend that is "gaining momentum." In addition to his own hyperbole, Alexander cites a recent paper by David Sciuilli (who wrote a companion letter to Alexander's) and Dean Gerstein for its description of the "dramatic revival" of functionalism. In his letter, Sciuilli (1986) lauds Parsonian theory (and gratuitously savages Marxian theory), compliments Alexander and his colleagues (including Sciuilli's co-author Gerstein), and closes by praising Alexander for "taking great risks in putting the issues bluntly before the profession at this time." The interrelationships among these people, their letters, and their published works (Sciuilli has another paper in Alexander's *Neofunctionalism*), tend to have a self-serving quality

that puts outsiders off and contributes little to the theoretical extension of neofunctionalism.

More important than the specifics of dust jacket comments, book reviews, and letters to *Footnotes*, is that, at least as yet, there is more rhetoric than substance in the work of the neofunctionalists. There are lots of program statements, reanalyses of various aspects of Parsons' work, studies of the works of Parsons' disciples (e.g. Eisenstadt), but little in the way of theoretical advance. This is nowhere clearer than in Alexander's *Theoretical Logic in Sociology*, which is largely exegetical and has relatively little to offer in terms of Alexander's own theoretical and metatheoretical contributions. It should be noted that in his introduction to *Neofunctionalism*, Alexander (1985a: 16) admits that it is not yet "a developed theory."

Exactly what neofunctionalism is, what it has to offer, how it differs from other theories, and how it overcomes the problems in earlier versions of the theory, will need to be worked out in future works. Up to this point we have a relatively small number of people who are writing about neofunctionalism, but

they are adding very little to the development and extension of this theoretical approach. Neofunctionalism today is little more than a promise, a promise that will be better met by more theorizing and less self-serving puffery.

George Ritzer
University of Maryland

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- Willer, David. 1984. Review of *Theoretical Logic in Sociology: Volume One: Social Forces* 63(1): 265-267. □

More on the Neofunctionalism Debate

Jeff Alexander ("Open Forum," January 1986, page 5) mistakes both the letter and spirit of the remarks I made at the ASA Theory Section meetings of 1975. Alexander has me pleasing the crowd with the declaration that "there are no functionalists left under thirty," and he deduces from this that functionalism was thereby left "dead and buried." He goes on to congratulate himself for having "crystallized" the new movement he calls "neofunctionalism," even in the face of the anti-functionalism consensus.

Hearing Jeff make the same misattributions during the 1984 Theory Section meetings in San Antonio, I tried personally to make him aware of the very different, and much less dramatic, facts of the 1975 occasion. Having failed in that effort, I must now correct him in print.

The facts are these. The 1975 symposium on "The Current State of Sociological Theory" was organized and chaired by Dennis Wrong, who, prior to the meetings, circulated some questions in the form of a thought-provoking essay addressed to his panelists, Randall Collins, Anthony Giddens, Stanford Lyman, and myself. Wrong opened the discussion at the meetings by reading that essay verbatim. Among his questions were these: "Are there any functionalists, *soi disant* st, left? Are there any under 30?...What valid features of functionalism remain and must be taken into account in new theoretical syntheses?" It was Dennis who introduced the "under thirty" theme.

As the first panelist to respond, and as one of only two having prepared written remarks, I had something to say about most of Dennis' questions. I had a lot to say about functionalism, including these statements: "I think that Wrong's epitaph is premature." ("So much for 'dead and buried.'") "It may be that the very peculiar synthesis created by Parsons is moribund, but many of the elements he forged into it will survive." "Yes, there are functionalists

left." "There will be as long as sociologists are willing to make the provisional, and useful assumption that social organizations are often somehow structured so as to reproduce the conditions of the existence." "In my opinion, the viable aspects of functionalism were codified by Stinchcombe in 1968 and much of the controversies thereby laid to rest." (The controversies, not functionalism, were dead.)

When I wrote that there were functionalists left, I had in mind, and cited in the written paper, works by Mark Abrahamson, Gerald Marwell, and Arthur Stinchcombe. Leaving bibliographical citations out of the spoken version, I remember ad-libbing at that moment in response to Wrong's question, saying "although I don't know if there are any under thirty" and being fairly sure that those theorists, as well as everyone on the panel, had passed that chronological milestone. (It did not occur to me that Alexander, whom I knew only slightly, had not.) I do not doubt that there may have been laughter at this point from what was, in fact, a large and boisterous audience. The same audience, however, later showed even greater appreciation for Tony Giddens' eloquence than they had for any put-down of functionalism by either Wrong or me.

This is not merely a matter of Alexander's spelling my name right while getting my meaning wrong. What is at issue is his failure to recognize that the positive theoretical development of the 1970s, signaled at those 1975 meetings, was precisely the decline of ideological brands of theorizing represented by Parsonianism and its Marxist critics, a decline taken as a basic premise by Dennis Wrong in his opening remarks. "To push functionalism to the left" may be Alexander's notion of his own contribution, and to the extent that he thus succeeds in preserving and restructuring Parsons' legacy, we will all have reason to be grateful to him. But Parsons' problem was not his politics. It was the

On Chambliss and Alternative Candidates

If Professor Chambliss finds the circulation of petitions to nominate alternative candidates for the ASA Presidency "especially disappointing" (*Footnotes*, February 1986: 2), I find his opinions especially disturbing.

I completely agree that the American Sociological Association deserves its fair share of criticism for "being dominated by an establishment representing a narrow range of sociological perspectives and methods." Given this intellectual myopia, however, why does Professor Chambliss discourage the nomination of alternative candidates? Isn't a diverse ballot in the spirit of democratic process? And if a majority of the voting membership favors one of these "alternatives," is this outcome somehow inappropriate?

The indirect implication of Chambliss' observations about Jim Short's election is that either something was "wrong" with S.M. Miller's and Charles Willie's candidacy, or that Short should not have become President. What does Professor Chambliss find so "noteworthy" about this election outcome? Perhaps there are some "behind-the-scenes" elements within the hierarchy that some members are not privy to.

I completely agree that Professors Gans and Wallerstein are qualified candidates, but surely there are others. Whenever anyone suggests that I should vote in a particular fashion, I become extremely suspicious. If I am in need of enlightenment, perhaps a member of the ASA hierarchy can explain to me what is so undesirable about alternative candidates for any elected office within a democratic system.

Kendrick S. Thompson
Professor of Sociology
Northern Michigan University □

Submissions on Historical Sociology Requested

The ASA Teaching Resources Center and the Section on Comparative-Historical Sociology is in the process of updating their set of curriculum materials on "Teaching Historical Sociology." The revision will include syllabi, class exercises, films, and other curriculum materials at both the undergraduate and graduate level. We would also like to include some examples of short modules of historically based material on topics in other substantive courses such as deviance, stratification, ethnicity, culture and personality, etc. Please send any material to William G. Roy, Department of Sociology, UCLA, Los Angeles, CA 90024. □

pseudo-abstraction and absurd architecture of his formal theorizing, from which his keen sociological insight still needs to be extricated. That work calls for theoretical analysis, not a new ideological synthesis.

In the wake of the demise of the "isms," theorists like Stinchcombe, Collins, Wiley, Lechner, Hilbert, Calhoun, Kalberg, DiMaggio, Swidler, Gerson, Rieder, and Traugott have been doing the kind of work—beyond "left" and "right"—that truly moves sociology forward.

R. Stephen Warner
University of Illinois-Chicago □

A Place in Science: ASA Involvement in the AAAS

(This report was prepared by the ASA/AAAS Liaison Committee. Its observations are intended as a brief overview of the significance of the AAAS for the discipline, the extent of current involvement, and the individual benefits of participation.)

The American Association for the Advancement of Science is the world's largest federation of scientific organizations and an association of over 135,000 individual members. Founded in 1848, the AAAS exists "to further the work of scientists, facilitate cooperation among them, improve the effectiveness of science in the promotion of human welfare, and to increase public understanding and appreciation of the importance and promise of science in human progress." Its contemporary policy is to emphasize the broad problems and themes that cross-cut the scientific disciplines. Through its annual meetings, attracting over 5,000 participants, and its publications, the AAAS pursues an interdisciplinary forum for advancing science. It has played an important role in cultivating emergent fields of inquiry, integrating disciplinary approaches to topics of common concern, and synthesizing interdisciplinary knowledge for both scientific and public audiences. In addition, the AAAS has taken major responsibility for monitoring and reporting the political forces affecting science education and research. In its annual Colloquium on R&D Policy, the AAAS brings together policymakers, scientists, and administrators from government, industry, and the academy to discuss science funding. It also publishes timely and authoritative analyses of Congressional actions, budget trends, and federal policy affecting science.

Since 1882, the AAAS has incorporated social science in its section structure—first recognizing economics and then broadening this section to include social and economic sciences in 1896. From a disciplinary perspective, the AAAS remains an important vehicle for furthering the integration of social science in the science community and specifically focusing attention on the contributions of sociological research and its role in interdisciplinary studies. Attending to these concerns became increasingly salient during the 1980s when the social sciences came under intense federal scrutiny. In its lobbying efforts, the AAAS recognized that the fate of the social sciences is interlocked with the standing of the scientific community at large. But, the more general objective of promoting the recognition and diffusion of sociological research transcends political vicissitudes. In 1984, the ASA created a liaison committee to the AAAS to examine more closely the individual benefits of participation and to expand the presence of sociologists in the AAAS.

The ASA established its official status as an affiliated organization of the AAAS in 1932 but held "associated" status before 1920 (in 1920 associated status was discontinued). A small but visible number of individual sociologists have consistently participated in the organization of relevant sections of the AAAS and its annual meetings. Individuals in subfields of the discipline with audiences most clearly extending beyond the social sciences (medical, rural, and environmental sociology; social psychology, demography, statistics; and the sociology of science, education, and aging) have been most actively involved.

Within the social sciences, sociologists

have been a dominant organizing force. The ASA has official affiliation with the two sections of the AAAS in which sociologists are most active: Section K, the Social, Economic, and Political Sciences (note that psychology and anthropology are separate sections in the AAAS structure) and Section U, Statistics. Current officers of Section K include: Robin Williams, Retiring Chair; David Mechanic, Chair; Renee Fox, Chair-elect; David Sils, Secretary; Kenneth Prewitt, Melvin Kohn, Claire Nader, and Nathan Rosenberg, Members-at-large; and Albert Reiss, Council Delegate. Ivar Berg, Duncan MacRae, Samuel Preston, Karl Taeuber, Andrea Tyree and Carol Weiss compose the Nominating Committee. Sociologists officially representing organizations affiliated with Section K include: Patricia Barchas, Society for the Study of Social Biology; Archibald Haller, Rural Sociological Society; Charles Nam, American Statistical Association; James Petersen, Association of Voluntary Action Scholars; Joseph Scott, American Society of Criminology; and Ruth Useem, American Sociological Association. In Section U, Judith Tanur serves as Member-at-large and Richard Berk is ASA's representative.

Sociologists have also held governing and advisory offices in the AAAS. Members of the Board of Directors include: Dorothy Nelkin, present-1987; Harriet Zuckerman, 1980-1984; and Renee Fox, 1977-1980. Currently, Ansley Coale and Seymour Lipset serve on the Editorial Board of *Science*, the AAAS' major journal, and Renee Fox and Alice Rossi are members of the Editorial Board of *Science* 86, a monthly periodical reporting on science for the general public. David Sils is a member of the Scientific Freedom and Responsibility Award Selection Committee and Morris Rosenberg is a judge for the AAAS Prize for Behavioral Science Research. Elise Boulding and Paul Demeny serve on the AAAS Committee on Population, Resources, and the Environment. Cora Marrett serves on the Committee on Science, Engineering, and Public Policy.

Despite this important presence within the AAAS, the AAAS is not a customary affiliation for most sociologists and active participation as a member or on an ad hoc basis is even more limited. As a result, the individual benefits of affiliation remain largely unexploited. The AAAS affords unique professional opportunities for communicating with an interdisciplinary audience on matters of policy and scientific concern. Two vehicles are particularly noteworthy: *Science*, the weekly journal, and AAAS annual meetings.

Science offers coverage of science news, commentaries on science and its organization, research articles, and book reviews. The appointment of Gardner Lindzey as Deputy Editor for the social sciences and Harriet Zuckerman as a Reviewing Editor shows a deepening interest in social science material and suggests enhanced opportunities for publication. Sociological material appears to be of particular interest as is evidenced by the recent publication of "Some Computer-Based Developments in Sociology" by David R. Heise and Roberta G. Simmons. *Science* has also solicited articles on social stratification and mobility, recent changes in U.S. fertility, meta analysis in the social sciences, and phrase structure in syntax theory. To promote the submission of scientific articles to *Science*, its new Editor, Daniel Koshland, has instituted a policy of quickly informing authors of the suitability of material so as not to

delay subsequent submission to alternative outlets. In addition to providing a forum for interpreting sociological research for the other branches of science, the extensive readership of *Science* (domestic circulation is over 700,000) creates the opportunity for rapid diffusion of research findings. Articles, book reviews, and citation within research articles have the potential for increasing recognition and enlarging sale audiences.

Similarly, the presentation of papers at the annual meetings of the AAAS offers wide exposure to new audiences, especially through public press coverage. The AAAS arranges press conferences for particular sessions and journalists routinely scan for other topics of potential interest to their readers. Last year, this intense press coverage resulted in two sessions organized by sociologists being reported in the *New York Times*, that of David Heer on the "Effects of Number, Order, and Spacing of Siblings on Child and Adult Outcomes" and Jeylan Mortimer's session on "The Impact of Work Experience on Psychological Development Through the Life Span." In turn, these reports led to other press inquiries. In the case of Jeylan Mortimer's session, the AAAS is considering publishing a symposium volume on the topic based, in part, on the papers presented.

The program of the annual meetings is developed from suggestions formally submitted to the AAAS; these are solicited the preceding year. Details requested include a brief abstract of the topic, a willing organizer, and a list of potential speakers. Topics of interdisciplinary significance, prominent public and science concern, reorienting stature, definitive summation, or enlightening application are considered most appropriate. There is also an annual symposium on the "Frontiers of the Social Sciences" which offers a spotlighted forum for presenting disciplinary material. This symposium is being organized by Amitai Etzioni in 1986 and will focus on the integration of economics and other social sciences. Advice on program suggestions can be sought from the officers of relevant sections. Submission forms are available from the AAAS Meetings Office, 1333 H Street NW, Washington, DC 20005. The 1987 meetings are scheduled for Chicago, February 14-19.

Each year, the AAAS reviews the program of its annual meetings for selected topics to publish in its Symposium Volume Series. Most of these edited volumes contain expanded versions of papers delivered at the meetings as well as other papers enhancing the treatment of the topic. Ninety-six books have been produced since the series began in 1977. In addition to highlighting important topics in science, the social context and implications of science are stressed. There is a specific focus on Sociology/Psychology in the series and sociological material is included under Child Development/Family Policy, Energy/Resources/Policy, Models and Systems Theory, Medicine/Health/Policy, Science and Public Policy, Sociobiology, and Women's Studies. The series is published by Westview Press. A listing of titles can be obtained from the AAAS Marketing Office.

Opportunities for individual recognition also include the AAAS Prize for Behavioral Science Research (formerly the AAAS Socio-Psychological Prize) and election to the AAAS Fellows. In each instance, professional recognition by the

AAAS is considered especially prestigious because of the interdisciplinary character of the organization. The AAAS Prize for Behavioral Science Research is awarded annually for the most meritorious submission furthering understanding of human psychological-social-cultural behavior. The \$1000 prize is intended to encourage the development and application of methods for the study of social behavior. Completed analyses presenting relevant data and interpretation are eligible. Entries are reviewed by a committee of judges in consultation with officers of the AAAS Sections on Anthropology, Psychology, and Social, Economic, and Political Sciences. Previous recipients include:

William Gamson, "A Theory of Coalition Formation."

William McGuire, "Immunization Against Persuasion."

Morris Rosenberg, "Society and the Adolescent Self-Image."

Bibb Latane and John Darley, "The Unresponsive Bystander: Why Doesn't He Help?"

David Glass and Jerome Singer, "The Urban Condition: Its Stress and Adaptation."

Lenora Greenbaum, "Socio-Cultural Influences on Decision Making: An Illustrative Investigation of Possession-Transience in Sub-Saharan Africa."

William McAuliffe and Robert Gordon, "A Test of Lindesmith's Theory of Addiction: The Frequency of Euphoria among Long-Term Addicts."

Jonathan Kelley and Herbert Klein, "Revolution and the Rebirth of Inequality: The Bolivian National Revolution."

Murray Melbin, "Night as Frontier."

Bibb Latane, Stephen Harkins and Kipling Williams, "Many Hands Make Light the Work: Causes and Consequences of Social Loafing."

David Phillips, "The Impact of Mass Media Violence on U.S. Homicides."

Election to the AAAS Fellows acknowledges members whose efforts on behalf of the advancement of science or its application are scientifically or socially distinguished. Areas in which nominees may have made significant contributions include research, teaching, administration, technology, professional service, and public communication. Nominations are solicited from current fellows and selected by section committee steering groups. Positions are filled by the vote of the section electorate: Council delegates, members of the electorate nominating committee, chairperson-elect, and members-at-large section committees. Over a quarter of the current fellows affiliated with Section K are prominent sociologists.

The 1986 annual meeting of the AAAS will be held in Philadelphia, May 25-30, at the Franklin Plaza, Hershey Philadelphia, and Holiday Inn-City Center hotels. Section K representing the Social, Economic and Political Sciences, will meet on Tuesday, May 27, at 6-8:00 p.m. in the Bryn Mawr Room A of the Hershey Philadelphia Hotel. Section U, representing Statistics, will meet on Monday, May 26, at 6-8:00 p.m. in Parlor 519 of the Hershey Philadelphia Hotel.

ASA/AAAS Liaison Committee:

Joanne Miller (Chair)

Richard A. Berk

Jeylan T. Mortimer

Ruth Hill Useem

Carol H. Weiss □

Job Clinic Again Annual Meeting Feature

In what is rapidly becoming a tradition, the 1986 Annual Meeting in New York will again feature a two-day job clinic held just prior to the onset of the regular proceedings. It is being conducted by Richard Irish, an experienced career counselor and author of the widely read *Go Hire Yourself an Employer*. In previous years Irish has endeared himself to clinic participants with his low-key style and sense of humor.

The job clinic is scheduled for Thursday and Friday, August 28 and 29. It is designed to help sociologists think through major issues in their career development. Thus, the clinic may prove helpful to all sociologists, graduate students or faculty, who are contemplating a move out of academia, but are uncertain about how to proceed. In addition to a good many new PhDs, the clinic has in the past served a number of previous participants who had been teaching for several years and, for a variety of reasons, were thinking about looking for employment in business, industry or government.

Unlike most professional career counselors, Richard Irish does not focus exclusively on middle-management business types, but has considerable experience with academics and their particular problems. Over the past ten years, he has conducted job clinics for students in graduate programs at schools such as Cornell, Harvard, Princeton, and the University of Washington, Seattle. In addition, he has been involved with the University of Virginia's Career Opportunities in Business program, which assists PhDs in making the transition from academia to business.

