NSF Sociology Program Announces Recipients of FY ’80 Awards

by William Fote Whyte

Social scientists spend most of their working time studying the behavior of other people. Let us seek to reverse this balance by focusing attention on the behavior of social scientists themselves.

For this purpose, the annual meeting of the members of a given discipline is a good place to begin. Like the annual cattle round-up, the meeting provides the best means of observing large numbers of a given species in action together.

The annual meeting serves a variety of functions that can hardly be discussed at the same time. Let me focus on one function which, while often overlooked, does after all involve the ostensible purpose for the meeting: the communication of the results of research and theoretical analysis. I shall deal with the behavior, attitudes, and beliefs of professors involved in the process of presenting papers to their academic colleagues.

I can now report my most significant general finding: there is a common culture pattern shared by sociologists, anthropologists, social psychologists, political scientists, and economists, at least insofar as it is represented in such annual meetings. While disciplinary differences may be noted, they are insignificant compared to the broad uniformities to be presented here.

Methodological Note

This report represents the fruits of my own meeting attendance over forty years. The conclusions reported are based primarily upon observational data. I feel that it is a sounder process to infer attitudes and beliefs from behavior than vice versa. Of course, I have voluminous quantitative data to support my conclusions, but such technical presentations are not in accordance with the style of articles and essays.

On the Importance of Presenting a Paper

How important is it for the professor to get a paper presented at a national academic meeting? If we are to arrive at meaningful answers, we must divide question into two questions, as follows:

1. How important is it for the professor to get his name on the program at the annual meeting?

2. How important is it for the professor to communicate something to the audience when he speaks at the meeting?

My study shows that professors consider very important indeed to get their names on the program at such meetings. This is especially true for younger and less well established colleagues. They take the name on the program as involving a gain in professional prestige and recognition. Furthermore, inclusion in the official program may be a prerequisite for their attendance at the meeting, since a number of colleges and universities pay travel expenses for professors only if they are to present papers. The second effect is less obvious. On the one hand, it leads many professors to make strenuous efforts to get on the program, whether they have anything worth saying or not. On the other hand, it plays upon the sympathies of the meeting chairpersons and other program organizers. In considering a paper for inclusion in the program, they find themselves considering not only the quality of the paper—or potential paper, if it is not yet written—but also the disservice they would be doing the professor if, by turning his paper down, they prevented him from attending the meeting. There is a firmly held belief in academia that every professor has the right to life, liberty, and the attendance at his annual meeting. Naturally, no professor wants to deprive any of his colleagues of any of his rights.

When we come to the second question, we must give an opposite answer. Once the professor gets himself on the program, whether he is able to communicate or not seems a matter of little consequence to him. I have gathered several bodies of evidence to support this proposition. My figures show that only 15.5 percent of the professors delivering papers at

Why Describes Common Culture Pattern of Annual Meetings

NEH Offers Summer Seminars for Undergraduate Teachers

Sociologists are invited to apply for at least one of the 115 eight-week Summer Seminars for Teachers that will be held this summer under the sponsorship of the National Endowment for the Humanities.

Two of the seminars will be taught by sociologists. The remaining seminars will be taught by other social scientists and scholars in the humanities.

The seminars provide opportunities for teachers from two-year, four-year and five-year colleges and universities to work with distinguished scholars in their fields at institutions with library collections suitable for advanced study and research.

Sociologists applying for workshops of up to 25 selected students at junior or community colleges will be selected to attend each seminar. Each participant will receive a stipend of $2,500 to cover travel expenses and from the seminar location, books, and research and living expenses.

Teachers interested in applying to a seminar should write to the seminar director for detailed information and for application materials. The deadline for submitting applications to directors is April 1.

A copy of the 1981 NEH Summer Seminar brochure listing all seminars topics, dates, locations, and director should be available from your department or division chairperson this month. If not, write to: Division of Humanities, National Endowment for the Humanities, 800 15th Street, N.W., Washington, D.C. 20506.

SEMINARS

Seminar titles and dates, plus the names and addresses of their directors follow:

"Art and Society: Primary and Secondary Images of Sacred Order," June 8 to July 3; Philip Scheff, Department of Sociology, University of Pennsylvania, Philadelphia, PA 19104.

