Enjoy New York on Fewer Dollars a Day

by William Silverman

As A.J. Parkerson, the prominent Overture philosopher, once said, "Anyone who is bored in Manhattan is either dead or asking for it." Although some ASA members may think of New York City as an unaffordable and overly expensive annual meeting site, this need not be so. This article will discuss strategies for visiting New York City that allow the intelligent visitor to minimize expenses and unpleasantness.

Entertainment

Perhaps the most enjoyable feature of New York City is the wide variety of things to do. Among the many distinctions in the city are: Broadway theatres, Off-Broadway theatres, Off-Off Broadway theatre, modern dance, ballet, performing arts, popular movies, art films, opera, classical music, jazz, light music, rock and pop music, art galleries, museums, photography exhibits, professional sports, nightclubs, and comedy clubs. Hardly any other city can offer such a wide range of activities.

1986 New York Meetings: Update from the President

Further Highlights of the Emerging Program

This is a busy season for ASA Presidents. With the preliminary planning for the Program complete, hundreds of sessions must be negotiated and finalized. Competing demands must be accommodated, cooperative agreements with allied organizations must be worked out, complete schedules for each day and for the program as a whole must be crafted as flawlessly as possible. Science meeting space must be allocated. And through it all, the integrity of our discipline must be closely guarded. An impossible task? Not for me, what with the unfailing support of a wide and experienced Program Committee together with the staff of the Executive Office. My column this month will report on a few examples of Program development which will not fully unfold until August 30-September 2, 1986, in New York City. Each meet brings something new and exciting, all contributing to the final shape of the Program.

Thematic Sessions: Social structure has long served as a central concept in sociology, but less attention has been paid to people as they move through this structure. The theme for the 1986 meet- ings, "Social Structures and Human Lives," makes use of these related concepts in a wide range of contexts and problem areas which will be reflected in the Program as a whole. The plan is to schedule one Thematic Session in each time period of the conference, in order to avoid competition between them. The multiple guises in which the Program theme will emerge can be suggested by just two of the Thematic Sessions which have been formulated this far. One session has been arranged by Beth Hess on "Social Structures, Gender, and the Extended Life Course." Another array of presenters, from Samuel Preston to demographers to Carroll Estes on policy, will approach the topic from a variety of perspectives. Quite a different aspect of changing social structures is embodied in another session, organized by John Elder, entitled: "War Times and Human Lives: Historical and Sociological Perspectives." Participants, including sociologists and historians, will discuss how life experiences were influenced by shifting social structures in the Civil War period and in World War II, both in this country and in Germany. Taken together, the Thematic Sessions, covering conceptual issues and substantive topics ranging from the economy to intimate relations, are bound to form a highly viable and important feature of the Program.

Distinguished Lecture: I am particularly pleased to announce that two distinguished scholars from abroad, Paul Bales and Lennart Levi, neither one a sociologist but both well-known to sociologists, have agreed to deliver invited lectures on topics of great sociological interest. Paul Bales, currently a top editor at the Max Planck Institute in Berlin, will talk about the "Nature of Life Course Development: Potential and Limits." He is a leading authority in life-span psychology and frequently finds himself in collaboration with sociologists. His series on this topic, edited with Ovrelle G. Brut, Jr., is widely read.

Election Correction

An error appeared in the December 1985 article, "Nominations for 1986 Elections." Eduard W. Leibson, New York University, is the second of two nominees for District C, Committee on Nominations. Eduard C. Leibson had incorrectly been listed. Our apologies to both individuals.

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Published by THE AMERICAN SOCIOLOGICAL ASSOCIATION
Observing

The annual meeting of the Board of Directors of COSSA was held in DC, December 16, 1985. A sense of the growing strength and influence of COSSA, and perhaps also of the economic uncertainty of the times could be read in the fact that COSSA, as with [other academic/professional social science associations] attended the morning open session seminars. See Aldous (National Council on Family Relations), Irwin Deutscher (North Central Sociological Association), and Matthew Stigl (Rural Sociological Society). Running throughout the day's discussion and talk was the question on the impact of Gramm-Rudman of funding of social research. Mentioned later that day.

David Jemenes, COSSA's Executive Director, reviewed the year, pronouncing it a good one for COSSA, and noting especially the significant contribution made by the seminars and expert testimony given by members before Congressional committees to the strengthening of the public image of the social sciences. The featured speaker of the morning was Dr. David Hamburg, President of the Carnegie Corporation of America. Hamburg, a sociologist, had been instrumental in the publication of a 1982 book on the academic institution. He expressed respect for the work of Cosso's Capital Hill and within the American Association for the Advancement of Sciences. He saw COSSA as vital to the efforts of the social sciences to protect their interests in the fifth year of Gramm-Rudman

The luncheon speaker was Representative Doug Walgren, Democrat of Pennsylvania, and Chair of the House sub-committee on Science, Research, and Technology. Walgren, one of social sciences staunchest supporters in Congress, stressed the overriding importance of networks created between people at local and national levels. Congress and representatives in Congress. Members of Congress need to know what they are, appreciate having people who support them and communicate regularly with them. In essence, Walgren stressed the importance of nationwide networks of colleagues sufficiently interested in the work of Congress to communicate with their representatives and their constituents.

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Salary Update: 1984-85 Figures for Academics

By Bettina J. Huber

The following report represents the second annual update on sociologists’ salaries. Based on data from 1980-81, these reports are well on the way to becoming a tradition. The 1984-85 salary figures reveal that average salaries experienced a significant increase for the fourth year in a row. Moreover, the figures suggest that sociologists salaries are on a par with those in other disciplines.

The accompanying table summarizes the most recent salary data available to the Executive Office, as well as 1980-81 figures, presented for purposes of comparison. The latter were presented in an October 1983 Footnotes article on sociologists’ salaries. In contrast to the earlier article, but similar to last year’s update, the present discussion covers academic salaries only, since recent figures for practitioners are not readily available to the Executive Office.

The 1983-84 salary figures stem from National Research Council data and a survey of over 700 professional institutions. The first two items of the 1980-85 data present average salary figures for all faculty from three different studies. The first is the AAEUP annual survey of academic salaries, which includes data from 2,059 institutions. The second is a survey conducted by John Minto Associates for the Chronicle of Higher Education. The figures are based on the responses of a random sample of 1,366 faculty members weighted by discipline. The third survey is sponsored by the Council of University Personnel Associations and includes data on 451 private colleges and universities associated with the American Council on Education (ACE) and 272 private institutions belonging to the American Association of State Colleges and Universities (AASCU). Since the last study provides salary figures by general and specific disciplinary categories, it is the source of the social science and sociology figures for 1984-85.

### Average Faculty Salary by Academic Rank

<table>
<thead>
<tr>
<th>Year and Group</th>
<th>Full Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Instructor</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1980-81</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Faculty</td>
<td>$30,400</td>
<td>$24,000</td>
<td>$19,300</td>
<td>$14,220</td>
<td>$25,200</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>30,900</td>
<td>23,900</td>
<td>19,500</td>
<td>14,500</td>
<td>25,000</td>
</tr>
<tr>
<td>Sociology</td>
<td>30,900</td>
<td>24,652</td>
<td>20,116</td>
<td>16,374</td>
<td>26,819</td>
</tr>
</tbody>
</table>

Comparing the three sets of faculty figures reveals considerable diversity across specific ranks. The divergences are not as pronounced as was the case in 1983-84 (see January 1983 issue of Footnotes for figures), but they are barely trivial. This suggests that the accuracy of any given set of estimates is open to question and that it is appropriate to view each with skepticism. The ACE/AASCU estimates are noticeably lower than the AAEUP estimates, which are based on the largest sample of institutions. It is possible, therefore, that the social science and sociology figures may be on the conservative side. As it has for the last few years, the AAFUP survey indicates that faculty at private institutions earn more than those in public schools, while the ACE/AASCU survey shows equivalent salaried figures at the two institutions.

The Chronicle survey, in contrast, finds that, on the average, faculty at public institutions earn considerably more than those at private schools. This anomaly, which appeared in 1983-84, is partly due to the accuracy of the Chronicle estimates in particular.

When compared to the AASCU/ACE faculty estimates, sociology salaries appear roughly equivalent to those of other faculty. At the public level they are higher than social science salaries, and equivalent to those in other disciplines, while sociologists appear to lag behind others in private institutions.

Within specific ranks, sociologists’ salaries tend to be lower than those at all institutions, but are equivalent to, if not higher than, social science salaries.

Given the disparate data sources for the two time periods, little significance can be attached to the size of the percentage differences listed at the bottom of the table. In contrast to 1983-84, the figures appear to indicate that the salary gains of sociologists since 1980 are similar to those at other faculty. Although the percentage gains are lower for sociologists than for other faculty, the differences are not marked, except in the Instructor category. In large part, the clear differences noticeable in this small group can be attributed to the divergent 1980-81 salaries of sociologists and all faculty. Thus, Instructors in general have made greater gains than the sociologists among them because they earned considerably less in 1980-81. The same applies to the divergent percentage differences in the last column of the table. That is, sociologists have made greater gains than all faculty because their salaries were lower in 1980-81.