For the past four years, Irish has conducted his job clinic at the annual meetings of the American Anthropological Association and the clinic has been part of the ASA meetings during the past two years. Participants in the ASA clinic were keen to see it offered again, but had different reasons for valuing their participation. Commented one, "I am not normally very easily impressed, but

I really liked the workshop!" Said another, "It was fun. Also afforded an opportunity to place myself in a group of colleagues also exploring beyond academia..." A third participant noted that the clinic "helps formulate your thinking in a supportive environment," while a fourth said it "provided an opportunity to focus my attention on what I might do about my job situation and how I might proceed." According to a fifth participant, "the idea that there is something I do uniquely well and I should do that in my work" represented a new way of thinking about a job search. Still another participant focused on the fact that the clinic "helps one to know that our skills and talents are not limited to jobs in the university."

Irish is a co-founder and Vice President of TransCentury Corporation, a Washington, DC, management and consulting firm. In this capacity, he conducts international executive searches for non-profit organizations and public-interest groups. Recently, he published *If Things Don't Improve Soon, I Might Ask You to Fire Me!* and he is currently working on a new edition of *Go Hire Yourself an Employer*. He has also written numerous articles on career-related issues for publications such as the *Washington Post*, *Association Management* and *Woman's Day*.

In preparation for the clinic, participants will receive Irish's book and a short assignment. About five to ten hours should be set aside for completing this assignment which will enable participants to identify two or three desirable careers in addition to teaching and research. The clinic sessions in New York will deal with a number of different issues, including how to identify marketable skills relevant to one's job goals, prepare various types of effective resumes, uncover concrete job opportunities, conduct productive job interviews, and negotiate a good salary without an impressive job history.

During the Annual Meeting (August 30-September 3), participants meet in-

dividually with Irish for an hour of personal consultation. This is one of the most valuable features of the clinic, according to past participants. In addition, participants can attend a number of sessions dealing with aspects of the applied sector during the meeting itself. Once they return home, they can send Irish final drafts of their resumes for written comments.

Participation in the clinic requires hard work and serious self-evaluation. As one past participant commented, "the self-assessment process, though difficult, was very valuable." The clinic may prove particularly beneficial to academically employed sociologists and advanced graduate students who would like to expand their career options beyond teaching and research. On the other hand, some participants report returning to academia recommitted to teaching and scholarship. The closer potential participants are to launching a serious job search, the more beneficial the clinic can be.

Enrollment in the clinic is limited to 25 people and spaces will be allotted to paid applicants in the order received. The clinic fee, which covers only direct costs to the Association, is \$170 for ASA members and \$250 for non-members. Compared to the fees charged by commercial career counseling firms, which usually range between \$1,000 and \$5,000, the ASA clinic is a good value.

Persons interested in participating in the job clinic can sign up when they pre-register for the Annual Meeting in New York. Further, they can take advantage of the special hotel rates and air fares that will be offered. To sign up, return the registration form enclosed in the *Preliminary Program* package before August 1. Clinic applicants will be notified during the first week in August whether they can participate. Substantial under-enrollment will force cancellation of the clinic. In that case, all fees will be refunded and applicants will be notified well before the Annual Meeting.—BJH □

ISA Update

■ The Executive Committee of the International Sociological Association has organized a special session in memory of Reuben Hill, University of Minnesota, who died last fall. Hill was a former ISA President. The session is scheduled for Monday, August 18, 8:00-9:00 p.m.

■ Aloke Bagchi is organizing tours of India in connection with the ISA meeting. He is a former Minister of Tourism for the Indian government. For a brochure outlining the tours, contact him at: 6101 N. Talman Avenue, Chicago, IL 60659; (312) 465-8337.

■ The Selection Committee for ASA travel awards to the XI Congress of Sociology in New Delhi has met and made preliminary selections. However, we still have not received final confirmation from NSF and the Smithsonian Institution about the funds that are available for these grants. As soon as the financial arrangements are verified, all applicants will receive notification of any awards. We share your nervousness about the delay and will be you know as soon as possible. □

Annual Meeting Travel Grants for Foreign Students

The ASA expects to receive a grant to assist full-time foreign graduate students in sociology in attending the Annual Meeting, August 30-September 3, in New York City. The grant is expected from the U.S. Information Agency through its Short-Term Enrichment Program (STEP) which is administered by the Institute of International Education. The maximum individual award is \$250.

The STEP awards can only be made to non-U.S. government sponsored foreign graduate students. Recipients are ineligible if they are receiving any U.S. government funds for either academic or travel expenses. Foreign graduate students of refugee, immigrant, or tourist visa status are also ineligible, as are students who received STEP awards in the past. Eligibility of each student will be checked with the Institute of International Education before an award is made.

Students receiving awards will be required to submit evaluations of the program and their participation in it within two months of the meeting. Students who do not attend the meeting must return funds.

Foreign students can apply for a STEP award by preparing a letter outlining their eligibility and any formal participation in the Annual Meeting, stating the amount of money needed, listing the institution of higher learning they are attending, and identifying their home country. In anticipation of the STEP grant, please mail application by July 1 to: The American Sociological Association, Attn: STEP Awards, 1722 N Street, NW, Washington, DC 20036. □

Traditional Puerto Rican, Mexican, Cuban, or Colombian cuisine, or the typical dishes of other Latin American countries are listed in the telephone directory's yellow pages by nationality. On Broadway, the musical "Evita" has departed, but the biggest hit of this season is "Tango Argentino." Don't miss it! □

Diversity, from page 3

communities are concentrated in the upper west side and Washington Heights areas of Manhattan and Queens. South American colonies of significant size can be found in the Jackson Heights, Elmhurst, and Woodside areas of Queens. Cubans and Central Americans tend toward a more even dispersion throughout the city, although both are located disproportionately in Manhattan. A large settlement of Central Americans resides in Brooklyn, and Cubans in Queens.

Although the various Hispanic groups differ in socioeconomic status, Hispanics in general have low-income levels. Roughly 52 percent of Puerto Rican households have incomes below the federal poverty level, with 41 percent receiving public assistance. Other Hispanics fare somewhat better but are still below the income levels of the white population; 36 percent of non-Puerto Rican Hispanics had incomes below the poverty level, with 21 percent receiving public assistance. The percentage of Hispanics below the poverty level is more than double that of the total New York City population and nearly four times the level of whites. Their low-income levels are coupled with low educational status. About 60 percent of the city's Hispanics aged 25 and over have

less than a high school education, making it difficult for them to break into the white-collar occupations where wages are relatively high. Here again, however, there are group differences. Cubans and Central and South Americans have relatively high levels of education and high-status occupations. Puerto Ricans and Dominicans rank much lower in education and in occupational status.

As time passes some immigrants acquire greater proficiency in English, find better jobs, and form families in the new environment. But assimilation has unevenly affected the diverse Hispanic groups. For example, intermarriage among Hispanic groups is quite high, particularly in the second generation. Puerto Ricans, however, stand as an exception to that pattern. More directly relevant to assimilation is the fact that among second-generation Hispanics, Puerto Ricans are substantially the least likely to marry non-Hispanics and the most likely to marry within their own group. In the context of Hispanic diversity, Puerto Ricans form their own distinct group.

Much of the information used in this article stems from research being conducted at Fordham University's Hispanic Research Center in the Bronx, and, as the reader can see, presents an inkling of the problems faced by the city's His-

panic groups. However, we have found that in the process of documenting the obstacles and hardships faced by Hispanics, it is important not to lose sight of their resilience in coping with the demands of a new environment. For example, a recently published study focusing on 100 intergenerationally linked Puerto Rican families in New York City had a younger-child generation which substantially outdistanced the older parent generation in terms of education, income, and occupational levels. The study found strong intergenerational patterns of mutual help which exceeded those of other families studied in the United States. There was striking evidence that the Puerto Rican families were remarkably unified in a pattern of strong and viable intergenerational interdependence. Both parents and children had come through the vicissitudes of a rapidly modernizing, preindustrial Puerto Rico, the stresses of the migration experience, and almost three decades of a changed lifestyle in New York City, but were still bound together in an almost sacred agreement that no matter what potentially divisive elements and influences may impinge upon them, they retain their unity.

The ASA visitor to New York interested in Hispanic culture will have the opportunity to sample many of the tangible products of Hispanic diversity.

Teaching

Using Computers to Teach Sociology: A Departmental Survey

by Ross Koppel, Social Research Corporation; George Dowdall, St. Joseph's University; and Arthur Shostak, Drexel University

Last year we sent a survey to sociology departments in the U.S. and Canada to find out about their use of and interest in computers for teaching sociology. Although the questionnaire was long (six pages) and often complicated, 27% of the undergraduate and graduate departments responded—providing an N of 460. In previous articles (*Footnotes*, May and November 1985) we reviewed the findings on faculty and student access to mainframes and microcomputers, the role of the college administration in facilitating purchase or rental of micros, obstacles to creation and use of educational software, and various uses of computers in sociology courses. We also examined the relationship between institutional type and the use of computers in teaching sociology.

Because ours was a survey by and for sociologists, many respondents accepted our invitation to discuss the impediments to use of computers in teaching sociology, as well as their expectations and aspirations for this new technology. In this last article, we want to share some of their insights and comments.

Inadequate Software

Our survey revealed that student access to microcomputers is remarkably widespread, with 85-95% of campuses reporting that students have at least reasonable access to microcomputers. Yet computers are not extensively used in sociology instruction. We found that the major reason for this is the poor quality and inappropriateness of available software. Other obstacles to widespread computer use in sociology include lack of funds, lack of faculty preparation time, and pressure to "do other things". Typical of the concern about software was this comment from a small California college: "Our concern is that computers not be used simply to test with multiple-choice questions. That's not using computers innovatively. Simulations, computations, and problem solving should be the goals. Putting multiple-choice questions on a video is a waste of the technology and potential of the computers."

Other respondents made similar comments, suggesting that the (popular) test-bank-on-a-disk system was just a "gimmick" that will soon lose its novelty. A respondent from a medium-sized Ohio college wrote: "We need good simulations...the stuff out there is Mickey Mouse...The test materials looked promising but have been disappointing, time-consuming, and not superior to paper copy." Several respondents stated that, given the absence of good software, they find that word processing is the most appropriate use for their computers.

Incorporation of word processing into the sociology curriculum was noted by several respondents. This use may be, in part, a response to the "writing across the curriculum" movement. Several sociology instructors reported that they are being asked by administrators to integrate writing skills into their courses. Some also noted that students and/or administrators were eager to increase course involvement with computers. Word processing appeared to be

an obvious solution. A comment from a colleague at a small Pennsylvania college is typical: "We're under pressure both to use the hardware the college bought and to bring 'writing across the curriculum' to the sociology department."

Use in Research Methods and Statistics Courses

Our survey showed that computer use is most prevalent in statistics and research methods courses. Fifty-five percent of the departments responding reported that computers were used in at least one of these courses. The software involved varies significantly. Many respondents employ database management programs, often creating or adapting the programs for their students. More than three-quarters of the departments reported having access to statistical packages (SPSS, SAS, BMDP, MINITAB and A-STAT) and many use these in their methods and statistics courses. Faculty reported, however, that their efforts were frustrated by the time and administrative work needed to arrange for use of the mainframe and to assist students. They frequently expressed a desire for an affordable and convenient statistical package designed for microcomputers.

A quarter of the departments responding to the survey claimed that at least one member of the faculty was using a large data set in statistics courses. Most commonly utilized are the General Social Survey, ISR's Election Surveys, the Quality of Employment Survey, Victimization Surveys, and many of the data sets available through the American Political Science Association.

Fear, Faculty, and Computer Facilities

As might be expected, the survey revealed that faculty and students most familiar with computers tend to be located in departments with the greatest access to computers. What is surprising, however, is the degree of fearfulness about computers, evident at schools with widespread computer access. That is, although very few departments reported an "anti-computer ethos," several respondents from departments where computer access was "no problem," commented on the dread with which many sociology faculty—and, sometimes, students—viewed computers.* Faculty frequently noted a "dichotomy" between those who "believed in" computers and those who were afraid of them. It should be stated that almost all our respondents are involved with computers and, thus, most of the characterizations of the fearful were made by "believers." In fact, most expressed tolerance of the fearful but were disappointed by their lack of support for use of computer resources and for computer-related instruction.

The greatest effect of fearfulness of computers is apparently on students. As one faculty member at a medium-sized Middle Atlantic college put it: "Despite the attitude here about computers, I managed to get two students to go on to work in empirical research and in computers." Similarly, a faculty member from the Northwest commented: "I feel that the computer could be extremely useful, but I get very little support here. Once in a while we arrange for a student to use the computer for a research project with a faculty member, but it's hard."

Conclusion

In the course of a few years microcomputers have become as widespread on campuses as mainframes, but it took the latter three decades to achieve their status. While some faculty are not comfortable with them, most are receptive to using micros in their teaching and many are enthusiastic. At this time, the major obstacles to the widespread use of micros appear to be the quality or appropriateness of the software and the lack of time or support for integrating computers into conventional teaching schedules. Our respondents, however, express both a strong desire for and expectations of easier-to-use and more creative computer programs.

In terms of supply, the creation and distribution of software has been hampered by the tangle of hardware manufacturers, operating systems, and differing requirements for CPUs and video display systems (monochrome, graphic,

or color). As we reported previously, Apple (traditional IIc) and IBM-based systems currently predominate. IBM seems to be the current favorite but the Apple Macintosh may threaten IBM's hegemony.

The trend is certainly toward more coherent use of computers and software at all levels of the curriculum. As students who have been living with micros since grade school continue to enter college, we may find that they are as great a force for integrating computers into instruction as is the availability of appropriate software and the increasing sophistication of faculty.

(*A fear of computers even at computer-rich departments is reflected in the survey findings. At schools reporting "no problem" with access to micros, 55% claimed that fear was significantly hindering use of computers in sociology pedagogy.) □

Develop Greater Computer/Teaching Skills This Summer

This June the ASA Teaching Services Program is offering computer workshops in Sacramento, CA; St. Paul, MN; and Saratoga Springs, NY. If you've ever thought of exploring the many avenues of teaching sociology with the help of computers, this is the month for you! Don't worry if you're not a computer pro—the staff will assist you when you need it. If, however, you are looking for a workshop that will further your already-existing computer expertise, we have one of those too! Check them out; maybe one will be for you.

June 9-13, 1986. *The Computer as a Basic Sociology Teaching Tool* will be held on the campus of California State University-Sacramento. In this workshop participants will have an opportunity to learn about computer resources available for the sociology teacher, experience a range of computer applications for sociology classes, view demonstrations and have hands-on experience in the use of large data bases for classroom projects and examples, have hands-on experience with modern computer software, and gain experience in making computers an integral part of the sociology educational process.

The staff are Bryce Johnson, Southern Oregon University; Richard Schaffer, California State University; Sheila Cordray, Oregon State University; and John Korey, California State Polytech University.

The fee for the workshop is \$375 for ASA members and \$450 for non-members, and includes lodging and meals for the entire conference time. Applications are due May 1, 1986 and must be accompanied by a \$50 deposit.

June 14-16, 1986. *Using Computers in Qualitative Research* will be held at Macalester College in St. Paul, MN. In this workshop, participants will learn how to use word-processing programs to build archives of notes, either from direct observations or interviews; see demonstrations and have hands-on experience with special programs for coding and retrieving materials such as fieldnotes; learn of the applications of existing software, such as filing pro-

grams and features of mainframe computers, as these can be applied to the special needs of fieldworkers; have opportunities to discuss the ways that computers may profoundly alter the conduct of qualitative research; discuss issues of confidentiality, team versus lone-wolf research and the potential for globally-based archives of textual material; and have opportunities to work with graphics-oriented data bases.

The staff are Howard S. Becker, Northwestern University; Jeffrey Nash, Macalester College; John Seidel, University of Colorado; and Peter Lyman, Michigan State University.

The fee for the workshop is \$275 for ASA members and \$350 for non-members. Applications are due April 18, 1986, along with a \$50 deposit.

June 26-28, 1986. *Instructional Computer Simulations and Games* will be held at Skidmore College in Saratoga Springs, NY. In this workshop, participants will have an opportunity to observe a variety of examples of simulations used in both research methods and in substantive sociology courses, learn general strategies for writing computer simulations and games, and acquire hands-on experience in designing and programming an instructional simulation or game. Please note: for this workshop you should have some computer programming experience. At a minimum, you should be capable of using FORTRAN, BASIC, or PASCAL. If you have questions, please inquire.

The staff are Fred Halley, SUNY-Brockport; William Markham, University of North Carolina-Greensboro; and Robert J. Jones, Department of Economics, Skidmore College. The fee for the workshop is \$175 for ASA members and \$225 for non-members. Applications are due May 15, 1986, along with a \$50 deposit.

For further information about any of these workshops, please contact William Ewens, ASA Field Coordinator, Department of Sociology, Michigan State University, East Lansing, MI 48824; (517)355-6639. □

Teaching

High School Sociology: A View from California

by Dean S. Dorn, California State University-Sacramento

Determining how sociology is taught in high school is a challenge currently facing our discipline. First, no one really knows what is going on in the classroom at this level of instruction; as Short and Matlock state (1983: 14), "We know very little about the nationwide picture as far as the secondary sociology curriculum is concerned." Second, declining enrollment in sociology courses at the college level may be related to some aspects of instruction or the lack of it at the high school level. Howery (1985: 4) reports the "Chronicle of Higher Education's" annual survey of freshmen shows that 0.3%...list sociology as their major...[and]...what happens in high school undoubtedly influences this number;" and Short and Matlock (1982: 32) make the point that "If sociologists are to meet their responsibilities to their profession, it behooves them to be conscious of the quality and quantity of sociology being dispensed at the high school level." Third, a recent report from the Carnegie Foundation for the Advancement of Teaching (Maeroff, 1983) suggests that college and university faculty are making unilateral decisions about what problems they and the high schools have in common and taking action with little or no consultation. In essence, the report indicates that "the worlds of high school and college are different at the same time they are alike. Teachers at the two levels speak the same language, yet they are incapable of dialogue. One is supposed to sit in the classrooms of the other, but neither bothers finding out what the other is doing" (Watkins, 1983: 1).

To discover how some high schools in California are teaching sociology, I interviewed 20 high school teachers. All except one had taught a course identified as sociology during the 1984-85 academic year in a high school within 50 miles of Sacramento. I also observed six separate classroom sessions taught by six of these instructors. I was supported in this endeavor by an ASA Problems of the Discipline Grant. Although I did not have a random sample, the results of the investigation were probably fairly representative of the State as a whole, given data which I obtained from the California Department of Education. What I found is sobering if not alarming.

Findings

Sociology is almost completely absent from the social studies curriculum in California high schools. In 1983, a survey of over 45,000 high school teachers, conducted by the Department of Education, found only 59 who taught almost exclusively sociology classes. The survey also reported that only 407 sociology classes were being taught in the entire State during 1982-83; this represents less than 1% of the more than 50,000 classes offered that year in the social studies curriculum. Of 90 high schools in the greater Sacramento area, only 21 (23%) offered a course in sociology during 1984-85, and at none was sociology taught as a separate section or unit in other social studies courses. When sociology is not offered as a separate class, little if any instruction in the field occurs.