"Humor in Cross-Culture Perspective," June 12 to August 7; Roger L. Nichols, Department of History, University of Arizona, Tucson, AZ 85721.

"Interview and Prehistory in Recent American Culture," June 20 to August 14; Charles W. Wagle, Department of Sociology, Wayne State University, Detroit, MI 48202.

"Business in the History of American Society," June 22 to August 14; Edward S. Long, Department of History, University of California, Berkeley, CA 94720.

"The Comparative Study of Slavery," June 22 to August 14; J. Donald Davis, Department of History, Southern Methodist University, Dallas, TX 75204.
Behavior of Presenters, Discussants, & Chairpersons Analyzed

(Continued from Page 1)

such annual meetings have actually rehearsed their speeches. Only 50.1 percent—a slight majority—have even read their papers silently to themselves. The average presenter's assumption seems to be that no one will care about the presentation, even if he were to write a fifteen-page paper (double spaced) in one minute. The average professor, given twenty minutes on a program, will not write a twenty-page paper (mean of 20.1, standard deviation of 2.3).

My measurements indicate that it takes the average professor much closer to two minutes than to one per page (Mean of one minute, 49.5 seconds, standard deviation of 2.5).

These observations provide indirect confirmation of the frequency of rehearsing of academic papers. The average professor is a very responsible person who prides himself on meeting his obligations. In order to make an allowance for the time limit in his paper, he writes the predictable twenty-page paper. If he actually rehearses his speech, he may find it excruciatingly hard to get it down, and he would discover that it takes him close to forty minutes. This confrontation with reality would make him feel exceedingly guilty. When time runs out on his unrehearsed speech, with X pages still to go, the professor can act as if he has been taken by an unmanned and apparently unforeseeable fate.

Adaptations to Time Pressures

What does the professor do when he is cut off? It appears that any one of the three or four told lies, or the audience minus the speaker plus two must see with such an appren-

tently modest objective. Most pro-

fessors do not hesitate to present orally a highly complex argument, with many points and sub-points. Subjected to this treatment, members of the audi-

ence know that the expression of the professor had a lot of ideas, but find that they have extraordinary difficulty in retaining their meaning, or even understanding any of these ideas.

What is the function of data in such a presentation? to support the conclusions or to overwhelm the audience? The typical professor inundates his audience with data. This makes for a long and exhausting audience meeting.

The Role of the Chairperson

If we interpret the role of the chairperson in terms of what we see in other situations, we would consider him a powerful person. The naive observer has only the chairperson to organize and direct the activity in question.

It is the rare chairperson who assumes such an important role, unless the trainings suggest the following operational definition that will fit most chairpersons: he opens the meeting. He introduces the presenters and discusses the meeting—after apologizing to the audience that the authors seem to have a chance to say anything.

Contrary to popular impre-

sions, I have found that chairpersons do carry watches. The problem seems to be that chair-

persons are not future oriented. They do not set the time limits for the papers until it is too late. If the first speaker takes forty minutes in stead of his allotted twenty, the chairperson seems to anticipate the problems that will arise at the end of the meeting. Only if the last speaker seems on track taking forty minutes when there is only time left in the ses-

sion for thirty does the chair-

person galvanize himself into action.

The average chairperson is very considerate of the feelings of his speakers. If he does cut anyone off, even after the speaker has gone far beyond the limit, the chairperson will apologize pros-

This is not to say that the chair-

person will apologize for letting the speakers go on so long. Members of the audience may fidget, check the time, look for the exits, and even leave the meeting, but the chairperson appears to be oblivious to all such reaction. Analysis of my observations of chair-

persons, I find that they spend ap-

proximately five percent of the time of the meeting directly relating to the audience compared to forty-five percent of the time looking at the speaker. I have been unable to acc-

count for the behavior of the remaining fifteen percent, as the measures av-

ailable to me have not enabled me to determine whether, during these periods, the chairperson is watching the speaker or is asleep.