The percentage gains among sociologists are equivalent at all ranks, while among faculty in general Assistant Professors have made greater salary gains than faculty at other ranks. This pattern is similar to that observed last year, when Full Professors made the greatest gains among sociologists, in contrast to Assistant Professors among all faculty. These findings suggest that the percentage gains of Assistant Professors employed by sociology departments have not kept pace with those of their counterparts in other departments.

The three salary surveys discussed above give rise to the conclusion that faculty salary rates outstripped inflation during 1984-85. This represents the fourth straight year in which this has occurred. Last year’s figures suggested that sociologists were not participating fully in these gains, but the more recent figures presented here do not support this conclusion. There are two possible explanations for the divergence between the 1983-84 and 1984-85 figures. One possibility is that sociologists made unusual gains during 1983-84, but the data do not tend to confirm this. Between 1983-84 and 1984-85 sociologists’ salaries rose by 9.5%, while those at all faculty rose by 9.7%. The other possibility is that the differences are due to flaws in the data. Given the lack of consistency between various surveys this appears to be the more plausible explanation. Moreover, it seems that the AASCU/ACE estimates are better for 1984-85 than they were for 1983-84, which implies that salary gains among sociologists are similar to those for other faculty. Any finer conclusion about this matter will have to await next year’s data, however.

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### Materials Sought For Liberal Arts Monograph

The ASA Teaching Resources Center is preparing a short monograph on Teaching Sociology in the Liberal Arts College, to be edited by Ray DeVries. He is interested in collecting published pieces focusing on the issues and concerns of teaching sociology at liberal arts institutions. He is particularly interested in seeing a wide range of materials, including discussions of questions such as: What are the major problems facing sociology teachers at the liberal arts level? What programs and practices can meet these problems? What should be the role of the ASA Teaching Resources Center in addressing these issues? For more information, please contact Ray DeVries, Department of Sociology, Westmont College, Santa Barbara, CA 93108.
Two Conferences at Wingspread Focus on Teaching

Reflections on the Wingspread Conference on Teaching

by Catherine White Berkheiser Shimer College

In February, I received from Hans Mauskach a letter inviting me to become a member of the American Sociological Association Teaching Resources Group (TRG) and to attend my first TRG conference. Since I had moved from attending teaching workshops to giving them and from using the resources of the Teaching Services Program to helping to create them, I felt that it was probably time to become a member of the TRG. The TRG is a volunteer group whose members serve as staff for ASA teaching workshops and for the departmental visitation program that, upon request, provides resource teams to sociology departments.

Aid by support from the Johnson Foundation and the American Sociological Association, the Teaching Resources Group held a Wingspread Conference on Postsecondary Instructional Improvement, beginning on the evening of June 8 at the Sheraton Racine Hotel and continuing on June 9, 10, 1985, at the Wingspread Conference Center in Racine, WI. The Johnson Foundation decided that it was especially timely given the current concern with undergraduate education, for the ASA Teaching Resources Group to meet to summarize what it had learned in its 10 years of existence in order that its experience could be passed on to other groups and other disciplines.

There were four conference objectives: first, was the introduction of the new Field Coordinator, Bill Ewens, and the new TRG workshop and departmental visitation structure. The second was the renewal and updating of the teaching skills of old TRG members. The third was the orientation and training of new members. The second and third objectives were met simultaneously during the plenary sessions when old TRG members who had acquired particular expertise conducted mini-workshops for us. Ted Wageraas provided an outline of the knowledge, concepts, and literature basis to faculty development. Dean Dorn discussed the nuts and bolts of how to organize and conduct a workshop. Jeanne Baileyan and Turk Grees discussed how to provide consultation, evaluation, and feedback. New departments were encouraged to invite Vaneta D'Andrea compared lecturing and discussion as teaching methods. These plenaries were at once exhilarating and frightening because the models of teaching excellence presented by TRG staff, while inspiring, were overwhelming. It was heartening to see how far we have come in 10 years and disheartening to see how far we have yet to go in promoting teaching excellence within our discipline. These plenary sessions were interspersed between the work sessions of the Topical Development Groups to which each participant belonged. Topical Development Groups were devoted to the fourth and primary objective of the Wingspread Conference, which was to begin work on a manual outlining how to organize workshops and departmental visitations. Each group was charged with producing a summary of information and guidelines on one topic. The topics assigned to A Groups were applicable to a teaching services program regardless of discipline, and those assigned to B Groups were specifically applicable to sociology. This manual is to be a vehicle by which current TRG members may convey to future TRG members and to similar groups in other disciplines the experience, knowledge, and techniques that they have gained over the last 10 years. Thus, this manual should provide generic models for those interested in improving the content and quality of postsecondary instruction regardless of discipline or institution, as well as models specifically designed for a sociological audience.

Wingspread, the last and largest "prairie house" designed by Frank Lloyd Wright, serves as a secluded, informal setting for conferences. We were provided with bicycles to explore the estate, and at the Sheraton we had an indoor swimming pool, sauna, and whirlpool available to us. Unfortunately, we had relatively little time to indulge in such pursuits. Hans advertised the conference schedule as a demanding one: in accordance with TRG tradition. Being a neophyte, I did not realize what an undertaking that would prove to be. We worked 12-hour days, with Wingspread employees ringing bells to remind us that it was time to take a break for coffee or meals. This imposed a discipline upon the length of our discussions which they otherwise might not have had. After the Henry Redhead, Vice President of the Johnson Foundation, regaled us with stories about Wingspread, including one about the time when the windows in the roof were leaking and the rain was dripping directly onto the head of Mr. Johnson's head. Without moving from his seat, Johnson phoned Wright and explained the situation. Wright told Johnson the remedy was to move his chair.

In short, the setting was lovely, the food elegant, the accommodations luxuriant, the company lively, and the discussions artistically exciting. Despite the killing heat, we passed all too quickly. I experienced culture shock when I returned home to discover that at my house I did not have a staff to take care of meals and other household chores. I have fond memories both of the service we received and the group's good spirits.

Highlights of the conference were the amazing reminiscences on the first evening of TRG's beginning at such sites as the "Backway" Hotel and John Schmaltz's closing assessment of the state of the art of teaching—"go on anxiety." In addition to all the work, we had fun getting to know one another. My experiences at Wingspread confirmed my earlier impressions that the ASA members who are involved in the various teaching services programs are well-kept with open arms to those who share their interest in the improvement of undergraduate education. By the same token, teaching is a community college or research university, in a large city or in the heartlands. With the same relatively small group of people spending 12 hours a day together for three days, you develop friendships that transcend beyond the short duration of the workshop or conference to form a supportive network. The friends I have made at teaching workshops and at this conference have been renewed at succeeding sociology meetings. If you are looking for an open and vital group committed to the improvement of instruction in sociology, come to an event sponsored by the ASA Teaching Services Program or the Section on Undergraduate Education, I think you will find it as rewarding as I have.

National Conference on Higher Education

by Thedore C. Wagman

Miami University (Ohio)

A national conference on "The Improvement of Undergraduate Education" was recently held at Wingspread. The conference was jointly sponsored by the National Institute for Higher Education, the Johnson Foundation, and several national higher education associations. The conference focused on several recent national reports on the status of undergraduate education in America, with a particular emphasis on identifying action implications in the reports. In addition, several papers were commissioned and presented at the conference. Over 70 people affiliated with various national higher education associations and colleges and universities attended. Two sociologists were invited. Zelda Camson of the University of Michigan and Theodore Wagman of the University of Miami (Ohio).

The reports collectively address several issues, including incoherent curricula, a lack of rigor in course and degree standards, inappropriate methods for assessing students, and the lack of agreement on the knowledge and skills to be emphasized. The reports call for renewed attention to developing and rewarding undergraduate teaching and engaging faculty in the process of change. Increasing student involvement in learning is a major goal. Camson described "Involvement in Learning," a report issued by the National Institute of Education. Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, began the conference with a preview of his forthcoming book, College: The Undergraduate Experience. The study included interviews with administrators, faculty, administrators, and students. It addresses several issues. Regarding admissions, over 90 percent of college admissions, and the average minimal SAT score of 740 has made it "no longer incoherent," a full 60 percent of the students said that they wished they had attended a more prestigious school. Regarding the academic preparation of new students, two-thirds of the faculty members that they spend too much time teaching what should have been taught in high school, and over two-thirds of the students say that they are repeating high school courses.
Open Forum

Why Neofunctionalism? Two Responses to Page

In 1975, at an ASA session entitled “The Role of Consensus Theory,” Stephen Warner, playing on a slogan of the youth culture, declared, “there are no functionalists any longer!” The remark drew a loud, appreciative laugh from the crowd. It seemed to draw a line in the shifting sand of theoretical time, dividing one era from another.