Sociology is absent in the social studies curriculum because it is an elective

courses; in none of the schools in my sample was it a requirement. Elective courses are offered on the basis of student demand and teacher interest. Student demand for sociology is low. Schools generally conduct a "counseling run." If fewer than 20 students request sociology during these runs, the course is not offered. Teacher interest is also minimal. Most of the high schools in my sample did not have social studies teachers who had majored or even minored in sociology. In addition, the State of California is implementing new model curriculum standards for high school instruction in social studies and other fields, and these standards have begun to reduce the number of elective courses offered to students. The new model curriculum mandates three years of required work in social studies, "including United States history and geography, world history, culture and geography, and American government, civics, and economics." Over half the teachers I interviewed indicated that sociology may eventually disappear from their school's curriculum as more staff time is needed to teach additional requirements in history and economics. Further, many of the teachers stated that students going on to college would have fewer elective in all subject areas given new standards for graduation and admission to public colleges and universities. In short, instruction in social studies will increasingly focus on history and economics. Since sociology has been marginal in the past, it is most likely to become even more marginal in the future. As a separate course, it may disappear altogether.

Few teachers of high school sociology in the Sacramento area have either majored or minored in sociology. None of the 20 instructors I interviewed had a degree in sociology. On the other hand, none of them fit the stereotype of the sociology teacher as a football coach with a degree in physical education. Nine of the 20 had a BA degree in social science, six had majored in history, two in economics, two in English, and one in anthropology. Fifty percent of the teachers had completed fewer than four courses in sociology and over 30% of them had taken no courses in sociology! Only two of the teachers had originally been hired to teach sociology. Consequently, those who teach the discipline in high schools in the Sacramento area began to do so voluntarily after being hired, either because they developed an interest in sociology or because they completed a course or two in sociology while in college. Those with almost no background in the discipline have done the bulk of instruction in sociology and if sociology continues to be offered at these schools in the future, this situation is likely to continue. The teachers who I interviewed also pointed out that prospective high school teachers would have virtually no opportunity of being hired in the immediate future with a degree in sociology unless they were prepared to teach in areas of demand such as economics, history, math and science.

Courses, content, and actual instruction in high school sociology are a mixed bag. The most common titles of the courses in sociology were "Beginning Sociology," and "Introductory Sociology." Two schools identified the course as "Social Issues" and one as "Sociology of Marriage and the Family." Two school baptized the course "Social Psychology" and at one school the course was titled,

"American Government II," even though the content and text were sociological. Nineteen of the courses were defined by the teachers as introductory surveys of the field. One instructor taught a course which had a special focus—marriage, dating, parenting, and human sexuality.

The six most commonly covered topics in the courses were sociological concepts, culture, socialization, race and ethnicity, and the family and educational institutions. Only four of the courses dealt with research methods. Textbooks were used in all but one of the 20 classes; the two most used were Paul Landis, *Sociology*, and Peter Rose et al., *Sociology, Understanding Society*. The oldest text was published in 1967 and the newest in 1984; the average text being used among these 20 instructors was printed in 1977. Many of the teachers indicated that one of their primary problems with teaching sociology at the high school level was outdated texts. Several teachers attempted to supplement the text with articles on a variety of topics from such sources as *Time*, *Newsweek*, *Psychology Today*, and *Sports Illustrated*.

By far the most prevalent method of instruction in these classes was a combination of lecture and discussion. On average about 60% of class time during the week was devoted to this method. The second most popular method was use of film and/or video.

In 12 of the 20 classes, the students were involved with either a project, some sort of fieldwork, or writing a paper. Eight of the teachers required their students to "only" take tests and to read the text. The paper, fieldwork, and project assignments were very diverse. Three teachers had the students do a small research survey on fellow students' attitudes about a local issue; three instructors assigned a participant observation project. In one class, students were sent to the local shopping mall and told to observe relationships between how people were dressed and what they were buying. Another teacher sent students to observe and interview taxpayers who line up during the middle of the night at the local post office on April 15th. Students were apparently eager to do this and were interested in finding out why the taxpayers waited until the last moment to complete their taxes, what their attitudes were about taxes, and whether wealthier Americans delayed paying their taxes longer than poorer citizens.

Ten of the teachers had students write papers, on issues such as abortion, teen sex, pornography, and other current issues and to take pro and con positions on them. Only one of the instructors assigned fieldwork. She required her students to follow a local project, the building of a new park, through the community planning process. This required students to observe commission meetings, attend environmental impact hearings, and visit the city council chambers. Several instructors expressed an interest in having students do fieldwork, but cited lack of time and district rules as constraints.

Implications

To my knowledge, whether sociology should or should not be taught in the high schools of America has not been a formal "policy question" which the ASA or the Project on Teaching has recently addressed. In the 1960s and early 1970s when the Association was involved with

the project on "Sociological Resources for Social Studies" (Angell, 1972), the Association obviously committed itself to improving instruction in high school sociology. By default and inaction, the Association probably still has that commitment today. For example, Howery (1985: 4) has recently stated the Association has an interest in high school sociology and frequently receives requests from state boards of education about what a model high school curriculum should contain. The condition of high school sociology in California suggests that now may be the time to once again begin addressing and debating this issue.

King (1982) has identified two problems sociologists face when they address the high school setting. The first is how to increase the presence of sociology in the curriculum of the high school and the second is how to improve the quality of instruction. In California I found that it is probably too late to do much about increasing the presence of sociology in the social studies curriculum as the new model curriculum for social studies essentially removes sociology as a separate course. About the only way sociology will get its "licks in" is by piggy-backing onto a broad interdisciplinary perspective dominated by history. A good guess is that there will be fewer courses and fewer students enrolled in classes in sociology in California in the future as more and more districts change to the new curriculum standards. This may be particularly likely to occur since there are so few high school teachers who have been educated as sociologists. Consequently, there is not a large pool of instructors willing to defend sociology as an elective.

I am not sanguine about the possibility of improving the quality of instruction in sociology in California's high schools. The new curriculum standards will put a priority on improving instruction of the integrated social studies curriculum and particularly the instruction of world history, culture, and geography. School districts are not likely to support instructors' efforts to improve either their knowledge of sociology or their classes in sociology when many of these same instructors will be struggling with teaching world history or possibly even economics for the first time. Furthermore, it is very difficult to improve instruction in sociology when so many of the teachers know so little about the discipline. What understanding of sociology can a teacher have who has taken no courses in the subject? What workable programs would the Association be able to offer which would significantly improve the day-to-day quality of instruction for these teachers?

However, there is a renewed interest in strengthening all fields of learning at the high school level. This presents sociologists and the ASA with an opportunity to strengthen and support the teaching of sociology. As King (1982) reminds us, more and better courses in sociology at the high school level might help increase enrollments at the college level. She also argues that a quality course in sociology at the high school level allows students who take sociology at the college level to develop methodological and theoretical skills which are often reserved for upper division work, in their first year or two. In addition, if sociology were widely offered at the high school level, new jobs might become available to our BA and MA graduates. Finally, there is the crucial

See *Teaching*, page 14

Ethical Guidelines Covering the Publication Process

by Barbara Reskin, ASA Publications Committee

Few researchers escape the traumas of the publication process. As Daniel Koshland's editorial in *Science*, which is reprinted on this page, illustrates, our feelings often depend on the hat we are wearing—but whether we are involved as author, reviewer, or editor, most of us count reviewing and being reviewed as among the stresses of professional life. While some of the strain is unavoidable, some problems stem from lack of awareness of various ethical guidelines governing the publication process. This article reviews several issues relating to the obligations of authors, reviewers and editors. In particular, I discuss submissions (and resubmissions), reviewing manuscripts, and reviewing the same book for more than one journal.

Submissions to ASA journals. The ASA has long regarded the submission of a manuscript to more than one professional journal as unacceptable, even where journal policies explicitly permit multiple submission. Each ASA journal states this policy in its Notice to Contributors. ASA journals rely on reviewers who volunteer their time to provide

comments for authors and make recommendations about publication for editors. In view of the considerable time and effort evaluating manuscripts involves, multiple submission can represent a real drain on editors, reviewers, and the Association's resources. Most ASA members recognize this and abide by the policy, but periodically editors learn of multiple submissions. On these occasions, editors reject such manuscripts without review.

The Rose Monograph Series also discourages multiple submission, but recognizes that the norms governing book publishing are different from those governing journal submissions. In addition, practical considerations, such as an upcoming tenure decision, may prompt authors to submit manuscripts elsewhere. Authors who do so have an obligation to advise the editor of the Rose Series.

A question that occurs occasionally involves the ethics of resubmitting a rejected and unrevised manuscript to the same journal following a change of editors. Although ASA has no formal policy on this practice, the Publications Committee recently concluded that it resembles multiple submission, and is inappropriate for the same reason: it uses

up journals' limited resources.

Conflicts of interest in reviewing. According to the ASA's Code of Ethics, sociologists should not review the work of others (e.g., manuscripts, research proposals) when a strong conflict of interest exists. This may arise among former teachers and students, or friends and colleagues between whom "an overriding sense of personal obligation, competition or enmity" exists.

Reviewing the same manuscript sequentially for different journals. The ASA Code of Ethics instructs reviewers to notify editors requesting them to review a manuscript they have already evaluated for another journal. In general, the Publications Committee believes that authors should not be subject to "double jeopardy." It recommends that reviewers decline to re-review a manuscript, though they may include a copy of their initial review for the second editor's in-

formation. When editors learn that a reviewer has evaluated a manuscript for another journal, the Code of Ethics advises them to seek an additional review.

Reviewing the same book for different journals. The Publications Committee believes that authors should not be subject to the "double jeopardy" of having their books reviewed more than once by the same person. Even though the actual text of the reviews may differ considerably, the general evaluation is not likely to change. Consequently, letting someone review a book twice is unfair to its author. It also prevents readers of reviews from obtaining a variety of reactions to a book.

The Publications Committee welcomes comments and discussion on all of the above points. They should be directed to the Editor of *Footnotes* and may appear in subsequent issues. □

Teaching, from page 13

point which several of the teachers I interviewed made—where else in the high school curriculum of today can the student learn what sociology has to offer?

If the Association once again commits itself to improving the high school course, several avenues of action are open:

(1) Working through the Teaching Resources Center, the Association could encourage regional and state associations and their committees on teaching, to reach out to high school teachers in their area by having sessions at their meetings devoted to high school sociology;

(2) The Association could encourage college and university faculty and departments to offer one or two day workshops devoted to informing high school teachers of sociology about some of the recent knowledge and research in the discipline;

(3) Sociology departments might "adopt" high schools and begin working in partnership with the sociology teachers at those schools on a continuing basis;

(4) The Association could also consider establishing a program of "Sociologists in the Schools" where established scholars, recent PhDs, and PhD candidates could serve long-term residencies working on a day-to-day basis to revise curriculum, to act as resource persons, to offer seminars, and to update the content of courses. This model has already been established for courses in the humanities in California (Pescatello, 1984a).

(5) The Association might sponsor summer seminars and institutes for high school sociology teachers, much as it last did in 1973 (*Footnotes*, 1973: 1);

(6) Finally, as King (1982) and Howery (1985) have both mentioned, if the Association moves toward certification of professional sociologists, it is possible that students who are planning to be

teachers of high school sociology could be expected to acquire a certain level of knowledge before they are considered competent. Surely this too might help to improve what passes for sociology in the high school.

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On the Difference Between Reviewing and Being Reviewed

TO: Universal Science Foundation
Planet Utopia
Galaxy 7,073,216

FROM: Intergalactic Cultural Anthropology Expedition
Sections IV and XXI

RE: Anomalous Behavior Patterns

The expedition to examine subcultures and behavioral patterns on Planet Earth has uncovered an anomaly that defies explanation by the rational principles and Cartesian logic of our own planet. Sections IV and XXI traveled independently in separate cruise missiles and randomly selected inhabitants for analysis by our noninvasive probes; that is, acoustical eavesdropping and quantitative three-dimensional gossip.

At 3:00 p.m. Earth Time on 4 August, Section IV located an individual with a red face speaking into a telephone at the 10.3 <3 is the exponent>-decibel level. The subject was using arcane linguistic techniques with multisyllable words such as "nincompoop" and "incompetent" occasionally interspersed with four-letter words not available in captured dictionaries. This species, which Section IV calls "Author," was complaining bitterly to something called *The Journal* that his manuscript had received no decision in 3 weeks despite (i) it represented better work than had ever appeared in that journal for the last decade and (ii) it was easily the best of his 176 papers, none of which had been treated so shabbily. It was ascertained that this work had taken 2 years to complete, 3 months to write up, and 1.5 months to be criticized by colleagues of the Author before being sent to *The Journal*. At 3:37 p.m. Section IV moved on to study behavior of one horse, two bullfinches, and a garter snake, all of which behaved in a classical and rational Cartesian manner.

At 4:00 p.m. on 4 August, Section XXI located an individual with a red face speaking into the phone at the 10.3-decibel level using multisyllable words such as "impossible" and "inconceivable" occasionally broken by signs,

groans, and anguished looks at the ceiling. This species, which Section XXI calls "Referee," was apologizing to something called *The Journal* that (i) the manuscript that he had received for review had only recently arrived, having been delayed in the mails; (ii) he had in fact been studying the manuscript for weeks; and (iii) it had come during a period when he was out of the country, writing a grant, lecturing to 300 students, and lying flat on his back in the hospital being fed intravenously. He promised that the manuscript would be put in the mail "tomorrow" and complained that it was unreasonable of *The Journal* to expect a busy Referee such as he was to review a manuscript in less than 3 weeks. Section XXI was unable to obtain a definition of the word "tomorrow" before it moved on to study the viscosity of rush-hour traffic.

The anomaly in the case was not recognized until the two sections received laboratory reports of their remote-sensing DNA-sequencing determinations and optical surface imagery. The former indicated identical DNA sequences for the two specials and optical photographs revealed identical clothing and facial characteristics. The sections concluded that it was theoretically astounding, but experimentally conclusive, that both expeditionary units had observed the same individual. No explanation for the subject's behavior could be suggested until Professor X173 discovered that there were two hemispheres in the brain of Homo sapiens. We conclude that a single body houses both species, but that the Author species uses the left hemisphere and the Referee species the right hemisphere, and there is no cross-correlative system. Professor X173 predicts that such split personalities will create wars, famines, and two types of Coca-Cola.

—Daniel E. Koshland, Jr.

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Sociological Perspectives on Drunk Driving

by Ellen Berg

The social problem of drunk driving is produced by our lifestyle: it is "the predictable result of how alcohol and cars fit into the daily lives of Americans" (Ross 1985). Increasingly in the public eye, drunk driving and responses to it are of concern to sociologists interested in criminology, public policy, and social movements. This article will briefly profile work being done in each of these areas.

Criminology

Drunk driving is a criminal offense, punishable by law. The question of whether legal interventions effectively deter drunk driving has been examined by H. Laurence Ross and Gary D. LaFree of the University of New Mexico (1983). An important legal intervention which they evaluate is the introduction of "Scandinavian-type...laws which define the offense in terms of blood-alcohol concentrations, measurable by instruments" (Ross and LaFree 1983: 18). Their survey of the responses to these laws in a number of countries shows an initial decline in drunk driving which, however, is not sustained. When punishment is not certain or not severe, the deterrence effect of these interventions is short-lived. Ross and LaFree write: "Deterrent effects have been found in virtually all well-designed studies of significant interventions, in many countries throughout the world. However, these effects universally disappear over time....One possible explanation for this is the fact that the very low levels of actual likelihood of punishment are insufficient to continue an initial impression of reasonable certainty of punishment for the law violator" (1983: 25).

This suggests that certain, swift, and severe penalties might act as an effective deterrent. Laws providing for this would have appeal, Ross and LaFree argue, because they are aimed at the deviants rather than at social customs or institutions, because they satisfy a psychological need for retribution, and because there is widespread belief at an intuitive level that punishments do deter illicit behavior. Ultimately, however, Ross and LaFree think the enactment of such laws is unlikely because of the fiscal costs and the level of police intrusiveness into daily life they would require. Concluding that legal interventions which aim at deterrence are politically impractical, the authors suggest that other policy alternatives which make drinking less appealing or crashes less catastrophic are more promising solutions to the problem of drunk driving. They write: "...It strikes us as more rational policy to experiment along these lines in the hopes of finding economically sound mitigants than to follow the chimera of deterrence-based solutions that experience repeatedly shows to be inadequate in the context for which they are proposed" (1983: 33).

Public Policy

Dean Gerstein of the National Research Council (the research arm of the National Academy of Sciences) directed a study, by an interdisciplinary panel, of "alternative policies affecting the prevention of alcohol abuse and alcoholism" (1985: v). The panel issued its report in 1981 and in 1985 Gerstein, in collaboration with Steve Olson, published *Alcohol in America: Taking Action to Prevent Abuse*.

Gerstein and Olson note that only half of alcohol-related problems are caused by confirmed alcoholics, while half are caused by moderate drinkers—on occasions when they are immoderate. They are concerned in their book with articulating policies that target this second group. Thus they present preventive measures which are "nonpersonalized approaches that act throughout the drinking population....(These measures) seek to change the incentives, opportunities, risks, and expectations that surround drinkers in society" (1985: 24-25). The measures they suggest fall into three broad categories: (1) those which "affect the price and availability of alcohol;" (2) those which "seek to alter drinking practices more directly through various forms of education and persuasion;" and (3) measures which "make the world a safer place in which to drink" (1985: 25-26).

Honing in on the problem of drunk driving, Gerstein and Olson insist that no single measure can solve the problem, but that a multidimensional package of preventive measures can make a significant difference. They propose both deterrence-oriented measures aimed at specific offenders and institutional changes aimed at all drinkers. They write: "Beefed-up surveillance and tougher penalties for drunk drivers are two approaches that must be part of the solution....At the same time, there are many other preventive options that should not be overlooked....Higher taxes on alcohol, changes in the drinking age, responsible oversight by servers, educational campaigns, safer cars and highways, and steps to deal with repeat offenders all have at least a theoretical capability to reduce drunk driving" (1985: 43-44).

Measures aimed at changing the social context so that drunk driving is less likely very often meet institutional resistance—from the liquor industry, restaurateurs and bartenders, and the auto industry. Counterbalancing this resistance is a growing tide of citizen support for at least some changes.

One of the preventive measures proposed by Gerstein and Olson is raising the drinking age. Publically popular, this measure has been studied by Alexander C. Wagenaar (1983).

In a brief history of the ups and downs of the drinking age Wagenaar says that after prohibition it was generally established at twenty-one, to remain there until 1970-75 when, following the change in voting age, many states lowered it. By 1975 there was clear evidence that a lower drinking age meant more traffic fatalities among young people, and the age-lowering trend was reversed. Sixteen states increased their drinking age between 1976 and 1983. The issue now is whether further increases are warranted, and what the optimal age should be.

Wagenaar's research shows that "approximately 20 percent of all alcohol-related crashes involving young drivers can be prevented by removing legal access to alcoholic beverages" (1983: 101). Thus, he concludes, it is warranted on public health grounds to raise the drinking age to twenty-one. As further justification for this position Wagenaar presents evidence that the restriction of this privilege is constitutional and that it has popular support.

But, Wagenaar continues, there are

some counter arguments to consider. Alcohol is an important part of adult life, for which adolescents must be prepared. It can be argued that phasing in the privilege of drinking may better prepare the young person to handle liquor well. There is no move toward prohibition at this time—indeed the positive value of alcohol in lubricating social situations and relieving the tensions of contemporary life is generally recognized. Therefore, a policy to strive for is one which prepares young people for an adulthood of responsible drinking.

The decisions about policy rest, of course, with the public and their representatives. Increasingly the public has become aware of, concerned about, and organized around the issue of drunk driving.

Social Movements

The attention of sociologists interested in the dynamics of social movements has been caught by the proliferation of citizen groups around the issue of drunk driving. Three which began in response to specific tragedies but which have grown beyond their original locales are Remove Intoxicated Drivers (RID), Mothers Against Drunk Driving (MADD), and Students Against Drunk Driving (SADD).

