ASA Seeks New Professional Staff

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

The new Assistant Executive Officer will work with the Executive Officer in developing and implementing this program. These two staff will work in tandem to:
- help generate job opportunities in the public and private sectors;
- act as a catalyst to initiate and coordinate action related to job opportunities for sociologists, career advice, data reports, and sociologists' employment;
- help in the development and expansion of internships and apprenticeships for sociologists at all degree levels;
- work with departments to strengthen their sociological practice programs;
- build the public image of sociology.

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

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

The initial appointment is for a three-year term. Applications are due by April 30, with a preferred starting date of July 1, 1986. Salary is in the $30,000 range with good fringe benefits. Applicants should send a resume, names and addresses of references familiar with the skills listed above, samples of written work, and a cover letter highlighting skills and interests to: Dr. Michael Umen, Chair, Search Committee, ASA Executive Officer, 1722 North NW, Washington, DC 20006.

No Petition Candidates for Council Committees

As of press time, the ASA Executive Office had not received any petitions for candidates for election to the ASA Council, Committee on Committees, Committee on Publications, or Committee on Nominations. The full slate of candidates with their pictures and biographies will appear in the March issue of Footnotes.

American Sociological Foundation Launches Three-Year Endowment Campaign

by Jay Donnell

This month marks the beginning of the three-year campaign to raise an endowment fund for the newly created American Sociological Foundation. The Foundation and its Endowment are designed to support sociology as a discipline and as a profession over both the short and long run.

Currently, sociology has reached a critical juncture in that it faces major challenges with diminishing resources. The Foundation and its Endowment are responding to three particular crises of need and opportunity: first, increasing our minority fellowships and professional development at a time when outside support is plummeting; second, enhancing sociology's public image and policy concern during a period when we have more to say but too few may be listening; and third, continuing to enrich our teaching so that quality is not sacrificed to quantity during a period of increased enrollment competition.

In addition to these current objectives, the Endowment will be nurtured for the future. Only its annual interest will be spent in any given year and even a portion of that will be reinvested in the capital. On the one hand, this means that a considerable sum must be raised if its intended to have significant impact. On the other hand, every dollar raised today will continue to yield appreciating dividends into the indefinite future. For example, donations of more than $50,000 will be needed to begin a supplemental minority fellowship worth $5,000; but once the fellowship will become an annual stipend. This Endowment, started with the ASA itself in 1985, it would have been yielding benefits throughout the last 80 years while its capital would have multiplied substantially. This is the objective for the 80 years ahead.

This month every ASA member will receive a direct appeal from the Endowment Committee. In addition to these letters, the Committee will also go to sociologists who are not members of the ASA, to friends of the discipline in other areas, to possible corporate sponsors, and of course, to foundations. But sociology's crisis is not a cause which Hulls heavily on the nation's philanthropic hearings. If sociology is to build for the future, sociologists themselves must provide many of the resources. This is a time to dig deep for perhaps the one single cause closest to us all. Because donations are tax deductible, a contribution will cost the donor considerably less than it seems; because of the Endowment's investment structure, the return to the discipline will be far greater than it first appears.

Donations may take many forms, including one-time gifts and three-year pledges, wills and bequests, stocks, and property. The Committee has provided rough guidelines for giving which are based upon the member's ASA dues level. But, some sociologists have special resources and special reason to contribute. These may include successful authors whose royalties depend upon the discipline; researchers funded by federal agencies whose budgets have been buttressed by the Washington efforts of ASA and CSSA; senior professors whose salaries allow them to serve as financial as well as intellectual leaders in the enterprise. And yet it cannot be a campaign restricted to a few. Because its objective is to enhance sociology as a whole, every sociologist should feel the responsibility of contributing. The Endowment Committee is confident that this will be a collective effort in the truest sense. □

1986 New York Meetings: Update from the President

Seminars, Courses, Workshops

One indicator of the development of our discipline is to be seen in the structure and content of annual meeting programs. Not too long ago, we sociologists met annually for the exclusive purpose of sharing reports on theory and research through the presentation of prepared papers. Today this time-honored formula still prevails and the changing shapes of sociology continue to be reflected in annual meeting papers. In recent times, however, new program components have emerged and these too are indicative of the development of the discipline.