One decade later, Charles Page (1985) has sent a Scylla to Foucault entitled “On Neo-functionalism.” He feels compelled to warn his colleagues, “we may now have a mounting neo-functionalism.” Rather defensively, I think, he declares that when “theorists stand in the way of functionalist truisms,” we are really confronting a more incredible reversal in theoretical fortunes than this. Page has to argue that this movement—the sense of the word—means none too subtly, that he is actually “taking a stand” against the influence of his own writing, however, merely seems to have crystallized a development that is suspiciously widespread. Sociology of varied interests and in diverse countries have begun to respond to the anti-

functionalist critique not by resurrecting insular orthodoxy, the reflexive response of earlier loyalists, but by developing original permutations of, or other, new empirical foundations on, or other, new functionalist work.

The recent volume I edited called Neo-functionalism (Alexander 1985)—based on a miscellanea sponsored by the Theory Section at the 1984 ASA meetings—is filled with provocative work by younger theorists. Alongside critical reappraisals by Strauss, Eisenstadt, and Barber, these essays by Colley, Gould, Lechner, Munch, Tugger, Sossidou, and Sculli respond sharply to the ideologically and epistemologically attacks that were levelled at the orthodoxy tradition. They do so, however, from a multidimensional perspective that seeks to overcome the ideological strains in Parsons’ earlier work and from an explicit per- spective of ideological critique which seeks to make functionalism less explicit than before. Moreover, while defending the basic propositional system SAB, these theorists are certainly con- cerned with power and conflict and with the open, indeterminate quality that engendered resistance reactions.

The contributions to Neo-functionalism, however, give just a first indication of the “functionalist” movement in the post-Parsonian period, constructive and logico-deductive trends, new waves of reassessment, and the reorganization of macro-structuralist approaches. The self-consciousness that defined these first two periods has come to an end. We are in the beginning of a third phase that has a much more closely defined character.

Charles Page (Footnotes, October 1985) takes no risks calling for theoretical pluralism against Jeffrey Alexander’s proposed “united front” against Takashi Parsons’ hegemony. But Page’s reaction is overdrawn and misplaced. In the first decades of this century, American sociologists treated relativism as a virtue. This became elevated in status by the reception of Weberian work and Mau- nhheim’s sociology of knowledge. More- over, it remained treated that relativism is a virtue, or that it contributes to tolerance and civility in contemporary sociol- ogy.

With these assumptions today re- countered from reasoned argument, Page simply places the burden of evidence or argument, that the pre- existence of a particular theoretical approach should be self-congratulated, and it must result in dogmatism and arbitrariness. He may be misguided that readers will casually accept his spin for openness and diversity, whereas Alexander must be proposing rigidity and a come- ting theoretical discipline—regardless of how vaguely Page portrays Alexan- der’s project.

It is not just to draw a contrast to his sense of what Alexander is doing. Page tries to make it the case that some important analytical distinctions. They then undertook comparative empirical research in “modernization” that in fact was narrow-minded. American-centered, and simply im- consistent with a great deal of the epistemological evidence found only in the Third World but in the West as well.

But Parsons himself committed to doing far more than supporting relativ- ism either in empirical research or in concept-formation. He insisted that the discipline’s "virtue" of tolerance, based simply on its according to relativism, was a major obstacle to advances in the acculturation of social scientific knowl- edge. As a young Turk in the 1920s and 1930s, Parsons saw relativism as a self- serving task taken by the American mainstream that permitted it to avoid addressing hard epistemological ques- tions (for example, Whitehead’s fallacy of misplaced concreteness). Because he refused to adopt the discipline’s most fundamental point of departure (and, to be sure, because he was horribly un- talented in editing his own work), he was routinely mistrust: Step to consider, for instance, whether we remember lec- tures in graduate school addressing Par- sons’ project as an attempt to overcome conceptual relativism in social science and normative relativism in social life?

As contemporary neo-Maxweh succ- cumb to relativism mission in making use of career paths in the academy, little (if anything) remains radical, conflict- oriented work for them. By contrast, precisely because Parsons directly took on the problem of relativism, there is lit- tle that is conservative or conflict-orien- tated in his social theory. By reject- ing outright the virtue underlying the American mainstream, Parsons’ works contain an irreducible critical edge that Marxism has lost (if it had ever possessed). Yet, Page’s fears of hegemony remain misplaced. Parsons recognized in the 1920s and 1930s, as did theologians as diverse as Edmund Husserl and the first genera- tion of the Frankfurt School, that normative relativism leads to nihilism in the social life and that conceptual relativism leads to piecemeal research and subtle ideological assumptions in social science that can be insinuated from methodological questioning. In Parsons’ terms, relativ- ism is the great task of post-1930s bureaucracy-authoritarianism is elites simply impose social order rather than continuing efforts to institute or to maintain genuine social integration. He recognized, as did others of his genera- tion, that Marxism has no practical res- ponse to the pressures of bureaucratic-authoritarianism in modern life. For this reason (among many others) Marxism falls not only to be radical, but it becomes a living museum of theoretical pre- dictions that are dead-ends in theory and dangerous disappointments in practice.

If the next debate over Parsons’ ideas is as anachronistic as that of the 1940s and 1950s in the United States, Parsons’ hegemony will not be the issue that should concern Page. The issue will be Parsons’ complete demise, and the thin line of relativism, Jeff Alexander and other colleagues (Richard Munch, Paulummy, Frank Lechner, Oscar Gar- zonas and others) are interested in seeing that Parsons is reconsidered, but this time in a sophisticated and critical way. Alexander’s footnote (“Logic is Sociology) is the most compelling work in theory written by an American sociologist Parsons’ The Structure of Social Ac- tion and Merton’s Social Theory and Social Structure.

In my view, the first steps taken to- day in reconsidering Parsons’ ideas have already transcended the earlier “debate.” Moreover, because it chal- lenges the complacency of contempo- rary Webersians and Marxists, that first step already establishes a new “neo-functionalism.” Jeff Alexander in particular is taking great risks in putting the issues before the profession at this time. If a journal and a series of books is his means of doing so, why should we matter to those who consider relativism a virtue? The reader should compare that question to Page’s con- cluding sentence.

David Sculli
Visiting Assistant Professor
Georgetown University

1986 Directory Begins Production

The Executive Office has begun production on the 1986 edition of the Directory of Members. Although 1985 non- renewed members, as well as current 1986 members, will be listed, the information contained in the Directory is compiled from the computerized membership record. Therefore, in order to assure that the information listed is current and correct as possi- ble, your membership renewal should be received by the Executive Office no later than 1 April 1986.

REFERENCES
Open Forum

Looking Backward and Forward

Perhaps one who entered the field of sociology as a graduate student in 1929 may be permitted to reminisce a bit. The sociologist will look back, not glibly, but not glibly. It will be followed by a few remarks concerning the near future.

First, some general observations. The profession of sociology is an institutionally structured more or less integral to the larger society in which it functions. It has its traditions, rituals, patterns of conformity, leadership stratification, and other characteristics of such social units. Our leading members tend to be the survivors, those who have succeeded (though there are exceptions). Those of lesser status are influenced by this positive thinking, especially since outstanding scholars serve as teachers at the highly rated universities for the up-and-coming generation of graduate students. Thus, the whole process seems to promote a conservation outlook, particularly in regard to the nature and purposes of scholarship.

When I began graduate study, sociology was indeed a fledgling. Yet significant changes had already been done in this country. I enrolled at the University of Chicago and prospective for the future looked bright. The new field appealed to me, and I felt that it would be an ideal type of occupation (or to believe during the years of the Great Depression) that sociological knowledge would help to provide the public enlightenment upon which national programs of social reform would be based. Never mind the old moral traditions. Forge the ideological passions of old-line reformers who generated more heat than light. Informed intelligence was the true hope of democracy, and sociology was beginning to lay the foundations of that intelligence. At least this was the long-range hope of many students in the 1930s. Fostered by youthful enthusiasm it was indeed heady stuff.

Yet, for nearly 50 years the emphasis in graduate instruction was on an objectivity that focused upon evolutions of social rules and ways of evaluative orientation was a reaction against the normative approach to social problems. Over the years volume thought would sociology develop into a science or a laboratory? Possibly, but at that future time the sociologist might offer more adequate contributions to decisions concerning social policy. During the early stages of the field, strict detachment was required. This was the conventional wisdom of professors in graduate departments.

Five decades later the hopes of the young idealists of the twenties remain unfulfilled. Sociological knowledge has enlightened many, to be sure, but it has had little impact upon the political decisions that citizens and their leaders must make in the on-going dilemma of human affairs.

In recent years the complex issues involved in developing policy-related types of research have been emphasized in a number of publications. I shall not attempt to cite a bibliography; anyone who has followed developments in the field is aware of a heightened consciousness regarding the consequences of public policy. The professional sociologist (and other social scientists) to issues of social policy. Indeed, centers of institutional policy research have been established by universities and by independent agencies.

Footnotes (May 1984) has described a 30-month national study that is being conducted under the auspices of the National Research Council in order to identify research opportunities in the behavioral and social sciences that are likely to produce scientific or practical developments in the decade of the 1980s. If increased federal support is invested in them, "(Eisenstein)"

Yet the institution of sociology will probably change ever so slowly. We still bear a resemblance to those cults that flourished in isolation from the mainstream of social life. It is much easier for us to see one another, and write for another. Scholarly publications are crowded in a language that discourages policy makers from reading them. Moreover, while many research projects do contribute to policy decisions by investigating and interpreting the facts of the case, they fail to address further questions related to policy-making processes.