MADD, the most viable of these groups, has been the focus of several research projects. Frank Weed of the University of Texas-Arlington, reported on his research on MADD chapter leadership and programs at the ASA Meetings in 1985. Weed did telephone interviews

with three officers in each of 112 randomly selected chapters (at the time MADD had 320 chapters).

He found that "the typical local chapter officer is female, age 42, has attended college, and is involved in several community organizations" (1985: 9). Additionally, they or members of their families have quite often been victims of drunk driving accidents. Forty-six percent of the chapter presidents had lost a member of her family in an accident.

Asking about their program, Weed found a consensus that MADD is concerned first and foremost with developing public awareness and education, then with court monitoring and promoting new law, and finally with victim assistance. As might be expected of an organization which has spawned so many chapters since its founding in 1980, MADD officers generally feel they enjoy strong community support. The resistance they do report comes, Weed notes, from groups which fall into two categories: purveyors and servers of liquor and members of the legal establishment who must take the brunt of MADD's criticism of the legal process.

Craig Reinman, School of Public Health at Berkeley, also reported on his MADD research at the 1985 SSSP Meetings. He offers an extended and probing account of MADD's history, in which he chronicles not only its impressive growth and accomplishments but also its "growing pains."

MADD was begun in 1980 by Candy See MADD, page 15

The Journal Calendar

ASA journals are collaborative efforts between the Editor, the editorial office, the ASA Executive Office, and Boyd Printing Company. When you join or renew your membership in ASA, you indicate journal choices that are recorded immediately and your name goes on the mailing list for those journals. If you join after the first of January, you receive back issues for the calendar year.

Members often call to ask when they can expect to receive their journal. For your information, here are the months in which each of the journals is published. There are occasional delays with the editorial office or the mail, but the general schedule is as follows:

American Sociological Review: Sheldon Stryker, Department of Sociology, Indiana University, Bloomington, IN 47401; (812) 335-0997. Bimonthly: February, April, June, August, October, December.

Contemporary Sociology: Barbara Laslett, Department of Sociology, 1114 Social Science Tower, University of Minnesota, 267-19th Avenue South, Minneapolis, MN 55455; (612) 376-7659/8429. After June 1, 1986: Ida Harper Simpson, Department of Sociology, Duke University, Durham, NC 27706; (919) 684-2915. Bimonthly: January, March, May, July, September, November.

Footnotes: William V. D'Antonio (Executive Officer), ASA, 1722 N Street NW, Washington, DC 20036; (202) 833-3410. Monthly, except June, July and September.

Journal of Health and Social Behavior: Eugene Gallagher, Department of Behavioral Science, University of Kentucky

Medical Center, Lexington, KY 40536-0086; (606) 257-3714. Quarterly: March, June, September, December.

Rose Monograph Series: Ernest Q. Campbell, Department of Sociology/Anthropology, Vanderbilt University, Station B, Box 50, Nashville, TN 37235; (615) 244-5198. Occasional publication of monographs.

Social Psychology Quarterly: Peter Burke, Department of Sociology, Indiana University, Bloomington, IN 47405; (812) 335-1869. Quarterly: March, June, September, December.

Sociological Methodology: Clifford Clogg, Department of Sociology, Pennsylvania State University, University Park, PA 16802; (814) 865-0053. Annually.

Sociological Theory: Norbert Wiley, Department of Sociology, 326 Lincoln Hall, University of Illinois, Urbana, IL 61801; (217) 333-1950. Semi-annually: Spring, Fall.

Sociology of Education: Maureen Hallinan, Department of Sociology, 200 DeCio Hall, University of Notre Dame, Notre Dame, IN 46556; (219) 239-5042. Quarterly: January, April, July, October.

Teaching Sociology: Theodore C. Wagenaar, Department of Sociology, Miami University, Oxford, OH 45056; (513)529-3437. Quarterly: January, April, July, October.

If you have not received your journals, check your receipt from your dues renewal to double check your choices. Then call the ASA Executive Office and ask for Caroline Bugno, Administrative Assistant for Membership, (202) 833-3410. □

MADD, from page 15

Lightner, following the death of her daughter Cari, and Lightner's consequent initiation into the criminal justice system. Her grief was joined by anger when she learned that the man who killed Cari was "both on probation for previous DUI (Driving Under the Influence) convictions and out on bail for another hit-and-run DUI offence a few days before" (1985: 4). In sum, Reinman says, "Her passion, commitment, and status as an aggrieved mother gave her substantial charismatic credibility and moral legitimacy and she quickly attracted adherents" (1985: 5).

By way of accomplishments, Reinman notes MADD's success in focusing media attention on itself and on the drunk-driving issue: "...MADD has affected what Foucault calls a 'shift of gaze' with regard to drinking-driving in the U.S." (1985: 7). He notes the considerable success MADD has enjoyed in generating legislation which reflects its "victims' rights focus" (1985: 5). The centerpiece of this accomplishment is the 1984 federal law which will cut federal highway funds to states which do not raise the drinking age to twenty-one.

On the other hand, Reinman cites a number of "growing pains" which MADD has suffered. These include tensions between MADD's board and Mrs. Lightner over the division of organizational responsibilities, an unauthorized loan to her of \$8,200, a high salary for Mrs. Lightner, and high administrative and fundraising costs which led ultimately to the refusal of the Council of Better Business Bureaus' "Philanthropic Advisor Service" (1984) and the National Charities Information Bureau to recommend MADD as a charity (1985).

Reinman's larger concern is with MADD's exclusive focus on drunk drivers and its refusal to endorse preventive policies which take aim at the liquor industry. (MADD does not support increased taxes on alcohol or the regulation of advertising, for instance.) He writes: "Like the National Rifle Association and other anti-gun control advocates who have long held that 'guns don't kill people, people kill people,' MADD's strategy from the start has been to argue that alcohol is not the problem, drunk drivers are" (1985: 18). This limited focus has produced financial support from the liquor industry, which naturally prefers a delimited focus.

Two contextual factors seem to Reinman to give support to the MADD position. The first is a shift in thinking about alcohol-related problems. The disease paradigm, which has defined recent thought about alcoholism was by 1980 losing its hegemony and a more pluralistic, "disaggregative" approach to alcohol problems "was taking hold" (1985: 22). This "scientific and public policy ferment in the alcohol arena seems," Reinman writes, "to have given intellectual elbow room to those calling attention to alcohol-related problems like drinking-driving" (1985: 23).

The second factor he notes is political, namely, "the intersection of the politics of MADD and the political culture of Reagan and the New Right" (1985: 23). MADD's individualist focus, its concern with retribution, and its willingness to condone public intervention in areas of private morality all, Reinman says, are compatible with conservatism as it has developed from the "Law and Order" campaigns of the Nixon years to the pre-

esent. "MADD's discourse seems very much in sync with the now-dominant mode of discourse emanating from the Administration," Reinman claims (1985: 25). The legislative program of MADD, with its emphases on finding and punishing alcohol abusers, seems to Reinman to introduce legal intervention into areas of behavior previously immune and thus to "at least raise questions about, if not a momentum toward, the further constriction of civil liberties" (1985: 31). The discourse MADD has introduced and defined is, he believes, "born of and suited to an age in which the powers that be are intent upon shifting the agenda away from social welfare toward social control" (1985: 33).

MADD continues to be a hot research topic. For instance, John McCarthy of Catholic University is currently collecting data for a study which will use MADD chapters in various areas to assess "the importance of four factors which social movement theory says are important to the growth of citizen action: widespread common understandings of the problems and its solution, the increased capacity to mobilize which has flowed from expanded political opportunity, the flow of state resources to local areas designed to encourage citizen action, and the existence of local structures of relationships of individuals who can be expected to be interested in organizing around the issue" (1984: 8). Results of this analysis are still forthcoming.

Sociologists are contributing to scholarly and public understanding of the drunk-driving issue by analyzing it through criminology, public policy, and social movements. The work cited is characteristic, though not exhaustive of the contributions being made from these perspectives.

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- David Edwards, San Antonio College, uses Polaroid photography in classroom instruction in sociology courses. Edwards applied for and received some free film for use by his students from the Polaroid Corporation. Edwards is currently a member of Quest, a team of teachers working together to evaluate and develop effective approaches to instruction. His Polaroid program was selected for presentation at the 1985 National Conference on Teaching Excellence. Edwards and Richard Mitchell are co-editing a forthcoming publication for the Teaching Resources Center on "Visual Resources for Teaching Sociology." For more information, contact: David Edwards, Department of Sociology, San Antonio College, San Antonio, TX 78284.
- Jonathan Freedman, clinical sociologist at the Hutchings Psychiatric Center, writes a regular column in the *Syracuse NY Post-Standard*. The column uses a question and answer format. Readers send in their questions, in care of the paper, and Freedman responds to them. Recent columns have talked about excessive jealousy, recovering from the trauma of rape, how family and friends treat a person recently discharged from a psychiatric stay, how to increase self-esteem, and how to handle street beggars in an altruistic and effective way. Freedman also appears on television, talking about coping skills. He is willing to share his videotapes of those programs on a loan basis. He will also discuss his work at the annual Clinical Sociology Association meeting in Syracuse next June. Contact him at: Richard H. Hutchings Psychiatric Center, Box 27, University Station, Syracuse, NY 13210. (315) 473-4980.
- As more departments include sociological practice in their curriculum, they have found it important to have specific course materials on ethics. Two such courses on ethics are "Values, Research, and Public Policy, a one-credit course at the University of Kentucky, taught by James G. Houghland (Department of Sociology, Lexington, KY 40506-0027); and "Career Counseling for Sociology Students" which includes a unit on ethical practice, with special application to internship experiences as well as future employment. This course is taught by Charles S. Green III at the University of Wisconsin-Whitewater, Whitewater, WI 53190. Write to the instructors for more information.

Good Ideas

Undergraduate students at Abilene Christian University can take a new course in sociology entitled "Human Relations and Work." The course is designed to help social science students assess their skills and prepare for careers in business settings. The course covers topics such as: the individual in the workplace, understanding organizational structures, interpersonal relations at work, how to successfully enter the job market, and career information for social scientists. For more information, contact the instructor: Rae Adams, Department of Sociology, Abilene Christian University, Abilene, TX 79699. □

Council Reaffirms Constraints on Self, Committees

At its recent meeting, ASA Council reconfirmed an Association policy that has been in existence since the early 1970s by passing the following motion:

"ASA committees and Council may not appoint, nominate, or give awards to members of their own body. Moreover, people serving on bodies, such as ASA Council, which have appointive authority for given positions may not be nominated for these positions (e.g., ASA editorships)."

Council decided to reconfirm this existing policy, concluding that it might be timely to remind everyone of Association policy on the matter of awards and appointments.

One implication of the ruling is that people who are elected to Council may not be appointed to any Association committee or position for which Council selects incumbents during their term of office. In addition, members of the Publications Committee may not be considered for editorships during their term of office. Another implication of the ruling is that people elected to the Nominations Committee may not be put forward for elective office during the period that they serve on the Committee. Similarly, people serving on the Committee on Committees may not be nominated for any appointive offices which the Committee deals with. And finally, anyone accepting appointment to one of the Association's award committees is explicitly agreeing not to be considered for the award the committee deals with during the period of his/her service. □

Freire and Whyte Discuss Practice and Teaching

The ASA Teaching Services Program is excited about an upcoming workshop in Los Angeles, CA, entitled, "Field Experience and Teaching: Learning Through Participatory Research," featuring author Paulo Freire and sociological practitioner William F. Whyte. The dates are July 31-August 2, 1986. In addition to Freire and Whyte, the staff are: Peter Park, University of Massachusetts; Paul Baker, Illinois State University; Edna Bonacich, University of California-Riverside; and William Ewens, Michigan State University.

Participants will have an opportunity to review case studies and share views of field experience and participatory research as basic teaching techniques, ex-

amine the social and institutional conditions that promote field experience and participatory research, explore ways teachers and students can mutually work together to change their own conditions, and study the process of personal empowerment through social dialogue.

The workshop will be held on the campus of UCLA, and the fee is \$200; if meals and lodging are required, the total package fee is \$325. Applications are due June 1, 1986, and must be accompanied by a \$50 deposit. For more information, contact William Ewens, ASA Field Coordinator, Department of Sociology, Michigan State University, East Lansing, MI 48824; (517) 355-6639. □

Update on Alpha Kappa Delta

by Jerry Michel, Memphis State University

With no fanfare and little notice, sociology's quiet organization, Alpha Kappa Delta (AKD), continues to serve the discipline and its students. Founded in 1920 by Professor Emory S. Bogardus at the University of Southern California as an honor society, AKD retains this central purpose. AKD is an excellent vehicle for recognizing those sociology students who excel in their studies. Students who perform well appreciate recognition and providing it is one of the enjoyable aspects of teaching. Moreover, sociology departments reap significant benefits. Undergraduate programs find AKD a good means of identifying student leadership and promoting sociology. Departments with heavy research emphases and/or graduate programs use AKD membership rolls as a ready source of good research assistants and graduate students.

The second major activity of AKD is the publication of *Sociological Inquiry*. Known earlier as the *AKD Quarterly* and then as the *Alpha Kappa Delta*, the journal was given its present name by Otto N. Larsen when he assumed the editorship in 1960. Over time, SI has become and remained an interesting, readable, general purpose quarterly. The current editor, Jim Skipper of Virginia Tech, has assembled a strong staff of assistant and advisory editors and the University of Texas Press provides high production quality and is responsive to subscriber needs. These factors, combined with AKD's support and Skipper's talents and hard work, are producing a well-respected and financially healthy journal.

Perhaps the most important immediate task of AKD is to locate a new editor for SI. By August 1987, Skipper will have served the constitutional maximum of six years. The plan is to select an editor for 1986 so there will be a one-year overlap before the new editor takes office. Those who are or may be interested in the editorship are encouraged to contact Michael A. Malec, AKD President-Elect, Department of Sociology, Boston College, Chestnut Hill, MA 02167; (617)552-4131.

For several years, AKD has sponsored an annual undergraduate student paper competition with monetary awards. For information regarding the 1986 competition, contact Candace Clark, Department of Sociology, Montclair State College, Upper Montclair, NJ 07043.

A few years ago, in response to AKD invitations, some Canadian departments of sociology indicated that they were not interested in affiliating with a US honor society. Desiring to broaden itself and establish chapters around the globe, AKD gave itself the new subtitle, "International Sociology Honor Society." Because of a "chicken and egg" dilemma, the new subtitle was necessarily programmatic. Progress has been slow; today there are two chapters in Taiwan and one in Canada. Assistance in establishing chapters in other nations would be greatly appreciated. The AKD Secretary-Treasurer would be happy to follow up contacts and leads. Write or call: Wayne Seelbach, P.O. Box 10026, Lamar University, Beaumont, TX 77710; (409) 880-8400.

Most AKD chapters are moderately active, inducing new members each year (the most important responsibility) and sponsoring other functions. Currently, there are over 300 chapters with more than 1500 new members inducted

each year. To set up a chapter, departments must meet some reasonable requirements and complete an application. Application information can be obtained from the Secretary-Treasurer.

Over time some chapters become dormant, usually because the faculty advisor has moved or resigned and no one else has volunteered or been appointed within the department. Dormant chapters can be reactivated by the simple process of inducting new members. Membership order blanks are available from the Secretary-Treasurer. Any sociology faculty member can serve as the chapter advisor, but a current subscription to *Sociological Inquiry* is required for chapter advisors to vote in annual elections and on constitutional revision proposals. For subscription blanks, contact: Janet Fisher, Journals Manager, University of Texas Press, P.O. Box 7819, Austin, TX 78712.

The 1985-86 formal leadership of AKD includes: President—Jerry Michel, Memphis State University; President-Elect—Michael Malec, Boston College; Vice President—Candace Clarke, Montclair State College; Secretary-Treasurer—Wayne Seelbach, Lamar University; Editor, *Sociological Inquiry*—James Skipper, Virginia Tech; Editor, AKD Newsletter—Donna Darden, University

of Arkansas; Representative to the American Council of Honor Societies—Dudley Poston, University of Texas—Austin; Past President—Marie Fuller, Texas Woman's University; and Regional Representatives: Alfred Clark, Western New England College; Edna O'Hern, St. Francis College; Annabelle Motz, American University; David Demo, Virginia Tech; Richard Mathers, Western Illinois University; Richard Dodder, Oklahoma State University; John Hartman, Wichita State University; James Duke, Brigham Young University; Lyn Lofland, University of California—Davis; and Leon Grunberg, University of Puget Sound. These people constitute the AKD Council which has an annual business meeting in conjunction with the ASA meeting. Chapter advisors are invited and AKD members are welcome to attend this meeting which is announced in the ASA Program.

In all these ways, AKD is quietly meeting its responsibilities to sociology and sociology students. On campuses everywhere students are getting their academic just desserts and engaging in a wide range of related activities. Faculty advisors are making sure that these opportunities are available now and that AKD will be there for future generations of sociology students. □

Students—Attend Annual Meeting

Attention faculty advisors and students! A new session for student papers has been added to the 1986 annual meeting. Send submissions for "Social Structure and Human Lives: The Student Perspective" to: Norah Peters Dempsey, 8 Dorothy Court, Enfield, CT 06082.

There will be a special reception in honor of students—come meet other students, faculty, sociological practitioners, ASA officers and staff.

Perhaps you want to come to the annual meeting and study it. The best way to get an in-depth look at a sociology convention is to be a part of the ASA Honors Program. Students have special seminars about the workings of the meeting and the Association. They have a chance to meet ASA officers, hear presentations about the work sociologists do, and they attend sessions and roundtables. For more information and applications for the Honors Program, write to Burton Wright, Department of Sociology, University of Central Florida, Orlando, FL 32816. □

Information on Competency Tests Sought

The ASA Executive Office has received several inquiries in the past few months about state regulations that require departments (in all fields) to demonstrate what students have learned in their major field. In some states, this measurement procedure is called "value-added competency," referring to the knowledge a student has presumably gained from attending classes in the major field. Each department is required to set up a measurement procedure that quantifies the knowledge gained from the time the student entered college through graduation.

Is your state implementing such procedures? How have sociologists responded? Do people know of any competency tests in sociology, in addition to the Graduate Record Examination, that measure substantive knowledge in our discipline? Do you have any pre-post test measures for sociology courses? Have sociologists been involved in the development of competency programs, or been involved in resisting such procedures?

A second area of concern deals with retrenchment and consolidation of programs. Some state legislatures are moving to have sociology (and other liberal arts fields) offered for a major or graduate degree on a limited number of campuses. This consolidation is proposed in the name of efficiency and in light of declining majors in these fields. However, it does not address either the desirability of sociology as a service course nor the fate of a faculty on campuses where the programs would be dropped. Are you aware of such plans in your state? What have sociologists done to respond to the plans? How can the national office be of help?

Please share your experiences and solutions with us. We will serve as a watchdog and clearinghouse for information sent to us from around the country. Send your comments to Carla B. Howerly at the Executive Office. □

Ask ASA

Responses to questions from our membership that you might want to know!

Q. I have some sociology journals that I would like to donate to a foreign library. Do you know which libraries would like them and the best way to send them?