There are Exceptions

In presenting this picture of the average type of speaker, discussant, and chairperson, I have not intended to indicate that all pro-

fessors act as described. Now and then I observe an individual who really has their meetings organized and keep their speakers to the time limits I have observed. I have also observed speakers who really spoke and spoke well indeed of simply reading aloud, and I listened to others who finished when they were sup-

posed to. I have even attended occa-

sional meetings when there had been real discussion with the audience.

When these phenomena occur together, the result is invariably an enthusiastic reaction on the part of the audience. Such a reac-

tion does not seem to have any effect on the quality of the discussions. Profes-

sors do not seem to be impressed by the occasional experiences of real communication they wit-nes.

Are you saying that they have made up their minds to change the pattern?

Can We Change the Culture Pattern?

Sociologists are coming to be experts on planned change. Can we ever make a lasting change in a reshaping of the annual academic meeting? Here I will state some suggestions for future meetings that I am dubious about the utility of offering advice. I shall conclude by pre-

senting a technological innovation which I think may be the automatic solution to some of the problems discussed here.

For speakers, I offer the follow-

ing:

1. Rehearse your speech once or twice before you deliver it. Get someone to listen to your speech, or make written notes on your speech later on what he thinks he has heard.

2. Time your speech. This can be done as follows: Procure a watch and try to keep a time piece. Write down your starting time. By subtracting the starting time from the total time the speaker has been given you will get the elapsed time or the length of the speech (unadjudged). It will also be useful to mark down the time at intermediate points so as to determine in more detail where the time is going.

3. Add W.P. factor. The factor of expansion. It is a common as-

sumption of professors that, in presenting their papers at the meeting, they have a greater impact on the audience than they have in rehearsal. My mea-

sures suggest an opposite conclu-

sion. When he is before an audi-

ence, the speaker is likely to speak both louder and slower. My mea-

sures indicate that an allowance of at least five percent should be made. For example, let us assume that the speaker has been allotted twenty minutes. In his first rehearsal, he may manage to deliver the paper in sixty minutes flat. To this should be added five percent or three mi-

nutes, giving him a total of sixty-

three minutes, indicating that he can make the time limit if he just cuts off forty-three minutes. 4. Check repeatedly with the chairperson. If the audience is interested in the speaker's paper, the chairperson will not want to give the speaker time to run out. Suppose the chairperson then called for questions or comments from the audience and nobody had anything to say. To make certain that there will be a full utilization of air time, the program planner throws in one to two questions.

My observations suggest that the terrible emptiness of empty air is an illusion. In thirty years of observing speakers, I have never seen anyone who really spoke and spoke well indeed of simply reading aloud, and I listened to others who finished when they were supposed to. I have even attended occa-

sional meetings when there had been real discussion with the audience.

When these phenomena occur together, the result is invariably an enthusiastic reaction on the part of the audience. Such a reac-


Suggested Behavioral Changes Supported By Technological Innovation Called FAST

(Continued from Page 2)

and which will therefore be distinctively different from the oral presentation. Such a paper can be distributed in pamphlet form in accordance with the recommendations of the committee so that colleagues will be able to give it much serious attention as they feel it deserves.

5. Don’t tell the audience that they have a lot more data than you are presenting. They will assume this is the case. Don’t tell your audience that your time on the platform is limited. They will already be hoping that this is the case. Unless the topic of the paper itself has to do with methodology, limit yourself to a very brief description of how the study was done. Don’t elaborate on the various “cavities” and limitations of the study. The audience will recognize these anyway, and furthermore may have already identified the “cavities” and limitations mentioned as not really count at all. Following of these various suggestions should leave approximately five minutes.

6. If you happen to have a chairperson with nerve enough to tell you your time is up, sit down. To do this may pain you momentarily, but the audience will love you for it.

Giving advice to the chairperson or program planner is a more difficult matter. The previous discussion should indicate what should be done, but how are we to get the chairperson to do it? In more concrete terms, how can the chairperson do it? I recognize that twenty minutes means twenty minutes and not thirty-five or forty. A first step should be to have the chairperson or program planner specify the length of speeches in terms of pages rather than minutes. To get around the comforting but misleading assumption of speakers that one page can be read aloud in one minute, the program planner can still allow for ten pages, if he wants the talk to run no longer than twenty minutes. To guard against chauvinistic opinions, the chairperson should further specify that the pages are to be double spaced and written in a type size.