In spite of these obstacles, I continue to hope that the remaining years of this century will show an expansion of policy-related research in all of its dimensions. This trend would mark a decline in the detailed, knowledge-based, self-sufficient type of scholarship so prevalent today in graduate schools and academic publications. It would encourage the rise to prominence of a new breed of scholars whose work might contribute more directly to the public good.

Claude C. Bouman
Professor Emeritus
Temple University

Annual Meeting Space Requests: Other Groups

Groups wishing to meet in conjunction with the 1986 Annual Meeting in New York City should submit requests before March 1, 1986. Space requested later than date cannot be assured. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the unlikely event that space exceeds demand, requests for a second meeting will be considered. Because sections have been allotted program time, they are excluded from these procedures.

Space requests have been categorized as follows: (1) Small groups requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one two-hour time slot from 9:30-10:30 p.m. on one of the first four evenings of the meeting (Saturday-Tuesday). The topic to be discussed should be clearly stated. (2) Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of 10 ASA members who support the request. These groups will be assigned one two-hour period from 8:30-10:30 p.m. on Sunday night. No plenary sessions or social functions have been planned for this evening. (3) Those groups or organizations wishing to hold cocktail parties, dinners, or other social gatherings, should also submit requests for space at this time.

All requests should be forwarded to Jean Astin at the ASA Executive Office.

Wingspread, from page 4

Goodman, Sullivan, Gutman Win Major Awards

Congratulations to Leo A. Goodman, Teresa Sullivan, and Robert Gutman for recent awards for very different types of achievements.

At the 1985 annual meeting of the American Statistical Association, Leo A. Goodman was awarded the Daniel S. Wilkes Memorial Medal, the highest honor given by the Association. Goodman was recognized for "major and significant contributions to theoretical statistics and to the development and statistical methods in many areas of application, particularly in the social sciences, for substantive advances in the use of logistic models for discrete data; for a prodigious literature output..." [and] for contributions to professional societies and government programs over many years. Leo Goodman is currently the Charles L. Hutchinson Distinguished Service Professor of Statistics and Sociology at the University of Chicago, and a Research Associate at the Population Research Center of the University. At the University of Texas, Teresa Sullivan is the 1985 recipient of the Liberal Arts Student Council Teaching Award. She teaches introductory sociology and Population and Society at the Latin level, and specializes in upper division courses in Population Problems and Occupations and Professions. Students voted for Sullivan in recognition of her creative approach to teaching sociology, including special projects outside of the classroom to test and experience sociological concepts such as deviant behavior, bureaucratic organizations, or conformity. Sullivan is active in the campus Center for Teacher Effectiveness and teaches a course about syllabus construction.

Robert Gutman, Rutgers University, is the first sociologist to win the Environmental Design Research Association annual award. Gutman was identified as "one of the first sociologists interested in the field of environmental design research." His work, including his role in the development of environmental sociology and the sociology of design as two streams of work within the discipline that have informed the work of colleagues in other disciplines.

a reluctance on the part of administration to locate funds for assessment and to professional autonomy concerns. She reviewed approaches to curricular improvement and emphasized faculty development and efforts within individual disciplines. I then described the ASA Teaching Projects, with their emphases on curriculum, teacher development, and institutional contexts. I argued the importance of examining the teaching-learning process within larger social, psychological, institutional, and cultural contexts, and noted major goals of changing the normative climate for teaching and bringing about multilevel structural changes. I emphasized the importance of working through national associations and described how the Provost's goals and activities have been institutionalized within the ASA. Near the end of the conference, participants...
Teaching

Professional Socialization Among Undergraduate Sociology Students

by Barbara R. Keating, Massachusetts State University

Professional socialization in sociology (or any discipline) requires more than the knowledge and skills learned in the classroom. Information about the discipline and the profession as well as the generalization of the attitudes and values of sociology often come from participation in professional activities and interaction with sociologists. Although graduate training generally encourages some form of professional participation, and university administrators provide the opportunity for interaction and experience, many departments provide little information about similar opportunities for undergraduates.

As college enrollments decline, particularly those in the social sciences, our departments need to become more aware of the professional opportunities available to the undergraduates. More than ever, the undergraduate experience needs to be directly applicable to students' future plans, whether these plans include graduate school or professional training, or entrance into the job market with a BA or a BS in Sociology. We need to invest the potential resources of such professional socialization. Our departments should incorporate these experiences into the educational careers of our students.

We may classify such opportunities according to the means by which they can be realized. I outline the various professional activities and department-related, discipline-related, and career-related opportunities.

Course-Related Opportunities

Course-related opportunities may include senior seminars, independent studies, research experiences, internships and practicums, senior seminars, honors papers, a writer or professional seminar offered or required as a course requirement, or introduction to the profession of sociology, graduate schools, career paths, and professional ethics. Independent studies can serve as a professional-protective relationship. For example, faculty members can offer independent, student-centered credit earning and/or co-presenting a panel discussion with the student at a conference. Not only did they learn as much or more than the typical student, they also made their first professional presentation that will be listed on their vitae and graduate school applications.

Course work, especially in methods or statistics, can include secondary analyses using an instructor's data set. Students may gain valuable experience and can submit their papers for student competition or publication. Other course work may include professional work with agencies or projects with businesses. Student work presents the valuable experience and possible job contacts.

Internships and practicums expand these opportunities. Students get academic credit, gain on-the-job training, and can sometimes earn some money at the same time. Internships frequently require them to intern at professional practice or internship experience in clinical, eye-opening, and invaluable. They also participate in social work, the making student more competent in a tight job market.

Senior seminars, theses, or honors papers may serve a variety of functions. Preparation for and writing of a comprehensive exam may include a general overview of the discipline or a specialization. They also serve as a measure of the efficacy of the undergraduate program. Senior theses or honors papers frequently involve a prototype relationship and subsequent socialization. They can also provide the basis of a solid letter of recommendation.

Department-Related Opportunities

The department can provide valuable information and experiences to their undergraduate students, independent of course work. Department-sponsored undergraduate sociology associations can develop into cohesive, reference groups. Alpha Kappa Delta, for those who qualify, is an international sociology honorary society. Membership can be a signal to students if departments will provide a faculty advisor and encourage qualified students to join.

Undergraduate students desirous about their discipline and possible activities in which they can participate but seldom get the necessary information. Bulletin boards are frequently not kept up to date and are generally not read by students. Occasional newsletters are much more effective as a means of getting information to the students. Even just one newsletter per quarter or semester will generate interest in internships, job interviews, student competitions, professional conferences, etc. Encouragement, however, is still most effective when it comes from faculty on a one-to-one basis. I have found that students do have the interest and willingness to participate. They just need a little information and a lot of encouragement to do so.

Informal meetings with our undergraduate students can be stimulating and are much appreciated by the students. Small group settings allow for brainstorming and informal interaction. Such meetings need not be frequent or time-consuming. I had a small group of interested students come to my house for a couple of hours whenever we talked about sociology, graduate school, career paths, etc. It was enjoyable and the students learned a lot. Thus I hope to have such gatherings once or twice a year.

Discipline-Related Opportunities

A variety of discipline-related opportunities may be available in the introduction to the profession of sociology. Professional meetings can include undergraduate abstracts, research papers, roundtables, and paper sessions. Undergraduate symposiums, perhaps at the state level, may provide a stronger focus on undergraduate work and concerns. The ASA has a program that includes a number of professional meetings as a socialization experience. Founders Hall, the ASA headquarters in St. Louis, Missouri, is a good source of information. Disciplines similar to sociology, such as psychology, anthropology, or sociology, may want to investigate it and develop similar opportunities.

Panel competitions teach our students the realities of paper revision and review. All of the students' papers to which we assign an "A" are likely candidates for such competitions. Departments can sponsor competitions encouraging the writing of the better papers to submit their results (again reviewed) at the next meeting.

Taking Action for Undergraduate Student Participation

by Carla R. Honors

Keating's article gives a useful list of ways in which a department can help students become involved in the discipline and contribute to it. Here are some tangible suggestions:

1. Start a chapter of Alpha Kappa Delta. Write to AKD President Dr. Michael A. Moir, Department of Sociology, Boston College, Chestnut Hill, MA 02167 for information.
2. Alert your undergraduate honor students that they will once again have an opportunity to compete for cash prizes and publication of their work in Sociological Inquiry. Alpha Kappa Delta's third annual student competition hopes to attract papers, including original research or literature reviews, from a wide variety of subject areas.
3. The first-place winner will receive augar of $250. In addition, students will receive their abstracts to the conference. Third-place winners will receive $100.
4. Students who are members of AKD are eligible to submit their papers to the journal for publication in Social Psychology. Students may also submit their papers to the journal for publication in the journal. Students may also submit their papers to the journal for publication in the journal. Students may also submit their papers to the journal for publication in the journal.
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8. Use upper-division undergraduate students as teaching assistants in the introductory course or in seminars. Make sure they receive some training for roles and meet with the supervising faculty member on a regular basis.
9. Encourage students to attend professional conferences. ASA has a special student (subsidized) rate and a special application form. Encourage these tours to students and talk about the value of professional membership. Give special students a membership as a gift when they graduate or complete an honors thesis.
10. Organize or attend a local undergraduate research conference. Below is a list of seven undergraduate conferences that will take place in the Spring 1987. Address inquiries to the contact person listed.