A. Let the Executive Office know the specific names and volume numbers of the journals you wish to donate. We try to match your donation with a library's needs and ask you to box up the journals and send them to the ASA Executive Office. We send them to specific libraries, by sea mail, through the AAAS, or through the embassies. You will receive a letter acknowledging your donation and putting a dollar value on the journals. Of late we've been sending journals to China and to several African countries. The Committee on World Sociology has been active in helping libraries in developing countries. The ASA has given fifty complimentary subscriptions to libraries that had no sociology collection or lost their sociology collection.

Q. Our department is planning a curriculum review. We need some advice

about the best way to proceed. Can you recommend some consultants to help us?

A. The ASA Teaching Services Program has a Teaching Resources Group, a network of over 60 consultants with experience in departmental visitations. To make arrangements for a visit, contact William Ewens, Department of Sociology, Michigan State University, East Lansing, MI 48824. Specify the issues of interest to the department. Ewens will match the request with a visitor or a team who know about the substantive areas of the visit (e.g., starting an applied sociology program, improving the introductory course, working with other departments, increasing enrollments, etc.). He will try to use consultants who are familiar with your institutional context and who are in the same region of the country. The department pays the expenses of the visitors and a reasonable honorarium. There is no charge for the service. The ASA office can send other information about teaching, including the Teaching Resources Catalogue. Just ask!

Computer Network Exchange

A column for our readers to share ideas about computer applications in sociology.

■ I am looking for parametric and nonparametric statistics programs, on disks, for the Commodore SX-64 (or C-64), for sample sizes generally of twenty-five or more cases, and at low or moderate cost. Contact: Richard Weimer, 3632 Holly Circle, Indianapolis, IN 46227.

■ The Social Science Research and Instructional Computing Lab at North

Carolina State University (Raleigh, NC 27695-8101) has established SocNet, a national computer network for sociologists. They are ready for access now. Write to SocNet for details.

■ Do you have ideas about computer networking among sociologists? The ASA has an ad hoc committee working on that topic. Send ideas to the Committee chair: Nicholas Mullins, Department of Sociology, Virginia Tech, Blacksburg, VA 24060. □

NIMH Reorganizes; New Division Created

The National Institute of Mental Health has recently been reorganized. Of particular interest to sociologists is the creation of a new Division of Biometry and Applied Sciences (DBAS) which supports research on mental health services, antisocial and violent behavior, and minority mental health. The director of DBAS, Dr. Carl Taube, is a sociologist.

Mental health services research is supported in two major areas: (1) systems research on the scope, distribution, adequacy, appropriateness and use of mental health services; (2) clinical services research that examines the diagnosis and management of patients in health and specialty mental health treatment settings.

Research questions of particular interest include:

- What are the barriers to obtaining mental health care? How can they be reduced?
- What is the effect of new organizational forms, such as the growth of corporate hospital claims, Health Maintenance Organizations, and Preferred Provider Organizations on the utilization, quality, and access to mental health care?
- What are the factors that influence persons to become patients and utilize mental health services? How are utilization patterns changing over time and why have they changed? What impact do such changes have on patient outcomes?
- What are the determinants of provider practice patterns? How can they be modified to increase access to services and the quality of services?
- How does the organization of mental health services influence staffing, patient referral and utilization patterns? What are the relationships and interactions among components of the mental health services delivery system?
- How are mental health service organizations administered and managed? How do managers of mental health organizations make decisions? How can information system technologies, including computer applications, be used to improve the planning, coordination and evaluation of mental health programs?
- What is the impact of Diagnostic Related Groups (DRGs) on the organization and delivery of mental health services?
- What types of clinical care are provided to patients in different sectors of the mental health system? What are the detection, diagnoses, treatment and referral patterns of clinicians in these sectors? What kind of inference steps do clinicians use in reaching diagnostic or therapeutic decisions?
- What types of mental health services are provided, and are most appropriate, for members of special population groups with special needs such as minorities, children, the chronically mentally ill, and the homeless mentally ill? Additional research questions can be asked with regard to each of these populations. For example, how many homeless mentally ill are there and what are their characteristics? What are the processes through which mentally ill persons become homeless? How can the variety of services needed by the homeless, mentally ill, including mental and physical health care, housing, and vocational and psychosocial rehabilitation services, be efficiently and effectively organized, financed and administered? The Robert Wood Johnson Foundation

Program for the Chronically Mentally Ill will present many research opportunities for studying organizational aspects of providing care to this population.

■ What is the relationship between the primary care and specialty mental health sectors and how can the recognition, diagnosis and management of mental and emotional problems by primary care providers be improved?

Some examples of Funded Research Projects are: Edward Sheridan, Northwestern Memorial Hospital, "Psychiatric Hospitalization vs Emergency Housing"; Richard Scheffler, University of California-Berkeley, "Federal Employee Health Benefits Plan: The Impact of Changes in Mental Health Benefits"; Janet Hankin, Johns Hopkins University, "Management of Psychosocial Problems by Pediatricians"; Paul Lerman, Rutgers University, "Mental Health Services for Youth: Comparing Two Systems"; Oscar Grusky, UCLA, "Effectiveness of Local Mental Health Delivery Systems"; Philip Leaf, Yale University, "The Mental Health Service System: A Contextual Analysis"; William Breakey, Johns Hopkins University, "Service Needs of the Homeless Mentally Ill"; Joseph Morrissey, New York State Research Foundation, "Psychiatric Inpatient Episodes in

General Hospitals."

Sociologists administering Funded Postdoctoral Mental Health Services Research Training Programs include: David Mechnic, Rutgers University; W. Richard Scott, Stanford University; James Greenley, University of Wisconsin; Oscar Grusky, UCLA; Gary Tischler and Jerome K. Myers, Yale University.

In addition, Postdoctoral Research Fellowships are available for acquiring the theoretical, methodological, and analytic skills needed to pursue research in mental health services. These fellowships are for one to three years with stipends from \$15,996 to \$30,000, depending on years of relevant experience. After completing the fellowship, the recipient must engage in mental health services research and teaching on a year-for-year basis or pay back the stipend.

DBAS staff will be happy to discuss specific research and research training proposals and to provide additional information concerning health services research programs.

For further information contact: Lawrence Chaitkin, PhD, Chief, Extramural Program, Biometric and Clinical Applications Branch, Room 18C-14, Parklawn Bldg., 5600 Fishers Lane, Rockville, MD 20857; (301) 443-4233. □

1989 Meeting Site Selected

by Janet L. Astner

Head for San Francisco in 1989! The ASA Council has designated the "City by the Bay" as the 1989 Annual Meeting site and the Executive Office has successfully concluded negotiations with the San Francisco Hilton and Towers to serve as meeting headquarters on August 9-13.

Members with good memories may recall that the 1986 Annual Meeting was moved out of San Francisco due to a major construction project in progress at the San Francisco Hilton during the 1986 meeting dates. That construction will be completed by 1988 and the resulting expansion of meeting space makes the hotel an ideal location for the ASA Annual Meeting.

The move back to San Francisco was not a foregone conclusion, however. Four other cities were also investigated as possible meeting sites: Phoenix, Los Angeles, Anaheim, and Seattle. The report presented to Council by Janet Astner, Convention and Meetings Manager, and William D'Antonio, Executive Officer, outlined a series of criteria that were used to evaluate each city and host property. Factors used to rate each city included its accessibility by air with discount fares, ease and multiplicity of local transportation, downtown life and "walkability," variety of restaurants close to the proposed convention headquarters to fit assorted palates and pocketbooks. Host properties were rated on their ability to offer flexible meeting and exhibit space under one roof, decent housing at reasonable rates, and desirable contract provisions.

Convention centers as well as large hotels were considered as potential meeting sites. In fact, Seattle and Phoenix are feasible as meeting sites only if such centers are used. Large convention hotels able to host the entire meeting are available in both Anaheim and San Francisco; a combination of two or more properties is needed in Los Angeles.

The discussion in Council highlighted

the desirability of holding the convention under one roof to centralize meeting activity, the importance of a central downtown area, and the need for good air access via discounted fares. Some consideration was also given to the summer climate (which made situating the meeting in Phoenix a problem). In evaluating all these factors, San Francisco stood out as the best option for 1989.

In the recent past, Council members have expressed concern about the meeting dates. To provide more information on the consequences of shifting to a different date pattern, we investigated meeting dates ranging from mid-June to early October. However, since the site selection was being made later than normal (ASA usually books five years in advance), date options were not plentiful for 1989. June, September, and October dates were generally not available due to the high demand for that time period by other organizations. Dates in high demand also mean high prices on rooms and limited room for negotiation.

In accordance with the results of a short survey done three years ago, future meetings have been moved toward mid-August, away from Labor Day and the start of classes. The first meeting to reflect this change is the 1987 meeting in Chicago. Council members discussed timing problems related to academic calendars, summer project schedules, and family vacations, and decided to continue the new pattern of meeting at least one week before Labor Day. The timing issue will be reconsidered following the Chicago meeting, when information can be gathered on member reaction to the new dates and actual attendance at the 1987 convention.

All the factors mentioned above weave together to yield a fairly complex picture of how decisions on annual meeting sites are made. The outcome for 1989 is August 9-13 in San Francisco. Watch upcoming issues of *Footnotes* for a discussion of the geographic rotation schedule guiding future site selection. □

Congressman Miller Receives Award

The National Council on Family Relations awarded its Distinguished Service to Families Award to Rep. George Miller (D-California) at its national convention in Dallas, TX, in November.

This award is sponsored by the National Council's State Affiliates in recognition of individuals who make a national impact on the quality of family life in America. Distinguished service refers to leadership, policymaking, and independent family advocacy.

Miller has chaired the House Select Committee on Children, Youth and Families since 1983—the only congressional committee in existence specifically focused at bringing children's and families' issues forward as legislation bears on them.

He has worked closely with the Coalition of Family Organizations which represents a collectivity of 60,000 family professionals across the nation. The National Council is a member of this coalition.

Legislation by Miller includes the Foster Care and Adoption Reform Act; the Women, Infants and Children's Nutrition Program (WIC); and a host of bills directed at victims of sexual abuse, family violence, asbestos hazards in schools, child welfare services, and handicapped education. □

Catastrophe Insurance Plan

A Special Enrollment Period is now in progress for the \$1 million Catastrophe Major Medical Insurance Plan offered by ASA's insurance administrator, Albert H. Wohlers & Company. During this time, enrollment is open to all members and spouses regardless of age. Unmarried dependent children from birth to age 25 also qualify. Acceptance is guaranteed. Enrollment closes June 15.

The Catastrophe Major Medical Insurance Plan provides insurance protection designed to take over after basic health insurance benefits are exhausted. Skyrocketing hospital and nursing home costs, escalating doctors' fees, expensive medicines, specialized surgical procedures and new equipment can push expenses far over the limit basic health insurance was designed to handle. This is where the Catastrophe Major Medical Insurance Plan comes in.

Since this plan is supplemental coverage for serious, long-term illnesses and accidents, it includes a \$25,000 deductible. All eligible expenses for an illness or accident are applied toward the deductible in full whether paid out-of-pocket or by other insurance. Once the deductible has been reached, the Catastrophe Major Medical Plan pays 100% of all eligible hospital, medical, surgical, and convalescent expenses up to \$1,000,000 for up to 10 full years. A period of two years is given to reach the deductible amount.

Should more than one insured family member be injured in the same accident, or contract the same disease within 30 days, only one deductible will apply for those involved. Yet, each insured is eligible for full benefits. This is just one of the outstanding features of this low-cost plan.

All members will receive complete information on the Catastrophe Major Medical Insurance Plan in the mail. Or, members may contact: Albert H. Wohlers & Co., ASA Group Insurance Plans, 1500 Higgins Road, Park Ridge, Illinois 60068. □

Sociologists Receive Honors, Awards

Kanter to Join Harvard Business School Faculty



Kanter

Rosabeth Moss Kanter, professor of sociology at Yale and an expert on organizational change and corporate entrepreneurship, has been appointed a full professor at the Harvard Business School, effective July 1, 1986.

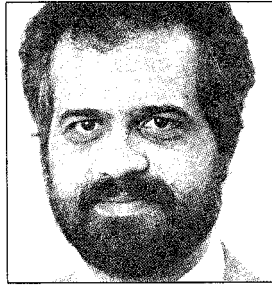
Kanter has also been named the School's first Class of 1960 Professor of Business Administration. The chair was endowed with a gift of more than \$1.75 million by the MBA Class of 1960 on the occasion of its 25th Reunion last October. In establishing the chair, the class specified that it be held by an individual whose teaching and research focused on innovation and entrepreneurship. Kanter has had a long-standing interest in the impact of organizational structure and culture on innovation and productivity.

Kanter has been a member of the Yale faculty since 1977 and is also Professor of Organization and Management at Yale's Graduate School of Organization and Management. She is also co-founder and chairman of the board of Goodmeasure, Inc., a Cambridge based management consulting firm specializing in strategies for innovation, productivity, and effective management of change for U.S. and foreign companies.

In announcing Kanter's appointment, Dean John H. McArthur commented: "Dr. Kanter is highly respected by both academics and executives as a pioneer and leader in dealing with the process of innovation and change in larger companies. Her appointment supports the Harvard Business School's strong commitment to extend the study of entrepreneurship beyond new ventures to include large, well-established organizations."

Author of *The Change Masters: Innovation and Entrepreneurship in the American Corporation*, published in 1983, and seven other books, Kanter received the C. Wright Mills Award in 1977 for *Men and Women in the Corporation*. She has also written more than 100 articles for books and scholarly journals. One of her *Harvard Business Review* articles, "Power Failure in Management Circuits," won a McKinsey Award as one of the two best articles published in the *Review* in 1979.

Commenting on her new appointment, Kanter noted that "American industry, like that of other nations, is undergoing a profound restructuring as a result of worldwide economic pressures. It is exciting to join Harvard as it takes a leadership position in helping organizations respond to this time of change." □



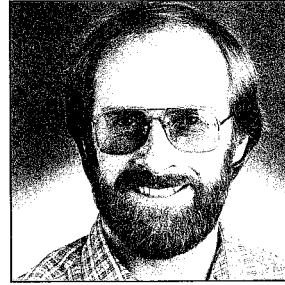
Monti

Monti Receives Publication Award

Daniel J. Monti, associate professor of sociology at the University of Missouri-St. Louis, has received a Curators Publication Award for his book, *A Semblance of Justice: St. Louis School Desegregation and Order in Urban America*, published in October by the University of Missouri Press.

Monti is the 12th recipient of the \$2,500 award, established in 1967.

Monti joined the UMSL faculty in 1975. He holds a doctorate and a master's degree from the University of North Carolina-Chapel Hill and a bachelor of arts degree from Oberlin College in Oberlin, OH. His research interests include urban affairs, urban history, educational reform, school desegregation, and redevelopment. □



McMichael

McMichael Receives Sharlin Award

Dr. Philip McMichael received the Allan Sharlin Memorial award from the Social Science History Association. The award is given annually for an outstanding scholarly work. The award committee cites McMichael's book, *Settlers and the Agrarian Question: Foundations of Capitalism in Colonial Australia* as "the best submission in terms of the general canons of social science history." The book, published last year, is available from Cambridge University Press. McMichael received his PhD in Sociology from SUNY-Binghamton and is now an assistant professor at the University of Georgia. □



Chambliss

Chambliss Receives Criminal Justice Award

William J. Chambliss, University of Delaware, is the 1986 recipient of the Bruce Mith, Sr. Award of the Academy of Criminal Justice Sciences. The Award recognizes outstanding scholarly contributions to the study of criminal justice.

"Chambliss has been a leading figure in the establishment of a conflict perspective, and subsequently a radical perspective in the understanding of crime and criminal justice," says David O. Friedrichs, Chair of the Award Committee. In particular, Chambliss' books on *Crime and the Legal Process* (1962), *Criminal Law in Action* (1975, 1984), *Who's Law? What Order?* (with Mankoff, 1976), *Box Man* (with King, 1972), *On the Take* (1978) and *Organizing Crime* (1981) have shaped the field of criminology for professionals and students.

Chambliss is founding editor of *Contemporary Crises*, a publication highlighting a critical understanding of criminal law and criminal justice, including comparative and historical perspectives. □

1986 Reference Materials Available at Discount

For the first time since 1984, the ASA is publishing new editions of all three general references materials—*Guide to Graduate Departments of Sociology*, *Directory of Departments of Sociology*, and *Directory of Members*. The two directories are available now; the *Guide* is expected to be available for purchase by the latter part of April.

The 1986 *Directory of Members* contains names, preferred addresses, and section memberships for all members of the ASA; also included is a geographical index of members by state or country.

The new *Directory of Departments* lists addresses and phone numbers for 1,933 departments of sociology and related disciplines in the U.S. and Canada. The *Guide* includes information on over 200 U.S., 24 Canadian, and eight foreign departments offering a Master's or PhD in Sociology. Information on each department includes address and phone number, chair and graduate advisor, tuition, admission and financial aid deadlines, financial aid available, specialties and special programs, and listings of faculty (with specialties) and PhDs awarded. The *Guide* also includes indexes for faculty, PhDs, specialties, and special programs.

The Association is pleased to offer a special discount for orders of the set of three reference materials at this time. Each publication regularly sells for \$5 each to members, \$10 each to non-

members and institutions. Until September 15, the set may be purchased for \$12 to members, \$18 to departments of sociology (or related disciplines), and \$25 to non-members or other institutions. In order to receive this discount, orders must be submitted with payment, using the form below. If you wish to order the materials separately, send a written request with payment to the ASA Executive Office; do not use the special discount form.

Graduate departments listed in the *Guide* will receive a special offer on a set of the two directories shortly since they already receive complimentary copies of the *Guide*.

Keep your personal or department library current and order your new 1986 reference materials by September 15 in order to receive this special discount. □

Yes! Please send _____ set(s) of 1986 ASA reference materials (including the *Directory of Members*, *Directory of Departments*, and *Guide to Graduate Departments*) at the special rate below:

- ☐ \$12/set for ASA members (note member number below)
☐ \$18/set to departments of sociology/related disciplines
☐ \$25/set to non-members/institutions

Enclosed is prepayment of \$_____.

Send to:

Name _____

Member number (if applicable) _____

Address _____

City _____ State _____ Zip _____

Return this form by September 15, 1986, to: American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 833-3410.

Call for Papers

CONFERENCES

Association for Voluntary Action Scholars 1986 National Conference, October 1-4, 1986, Pennsylvania State University-Capitol Campus, Harrisburg, PA. Theme: "Alternative Models for Health and Human Services in the Nonprofit Sector." Proposals are solicited for papers, panels, and workshops which examine research, action, and theoretical models in this vital and growing field. Proposals are due May 10, 1986; completed papers will be due August 1. Submit proposals to: AVAS National Conference, c/o Kurt Parkum and Drew Hyman, Pennsylvania State University, S-126 Henderson Building, University Park, PA 16802.

Center for Great Plains Studies 11th Annual Symposium, March 18-20, 1987, University of Nebraska, Lincoln, NE. Theme: "Women's Culture in the Great Plains." Interested scholars should submit 150- to 200-word proposals by July 1, accompanied by a brief resume; final papers will be due February 1, 1987. The *Great Plains Quarterly* will have rights of first refusal to all papers presented at the conference. Contact: Helen A. Moore, Center for Great Plains Studies, University of Nebraska, 1213 Oldfather Hall, Lincoln, NE 68588-0314.