Technological Answer

It is here that we particularly need technological innovation. If we cannot assume that the average chairperson is already in agreement with our advice, and I certainly make no such assumption, then we should provide him with the technological facilities that will assure such performance. For this purpose, let me describe an invention that I have recently perfected. Like so many other important inventions, this one is basically simple in its main outlines. I call it the FAST (Fancy Activated Speech Terminator).

The FAST is built on a base of upholstered chairs for the chairperson and the speaker. From the platform. At the side of the chairperson’s chair is a control panel with dials that can be set for the time allotted to each speaker. To illustrate how the FAST operates, let us assume that the speaker in question has been allotted the total twenty minutes. Before introducing the speaker, the chairperson sets the dial for twenty minutes. After introducing the speaker, the chairperson returns to his seat. When he sits down, the pressure of his body on the seat triggers the mechanism, and the timing operation gets under way. After the timing mechanism is released, the speaker’s chair is locked in position. As it becomes evident that the speaker is not going to finish on time, the chairperson may lose his nerve and try to add a few minutes to the allotted time. The locking feature guards against this human weakness. Once the timing mechanism is released, it kicks away to its inexorable conclusion. At two minutes before the end of the allotted time, the ticking becomes audible to the speaker on the podium. When the podium runs out, an alarm begins sounding. Like an electric alarm clock, this alarm will not run down nor diminish in intensity as long as it runs, and FAST will provide for immediate termination of which it can be shut off. When the speaker returns to his seat, the pressure of his body upon the seat triggers the mechanism that shuts off the alarm. Should the chairperson show weakness and seek to circumvent the machine by jumping up and sitting himself down in the speaker’s chair, this contingency can be provided for in the mechanism. FAST can also be secured so that the timing will continue and the alarm will continue sounding as long as any chair on the platform is vacant.

While I am offering this invention as a public service and without royalties to the ASA, I only ask that I, as inventor, should be informed when FAST is first to be tried out. This would give me an opportunity to study the research data upon the social effects of technological change.

Grace Henderson

Grace Edith Gini Henderson began serving January 1 as ASA Executive Associate for Careers, Minorities and Women on an eight-month interim appointment.

The professional staff of the Executive Office will be reorganized in September in accordance with a plan approved by the council during its September 1980 meeting.

Henderson came to the Executive Office from HCS, Inc., Rockville, MD, where she was Senior Field Liaison for its Management Internship Program. She previously served as Program Associate for the Institutional Planning and Management Program sponsored by the Institute for Services to Education, Washington, DC. While a faculty member at the University of Florida, Henderson served as President of the Caucus of Black Faculty and Staff, as a member of the Minority Concerns Committee and the Affirmative Action Council University Committee.

In addition, she was a member of the Committees of Women and Nominations of the Southern Sociological Society. She is a member of Alpha Kappa Delta. Henderson received her PhD from Michigan State University. She holds a Master’s and Bachelor’s degrees from Wayne State University.

ADAMHA Funds Research Through 3 National Institutes

The major source of funding for basic and applied research in the social and behavioral sciences is the Alcohol, Drug Abuse and Mental Health Administration (ADAMHA). ADAMHA is composed of the (1) National Institute on Alcohol Abuse and Alcoholism; (2) National Institute on Drug Abuse, and (3) National Institute of Mental Health.

These three institutes administer numerous programs which provide sociologists and other social and behavioral scientists with opportunities to engage in basic and applied research. The listing below contains names of the programs, their due dates, and a contact number that may be called for program announcements and additional details.

A general description of each program is published in the 1980 Catalog of Federal Domestic Assistance, which is probably available in the government document section of your campus library. If not, it can be purchased for $20.00 from the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

MFP Application Deadline: Feb. 1

ASA Minority Graduate Fellowships for Research and Applied Sociology

Applications are available to citizens and permanent residents who are studying or planning to study for the PhD in Sociology. Application deadline is February 1, 1981. For applications and information, write: Minority Fellowship Program, American Sociological Association, 1722 N Street, N.W., Washington, DC 20036.