 Barclay European Undergraduate Research Conference—Dr. D. C. McElrath, Coordinator, Department of Sociology, Northeastern University, 360 Huntington Avenue, Boston, MA 02115.
 Dr. E. A. G. Brown, Coordinator, Department of Sociology, University of California, Los Angeles, CA 90024.
 Dr. E. A. G. Brown, Coordinator, Department of Sociology, University of California, Los Angeles, CA 90024.
 Dr. E. A. G. Brown, Coordinator, Department of Sociology, University of California, Los Angeles, CA 90024.
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 Dr. E. A. G. Brown, Coordinator, Department of Sociology, University of California, Los Angeles, CA 90024.
 Dr. E. A. G. Brown, Coordinator, Department of Sociology, University of California, Los Angeles, CA 90024.
New York City offers many museums within a short walk of the New York Hilton Hotel. The largest of them is the Museum of Modern Art (11 W. 53rd Street, only a half block from the convention hotel) which has recently reopened after a major expansion of its building. The new building provides more than twice as much space for display of the collection than was available in the old building. The Museum of Broadcasting (1 E. 33rd Street) is a great place for nostalgia trips; it shows video tapes of old, classic television programs. The Museum of American Folk Art (125 W. 58th Street) is of interest for both its anthropological and artistic reasons. The IBM Gallery in the basement of the new IBM Building (Madison Avenue between 56th and 57th Streets) offers a variety of temporary exhibits.

Special Activities for Sociologists

Midtown Manhattan offers untold opportunities for people watching, an activity which should be of interest to sociologists. The most comfortable places to watch the passing parade of humanity are the parks and plazas near the convention hotel: Fisher Park, across 54th Street from the Hilton; Paley Park, just east of Fifth Avenue on 53rd Street; the parks of Rockefeller Center, 50th Street west of Fifth Avenue; the plaza at the ground level of the new AT&T Building, Madison Avenue between 53rd and 57th Streets; the series of plazas along Fifth Avenue from 44th Street to 53rd Street. If the weather is bad, people watchers can go to the indoor park at the IBM Building (Madison Avenue between 56th and 57th Streets) or the atrium at Citicorp Center (33rd Street and Lexington Avenue).

Hard-nosed empiricists may want to play quantitative sociology games as they watch the passing parade. How many yuppies, preppy-yuppies, quas-yuppies, Europeans, punks, pseudo-punks, modern drunks, hustlers, and various other social types are seen during a 15-minute observation period? Soft-nosed empiricists may observe the mutual relations of tourists, punks, and yuppies as their social spaces intersect. Theorists may wish to ponder the "meaning of it all."

Less sedentary visitors may want to walk around the distinctive districts of Manhattan: Wall Street, Greenwich Village, Central Park, the United Nations complex, the Fifth Avenue shopping area, Bloomingdale Country on Lexing- ton Avenue and Madison Avenue north of 58th Street, and Times Square. Visitors who prefer to do their exploring sitting down may want to take a bus tour of these districts. The Gray Line terminal is only two blocks from the hotel at Eighth Avenue and 33rd Street.

The architecture of midtown Manhattan offers much fodder for sociological iconography. Trump Tower (Fifth Avenue between 56th and 57th Streets) is an excellent example of nouveau riche glitz. Compare the more restrained, but adjacent, IBM and AT&T Buildings, built by established corporations.

Travel to New York City

New York City is a major airline hub for the Eastern United States. The market for air travel to the three major New York City airports is extremely competitive. Lots of discount fares are available. Airline companies even engage in cutthroat competition, which is bad for their fiscal health but good for travelers. Timetables to New York City should show around for the lowest fare available to them. ASA members who live on the West Coast might find it most convenient to fly to Los Angeles and then pick up a $49 flight to New York City on World Airlines or Continental Airlines. This routing might be cheaper than a direct flight from the nearest airport to New York. Westensters could go to Denver for a $79 Continental Airlines or a $99 Peoples Express flight. Middle Westerners should consider traveling via Chicago or St. Louis on Peoples Express for $79 off peak or $99 peak. Southerners can get the same $79/99 deal via Fok- kes Express at Atlanta.

All of these fares were advertised during the month of November 1986. In the summer of 1986 different fares will be in effect. But the principle remains the same: people who shop around for low fares and odd routings can save themselves a bundle of money. Pay particular attention to discount airlines such as Peoples Express, Republic, World Air- lines, and Continental Airlines.

Travel to the Hilton Hotel from Airports

Cab fares from the airports to the Hilton are off-the-wall expensive. But there are other ways to get into the city for less money. The simplest way to get to the hotel, recommended for hand-capped people and people with lots of luggage, is the blue mini-bus operated by Abbey's Transportation. Service from the airports directly to the New York Hilton operates at least once an hour. Fares are six dollars from LaGuardia Airport, nine dollars from JFK Airport, and eleven dollars from Newark Airport.

Less direct is the air-conditioned bus service offered by the Core Transporta- tion Company from LaGuardia Airport or Kennedy Airport to a drop-off point in front of Grand Central Station. Once at Grand Central Station, visitors can take a cab or a New York City bus to the hotel. One-way fare from LaGuardia to Manhattan is six dollars and from JFK Airport is eight dollars. Cheapest of all is the service provided from Newark Airport by New Jersey Transit. Bus number 362 provides 24-hour-a-day, seven-days-a-week service for a one-way fare of only four dollars. The bus drops passengers off at the Port Authority Bus Terminal. The trip from the Bus Terminal to the Hilton Hotel can be managed by walking, by cab, or via city bus.

Restaurants

Midtown Manhattan is generously supplied with restaurants in all price ranges. There are a bunch of restaurants within walking distance of the hotel where dinner is available for between five and ten dollars. A complete guide to low- and medium-priced restaurants will be included in ASA registration kits.

Humanities Ph.D.'s: Campus to Corporation

Business Can Use Your Skills

Careers in Business, an innovative and successful program, is being offered for the ninth consecutive summer by New York University's Graduate School of Business Administration.

Recent Ph.D.'s and A.B.D.'s in the humanities and related social sciences are invited to enter the national competition for sixty places in the intensive seven-week program designed to orient them in substantive areas of business administration. Graduates are successfully pursuing careers in areas such as corporate lending, strategic planning, financial analysis, human resources management, public relations, marketing, and organizational development. Placement services are offered by the school, and interviews with major corporations and organizations in the public sector are provided.

Program dates: June 12-August 1, 1986
Application deadline: February 15, 1986
Tuition: $2,000
For an application, please call (212) 285-6129 or return the coupon below.

BECOMING FREE

THE STRUGGLE FOR HUMAN DEVELOPMENT

BY WILLIAM EWENS
MICHIGAN STATE UNIVERSITY

336 pp. with index
Paper, $19.95

"Like Reisman and Mills before him, EWENS examines the interaction of history and biology, but he goes beyond his predecessors to establish criteria for judging social institutions and suggests a number of structural changes. A superb book for college classes."—Charles Green, III, Univ. of Wisconsin, Whitewater

Glimpses of history and economy indicate that the maintenance of individual freedom in a modern, authoritarian society such as our own is problematic, if not impossible. In BECOMING FREE, Professor EWENS unites a diverse literature from history, political economy, philosophy, and the social sciences to provide an historical, multi-disciplinary overview of the development and perpetuation of authoritarian relationships within the family, school, and in the workplace. This is a cogent text for courses in social psychology, American society, or child development.
For additional consideration, write on departmental stationery to request examination copies from:

SR Scholarly Resources Inc.
Westport Avenue, Wilminglton, Del. 19899-3897
Resources for Under- and Unemployed Sociologists

Sociologists currently without employment or only able to find part-time jobs may want to communicate with or join the Caucus on Unemployment and Underemployment in Sociology. The Caucus publishes a newsletter dealing with the employment situation in sociology and what can be done to deal with it. It also tries to organize local groups to discuss and act on the issue. The Caucus can be reached by contacting Gregory Squires (Department of Sociology, University of Wisconsin, P.O. Box 413, Milwaukee, WI 53201) or Edna Bonacich (Department of Sociology, University of California, Riverside, CA 92502).

Alternatively unemployed sociologists can take advantage of ASA's services for independent scholars. An article in November 1984 Futures reported that Caucus had resolved to encourage graduate and undergraduate de-

Monograph on Employment Trends Available

Sociologists concerned with the profession's future development will be interested in Employment Patterns in Sociology: Recent Trends and Future Prospects, a new monograph by Bettina J. Huber, published by the ASA. It examines the careers of sociologists and explains the Arnold and Caroline Rowe Fund. The monograph grew out of a report prepared for ASA Commission on Sun- and Underemployment in Sociology.