The German Democratic Republic (GDR) Studies Association Conference, September 19-21, 1986, Wing-spread Conference Center, Racine, WI. Theme: "The German Democratic Republic in the Socialist World." Papers should compare the GDR with one or more socialist states and should address one of the following four topics (names and addresses given for submission): (1) Party and State—Thomas Baylis, Division of Social Sciences, University of Texas, San Antonio, TX 78285; (2) GDR Economy—Erwin Collier, Department of Economics, University of Houston, Houston, TX 77004; (3) Quality of Life—Marilyn Rueschemeyer, Department of Social Studies, Rhode Island School of Design, Providence, RI 02903; or (4) Foreign Policy—Angela Stent, Department of Government, Georgetown University, Washington, DC 20057. Due to space limitations, preference will be given to scholars from the United States.

Society for the Scientific Study of Religion, November 14-16, 1986, Hyatt Regency Hotel, Washington, DC. Submissions are solicited for papers on the theme, "Religion and the AIDS Epidemic." Topics can deal with stigma, guilt, medical and social service responses, maladaptive behavior, etc., as they relate to religious beliefs, practice, and "morally" justified institutionalized homophobia. Send papers or abstracts by April 20 to: Philip M. Kayal, Department of Sociology, Seton Hall University, South Orange, NJ 07079.

Third Annual Correctional Symposium, October 28-30, 1986, Lexington, KY. Theme: "Casework and Custody in Cooperation." Individuals interested in making conference presentations should submit a brief abstract, proposed length of presentation, audio-visual needs, and a brief biographical sketch by June 30 to: Training Resource Center Project, Eastern Kentucky University, 202 Perkins Building, Richmond, KY 40475-0951; (606) 622-1497.

PUBLICATIONS

The International Journal of Small Group Research, currently in its second year of publication, is seeking manuscripts showing the use of systematic theories and methods in the study of small groups. The editors invite reports of both laboratory and

field studies and seek to publish both basic and applied research. Each issue of the journal contains four to six full-length articles, research notes, and a "classic reprint," for which nominations are also invited. Four copies of manuscripts, and 150-word abstracts, should be addressed to: Richard Brian Polley, Editor, Management and Policy, University of Arizona, Tucson, AZ 85721.

The Journal of Social Work and Human Sexuality seeks papers for a special issue of "Treatment of Sex Offenders in Social Work and Mental Health Settings." Preference will be given to articles that are theoretical and empirical in nature. Manuscripts should be based on theory, data, and subsequent derivation of clinical principles. Focus will be on the incest offender, the violent offender, and the social-decency offender. Articles for consideration should be submitted to: John S. Wodarski, Director, Research Center, School of Social Work, University of Georgia, Tucker Hall, Athens, GA 30602.

SIGNS invites manuscripts for "Common Grounds and Crossroads: Special Issue on Race, Ethnicity, and Class in Women's Lives." Unpublished manuscripts, as well as English translations of material published in other languages, are welcomed. Submissions may include article-length manuscripts (35-page maximum), informational material appropriate for "Revisions/Reports," essays for "Viewpoint," and documents for "Archives." Papers must be received by September 30, but interested authors are encouraged to send pre-publications as soon as possible.

The Virginia Journal of Sociology is accepting manuscripts for upcoming issues. Papers addressing general sociological concerns will be considered. Graduate student submissions are encouraged. Three copies of each manuscript should be sent to: Thomas Cushman, Department of Sociology (VJS), University of Virginia, 539 Cabell Hall, Charlottesville, VA 22903. Book review inquiries may be sent to the same address.

Meetings

April 9-13. Environmental Design Research Association 17th Annual Conference, Georgia Tech University, Atlanta, GA. Theme: "The Costs of Not Knowing..." Contact: John Arceha, Jon Sanford, or Betty Rose Connell, College of Architecture, GIT, Atlanta, GA 30332; (404) 894-2070.

May 5. Brookdale Institute Visiting Scholar Lecture by Susan Roth Sherman, Brookdale Institute on Aging, Columbia University, New York, NY. Theme: "A Social Psychological Perspective on the Continuum of Housing for the Elderly." Contact: Brookdale Institute on Aging, Columbia University, 622 West 113th Street, New York, NY 10025; (212) 280-2513.

May 25-30. American Association for the Advancement of Science Annual Meeting, Philadelphia, PA. Contact: AAAS Meetings Office, 1333 H Street NW, Washington, DC 20005; or see the March 28 issue of *Science*.

June 2-5. Eastern Michigan University Conference on Organizations, Designs, and the Future, Ypsilanti, MI. Contact: Ron Westrum, Department of Interdisciplinary Technology, Eastern Michigan University, Ypsilanti, MI 48197.

June 3-8. Third National Conference on Peacemaking and Conflict Resolution, Regency Hotel, Denver, CO. Theme: "Peacemaking and Conflict Resolution as a Social Movement: Power, Justice, and Institution Building." Contact:

Margaret S. Herrman, Executive Director, Carl Vinson Institute of Government, University of Georgia, Athens, GA 30602; (404) 542-2887.

June 9-13. Seventh Annual International Human Rights Symposium and Research Conference, Columbia University, New York, NY. Theme: "Ethnicity and Rights: The Protection of Minorities." Contact: Center for the Study of Human Rights, 704 School of International Affairs, Columbia University, New York, NY 10027; (212) 280-2479.

June 13-18. Conference on State of the Arts of International Visual Sociology/Anthropology, Zeist, Holland. Contact: Leonard M. Henny, Universiteit van Amsterdam, Antropologisch-Sociologisch Centrum, Afd. Culturele Antropologie, Niet-Westerse Sociologie Algemeen, Sarphatistraat 106 A, 1018 GV, Amsterdam.

June 14-15. Interethnic Curriculum Conference, Rutgers University, New Brunswick, NJ (for New Jersey faculty only). Contact: Martin Oppenheimer, Sociology Department, Rutgers University, New Brunswick, NJ 08903.

June 18-21. Sixth International Conference on TV Research, Concordia University, Montreal, Canada. Contact: Jon Baggeley, Education Department, Concordia University, 1455 de Maisonneuve Blvd. West, Montreal, Quebec, Canada H3G 1M8.

June 19-22. Fourth International Conference on Visual Sociology/Anthropology, Bielefeld, West Germany. Contact: Leonard M. Henny, Universiteit van Amsterdam, Antropologisch-Sociologisch Centrum, Afd. Culturele Antropologie, Niet-Westerse Sociologie Algemeen, Sarphatistraat 106 A, 1018 GV, Amsterdam.

July 9-11. International Conference on Economics and Psychology, Kibbutz Shefayim, Israel. Theme: "Choice and Exchange." Contact: Shlomo Mattal, Faculty of Industrial Engineering and Management, Technion, Haifa, Israel, 32000.

July 9-13. World Congress of Victimology, Walt Disney World Village, Lake Buena Vista, FL. Theme: "Victims and the Professions: New Directions and Services." Contact: World Congress, 2333 North Vernon Street, Arlington, VA 22207; (703) 528-8872.

July 13-18. 1986 Conference on Science in the National Parks, Colorado State University, Fort Collins, CO. Contact: Raymond Herrmann or Calvin R. Cummings, 339 Aylesworth Hall NW, Colorado State University, Fort Collins, CO 80523; (303) 491-7573 or (303) 221-5341.

July 15-18. Twelfth International Conference on Improving University Teaching, Heidelberg, West Germany. Contact: Improving University Teaching, University of Maryland, University College, College Park, MD 20742.

July 24-26. Society for Historians of the Early American Republic Eighth Conference, University of Tennessee, Knoxville, TN. Contact: James H. Broussard, Department of History, Lebanon Valley College, Annville, PA 17003.

July 28-31. Community Development Society 18th Annual Conference, Southern Illinois University, Carbondale, IL. Theme: "Capturing Community Initiative: Issues, Needs, Challenges." Contact: Jnan Bhattacharyya, Chair, Local Arrangements Committee, Community Development Department, Southern Illinois University, Carbondale, IL 62901; (618) 536-7521.

Funding

The Clinical Sociology Association has established the first national traineeship in clinical sociology. The

half-time traineeship will carry an annual stipend of \$7,000 and will be located at St. Vincent's Hospital and Medical Center in New York City. Applicants must be a member of the Association and either a doctoral student or PhD recipient. Applications should include a current vita and two letters of reference from clinical sociologists, and should be sent to: Dr. Julia Mayo, Chief, Clinical Studies, Department of Psychiatry, St. Vincent's Hospital and Medical Center, 203 West 12th Street, New York, NY 10011; (212) 790-8234.

Columbia University announces openings in its Psychiatric Epidemiology Training Program for postdoctoral fellows, beginning September 1, 1986. The program provides psychiatrists, social scientists, and epidemiologists with research skills in psychiatric epidemiology. The training involves coursework in substantive issues, research methodology, and the clinical skills needed to understand procedures for case identification and diagnosis. In addition, fellows participate in on-going research at an affiliated research unit. Postdoctoral stipends range from \$15,996 to a maximum of \$30,000, depending on experience. For application materials, contact: Training Coordinator, Psychiatric Epidemiology Training Program, 100 Haven Avenue, Tower 3-20E, New York, NY 10032.

University of Washington, Institute on Aging, invites applications for two or three Interdisciplinary Training Postdoctoral NIMH Fellowships. Applicants may be from anthropology, sociology, psychology, and other fields, including applied fields, which may have an interest in social gerontology. Trainees may have objectives of further study in aging, obtaining advanced research training, or broadening their disciplinary bases. Starting dates are July 1 or September 1. Applicants should send a vita, transcripts, and a statement of proposed training objectives and research interests by June 1, 1986, to: E.F. Borgatta, Director, Institute on Aging, JM-20, University of Washington, Seattle, WA 98195.

Competitions

The Society for the Study of Symbolic Interaction invites graduate students to submit manuscripts of 30 pages or less for consideration for the 1986 Herbert Blumer Award. The Award is given annually in recognition of outstanding student contribution to the field of symbolic interaction. Students should send seven copies of the manuscript, a 150-word abstract, and a self-addressed postcard to: Spencer Cahill, Department of Sociology, Skidmore College, Saratoga Springs, NY 12866. Deadline for submission is May 15, 1986.

People

Yerker Anderson, Gallaudet College, as president of the World Federation of the Deaf, delivered an opening speech at the Second Latin American Conference of the Deaf, held in Buenos Aires, Argentina. He was also one of three keynote speakers, presenting a paper on "Sociology of Deafness."

Michael S. Bassis is the new Academic Vice-president at Eastern Connecticut State University.

Frank Biasco, University of West Florida, was reappointed by Governor Graham to the Florida Board of Psychological Examiners.

Louis Goodman is the new Dean of the School of International Service at American University.

Carol A. Jenkins is on the faculty of Biola University, LaMirada, CA.

Kenneth C. Land, formerly of University of Texas-Austin, is now Professor and Chair, Department of Sociology, and Senior Research Fellow, Center for Demographic Studies, Duke University.

Jerzy Marek Kolankiewicz, United Kingdom, will be a fellow at the Woodrow Wilson Center of the Smithsonian Institution, pursuing work on dimensions and strategies of communist normalization in post-1981 Poland.

Alan Marks, University of Arkansas-Little Rock, is the Executive Assistant of the Arkansas Lieutenant Governor's Commission on Youth Suicide Prevention.

Kathleen McKinney, Oklahoma State University, won one of four University-wide Amoco awards for teaching excellence.

Diane Vaghan, Boston College, will be a research fellow at the Centre for Social-Legal Studies, Wolfson College, Oxford, for the academic year 1986-87.

Harrison White has joined the Department of Sociology at the University of Arizona. He will be head of the Department and will occupy a Karl Eller Chair in the Business School.

Deaths

Waldo Wadsworth Burchard, Northern Illinois University, died on December 3, 1985.

H. Warren Dunham, **Frank E. Hartung**, and **Donald Marsh**, Professor Emeriti from Wayne State University, passed away during December 1985.

Mary B. Treudley, Winter Park, FL, died February 3, 1986, at the age of 100.

Obituaries

Gladys Meyer (1908-1986)

Gladys Meyer, Professor Emerita of Sociology at Barnard College, Columbia University, died at her home on January 30, 1986, following a long illness.

Professor Meyer earned her BA degree at Wellesley College in 1930 and then became a German-American Exchange Fellow at the University of Frankfurt's Institute of Social Research, where she studied under Karl Mannheim for two years. When conditions in Germany forced her to cut short her graduate work, she returned to the United States. She accepted a Gilder Fellowship at Columbia University and completed her doctorate there in 1941.

While still a graduate student, she began her teaching career at Vassar College, where she was an Instructor in Sociology and Economics from 1937 to 1940. In 1940, she moved to the Columbia Graduate School of Social Work where she spent six years as an Assistant Professor of Research before joining Barnard's faculty. Between 1948 and 1975, Professor Meyer dedicated herself to undergraduate teaching in the fields of community sociology, minority groups, and social work. Upon her retirement from Barnard, she became a Visiting Professor of Sociology at Bard College, Annandale-on-Hudson, and at Yeshiva University.

Continued next page

Obituaries, from page 20

During her lengthy teaching career, Professor Meyer found time for numerous special assignments and reports. These included a series of classified reports for the U.S. Children's Bureau (1942-1943) on local resources for emergency and sustained child care in areas to be occupied by the American Armed Forces; reports for an HEW-funded project designed to facilitate school integration in New York City (1957-1958); inservice training for New York City Department of Welfare workers assigned to ghetto areas (1959); and seminars for the YMCA's summer institutes for African women attending American colleges (1966). One of her last field studies was sponsored by the Community Service Society and involved research on Chinese patients in state mental hospitals (1973). Her interest in the Chinese derived from her parents' missionary efforts and her own 20-year-long participation in multi-university seminars on international development. Professor Meyer studied Chinese and eventually traveled to China to obtain firsthand data on the status of minorities in that nation in 1979.

In addition to governmental and agency reports and unpublished papers on development, poverty, and policy, Professor Meyer was the author of *Free Trade in Ideas*, a 1941 exploration of the roots of 18th century American liberalism, and the editor of *Studies of Children* (1946). Her interest in children persisted and was evident in her book, *Parent Action in School Integration* (1958). However, she is probably best known professionally for her collaboration with Charles F. Marden on the five editions of the text, *Minorities in American Society*. At the time of her death, she had completed the sixth edition with Professor Marden and M.H. Engel. Besides her scholarly publications, Professor Meyer wrote a novel entitled *The Magic Circle*, which was published by A.A. Knopf in 1944.

Those of us fortunate enough to have been students of Gladys Meyer will remember her most as a teacher who was totally dedicated and empathic. Her influence and inspiration extended far beyond the classroom. Her lectures and writings—in fact, her life—made clear the interrelationship of sociological concepts, practice, and policy.

Madeline H. Engel
Herbert H. Lehman College, CUNY

Elliott Rudwick (1927-1985)

Elliott Rudwick, sociologist and historian, died at his home in Kent, OH, on December 20, 1985. Rudwick was born in Philadelphia and graduated from Central High School there. He took his undergraduate degree at Temple University and received his PhD in Sociology from the University of Pennsylvania in 1956. His dissertation was published under the title *W.E.B. DuBois: A Study in Minority Group Leadership* in 1960 and went through several paperback editions and two revisions. His second book, *Race Riot at East St. Louis, July 2, 1917*, was a skillful application of sociological methods to an historical event.

Rudwick was always interested in historical topics as well as sociology and beginning in 1964 he entered into a long collaborative relationship with the historian, August Meier, which ended with Rudwick's death in 1985. Among the titles they co-authored are *From Plantation to Ghetto* (1966; third edition, 1975); *Black Nationalism in America* (1970, co-edited with John H. Bracey, Jr.); *Black Protest Thought in the Twentieth Century* (1966, co-edited with Francis Broderick); *Black Detroit and the Rise of the UAW* (1979); and the

forthcoming *Black History and the Historical Profession*. His most important work from the perspective of sociologists is *Core: A Study of the Civil Rights Movement, 1942-1968*, co-authored with August Meier in 1973. This volume, though empirical rather than theoretical, has had strong impact among students of collective behavior and social movements. Throughout, Rudwick was consistently interested in raising sociological questions and dealing with those questions in an historical context.

As is evident from his list of publications, his special interest was in race relations and in the history of black America. He served as a consultant to the Kerner Commission and the Civil Rights Commission. He was also frequently called upon to serve as a referee and panelist for the National Endowment for the Humanities. Among the honors he held were a Guggenheim Fellowship (1972), a research grant from the National Endowment for the Humanities (1975-76), and a fellowship from the Center for the Advanced Study in the Behavioral Sciences (1976-77). He and Meier also won the Philip Taft Award for the book *Black Detroit and the Rise of the UAW* in 1980. Rudwick served on the editorial advisory board of *Ohio History* and the *Journal of Urban History*.

Professor Rudwick was a dedicated and demanding teacher. Serious students found his courses challenging and frequently asserted that his course was the best one they had had in their college career. He appeared numerous times at conventions of the historical associations, both presenting papers and serving as commentator. He was known for his carefully prepared and searching commentaries. He had a friendly and outgoing manner, and was highly respected by his friends and colleagues.

The Department of Sociology and Anthropology and The Center for Research and Sponsored Programs at Kent State University have established a fund for an Elliott Rudwick Memorial Graduate Student Study Center to which contributions in memory of Professor Rudwick may be made. Contributions should be sent to the Department of Sociology and Anthropology at Kent State University, Kent, OH 44242.

August Meier
Kent State University

Arthur F. Wileiden (1896-1986)

Arthur F. Wileiden, 89, a pioneer of community development in the State of Wisconsin and the nation, died January 10, 1986. A son of a Wisconsin farmer, he was a teacher in a one-room school, a teaching principal in an agricultural high school, and then went on to receive his BS in Agricultural Economics in 1924 and his MS in Rural Sociology in 1926. He continued graduate work at the University of Wisconsin and later at Cornell University as a Social Science Research Council Fellow, 1928-29.

Wileiden began his professional career as the first Extension Rural Sociologist at the University of Wisconsin, a position he held until his retirement in 1966. He was an outstanding leader in community development. He extended assistance to rural institutions and organizations, and promoted services including recreation and the cultural arts. He was the author of four books on rural community development and of many monographs, circulars, and articles of both a popular and professional nature. With John Kolb, he did some of the first studies of rural interest groups and organizations which provided a basis for Extension work with rural communities throughout the nation. His innovative

approach was applied to his teaching of a course on community development from 1949-66 in which he involved the students in field studies of communities, the results of which were published by a local press.

Wileiden had a special interest in the rural church and was responsible for developing an annual conference of town and country church leaders. He was President of the American Country Life Association which recognized him for his outstanding contribution to rural life in 1966. He was also given honorary recognition for outstanding service by the Wisconsin Extension Workers Association, was recognized by Epsilon Sigma Phi for his devoted service to education, and more recently by the Wisconsin Development Association for his service to community resource development. Shortly after retirement, he completed a bulletin, *The Early History of the Department of Rural Sociology*, which covered the period from the beginnings of work in rural sociology at Wisconsin through 1965. Recently he wrote on his lifelong interest in hunting and fishing in Wisconsin. Of special use by teachers and Extension workers has been his series of five synchronized voice-recorded color-slide sets on community development and population trends in Wisconsin which he initiated in 1952.

Arthur Wileiden will be remembered as a person who was responsive to the needs and interests of people and their problems. He devoted his life to increasing the ability of people to enhance their quality of life through the use of their local organizations and institutions as well as their personal skills and efforts.