ASA Footnotes

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Editor: Russell Dynes Associate Editor: Lawrence J. Dobay Milge Miles Paul Williams Secretary: Harriet L. Corder

Send communications on material, subscriptions, and membership to the American Sociological Association, 1722 N Street, N.W., Washington, DC 20036, (202) 833-3430 Copyright 1980, ASA. Third class postage paid at Washington, DC, and additional mailing offices.

Mental Health Research Program

Clinical Research Program

Behavioral Sciences Research Program

Small Grants Program

Epidemiological Studies Program

Psychological and Medical Research Program

Applied Research Program

Crime and Delinquency Studies Program

Whites and the Mental Health Studies Program

(Formerly Metropolitan Problems Studies Program)

Mental Health of the Aging Studies Program

Minority Mental Health Studies Program

Rape Prevention and Control Program

Mental Health Services Development Program

(ASA FOOTNOTES)

National Institute on Alcohol Abuse and Alcoholism

Alcohol Abuse Prevention Research Demonstration Program

Alcohol Clinical or Service-Related Training Grants

Alcoholism Demonstration/Evaluation Program

Alcohol Research Center Grants Program

Alcohol Research Programs

Alcoholism Research Scientist & Research Development Awards

Alcoholism Treatment, Organizational Rehabilitation Services Program

Drug Abuse Prevention/Education Programs

Drug Abuse Research Training Awards Program

National Institute of Mental Health

Mental Health Clinical/Service Training Program

Community Mental Health Centers Support Program

Disaster Assistance and Emergency Mental Health Program

Drug Abuse Research Program

Drug Abuse Clinical or Service-Related Training Programs

Drug Abuse Research National Service Training Awards Program

Drug Abuse Prevention/Education Programs

Drug Abuse Education Programs

Drug Abuse Education Awards Program

Participation in Mental Health

Mental Health Clinical/Service Training Program

Community Mental Health Centers Support Program

Disaster Assistance and Emergency Mental Health Program

Mental Health Research Program

Clinical Research Program

Behavioral Sciences Research Program

Small Grants Program

Epidemiological Studies Program

Psychological and Medical Research Program

Applied Research Program

Crime and Delinquency Studies Program

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(Formerly Metropolitan Problems Studies Program)

Mental Health of the Aging Studies Program

Minority Mental Health Studies Program

Rape Prevention and Control Program

Mental Health Services Development Program

(ASA FOOTNOTES)

PROGRAM DUE DATES PHONE NUMBER

National Institute on Alcohol Abuse and Alcoholism

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Alcohol Research Center Grants Program

Alcohol Research Programs

Alcoholism Research Scientist & Research Development Awards

Alcoholism Treatment, Organizational Rehabilitation Services Program

Drug Abuse Prevention/Education Programs

Drug Abuse Research Training Awards Program

National Institute of Mental Health

Mental Health Clinical/Service Training Program

Community Mental Health Centers Support Program

Disaster Assistance and Emergency Mental Health Program

Drug Abuse Research Program

Drug Abuse Clinical or Service-Related Training Programs

Drug Abuse Research National Service Training Awards Program

Drug Abuse Prevention/Education Programs

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Minority Mental Health Studies Program

Rape Prevention and Control Program

Mental Health Services Development Program

(ASA FOOTNOTES)
NSF Awards Include Grants for Dissertations & Equipment

(Continued from Page 3)

Theodore Hershey and Gretchen Condran, Effects of Industrialization on Mortality Rates; $82,814.

Robert Hufeldt, Louisiana State University; Political Assimilation and Conflict in Urban Contexts; $31,760 with the Political Science program.

John R. Logan and Mark Schneider, SUNY-Storm Brook; The Political Economy of Suburban Growth; $39,786.

Robert K. Merston, Columbia University; Theoretical Sociology: Unintended Consequences and the Self-Fulfilling Prophecy; $51,826.

Marshall W. Meyers, University of California-Riverside; Research Study of Organizations; $93,686.

Baron L. Moots, University of Michigan; Rural Development and Population Change; $57,048.

Elinor Ostrom, Indiana University; Urban Resources, Institutions, and Outcomes; $90,632 with the Political Science program.

Charles B. Perrow, Center for Policy Research, Accidents in High Risk Systems; $32,784.