The monograph describes and analyzes actual and hypothetical trends through the year 2000, such as dramatic changes in spheres of employment, patterns of socialization, and the implications for sociologists' job opportunities are discussed. The monograph is useful for sociologists in academe, as well as for those in business, government and non-profit agencies seeking talent from the academy.

The monograph is only $4 a copy for ASA members, thanks to the support of the Arnold and Caroline Rowe Fund, and $7.50 a copy for non-members. Send prepaid orders to the ASA Executive Office, 2707 15th Street NW, Washington, DC 20036.
Sociology of Religion Materials Sought

The ASA Teaching Resources Project in Sociology of Religion seeks course syllabi, orientation essays, items for unnotated bibliography, and suggestions for use of films, software, and other materials for a new Teaching Resources Center product. These materials will be used by persons developing basic or advanced courses in the sociology of religion or modules on religion for other sociology courses.

Syllabi should be presented in context with explanations as to how specific items in the syllabus are to be implemented and samples of handouts (such as assignments) that are given to students.

Orientation essays may range from a detailed description of a whole course on teaching sociology of religion to an explanation of how to deal with some specific problem (e.g., how to apply a particular pedagogical technique), an abstract or proposal only should be submitted.

Items for the annotated bibliography should indicate which books or articles are intended for student assignments and which are intended for the instructor's use.

Although there are no predetermined guidelines for miscellaneous items (films, software, etc.), the editors encourage the submission of brief descriptions of these items and their suggestions for their implementation and why they find such items useful. Items that would be particularly useful in course preparation.

Please send all materials by February 1, 1986 to: Malcolm Adair, Department of Sociology, University of Massachusetts, Amherst, MA 01005.

GAO Research Grants

The General Accounting Office (GAO) has a limited number of research opportunities for doctoral students. These unique research opportunities enable students to work in Washington, DC on areas of concern to GAO. Applicants must have completed all coursework, including any comprehensive(s) which are a prerequisite to doctoral candidacy.

Five appointments are made annually. Pay varies, depending upon relevant work experience, from $21,800 to $26,381 annually. Interested students should contact Dr. Lionel Maldonado, GAO Office, (202)352-3013 for application and selection information. Application deadline is February 14, 1986.

Five Teaching Services Program Workshops Coming Up in Spring

The ASA Teaching Services Program is sponsoring five upcoming workshops which you may find of interest. Come and join us:

- St. Louis, Missouri, March 13-15, 1986. Workshop on "Visiting the Classroom: Teaching Sociology Using Media, Visuals, Simulations and Other Methods." The fee for the workshop is $150 for ASA members and $300 for non-members. This fee includes registration, materials, lunch and coffee breaks. Applications due by February 1, 1986, and a $35 deposit is due with the application.
- Orlando, Florida, March 23-25, 1986. Workshop on "Improving Sociology Programs: Changing the Sociology Curriculum to Better Meet the Needs of a Changing Generation of Students." The fee for the workshop is $335 for ASA members and $650 for non-members. This fee includes workshop registration, two nights' lodging, and five meals. Special discounts for those not needing lodging or meals. Applications for the workshop are due by February 1, 1986, and a $65 deposit is due with the application.
- Sacramento, California, June 9-13, 1986. Workshop on "The Computer as a Basic Sociology Teaching Tool." The price of this workshop is $275 for ASA members, and $350 for non-members. The price includes lodging and meals during the conference. Applications are due by May 1, 1986, and a $50 deposit is due with the application.
- St. Paul, Minnesota, June 14-16, 1986. Workshop on "Using Computers in Qualitative Research." The fee for the workshop is $275 for ASA members and $350 for non-members. Applications are due by April 16, 1986, and a $30 deposit is due with the application.
- Sunnyvale, California, June 26-28, 1986. Workshop on "Instructional Computer Simulations and Games." For this workshop, you should have some computer programming experience. At minimum, you should be capable of using FORTRAN, BASIC, or FMSCL. If you have questions, please inquire. The fee for the workshop is $175 for ASA members, $225 for non-members. Applications are due May 16, 1986, and a $50 deposit is due with the application.

More Contributors

Thanks and thanks again! Here are more ASA members who contributed to CORSA, the Teaching Endowment Fund, the Minority Fellowship Program and the new Sociological Foundation. We are most grateful for this support.

Gerald H. Ambrose
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New Section on Sociology of Emotions

In response to a petition from the members of the Sociology of Emotions has been approved by Council and is now officially "in formation." A number of scholars have turned their attention to the sociological causes and consequences of human emotions. The paper sessions on emotions have been held at the ASA annual meetings over the past two years. Journal editors and publishers are recognizing the field, as witnessed by the publication of Theodore Kemper's A Social Interactional Theory of Emotions, Allie Russell Hoch- schild's The Managed Heart, Norman Dan- ners' On Understanding Emotion, and the full special issue on emotions of the Journal of Symbolic Interaction. To further facilitate communication among researchers and teachers in the burgeoning field, this new section begins its recruitment of members.

Now dues notices permitting people to join the Emotions Section will not be forthcoming until next fall. In meanwhile, anyone interested in receiving information regarding the section should contact: Candace Clark, Department of Sociology, Montclair State College, Upper Montclair, NJ 07043. Anyone with information concerning meetings, and publications of scholars in the emotions field should contact the present newsletter editor: Prof. Steven Gordon, Department of Sociology, California State University, Los Angeles, CA 90032.
Important Texts for Your Spring Courses available on a 60-Day Free Trial Basis!

Special Low Text Softcover Prices for Many Titles!


- COMPUTER TECHNOLOGY AND THE AGED: Implications and Applications for Activity Programs.
  MCGUIRE, Editor. This up-to-the-minute text provides invaluable insights into the new computer technology and how it can be best utilized in activities programs for elders.
  The expert contributors describe in easy-to-read detail current programs using computers and/or video games, and how they are succeeding. $19.95 hard. ISBN: 0-88665-401-0. Spring 1986.

- GERONTOLOGICAL SOCIAL WORK PRACTICE WITH THE COMMUNITY ELDERLY.
  GETZEL and MELLOR, Editors. An extremely useful text—one which will help social workers understand the needs of special populations of older people, the nature of practices in the community, and some of the policy and practice issues which are relevant to their work.

- GERONTOLOGICAL SOCIAL WORK PRACTICE IN LONG-TERM CARE.
  GETZEL and MELLOR, Editors. This lucid text provides the principles and practical applications that are relevant to all health care professionals who deal with the elderly and their families. In case examples, successfully integrates both the theoretical and the practical.

- HEALTH NEEDS OF WOMEN AS THEY AGE.
  GOLUB and JACKSON, Editors. This up-to-the-minute text thoroughly reviews the current status of health care for older women and focuses on current treatments for the specific health concerns of women as they age, as well as preventive measures to avoid certain health problems associated with aging.

- INTERNATIONAL PERSPECTIVES ON LONG-TERM CARE.
  REIF and TRAGER, Editors. This invaluable text reviews current international approaches to the provision of long-term care and examines innovative and imaginative methods employed in countries that are making long-term care systems and services more effective, more acceptable, more responsive, and even more cost-effective.

  FISHER and ARNASON, Editors. An ideal text for general gerontology and sociology courses.
  Written in easy-to-understand, nonlegal language, it clearly and concretely delineates Medicare program parameters, laws and regulations, rights and obligations, as well as problem areas.

- LEISURE IN LATER LIFE: A Sourcebook for the Provision of Recreation Services for Elders.
  LEITNER and LEITNER, Editors. This comprehensive text on the provision of recreation services for elders presents theoretical material and practical applications that will benefit a wide variety of professionals, students, and volunteers.

- LONG-TERM CARE ADMINISTRATION: The Management of Institutional and Non-Institutional Components of the Continuum of Care.
  ABRAMOVICH, Editor. Authoritative and comprehensive text presenting long-term care in its full continuum as it relates primarily to the older population.

- SOCIAL WORK AND ALZHEIMER'S DISEASE.

ALSO OF INTEREST...

  THURMAN and PIGGINS. A unique and practical handbook that provides step-by-step instructions for conducting fifty introductory drama activities for seniors. The nature and value of recreational drama is discussed, focusing on the possessive materials and leadership skills needed for drama activities.

- EXPRESSIVE THERAPY WITH ELDERS AND THE DISABLED: Touching the Heart of Life.
  WEISS. A compilation of many years of the author's work as a counselor and expressive therapist, this text provides new creative arts therapies for working with residents in long-term care settings and those in other therapeutic and social settings. The processes described facilitate the individual's psychological, emotional, and spiritual growth, helping him gain a greater sense of self.

  PERLMAN, Editor. This useful text thoroughly examines how care is given in the home to dependent and disabled people by family members and the implications for public policies and programs.

- PETS AND THE ELDERLY: The Therapeutic Bond.
  CUSACK and SMITH. The definitive guide on the use of pets as a therapeutic modality with the elderly.

  WAIN, ODELL, and LEWIS. An outstanding and clearly written text that provides a basis for understanding the components of comprehensive planning of social and health services for the elderly.