Among the current developments is the establishment of the American Sociological Foundation, described elsewhere in this issue of Footnotes. The ASF is designed to support some of our more pressing needs: to insure equal access to the field through minority fellowships, to strengthen public understanding of sociology by demonstrating its relevance to the real world, and to enhance our abilities to teach what we know and to consolidate our position among neighboring disciplines. Several components of the 1986 Program relate to this last objective in particular and any column this month anticipates the plans for three of these components: Didactic Seminars, Short Courses, and Teaching Workshops. Other parts of the Program will be described in future "Updates."

Didactic Seminars. One way to keep abreast of the cutting edges of sociology is to sign up for a seminar led by recognized experts in fields of your choice. We are proud of the following list of seminars currently planned.

See Update, page 6

INSIDE

2 Observing, ISA Travel Information, ASA Award Deadlines, Letter to the Editor

3 Gramm-Rudman-Hollings Update, Members Respond to New Journals

4 Health Status Task Force

5 NIA Grants

6 Ask ASA Column, Sociological Organizations Work Together, ASA Contributors

7 Teaching Column (Schultz), ASA Committees and Representatives

9 Teaching Column (Elliott)

10 NSF Minority Research Initiative, Taylor to Lead Study of Minority Students

11 ASA Business and Department Columns

12 Obituaries
Facing the Challenges

Among the challenges facing the Association, and more directly the Executive Office during 1986, the following merit brief mention at this time:

1. The campaign to begin the Endowment of the American Sociological Foundation is now full upon us. "Kick-off" efforts from August through December, when added to the amounts given by the past presidents and other officers of the Association, permit us to begin the campaign with an endowment in money and pledges in excess of $330,000. While we are not yet upon this as an encouraging sum, we are hopeful that within two or three years, it will be the minimum amount the endowment will be returning to us in interest each year for investment in minority fellowships, Congressional Fellowships, workshops on strengthening the teaching of sociology, and the like. The article on page 1 of this issue is a prelude of things to come.

2. Many of us have benefited from undergraduate scholarships, graduate fellowships, grants, and research awards that have permitted us to become teachers, researchers, contributors, and practitioners—and to continue our undergraduate education. Many of us who have made our careers possible are particularly well known to us, except to tax-exempt, non-profit organizations that have contributed the proceeds raised by the Humanities community. I made my decision to not support his nomination.

Letters of appreciation such as yours certainly confirm my own convictions and make casting a negative vote like this a little easier. Thank you again for taking the time to write.

Sincerely,
Robert T. Stafford
Chairman
Subcommittee on Education, Arts and Humanities

3. Another major challenge of 1986 will be the establishment of the Professional Development Program (see story on page 1 of this issue). A search committee is in the process of being established and applications are being received.

The position of Assistant Executive Officer is at the junior level and the incumbent will devote one-half time to this program working with the Executive Office to develop and implement the program in accord with the proposal submitted by the Sociological Practice Committee. Other duties will be arranged in conjunction with the other members of the staff.

With this office filled, the ASA will be in a strong position to defend and develop the interests of sociologists in the areas of teaching, research, and practice. But as should be clear from all of the above, our success will be a consequence of the degree of support we receive from you, our members.

WVDA

NEH in 1985. To help you appreciate the importance of these sustained, collaborative efforts, permit me to quote from a letter recently received from Senator Robert Stafford (R-VT).

Dear Mr. D'Antonio:

Thank you very much for your kind words and approval for my vote on the nomination of Mr. Edward Curran.

As you are no doubt aware, it was a hard decision for me on the Committee who believe, as do I, that the President has the right to select members of his or her Administration. However, because of the past experiences I have had with Mr. Curran when he was Director of the National Institute of Education, and also when the concerns raised by the Humanities community, I made my decision to not support his nomination.