Andreas Plakas, Iowa State University of Science & Technology; The Kinetics Context of Socioeconomic Transitions in Premodern Europe; $90,687 with the Anthropology program.

John C. Pock, Reed College; Media Images of Science During a Natural Disaster; $11,769.

Robert G. Potter, Brown University; Birth Spacing and Family Size; $45,054.

Thomas A. Reiner, University of Pennsylvania; The Nonprofit Sector in the Metropolitan Economy; $73,000 with Geography and Regional Sciences program.

Robert Reusch, University of Illinois-Urbana; Change in Family Structure in Western Nations; $91,198.

Ralph R. Sell and Anne M. McMahan, University of Rochester; Models of Migration in the U.S.; 1973-77; $54,668 with Geography and Regional Sciences program and the Integrated Basic Research program.


Daniel Sullivan, Carleton College; Quantitative Social and Historical Studies of Particle Physics; $23,508 with History and Philosophy of Science program.

Edward J. Walsh, Pennsylvania State University; The Organizational Development of Movements: $27,071.

Stanley S. Wasserman, University of Wisconsin-Madison; Structural Models for Measuring Sociometric Relations; $39,071.

Harrison C. White and Ronald L. Breiger, Harvard University; Markets and Organizations: Applying Mathematical Models to Social Processes and Structures; $92,032.

Morris Zelditch, Stanford University; Determinants of Group Autonomy; $131,000.

Harriet Zuckerman and Jonathan R. Cole, Columbia University; Career Patterns in Scientific Research Performance; $118,190.

CONTINUATIONS

M. Craig Brown, SUNY-Albany; Collaborative Research on the Bureaucratization of Employment Relations; $45,088.

Chih-Chung Chai and Chien-Dun, Johns Hopkins University; World Division of Labor and the Development of the International Labor Market; $35,079 with the Developmental Cross-National Study; $36,888.

Clifford C. Clogg, Pennsylvania State University; Demographic Indicators of Underemployment; $69,079.

James A. Davis, National Opinion Research Center; NORC General Social Surveys; $73,000 with the National Opinion Research Center and the National Institute of Mental Health; $83,166.

Sanford A. Eisenstadt, University of Wisconsin-Madison; Collaborative Research: The Bureaucratization of Employment Relations; $47,454.

Archibald O. Haller, University of Wisconsin-Madison; Processes of Social Stratification: Influences of Economic Development; $38,093.

Michael T. Hannan and Nancy B. Tuma, Stanford University; Selection and Competition in the Life Cycle of Organizations; $117,038.

Paul M. Hirsch and Thomas L. Whisler, University of Chicago; Strategies of Corporate Board Behavior; $97,229.

James R. Kiecolt, University of Illinois-Chicago; Americans’ Beliefs About Inequality; $71,038 with the National Institute of Mental Health.

Barbara Laslett, University of Southern California; Demographic and Economic Determinants of Family Life in City Systems; A Longitudinal Cross-National Study; $36,079.

Robert Mare, University of Wisconsin-Madison; Social and Demographic Sources of Change in the American Life Cycle; $42,347.

Robert Mcginnis, Cornell University; Networks of Basic and Applied Research Communities in Agricultural Science; $34,129.

Frederick Mosteller, Harvard University; Studies of Quantitative Methods in the Social Sciences; $103,347.

Alberto Palloni, University of Wisconsin-Madison; Socioeconomic Determinants of Changes in Mortality Rates; $41,000.

Lee Rainwater and Christopher Jepsen, Forum Institute, Inc.; Worker Assessments of Jobs’ Non-Monetary Characteristics; $45,740 with Measurement Methods and Data Resources program.

Shalom H. Schwartz, University of Wisconsin-Madison; Moral Decision-Making and Behavior; $54,849 with Social and Developmental Psychology program.

Charles Tilly, University of Michigan; Collective Action in Large-Scale Social Change; $131,000.

David L. Wallace, Leo A. Goodman and Shelby J. Haberman, University of Chicago; Social Science Methodology in the 20th Century; $177,503.

Erik O. Wright, University of Wisconsin-Madison; Dimensions of Social Inequality in Modern Western Societies; $94,007.