- THE USES OF REMINISCENCE: New Ways of Working With Older Adults.
  KAMINSKY, Editor. In this ground-breaking text, a remarkable collection of contributors comprised of social workers, teachers, and other gerontology professionals explore and explain the powerful process of recapturing the past as a valuable and valuable way of achieving integrity and satisfaction in the later years.

- WRITERS HAVE NO AGE: Creative Writing with Older Adults.
  COBRELY, MCCORMICK, and UPDEKE. The first practical guide for the teaching of creative writing in senior centers and nursing homes, providing a framework and rationale for programming, and a set of detailed lesson plans and italics of lesson and teacher resources.

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The Center for Russian and East European Studies announces the availability of the following awards: Richard B. Schlund, "The Russian Economy in Transition," and Angela J. Scott, "The Former Soviet Union: Challenges for the Future." For more information, please contact the Center for Russian and East European Studies, 1218 Eastman Hall, University of Illinois at Urbana-Champaign, Urbana, IL 61801. (217) 333-3778.

Funding

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Section News

The Sociological Practice Section announced the award of the 1984-85 Outstanding Chair in the Annual Meeting of the 1986-87 Council. The meeting of the 1986-87 Council convened at 8:30 a.m. on Saturday, April 11, 1987, at the J.W. Marriott Hotel, Washington, D.C. Council members present were: Arthur Aron, Fredricman, James C. W. Cusso, Chair-Elect; J. W. S. P. F. Clinical Research, and Charles L. Reynolds, Council—Matthew Green, Paul Cottey (Past Chair), Jan Fritz, Arthur Sladek, and R. B. Lijoux (Secretary).

Official News and Proceedings


The meeting of the 1986-87 Council convened at 8:30 a.m. on Saturday, April 9, 1987, at the J.W. Marriott Hotel, Washington, D.C. Council members present were: Arthur Aron, Fredricman, James C. W. Cusso, Chair-Elect; J. W. S. P. F. Clinical Research, and Charles L. Reynolds, Council—Matthew Green, Paul Cottey (Past Chair), Jan Fritz, Arthur Sladek, and R. B. Lijoux (Secretary).

The Secretary presented a summary of recommendations from the Council on Publications: (1) to accept the questionnaire of paper for all ASA journals and (2) that Council discontinue further interest in the American Sociological Association and the American Sociological Foundation. Carried. The Council also voted to support the creation of an editorial board. The board would meet quarterly and make recommendations on the journal of ASA journals and provide feedback to the editors. The editor would be selected by the Council.

The Secretary next reported on the progress of the Program Committee for the 1986-87 academic year. The Committee had received over 300 proposals and had selected 120 for presentation. The Committee had also selected 20 papers for the ASA Annual Meeting. Carried.

The Council next discussed the budget for the 1986-87 academic year. The budget was approved and the Council voted to approve the budget. Carried.

The Council then turned to the discussion of the future of the Sociological Practice Section. The Council discussed the need for a new leadership structure to ensure the continued success of the Section. The Council agreed to form a new leadership committee to work on developing a new structure. Carried.

The Council then turned to the discussion of the future of the ASA Annual Meeting. The Council discussed the need for a new location for the meeting. The Council agreed to consider moving the meeting to San Francisco. Carried.

The Council then turned to the discussion of the future of the ASA Membership. The Council discussed the need for a new membership strategy to increase membership. The Council agreed to consider a new membership drive. Carried.

The Council then turned to the discussion of the future of the ASA Journal. The Council discussed the need for a new editor for the journal. The Council agreed to consider a new editor for the journal. Carried.

The Council then turned to the discussion of the future of the ASA Press. The Council discussed the need for a new publisher for the Press. The Council agreed to consider a new publisher for the Press. Carried.

The Council then turned to the discussion of the future of the ASA Grants. The Council discussed the need for a new grants program. The Council agreed to consider a new grants program. Carried.

The Council then turned to the discussion of the future of the ASA Conferences. The Council discussed the need for a new conference format. The Council agreed to consider a new conference format. Carried.

The Council then turned to the discussion of the future of the ASA Distinguished Service Awards. The Council discussed the need for a new awards program. The Council agreed to consider a new awards program. Carried.

The Council then turned to the discussion of the future of the ASA Student Paper Awards. The Council discussed the need for a new student paper awards program. The Council agreed to consider a new student paper awards program. Carried.

The Council then turned to the discussion of the future of the ASA Distinguished Career Awards. The Council discussed the need for a new career awards program. The Council agreed to consider a new career awards program. Carried.

The Council then turned to the discussion of the future of the ASA Graduate Student Awards. The Council discussed the need for a new graduate student awards program. The Council agreed to consider a new graduate student awards program. Carried.

The Council then turned to the discussion of the future of the ASA Undergraduate Student Awards. The Council discussed the need for a new undergraduate student awards program. The Council agreed to consider a new undergraduate student awards program. Carried.

The Council then turned to the discussion of the future of the ASA Dissertation Awards. The Council discussed the need for a new dissertation awards program. The Council agreed to consider a new dissertation awards program. Carried.

The Council then turned to the discussion of the future of the ASA Book Awards. The Council discussed the need for a new book awards program. The Council agreed to consider a new book awards program. Carried.

The Council then turned to the discussion of the future of the ASA Journal Awards. The Council discussed the need for a new journal awards program. The Council agreed to consider a new journal awards program. Carried.

The Council then turned to the discussion of the future of the ASA Annual Meeting. The Council discussed the need for a new meeting format. The Council agreed to consider a new meeting format. Carried.

The Council then turned to the discussion of the future of the ASA Membership. The Council discussed the need for a new membership strategy to increase membership. The Council agreed to consider a new membership strategy. Carried.
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awards; (4) when did officers make monetary awards, selection of ASA award could be the province of ASA. Simms noted that the Executive Committee members would be responsible for the award criteria should be the province of ASA. Simms noted that the Executive Committee would assign a committee to make monetary awards criteria from other associations where ASA is an active member. Simms recommended that the President appoint an ad hoc committee to select the award recipients for the current year.

Simms noted that the ASA Section on the Sociology of Education had submitted a request for the establishment of a Willard Waller Award for Excellence in Research, which was the recommendation of the committee that Council approve this request.

MOTION: That Council approve, in principle, the establishment of the Willard Waller Award for Excellence in Research. Carried.

Simms reported that a general consensus exists among committee members that the council should never publicize a recommendation in the future and that the Council should have the power to approve or reject the recommendation in the final program.

The discussion focused on the advantages and disadvantages of advancing nominations of award winners and the need for the council to have the ability to change the character of the Awards Ceremony and Banquet. The council decided that a reception held immediately following the awards ceremony could be one way of highlighting the occasion. The President recommended that the planning process for this event be moved to the Awards and Banquet meeting next year and that the Program Committee would be asked to make suggestions for an occasion at the next meeting. The President recommended that the Program Committee would be asked to make suggestions for an occasion at the next meeting. Following a lengthy discussion, Council adopted the two motions.

MOTION: That the major ASA Career Awards Committee make their decisions well ahead of the Annual Meeting and notify the awardees in advance. Carried.

MOTION: That the recipients of the major ASA Career Awards for the previous year be given an occasion to receive their awards in time to be announced in the final program and that the awards be given with appropriate public recognition at the Annual Meeting. Carried.

Report of the Ad Hoc Committee on Dissertation Awards. The Executive Officer reported that he had been instructed by the Awards Policy Committee to advise those officers and award committees who had made decisions on those awards and to bring back a full report to the Council on the Awards Policy at its next meeting. Therefore, the report of the Ad Hoc Committee on Dissertation Awards is not presented.

Report of the Committee on Freedom of Research and Teaching (COFOTR). Before his presentation of the committee’s request for Council action on two matters, the Committee Chairman reminded the Council of its opposition to organizations that threaten academic freedom and (2) a motion to renew ASA’s commitment to affirmative action. In response to this presentation, the Council noted the following two motions and instructed the Executive Officer to inform ASA members of the Committee’s recommendations that ASA members be invited to a meeting of the Council on this issue.

Approval of Agenda. Following the adjournment of the Caucus, the meeting was adjourned as approved.

Report of the President. The President presented a new Council agenda, which included several observers and reported that, in spite of education difficulties, the 1981 Annual Meeting was well attended and that the recommendations for the improvement of the 1982 Annual Meeting followed suit.

The work of the Council would be effective in the next few months. A special working group devoted to the training of new members in the effective use of computers and recommendations arising out of experience with this case will be going to the Ethics Committee. It has been set in a manner desirable to promote the use of computers.

The Executive Officer announced that the Wiregrass Conference on the Teaching of Writing, which had been held in June, was so successful that two participants have requested permission to organize another conference on teaching.

D’Antonio thanked those department chairs who responded to ASA’s request for a department chairperson; this response is due in part to graduates and students and reported that as a result of their help, 3,500 membership initiations were made. The ASA has 170 new graduate student members as a result of the Awards Program and the Annual Meeting since 1981.