Eugene A. Wilkening

Contact

Business and Society curriculum materials, reading lists, and other information are sought by a colleague teaching the course for the first time. Contact: Richard Caston, Department of Sociology, University of Baltimore, 1420 North Charles Street, Baltimore, MD 21201; (301) 625-3240.

The Indian Sociological Society announces a pre- and post-World Congress of Sociology short vacation program from August 11-25, 1986. The program will cover the Taj Mahal at Agra, the historic "Pink City," Jaipur, and the Himalayan mountain-resort of Srinagar in Kashmir with optional extension to Kathmandu (Nepal). The program is designed to provide comfort and care economically; spouses pay only 25% of land costs. There is also an option for a week's visit only to the Taj Mahal. For brochures and information, contact: Aloke C. Bagchi, Program Coordinator, 6101 N. Talmann Avenue, Chicago, IL 60659; (312) 465-8337.

Sociological Abstracts is sponsoring a series of four free workshops, to be held in California in April, designed to educate social science researchers, students, and market researchers to directly access *Sociological Abstracts* through microcomputers. The workshops will be held April 1 at Fresno State University, April 16 at San Francisco State University, April 17 at University of California-Los Angeles, and April 19 at San Diego State University. For further information, call Mary Layman at (408) 646-4256 or (408) 659-5135.

Mass Media

Panos D. Bardis, University of Toledo, had poems published in Vienna's *Zeitschrift für Internationale Literatur* in 1985.

Frank Biasco, University of West Florida, hosted the show "On the Spot," a nightly TV call-in talk show for five months in Pensacola, FL.

Martha Burt, Urban Institute, had her research on teen-age pregnancy's cost to the welfare system reported in a February 19 *Washington Post* article.

James Crouse, University of Delaware, authored an "Opinion" article entitled "The Time Has Come to Replace the SAT" in the *Chronicle of Higher Education*.

Donna Kelleher Darden, University of Arkansas, was recently interviewed on station KOTV about her research on boredom.

Sanford M. Dornbusch, Stanford University, was cited in a February 12 *USA Today* article on the effect of parental style on children's school performance.

Frank F. Furstenberg, University of Pennsylvania, and **Christine Winquist Nord**, Child Trends Inc., Washington, DC, had their research on children of divorced parents reported in Judy Mann's *Washington Post* column.

Ted George Goertzel, Rutgers University, was cited, along with his parents, about their books on signs of high achievement in children.

Jon A. Hendricks, University of Kentucky, was quoted in a February 3 *Courier-Journal* article about the University's Gerontology Extension Program.

Theodore D. Kemper, St. John's University; **John A. Lee**, York University; and **late Willard Waller** were quoted in a February 11 *New York Newsday* article on love.

Fred Koenig, Tulane University, appeared on the "Today" show to discuss his book, *Rumor in the Market Place*. He was also interviewed on Boston, New York, and New Orleans radio stations on a number of topics.

Joyce Ladner, Howard University, was featured on the Phil Donahue show with Senator Daniel Patrick Moynihan on the endangered American family. She was also a consultant on a week-long series of articles on teen-age pregnancy in the *Washington Post*.

Martin Levine, Bloomfield College, and **Laud Humphreys**, Pitzer College, were quoted in a *New York Times* article about New York's homosexuals making homes in the suburbs.

Alejandro Portes, Johns Hopkins University, had his research on discrimination of Cuban and Haitian refugees reported in a January 22 *The Times of the Americas* article.

Judith Rollins, Simmons College, had her research on domestic servants exploitation reported in the December 28 *Boston Globe*.

Pepper Schwartz, University of Washington, and **Gaye Tuchman**, Queens College, were cited in a February 6 *New York Times* article titled "Older Women Are Pooling Their Male Resources."

Ethel Shanas, University of Illinois-Chicago, had her work on aging and the aged reported in the *New York Times* and *Newsweek*.

Rose M. Somerville, San Diego State University, authored a "Letter to the Editor" on pending pre-need funeral legislation published in the *San Diego Tribune* and the *Daily Californian*.

Barry Thorne, Michigan State University, was interviewed on radio station WMRO, Aurora, IL, about integrating women into the college curriculum.

Peter Uhlenberg and **David Eggebeen**, University of North Carolina, were cited in Norman Podhoretz' *Washington Post* article on the myth of harmful effects of one-parent homes on children.

Linda Waite, Rand Corporation, and **Sue Berryman**, Columbia University,

were interviewed by *Parade* magazine about their research on women's choice of and turnover in occupations nontraditional for their sex.

Raymond M. Weinstein, University of South Carolina-Aiken, authored a guest editorial on the space shuttle explosion in the *Augusta Chronicle and Herald*.

Publications

African Urban Quarterly is a new independent, international, and interdisciplinary journal for comparative urbanization and planning in Africa. The first issue appeared in January 1985. For further information on subscription rates, submissions, and contents, contact: *African Urban Quarterly*, African Studies, State University of New York, Albany, NY 12222.

The Directory of University-Based Health Services and Policy Research Centers is now available from the Association for Health Services Research and the Foundation for Health Services Research. The 103-page directory includes information about primary areas of expertise, funding, staffing, and training capabilities of 41 university-based centers and nine Veterans Administration Health Services Research and Development Field Programs. Copies are available for \$5 to AHSR members, \$10 non-members, from: AHSR, 2100 M Street NW, Suite 402, Washington, DC 20037; (202) 223-2477.

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Summer Programs

The Institute for Peace and Understanding announces a two-week academic tour to the Soviet Union, June 10-24, 1986, around the theme "Peace and Human Being." Meetings will be held in several institutes in the Soviet Academy of Sciences. The itinerary includes Moscow, Kiev, Volgograd, and Moscow/Zagorsk. An interpreter is provided. There is a limit of ten participants. Deadline for application is April 30. For further information, contact: Paul Peachey, Department of Sociology, Catholic University of America, Washington, DC 20064; (202) 635-5445.

Section News

The Section on Criminology announces officers for 1985-86: Chair—John L. Hagan; Chair-Elect—Paul Takagi; Secretary-Treasurer—Steven Spitzer; Council—Lee Bouker, Edith Flynn, Gilbert Geis, Peggy Giordano, David Greenberg, Victoria Suigert, Charles Tittle, and Austin Turk. The Section is also pleased to announce the following awards: Distinguished Scholar—William Chambliss; Distinguished Book Award—David Nelkin for *The Limits of the Legal Process: A Study of Landlords, Law and Crime*; and Robert Nye for *Crime, Madness and Politics in Modern France: The Medical Concept of National Decline*.

The Section on Theoretical Sociology invites submissions for its annual Theory Prize competition. The prize is awarded to the paper judged to have made an outstanding recent contribution to social theory or theoretical sociology. Submissions may be published or unpublished papers or chapters of no more than 50 pages. The Prize Committee invites contributions from all possible theoretical persuasions. The Committee shall define theory in the broadest, most inclusive terms possible. Five copies of submissions should be sent by May 15, 1986 to: Professor Charles Lemert, Chair, Theory Prize Committee, Department of Sociology, Wesleyan University, Middletown, CT 06457.

Other Organizations

The New Jersey Sociological Society's new officers are: President—June True, Trenton State College; President-Elect—Joseph J. Byrne, Ocean County College; Past President—Robert J. Anderson, Trenton State College; and Secretary-Treasurer—Gerald Gioglio, New Jersey Division of Youth and Family Services. For more information, contact President True at 609/771-2170.

Official Reports and Proceedings

Committee Reports

AD HOC COMMITTEE ON FEDERAL STANDARDS FOR THE EMPLOYMENT OF SOCIOLOGISTS

In 1985, the Committee undertook two major tasks: (1) Review of classification and qualification standards for the employment of sociologists by the Federal Government; and (2) Development of a series of semi-

nars for Federal administrators and personnel officers on the qualifications and contributions of sociologists as Federal employees. Each activity is described below.

A review of classification and qualification standards for Federal employment of sociologists showed that: current standards are poorly written and outdated; standards for parallel disciplines, such as psychology and economics, are more contemporary and lucid; current standards for cross-disciplinary positions, such as health scientist administrator, incorporate many of the skills and qualifications of sociologists. Based upon the positive response received, the Committee will proceed with revisions to current standards in 1986 and submit appropriate documents to the ASA Council for consideration prior to initiations of negotiations with the Office of Personnel Management (OPM).

The ASA Council approved four seminars in 1985 for presentation to Federal administrators and personnel officers in 1986. The primary purpose of these seminars is to outline the qualifications and skills of sociologists and to show what contribution sociologists are already making to Federal agencies. In 1985, the Committee developed the outline for these seminars and made initial plans for the first seminar. The first seminar will be held on March 20, 1986 for Federal administrators and personnel officers associated with the Parklawn Complex in Rockville, MD. Agencies covered will include NIMH, NIDA, NIAAA, NCHSR, NCHS, FDS, NRSA, and IHS.

Committee members in 1985 included Drs. K. Bond, C. Farlee, B. Huber, and O. Larsen. Late in 1985, Drs. W. Anderson, J. Miller, and S. Pendleton were added because of the large volume of work undertaken by the Committee. Dr. O. Larsen will retire from the Committee early in 1986.

Overall, the Committee had a very productive year in 1985, due to the hard work of all members and the excellent liaison provided by Dr. B. Huber to the ASA Executive Office.

Ronald W. Manderscheid, Chair

PROBLEMS OF THE DISCIPLINE COMMITTEE

The major activity of the Problems of the Discipline Committee is the selection of recipients in the Small Grants Competition and the planning of the Jones-ASA lecture.

The Problems of the Discipline Subcommittee met on Friday, February 1, 1985, in Washington, DC. Attending the meeting were Michael Aiken, Chair; Glen Elder, Barbara Heyns, Morris Rosenberg, James F. Short, Jr., and William D'Antonio.

1. From among the 26 proposals that were submitted in Fall 1985, Small Grants Competition, the Committee selected the following eight proposals for funding. The amount allocated, which was limited to a maximum of \$2,500 for each proposal, is indicated for each proposal.

Christine Bose and Glenna Spitzer, State University of New York at Albany, \$1,000 to help support a conference on "Ingredients of Women's Employment Policy."

Alexis M. Durham, University of Florida, \$1,000 to help support research in connection with a proposal entitled, "A Study of Early American Social Control: Newgate Prison of Connecticut."

Paula England, George Farkas, Margaret Barton, University of Texas-Dallas, \$2,500 to help support a conference on "The Integration of Sociological and Economic Perspectives on Economic Structure and Labor Market Outcomes."

William A. Gamson, Boston College, and James M. Skelly, Institute for

Global Conflict and Cooperation, University of California, \$2,500 to help support a conference on "Global Conflict and Cooperation: A Sociological Perspective."

Albert Hunter, Northwestern University, \$2,500 to help support a conference on "The Rhetoric of Research."

John R. Maiolo, East Carolina University, \$1,000 to help support research in connection with a proposal entitled "A Comparison of Small Scale Fisheries in the United States and Italy."

Anne Statham, University of Wisconsin-Parkside, and Laurel Richardson, Ohio State University, \$1,000 to help support the planning of a conference on "Women and Work."

Lynne G. Zucker, University of California, Los Angeles, \$2,500 to help support a conference on "Institutional Constructs: Consequences for Organizational Cultures and Environment."

2. The Committee discussed the criteria that it had used in the awarding of these small grants and recommended to future members of the Problems of the Discipline Subcommittee that they consider the following criteria in making awards in Small Grants Competitions:

a. extent to which the application represents an innovative activity;

b. extent to which the proposal is on the "cutting edge" of the discipline; and substantively important;

c. extent to which an ASA Small Grant would be especially helpful for the activity proposed in the application;

d. extent to which the proposed activity would be difficult to fund through traditional funding sources;

e. extent to which the proposed activities would foster networking among sociologists and other scholars;

f. the proposed activity represents an attempt to foster the discipline of sociology as opposed to the profession of sociology;

g. the proposed funds would not be used to support honoraria for conferences or similar activities;

h. if the funds received from the Problems of the Discipline Subcommittee represent the major source of funding for the proposed activity, any royalties or other funds received from the proposed activity would be assigned to the Fund for the Advancement of the Discipline.

3. The Committee discussed the request from William A. Gamson and James M. Skelly that their conference on "Global Conflict and Cooperation: A Sociological Perspective" be co-sponsored by the American Sociological Association. The members of the Subcommittee unanimously agreed to make a motion to this effect to ASA Council.

4. The Committee discussed the possibility of collaboration between the ASA and the Howard Eikenberry Jensen Lectureship in Sociology and Social Action at Duke University as proposed by Alan C. Kerckhoff, Professor and Chair, Department of Sociology, Duke University. After considerable discussion of this issue, the Committee authorized the Chairman of the Committee to proceed with discussions about this possibility with Alan Kerckhoff and report back to the Committee at its next meeting in August 1986.

Michael Aiken, Chair

Representative Reports

COMMITTEE ON PROBLEMS OF DRUG DEPENDENCE

The 1985 meeting was held June 10-12 in Baltimore on the occasion of the dedication of the new Addiction Research Center, the center for intramural research for the National Institute on Drug Abuse, and the 50th

anniversary of its opening. The 1986 meeting will be held in Tahoe City, CA from June 13-20.

The Committee and its Board have been greatly saddened by the death of its Executive Secretary, Dr. Joseph Cochran, in October 1985, following a brief illness.

In May, 1985, the Board of Directors met to discuss the relationship of the sponsoring societies it represents, of which the American Sociological Association is one, to the Committee, and the role of the Board of Directors to the Executive Committee. Another topic of discussion was that board members should be required to sign a conflict of interest form.

Lee Robins

AMERICAN COUNCIL OF LEARNED SOCIETIES

The main activities of the Council these past several months have been to mourn the untimely passing of its new President, John William Ward, and to find a successor for him. I have been serving on the search committee as representative of the body of delegates, and I hope to be able to report soon that at least a portion of the immense space Bill Ward left empty behind him has been filled.

Kai Erikson

INTERNATIONAL SOCIOLOGICAL ASSOCIATION

The ISA Executive and Program Committees have been preoccupied this year with preparations for the World Congress of Sociology, to take place in New Delhi, India, August 18-22, 1986. Organizing an international congress is even more complex (and confusing) than organizing an ASA convention, but things seem to be in reasonably good shape, with a multitude of sessions planned and the official printed Program for the Congress now being prepared. Two serious issues that threatened the holding of the Congress (one concerning finances, the other concerning the issuance of visas to sociologists from countries with whom India does not have diplomatic relations) seem to have been satisfactorily resolved. The big question now, with finances tight and travel grants in short supply throughout the world, is how many people will be able to attend.

During this year ISA launched a new journal, *International Sociology*. Under the editorship of Martin Albrow, it promises to be an excellent journal. I would urge U.S. sociologists, particularly those doing cross-national research, to consider submitting their papers to *International Sociology*. I would also like to inform U.S. sociologists that subscriptions to this journal come automatically with membership in ISA. To submit papers, write to: Professor Martin Albrow, Editor, *International Sociology*, University College, P.O. Box 78, Cardiff CF1 1XL, United Kingdom. To join ISA, write to: Secretariat, ISA, Oude Hoogstraat 25, 1012 CE Amsterdam, The Netherlands.

Melvin L. Kohn

JOURNAL OF CONSUMER RESEARCH

The *Journal of Consumer Research* made plans in 1985 to elect new editors to replace Harold Kassarian and James Bettman who retire by January 1986. A general announcement inviting nominations and self-nominations will be issued in the *Journal*. ASA members, among others, are urged to consider the position. The *Journal* lifted restrictions on article length and now seeks monograph-length as well as journal-length pieces. The past year the *Journal* has published a number of

articles of interest to sociologists and a number of articles by sociologists or representing a sociological viewpoint. The main focus of JCR articles, generally, would be of slight interest to the mainstream of sociology, but the editors have a broad view of their mandate and the past year's issues suggest a widening of the range of the journal.

Michael Schudson

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SLAVIC STUDIES

The major event of the year was the III World Congress for Soviet and East European Studies, which was held on October 30-November 4, 1985 at the Sheraton Washington Hotel in Washington, DC. This was a joint venture by the AAASS and the International Committee for Soviet and East European Studies and it was attended by scholars from all over the world, unfortunately with the exception of the Soviet bloc countries which boycotted the conference.

1985 was the first year, when funds were made available from the Soviet-East European Research and Training Act of 1983. The National Council for Soviet and East European Research allocated almost \$1.4 million in research grants, the Joint Committees on Eastern Europe and on Soviet Studies of the ACLS and SSRC funded graduate training programs. These so-called Title VIII funds made possible the establishment of the East European Institute at the Woodrow Wilson Center in Washington, DC. The Joint Committee on Eastern Europe of the ACLS and SSRC also decided to establish an East European journal and to establish an East European Summer Institute by 1986 in collaboration with AAASS.

The 18th National Convention of the AAASS will take place on November 20-23, 1986 in New Orleans.

Ivan Szelenyi

Section Reports

METHODOLOGY

N. Tuma chaired the meeting. M. Hannan, C. Clogg, and J. Kim were the other officers present.

1. Membership in the Methodology Section now stands at 355, up 23 from the previous year. Tuma noted that an increase in membership to 400 would result in another Section session at the Annual Meeting. Increasing Section membership by 45 seems to be an attainable goal.

2. The Section has over \$5,000 in its budget, up about \$800 over last year.

3. The Lazarsfeld Award of the Section was discussed in some detail. A motion to have the Council take action to reinstitute the award and sponsor a reception for the awardee at the next meeting was carried unanimously.

A separate motion to have the Section Chair establish a committee on awards was also approved. This committee will consider procedures for soliciting nominations, select the person to receive the award, and determine the most effective way to present the award in a suitable ceremony at the Annual Meeting.

4. There was some further discussion on the Lazarsfeld Award and how it could be publicized. One suggestion was to use one-half of one of the two allotted sessions to make the award. The awardee would then be invited to present brief lecture. A related suggestion was that the Section Business Meeting could follow the lecture, with a reception immediately following the Business Meeting. Another suggestion was to use the allotted time for the Council Meeting to present the award.

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There was some debate over whether the award should be made to someone with a distinguished career of methodological research, to someone who has produced innovative results, and/or to a younger scholar who shows much promise. Some suggested that the Section make two awards (perhaps one each year), the first to recognize a junior-level person and the second to recognize a senior person with either a distinguished career or a series of original contributions. There was no closure on this topic; presumably this will be considered by a committee to be formed by Tuma.

5. N. Tuma and C. Clogg discussed the future of the ASA publication, *Sociological Methodology*. The status of SM in the Association is a precarious one at present. ASA Council has already broken the contract with Jossey-Bass. SM 86 will be the last SM volume published by Jossey-Bass under current arrangements.

C. Clogg discussed the options that now seem available for SM:

Option #1. Maintain SM as an annual publication; keep Jossey-Bass as publisher; try to negotiate with Jossey-Bass to cut costs of the publication.

Option #2. Maintain SM as an annual publication but published in some fashion by the Association. Boyd Publishers (currently publishing ASR and other ASA journals) would presumably subcontract with Science Typographers, Inc., to prepare typeset. There is much uncertainty over such a publication, such as advertising, format of cover, etc.

Option #3. Change SM to a semi-annual "journal." This journal would presumably be published in a format like *Sociological Theory* by Boyd Publishers, in consort with Scientific Typographers, Inc. However, this new journal would not have the same status as other ASA-sponsored journals. In particular, members would not have the option to select SM as a "check-off" item in their annual dues. (Currently, ASA members are allowed two "free" journals by becoming members and paying their dues.)