SUPPLEMENTS

Theodore Caplow, University of Virginia; Urban Social Structure and Cities; $127,000.


William L. Pash, University of Chicago; Collaborative Research on Urban Life in the People’s Republic of China; $2,625.

Richard E. Ratcliffe, Washington University; Networks of Economic and Social Prominence: A Community Study; $7,599.

DISSERTATIONS

Dissertation grants are made to the major professor of the doctoral candidate. The major professors, doctoral candidates, their institutions, and award amounts follow:

Lewis A. Coser and Steven M. Buechler, SUNY-Stony Brook; $6,399.

Richard M. Emerson and Toshio Yamagishi, University of Washington; $4,789.

Edward O. Laumann and James S. Burke, University of Chicago; $2,826.

Phillip J. Tichenor and Cecille Gaziano, University of Minnesota; $2,045.

Charles Tilly and Richard Huger, University of Michigan; $9,973.

Michael Useem and David Swartz, Boston University; $3,855.

Immanuel Wallerstein and Kenneth Barr, SUNY-Binghamton; $3,700.

Manny J. Webster and James E. Driskell, Jr., University of South Carolina-Columbia; $3,700.

EQUIPMENT

George W. Bohrnstedt, Indiana University; Minicomputer System for the Analysis of Textual Data; $81,419.

Charlotte Tilly, University of Michigan; Specialized Graphics and Computing Equipment for Sociology; $24,301.

1981 Annual Meeting
August 24-28, 1981
Sheraton Centre, Toronto

The Comprehensive Data Base From the Sustaining Effects Study

The Sustaining Effects Study is a three-year longitudinal study of educational growth over 110,000 children from ethnic minorities and low-income, non-white, non-English-speaking parents. This study is an analysis of the effects of compensatory-education programs. The data include achievement and attitudinal scores from the fall and spring of each year; home interviews on economic status and home support for education for a subsample of families; the children’s self-esteem and school participation; children’s intellectual development; and the effects of compensatory programs on the children’s learning. The study is a representative sample of children from four communities and four school districts. The data is collected in a longitudinal format with each wave of data collection occurring at the end of the school year. The data is collected in a single unified package on May 3, 1981, to secondary researchers at the cost of $100,000. Orders should be for institutional purchase order forms and must be received on or before April 30, 1981. Orders received after that date will have to be paid for by the Federal Government.

For answers to specific inquiries on the data base, please address: Dr. Ralph Hooper, Mail Drop 414-06 System Development Corporation 2500 Colorado Ave. Santa Monica, CA 90404 (310) 451-1141, extension 6032

Purchase orders should be made out to System Development Corporation and should be addressed as above.
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ASA FOOTNOTES

JANUARY 1981

SSSI Herbert Blumer Award

The Herbert Blumer Award recognizes outstanding student contributions to symbolic interaction. The award is given on an annual basis to the winner of the SSSI Student Paper Competition; the 1981 award will be presented at the SSSI annual meetings in Toronto. For more information, contact the SSSI secretariat.

APA Dissertation Award

Division 23, Consumer Psychology of the American Psychological Association (APA), is sponsoring an award for an outstanding Ph.D dissertation in consumer psychology. The award will be given at the APA annual meetings in 1981. For more information, contact the APA secretariat.

AAAS-Socio-Psychological Prize

Awarded annually for a meritorious paper that furthers understanding of human behavior in consumer contexts, the prize seeks forms of behavior, the prize is intended to encourage social inquiry and the development of economically defensible methodology that has proved fruitful in other social sciences. The prize is open to all individuals who have not yet earned a Ph.D. in psychology. The deadline for entries is October 1, 1981. For more information, contact the AAAS secretariat.

BIBLIOGRAPHY

Midwest Feminist Papers 1980 is a collection of papers presented at the Midwest Feminist Conference, held in April 1980. The papers cover a wide range of topics, including gender roles, sexuality, and social justice. The conference was organized by the Midwest Feminist Network and held in Chicago. For more information, contact the Midwest Feminist Network.

University of California, Berkeley, CA 94720.