The Executive Officer reported that Dr. Joseph Scambue of George Mason University has accepted Council’s invitation to visit the ASA Executive Office’s first director. D’Antonio expressed thanks to the Secretary’s concern about future initiatives that might go to ASA members, the Young Professional Committee, and the Endowment Fund, Campaigns, membership and subscriptions drives, and new efforts at increasing ASA’s visibility. D’Antonio stated that the staff is working at maximum capacity.

Report of the Committee on the Executive Office and Budget. The Secretary reported that all revenues and expenditures are publishing budget and that the deficit should be in line with expenses. Publications and printing costs are being kept down and that reduced expenses can be attributed to a smaller increase in publication costs than was expected.

The Secretary reported that the publications have been successful in keeping costs down and that the deficit should be in line with expenses. Publications and printing costs are being kept down and that reduced expenses can be attributed to a smaller increase in publication costs than was expected. The Council adopted this report.

Secretary’s Report. The Secretary reported that the Task Force on the Quality of the Journal of Communication is making progress. As the heavy workload at the Executive Office staff the Secretary noted that the Council had had an overwhelming workload during the past year and that there are limits to absorption of non-members. The Council decided to be sensitive to the need to restrict new initiatives to those deemed absolutely essential.

Executive Officer’s Report. The Executive Officer reported that attendance at the Washington Annual Meeting was the second highest ever, with a total of 20,725 in attendance. D’Antonio added that it required that ASA be held harmless in the

MINUTES OF THE THIRD MEETING OF THE 1984-85 COUNCIL

The third meeting of the 1984-85 Council convened at 8:17 a.m. on Thursday, August 28, 1985, at the Washington Convention Center, Washington, D.C. Council members present were: Michael Anker, Rodof Smolcza, Joseph A. Pina, George A. Carsten, Theodore Caplin, Rose L. Adams, Nancy K. D’Ianni, Clarence H. Elder, Jr., Rob Elichs, David A. Gans, Sara E. Hagel, Barbara Heintz, Wallace H. Kastner, Melvin L. Kohn, Stanley Liebowitz, Melvin L. Kastner, W. Mattie White Rizzi, Morris Rones, Benjamin F. Salter, John P. Schuch, Roberta E. Simon, Donald A. Uppal, Michael Useem, Myer N. Zald. Present from the ASA office were: Sarah Aselt, William D’Antonio, Carla Howey, Betta Halter, Lionel Malda, Rollis Miller, and William Wilson. All papers were present during portions of the meeting.

The Secretary reported that the Association has approximately $500,000 in cash reserves, checking accounts, and nearly $700,000 in funds. The status of its role and in providing financial stability were discussed. The Secretary’s comments were received with the understanding that the Foundation has yet to define its exact role, it is clear that its goal is to be
Minutes, continued

support the ASA operating budget. Indirectly, it will do so, remarked Cap- pello, by taking over projects presently financed by the general fund. Some concern was expressed about the pro-
jected budget deficit and Council was reminded that instituting the new eminence, low-income, and student membership categories have contrib-
ted to this potential deficit. There was a general consensus that the rationale behind these actions should be viewed as integral to the investment in young people and the unemployed, and as a way of showing respect and honor for senior members of the Association.

Report of the Committee on Sociological Practice: Ruth Love, Chair, of the Committee on Sociological Practice, reported that the committee has adopted as its goal encouraging a broad range of employers to hire or contract with sociologists to meet work needs that can be served by our discipline. To achieve this goal, noted Love, the committee requests creation of a position for a Professional Development Director (PDD). The critical elements of this position would include (1) initiating salary-setting necessary preparation for appropriate jobs at all levels of government and the private sector; (2) develop a media-based program to build the visibility of sociology among employer audiences; (3) initiate establishment of pre- and postdoctoral opportunities for training in practice settings; (4) assist sociology departments with job-placement services; (5) strengthen their programs, particularly in regard to meeting the training needs of local and regional job-prospect. Love added that establishing the PDD posi-
tion would help in attracting and retaining professional and prac-
tice employment and will allow for a vigorous, comprehensive approach to job development. The Executive Officer presented a resolution authorizing a formal recommenda-
tion of the PDD position submitted by the Sociological Practice Section. Discussion addressed questions pertaining to the need for a part- or full-
time position, qualifications for the job, as well as concerns of program implementation and budgetary im-
lications. There was general consen-
sus that a full-time person was needed to deal with the issues raised in the proposal and that employment should be placed on a highly qualified person. Some members suggested postponing action to allow for discuss-
ion of other budgetary issues, while others felt this concern was un-
necessary in light of the additional in-
come expected from higher ASA jour-
nal rates in 1988. Following discus-
sion, Council acted.

MOTION: That Council accepts the Sociological Practice Committee's report with thanks. In order to in-
stigate ASA's commitment to the practice of sociology, in par-
ticular to advance job and profes-
sional development consistent with interest of committee's report, Council moves to appropriate $30,000 to $40,000 per year in this task. The Executive Officer and ICB are to work out the details. Carried.

Report of the Ad Hoc Committee on Federal Standards for the Employment of Sociologists: The Committee on Federal Standards for the Employment of Sociologists (CFS) was cre-
ted by Council at its January 1983 meeting and given the mandate of ex-
amining federal employment standards for the employment of sociolo-
gists. Since the current sociology em-
ployment standards were developed in the 1960s, Council felt it might be useful to update the accuracy of federal standards in light of recent de-
velopments in the field.

Ritaia Haber reported that the Committee has focused on two issues: (1) inadequate federal employment standards for sociologists and (2) federal personnel officers' lack of in-
formation about sociology. The Com-
mittee is in the early stages of de-
termining how to present its report to the Office of Personnel Management to re-
view employment standards. Meet-
Haber, and requests $6,000 to mount a series of day-long workshops to edu-
cate federal personnel offices about the knowledge, skills, and abilities possessed by sociologists. The Com-
mittee planned to launch the work-
shop series in early 1986 by using the U.S. Department of Health and Hu-
man Services as a pilot site, reported Haber. Should it prove successful, a number of other workshops will be held during the rest of 1986.

Some members felt that while the notion of improving the status of soci-
ology within federal agencies should be supported, the activity might best be implemented by asking govern-
ment agencies to sponsor the work-
shop. It was pointed out that not all federal agencies have sufficient funds to support such a program and that participation in the workshops should be extended to include supervisors. Budgetary constraints also made it difficult for speakers' honoraria, and whether or not the proposal represented the most effective approach were highlighted in the discussion. A suggestion to cut the proposed budget to $500 per work-
shop and eliminate the speakers' hon-
oraria met with Council approval.

MOTION: To accept the report of the Committee on Federal Standards for the Employment of Sociologists and set the budget for three workshops at $4,500. Carried (1-opposed).

Resolution Adopted by the Organization of American Historians: The organiz-
ating committee for the annual meeting at the University of Illinois at Urbana-Champaign in 1986, where the meeting was to be held, reported that the OAH had agreed to invite a sociologist to present their state of the discipline. The motion passed unanimously.

MOTION: That the resolution submitted by the Organization of American Historians be forwarded to the 1986 Council with a request for its adoption. Carried.

Report of the ASA Representative, Melba Kahn, ASA's Delegate to ISA, reported that problems relating to in-
vasion against Israeli sociologists, still need to be worked out before the ISA can meet in New

Delhi. Kahn added that it appears likely that these difficulties will be re-
olved, but in the event that these issues remain unresolved, a proposal to cancel the ISA Congress will be made during the January meeting of the Executive Committee. Kahn sub-
mitted a request that Council au-
thorize the Executive Officer to select a travel agency, work out travel arrange-
ments for American sociologists wish-
ing to attend the meeting, and set up a mechanism for the distribution of any travel funds that are received. It was noted that an ISA travel grant has not been formally determined. Once these issues are resolved, noted the Execu-
tive Officer, complete details will be announced in a future issue of Foot-
notes.

MOTION: To accept the ISA Representa-
tive's report and allow the Executive Officer to make the necessary arrangements with re-
gard to travel to the ISA meeting. Carried.

For lack of time, the Report of the Ad Hoc Committee on Dissertation Awards was deferred to the weekend meeting of Council.

New Business. (a) Award Proposal—Council was requested to consider moving the presentation of the Com-
monwealth Award from the annual meeting to a separate session to be held during the November meeting. Action on this proposal is expected to be taken at the annual meeting now.

(b) Resolution—The Committee presented the following resolution:

RESOLVED: This Council recommends and thanks the Executive Officer and the entire staff of the Executive Office for their extraordinary achievement in managing an emergency relocation of the 1985

Meetings without loss to the Association or inconvenience to all members. Carried by acclamation.

It was noted that the President would be presenting a similar resolu-
tion of appreciation at the Awards and Business Meeting. To formally recog-
nize the staff, a recommendation was made that the Executive Officer per-
sonally extend an invitation to all members of the Executive Office staff to be present during this occa-
sion.

Prior to adjournment, the President announced several appointments to new positions on the Council and stated his appreciation to all Council members for their hard work during his term as President.

Having completed all business, Council adjourned at 12:15 p.m. on Thursday, August 29, 1985.

Respectfully submitted,

Theodore Cappello, ASA Secretary

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