Option #4. Same as #3 except that the semi-annual SM would be a "dues check-off" item. The problem with this option is that the Publications Committee is not in favor of it.

These four options were discussed at length. A preference vote was taken: two-thirds favored Option 4, one-third favored Option 1. N. Tuma agreed to write a letter to the ASA Council, communicating the sentiments of the Section members present at the Business Meeting.

6. The ASA Publications Committee had considered a proposal to change the name of SM, presumably to "Quantitative Sociological Methodology." Whether to change the name or not was brought to a vote: there was unanimous sentiment to keep the name *Sociological Methodology*. (There was one abstention.)

7. C. Clogg stated that he will write the ASA Council pleading the case for a SM publication either like that in the past or a semi-annual journal with the same status as other ASA journals.

There were 26 present at the Business Meeting.

Clifford Clogg

ORGANIZATIONS AND OCCUPATIONS

In 1985 the Section awarded its second annual EGOS Prize. Each year the award alternates between an outstanding book and article written by a Section member who has held the doctorate seven or less years. James Baron and William Bielby's "Bringing the Firm Back In," (ASR, October 1980)

was selected for this year's prize by the Award Committee (Koya Azumi, Chair, Richard Meile and Wolf Heydebrand). The award of \$500 will enable Baron (Bielby has held the doctorate more than seven years) to attend the meetings of the European Group for Organizational Studies and write a report for the Section.

Section plans for the development of a monograph series were laid to rest by the ASA Committee on Publications. Continuing publications by Sections are not permitted, the Committee informed the Section.

After three years of exemplary service, Richard Hollinger resigned as editor of the Section Newsletter. The new editor is Jacqueline Boles, starting with the Fall 1985 issue.

Jane Hood and David Booth completed compiling materials on "Teaching the Sociology of Work and Occupations: Syllabi, Course Materials and Bibliographies," which is now available from the ASA Teaching Resources Center. Hood and Booth had spent slightly more than originally allocated to this project and Council voted to reimburse them.

At the ASA Annual Meeting in Washington, DC, two thematic sessions were sponsored by the Section. Themes and organizers were "Organizations and Their Relations to One Another" (Joe Galaskiewicz) and "Organizational Structures and Work Careers" (Arne Kalleberg). Anthony Chelte organized the roundtable session. The Section Program Committee included Stan Udy (Chair), Ida Harper Simpson and Jaylan Mortimer.

The Business Meeting was informed by the Nominations/Elections Committee (George Ritzer, Chair, with members Rue Bucher, Thomas Drabek, Dan Clawson, Joan Stelling) that Arlene Daniels was Chair-Elect for 1985-86, and that Mary Fennell and James Wood had been elected to Section Council. Chair-Elect Mayer Zald then called on Joan Stelling to read a commemorative statement honoring Rue Bucher. This was followed by a moment of silence for Rue Bucher, who among her many other contributions had served as Section Chair.

Zald announced that the Section Program Chair for 1986 is Lynne Zucker and that, due to an increase in Section membership, four sessions would be held rather than this year's three. The Business Meeting ratified Council's vote to reduce the Section fee for graduate students from \$7 to \$5. There was brief discussion of the ASA Certification Program. Concern about the new program was expressed by many of the Section members at the Business Meeting. There was strong interest in receiving more information on certification and its implications.

Carl Tausky

POLITICAL ECONOMY OF THE WORLD-SYSTEM

The activities of the PEWS Section and the Annual Meeting of the ASA in Washington, DC, included two sessions, several roundtables, and the Business Meeting. All were very well attended even though they were on the first full day of the meeting. The first session, organized by Philip McMichael, dealt with class formation and class relations in world-historical perspective. It included papers on class relations in Java (Hans Bakker), class and market relations in socialist states (Mark Selden), and women and development (Cynthia Truelove). McMichael was the discussant. The second session, "Working Without Wages," was organized by Joan Smith and included presentations on theoretical aspects of non-wage labor (Martha Gimenez), the urban informal sector in less developed countries (David Smith), Caribbean slavery (Dale Tomich), and peasants and

housewives (Claudia von Werh Hof). Immanuel Wallerstein was the discussant.

In keeping with the practice of the last two years, the Business Meeting was preceded by Section roundtable discussions. The five roundtables covered methods of world-system modeling (Heather-Jo Hammer), education and class formation (Francisco Ramirez), cultural systems (Paget Henry), socialist governments (John Stephens and Evelyn Stephens), and class structure (Walter Goldfrank).

The Business Meeting was called to order by Peter Evans, Section Chair. About 35 people were present. Immanuel Wallerstein announced that the next annual PEWS conference would be held in the spring in San Francisco at San Francisco State University. The theme for the conference will be "Rethinking the 19th Century." Wallerstein suggested that for 1987 the conference should be held in the East, and he asked people to think about the possibility of having their university host it. Wallerstein was asked about the willingness of Sage Publications to continue to publish edited papers from the annual conference. He replied that any previous unhappiness on the part of Sage with the series had disappeared.

Evans then announced Section election results. The 1985-86 Section officers elected this year are: Chair-Elect, Susan Eckstein; Secretary-Treasurer, Michael Timberlake; Council Members, Jeffrey Paige and Joan Smith.

The present Chair of the Section, Alejandro Portes, was introduced, and a discussion of what next year's program should be was opened to the floor. Topics suggested included race and gender in the world-system, class structure in newly industrialized countries, socialist states versus capitalist states in the world-economy, revolution and repression in the world-system, measurement problems, culture in the world-system, and comparative world-systems. A show of hands indicated degrees of support reflected in the order listed above. It was suggested and agreed that the final decision on the program should be left up to the Section Chair, Portes.

Finally, a nomination committee was selected. In keeping with past practice, the outgoing Section Chair, Peter Evans, will serve as the Chair of the Committee. From the floor came three other names and approval of appointment. They are Terry Boswell, Kathryn Ward, and David Smith.

In the spring of 1985, Tulane University hosted the Ninth Annual PEWS Conference. The theme was "Crises in the Caribbean Basin: Past and Present." The meetings were very successful, with papers on topics ranging from historical studies of the region to contemporary studies comparing the Caribbean region to other peripheral areas of the world.

Michael Timberlake

POLITICAL SOCIOLOGY

During 1985, the following notable developments occurred in the Section on Political Sociology:

—Three well-attended sessions were offered at the ASA Annual Meeting in Washington, DC: an open-submission session on "Transitions to and from Democracy," organized by Larry Diamond; refereed roundtable sessions, organized by Nancy DiTomaso and Paul Luebbe; and a special panel on Kristin Luker's *Abortion and the Politics of Motherhood*, organized by Theda Skocpol.

—Richard Braungart of Syracuse University and Kay Meyer of Ohio State University were elected to three-year terms on the Section Council.

—The Section reviewed possibilities for affiliations with journals and annuals. It decided against pursuing any

formal affiliations, but appointed a subcommittee of the Section Council, consisting of Richard Braungart, Katherine Meyer, and William Roy, to coordinate supportive informal relationships with various publications, including *The Journal of Political and Military Sociology* and *Research in Political Sociology*.

—A Nominating Committee, consisting of Paul Luebbe (Chair), Pamela Oliver, and John Zipp, was chosen to run elections in spring 1986 for two new Council members and a new Chair-Elect.

—Plans were launched for sessions at the 1986 Annual Meeting of the ASA in New York City. Paul Burstein will organize an open-submission session on "Social Movements and Democratic Politics"; Karol Borowski, Berkeley Miller, and Frederick Weil will jointly organize refereed roundtable sessions; and Theda Skocpol in her capacity as Section Chair has put together a designated panel on "New Approaches to State and Society."

Chair-Elect William Gamson takes over for a two-year term as Section Chair, beginning in 1986. Kay Meyer and Anthony Orum, the founding Editors of the Section Newsletter, are retiring at the end of 1985. A new editor or co-editors for *States and Societies* will begin work in 1986.

In closing, let me draw the Council's attention to a matter of special concern to the officers and members of the Section on Political Sociology. In past years, the Annual Meeting of the American Sociological Association has often overlapped wholly or partially with the Annual Meeting of the American Political Science Association. That creates impossible conflicts for many of us in the Section, especially when our Section Day falls in an overlapping period. We understand that Council is considering changes in the timing of the Annual Meeting, so perhaps this problem will not recur in the future. If it does, however, we ask that consideration be given to making special scheduling arrangements to ensure that Political Sociology day at the ASA meeting not fall during a day overlapping with the APSA Annual Meeting.

Theda Skocpol

SOCIAL PSYCHOLOGY

Perhaps the simplest summary of our activities in 1984-85 is to say that the Section has remained stable in membership, solvent financially, vigorous intellectually, professionally concerned, and well-staffed for a prosperous future. That future is in the capable hands of incoming Chair Thomas Pettigrew and Chair-Elect Kurt Back, as well as the two newly elected Council members: Karen Book and Louis Zurcher. The Section owes a debt of thanks to Leonard Pearlman who served effectively as Chair of this year's nominating committee (composed, in addition, of Duane Alwin, Clark McPhail, Benjamin Zablocki and Lynne Zucker).

The intellectual fare at the Washington meetings highlighted an address by this year's winner of the Cooley-Mead Award, Howard Becker, who spoke on the topic "Telling About Society." The session featured a commentary on Becker's work by Joseph Gusfield and was introduced by Richard Ofshe as Chair of the Cooley-Mead Award Committee (which also included Chad Gordon, Andre Modigliani, Linda Molm and Benetta Jules-Rosette). A second major feature at this year's meeting was the session on "Sentiments and Structures," which included addresses by Neil Smelser and James House, and a discussion of their presentations by Thomas Pettigrew. As in previous years, a third session on Section Day was composed of a series of refereed roundtables, organized this year by Council member Vic-

tor Gecas.

The professional concern of the Council and of the Business Meeting centered on the issue of certification for social psychologists. As Section members should be well aware, the ASA has proceeded to implement a certification program which includes the specialty of social psychology in its purview. There was little sympathy for such a program in this year's Section Council, a view that was expressed in a letter by the Chair addressed to the ASA on November 14, 1984 (and published in the Section Newsletter). The subsequent approval by the ASA Council of such a program also entailed the establishment of a committee for social psychological certification, the Chair of which was nominated without consultation with the Section Chair or Council. At its meeting in Washington, the Section Council and Business Meeting took exception to this procedure, and arranged to make its objection known to the incoming ASA Council for 1985-86. We are fully aware of the divergence of views that may obtain on the matter of certification, but the Council remained convinced that (1) certification is not in the general interest of sociological social psychologists; and (2) if there is to be a certification program with formal mechanisms of review, the Section should be closely consulted regarding the personnel and practices involved.

The Council also noted and discussed the following:

(1) The review, by an ASA-sponsored committee, of the *Social Psychology Quarterly* presented a quite positive assessment of the function of this journal which is of substantial importance to social psychologists;

(2) The Section has maintained its membership (slightly higher than in the previous year—420 members as of July 15, 1985), but we need to continue an aggressive membership campaign since there are substantial numbers in the ASA who express a primary interest in social psychology but are not formal members of the Section;

(3) The Section's account balance, as of June 30, 1985, was \$2,167, ably managed by Council member Gary Fine;

(4) The Section Newsletter, under the editorship this year of Council member Murray Webster, has a new vigor but is always in need of suggestions from Section members for improvement;

(5) We need to explore the possibility of a dual fee structure for membership, with a lower fee being established for student members—a matter that will be pursued in the coming year; and

(6) The Council has maintained its liaison with the ASA Section Board, this year's representative to the Board's meeting being a newly-elected Council member, Karen Cook.

I wish to express my personal thanks, and thanks in the name of the Section, to the many individuals—those named above and those unnamed—who helped in this year's work. Tom Pettigrew outlined to the Council his plans for next year's activities, and it is clear that with his leadership a prosperous 1985-86 is already underway.

Melvin Seeman

SOCIOLOGY OF AGING

The recipient of the second annual award in recognition of contributions to the sociology of aging is George Maddox, Duke University. The award (in the form of a plaque) was presented to Dr. Maddox at the Section reception on August 25.

President-Elect Vern Bengtson, who will succeed Ethel Shanas in 1986-87, will be focusing on strategies for increasing the number of Section participants in the ASA program and for

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attracting new members, e.g., roundtables, symposia and thematic sessions. The Section membership increased slightly to a little over 400 during the past year. Bengtson will work with a program subcommittee to discuss these possibilities.

A section-sponsored bibliography/syllabus on "Teaching the Sociology of Aging" has been completed by Diana Harris and will be available soon through the ASA Teaching Resources Center.

Greater involvement of students interested in the sociology of aging is of concern to the Section, and Harold Sheppard announced at the Business Meeting that at the earlier Section Council meeting it was agreed that a committee be appointed to develop criteria for graduate-student contributions to the sociology of aging. Anne Foner, Rutgers University, has agreed to chair that group.

Publicity in other gerontology-related newsletters was also advocated as a way of reaching unaffiliated sociologists. Emphasis is also being placed on the value of linking up with other ASA Sections and groupings concerned with applied sociological matters which frequently intersect with aging issues. Aging Section items could be submitted to such other Sections' newsletters as a concrete way of implementing these suggestions.

Jersey Liang, University of Michigan, participated in an Aging in China Conference, involving Chinese students now in the U.S. who met with a sociology delegation from the People's Republic of China. At this Conference, Glen Elder, University of North Carolina, gave a presentation on "Aging and the Life Cycle."

The issue of certification is critical for many sociologists who serve in consulting and related roles in the field of aging. ASA's Committee on Certification is about to come out with procedures for certification in general and for monitoring developments at the state and local level.

Three Section sessions were held during the 1985 ASA meetings on (1) Health and Illness Behavior in Middle

and Late Life (organized by Marcia Ory, National Institute on Aging); (2) Work and Retirement: Cross-National Perspectives (organized by John Myles, Carleton University); and (3) Older Women and Work (organized by Sara Rix, Congressional Caucus for Women's Issues). A total of 12 papers were presented.

The session on health and illness behavior was marked by having T. Franklin Williams, M.D., Director of the National Institute on Aging at NIH, as the discussant.

Harold L. Sheppard

SOCIOLOGY OF EDUCATION

The Sociology of Education Section did more than stay afloat last year. It had a successful annual meeting, with more than 150 people attending four sessions of papers. It is solvent, with a balance of \$1,430.71, and its membership increased by 24 to 337 sociologists.

The outstanding new venture of the Sociology of Education Section is the establishment of the Willard Waller Award to honor a sociologist for his or her contribution to research. At the Annual Meeting, the proposal submitted to ASA Council was amended so that the award will be given both to younger and senior scholars. In alternate years, the criteria for selection will either be a specific research product, such as a paper, or will be a total career of scholarship in the Sociology of Education. The Willard Waller Award will be a symbol of our shared commitment to expanding the knowledge base in the Sociology of Education by honoring older scholars for their lifelong contributions and younger scholars for the quality of their current work.

The journal, *Sociology of Education*, has done very well under the leadership of Maureen Hallinan. Submissions are steady in number and the quality of published work has gained strong approval. At the present time, a review of the journal is being performed under ASA auspices, but we are confident that review will be favorable. After years of exceptional service, Maureen's term has expired and

a new editor is in the process of being chosen. We thank Maureen for a great job.

Elections brought the following new officers in the Section. Barbara Heys is Chair-Elect. The new members of the Council are Elizabeth Useem and Philip Wexler. We wish them well and appreciate their willingness to serve.

Two people did much of the work of the Section. Joyce Epstein served as Secretary-Treasurer and kept us all honest and reasonably in control of events. Joan Snyder continues to edit our newsletter and brings together the snippets of information we feed her. Joan can be reached at 612 E Street SE, Washington, DC 20003.

As I leave the post of Chair, I am pleased that Mary Metz will be taking over. Her energy and commitment augur well for the Section's future.

Sanford M. Dornbusch

SOCIOLOGY OF POPULATION

The Section on the Sociology of Population had an active and productive year. The membership showed a slight increase and the Executive Committee has been working on efforts to recruit more members. In particular, the Section took note of Bettina Huber's report indicating that more minority group members were interested in social demography than were members of the Section on the Sociology of Population. It followed up on the recruitment possibilities by drafting a letter from the 1985 and 1986 chairpersons, Mary Powers and Wendy Baldwin, respectively, to all minority members of ASA who indicated they had an interest in demography or population, inviting them to become members of the Section.

The Section also worked to see that demography was included as one of the six areas in the new certification program of ASA. A Demography Certification Committee has been established. The members include Dudley Poston, Chair, and Wendy Baldwin, Gordon Dejong, Margaret Marin, and Mary Powers. The Committee will work to establish criteria for certification over the course of next year. The first meeting of the Com-

mittee was held on Friday, August 30, 1985 at the ASA Annual Meeting to begin to work out procedures and mechanisms for certification.

The Section had two well-attended sessions at the ASA Annual Meeting in Washington, DC plus an informal discussion session. The Section Council elected a Program Committee for the 1986 meeting where we anticipate a similar number of sessions. The Program Committee for 1986 will consist of Wendy Baldwin, Linda Waite, and William Frey. The election results for 1986 saw Linda Waite elected as Chair-Elect and Ronald Rindfuss and Gordon Dejong elected to the Council.

UNDERGRADUATE EDUCATION

The Section on Undergraduate Education seeks to further interest and expertise in sociology teaching and curriculum, especially at undergraduate level. The Section serves faculty in all types of institutions of higher education. The Council is composed of members from two-year, four-year, and university institutions. This active Section organizes and supports activities that have been the goal of enhancing undergraduate education. Many Section members contribute to scholarship on teaching and participate in workshops on teaching.

1. The Council members of the Section each took on committee chair positions or other tasks, and appointed committee members to publications, awards, visual sociology, reception, and program. These committees have been active throughout the year.

2. The Section decided on the recipient of its Hans O. Mauksch Outstanding Contribution to Teaching Award. Last year's award winner, Theodore Wagenaar of Miami University, gave an address on ethics in teaching.

3. The Program Committee, headed by Chair-Elect Joe DeMartini of Washington State University, planned several excellent sessions including an innovative Poster/Demonstration session which proved successful and popular. The Section also co-sponsored a computer instruction session with Nick Mullins of Virginia Polytech, and the ASA Student Reception.

4. The Visual Resources Committee presented a proposal for an "Introduct-

tion to Sociology" videotape to be produced by Steven Spitzer of University of Minnesota-Minneapolis. The Section is providing some financial support.

5. The Teaching Endowment Fund was given a boost by a Section contribution. This Fund will be used to support worthwhile innovative teaching projects.

6. The Section Newsletter, edited by Bill Ewens, provided news and information on a regular basis. Bill is succeeded by Ed Kain who assumed editorial duties in January 1986.

The Section continues its close liaison with the ASA Teaching Committee and Teaching Services Program.

New officers of the Section include Ann Sundgren, Chair-Elect; Michael Brooks, university; Burton Wright, 4-year college; and Anne Martin, 2-year college.

The Section officers welcome ideas and volunteers for the Annual Meeting sessions, committees, and other activities.

Jeanne Ballantine

Reports from other Sections and ASA Editors will appear in the May issue.

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Editor: William V. D'Antonio
Associate Editors: Carla Howery, Bettina Huber,
Lionel Maldonado
Production: Karen Gray Edwards, Stephen C. Warren
Secretary: Theodore Caplow

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