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American Behavioral Scientist

American Behavioral Scientist is published quarterly by Sage Publications, 237 Beverly Drive, Beverly Hills, CA 90212.

Science and Technology Annual Report

The annual report presents major science and technology activities and their impact on the world. The report includes a comprehensive survey of scientific and technological developments and their applications. The report is available from the National Science Foundation, Washington, DC 20550.

CEA Journey: A Walk on the Highways of the CETA Systems

This book provides an overview of the CETA systems and their impact on the world. The book is written by a team of experts in the field of scientific and technological developments. The book is available from the National Science Foundation, Washington, DC 20550.

Diet of Education Statistics

This report presents data and estimates on the education of children in the United States. The report is available from the National Center for Education Statistics, Washington, DC 20201.

Research Review 1981

This report provides a review of the research conducted in the United States in 1981. The report is available from the National Science Foundation, Washington, DC 20550.

Red Flag for Educational Research

This report provides a review of the educational research conducted in the United States in 1981. The report is available from the National Science Foundation, Washington, DC 20550.

Speech Communication of Women

This report provides a review of the communication of women in the United States in 1981. The report is available from the National Science Foundation, Washington, DC 20550.

Research Workshop Set at Howard U.

The workshop, designed to increase participation of Black college faculty members in educational and research programs, will be held on the campus of Howard University, Washington, D.C. The workshop will address models and methods of social and behavioral science research, computer utilization, research in education, and research in the social sciences. For more information, contact the Howard University Office of Institutional Research, Washington, D.C. 20050.
August 1917-1980

Johnny James's many friends and professional colleagues, both on the West Coast and around the United States, will be saddened by his untimely death. It occurred on June 5, 1980, following a struggle with cancer. He is survived by his wife, Betty.

Johnny James was born on May 19, 1917 in Hartford, Connecticut. He attended the University of Connecticut as an undergraduate, receiving a degree in Economics in 1936. He also received a Master's degree in 1937 and a Ph.D. in Sociology in 1942. Johnny's education was interrupted by World War II. He served with distinction in the United States Armed Forces, and was awarded the Bronze Star.

After the war, he returned to graduate school at the University of Washington, where he was awarded a Ph.D. in Sociology in 1949. He served as an Acting Instructor while at the University of Washington. His first full-time teaching position was at UCLA in 1949-50, followed by an appointment at the University of California, Berkeley. After spending a year at Pomona and another at Lewis and Clark College, Johnny came to Portland State University (then College), where he served until his retirement in 1976.

Johnny's contributions to sociology were considerable, particularly in the area of theory. Among his many contributions, one of the most notable was his work on the concept of the "social construction of reality." He was a leading figure in the development of symbolic interactionism, a perspective that emphasizes the role of language and culture in shaping social reality.

In addition to his work in the field of sociology, Johnny was also a accomplished musician. He was a skilled guitarist and songwriter, and his music was a source of inspiration for many of his students and colleagues.

Johnny is survived by his wife, Betty, and his two children, Sarah and John. He will be missed by all who knew him. He leaves behind a legacy of scholarship, teaching, and leadership that will continue to inspire future generations of sociologists and musicians alike.
TEACHING Innovations

A survey of departments of sociology, psychology, and anthropology conducted by Studies in Higher Education to gather information on teaching innovations in the discipline.

The survey is being conducted in cooperation with the ASA Teaching Services Program and is supported by the Exxon Education Foundation.

Departments of sociology are being asked by this project with returning the questionnaires containing the information on their teaching innovations in camera-ready form. The questionnaire may be duplicated if additional copies are needed.

When your department has received its questionnaire, please return one copy from ASA: Teaching Services Program, Box 69332, Miami, FL 33169. Phone (305) 625-3162.

When the Directories of Departments of Sociology will be distributed through the ASA Teaching Resources Center.

In a complex world, simple ideas are likely to be overlooked because of our penchant for making life complicated. The other day, I was talking to a friend who carries a department in another discipline. He said that he had established a new program. I expected him to tell me that he had established a new PhD program. He said that, in his department, each faculty member is expected to attend a class session of each of their colleagues during an academic year. Procedures are simple. Each faculty member goes to the class of the person they wish to observe. Such a system may be as good as and probably better than anything else.