Tour Information for the ISA Meetings in India

As of this writing no final word has yet been received regarding availability of travel grant awards although this office has been assured that an award will be forthcoming. A committee of three persons is being formed to evaluate applications and make awards. The deadline for applications to be received in this office is February 1, 1986. The American Council of Learned Societies will have a limited number of travel grants for scholars of a humanities or social science orientation who are planning to participate in the XI World Congress of Sociology. Please apply directly to Chrysta M. Gail, American Council of Learned Societies, 22 East 45th Street, New York, New York 10017.

Persons who receive travel awards from U.S. government funding sources (NSF or Smithsonian) must purchase tickets on U.S. carriers, in this case Pan Am. Whether they can be purchased via a private travel agent such as Meeting Management Associates (formerly Karson Travel), or only through Pan Am directly will be announced as soon as the award is made. Those wishing information on Pan Am prices and related options should call (800) 822-0600 (in New York: 312-794-6706) and ask for Carol Karson.

The following information has just been received from Mr. Hilary D'Costa, President of Flag Tours of New York, regarding travel via Air India and your opportunities for the XI World Congress of Sociology to be held in New Delhi in August. You will note that the tours have been scheduled to allow travelers to participate in the SSP and ASA meetings to be held in New York City at the end of August. For further information please contact Flag Tours directly.

The XI World Congress of Sociology will be held in New Delhi, India from August 18 through August 23, 1986. Flag Tours from New York City is the official agency appointed by the International Sociology Association to handle all arrangements for members originating from the United States. Air India is the official carrier.

The registration fee for the Congress is $330 for ISA members and $315 for nonISA members. The last date for registration is January 15, 1986. There is a cancellation penalty of 10% if cancelled on or before July 15, 1986. There will be no refund due on the registration fee for cancellations after July 15, 1986.

The accommodation during the Congress period is provided at one of the three five-star hotels—namely Taj Palace, Samrat, or Ashok. The accommodation for the five nights is $185 per person based on double occupancy. Single rate is $340.

The registration fee and the cost of accommodation during the Congress also include entrance fees to all Congress sessions, program book, book of abstracts, tea and coffee during breaks, working lunches every day, transportation between the hotel and the Congress venue, cultural evening on August 20, and free shuttle service among the hotels mentioned earlier.

Accompanying spouse or children under 16 pay $55 registration fee. This includes three separate half-day sightseeing tours around Delhi. The round-trip airfare from New York Delhi/New York on Air India is $1,283 plus 3% departure tax. In addition, Flag Tours is offering five tours incorporating the conference. See ISA, page 5

Letter to the Editor

For years the ASA has been criticized for being dominated by an establish ment representing a narrow range of sociological perspectives and methods. In particular the appointments of ASA editors and the nomination of people for elected offices usually exclude people whose work is historical, Marxist or quantitative. Indeed, people whose political views are to the left of mainstream sociological liberalism are underrepresented on editorial boards and they are rarely nominated for any offices except those of their particular specialties.

It was, therefore, gratifying to see this year's slate of candidates for the presidency. It is especially disappointing, however, for those who care to nominate alternative candidates. It is noteworthy that the last time petitions were made to nominate alternative persons, Charles Wilfie was the nominated candidate. That time a petition to nominate a woman was successful, and he won the election.

In Herbert Gans and Immortal Wul stern we believe we have two appealing candidates for President. Both have contributed to the development of sociology in intellectually and professionally in the best tradition of the discipline. I would strongly urge that people refuse to sign the petition when once circulated.

If the petitions are successful in gaining the needed number of signatures, I urge you to vote for one of the two originally nominated candidates.

William J. Chambliss
University of Delaware

ASA Awards Near Deadlines

Deadlines for three award nominations are fast upon us. Nominations for the Distinguished Contributions to Teaching Award close on February 15. On March 1, nominations close for the Career of Distinguished Scholarship Award and the Dibello-Johnson-Trezek Award. Nominations for the Distinguished Career Award for the Practice of Sociology will be accepted until April 25. Final nominations for the awards appear below. For details on all the awards, see the November, December, and January issues of Footnotes. Award for a Career of Distinguished Scholarship

This is an annual award honoring scholars who have shown outstanding contribution to the profession of sociology and whose cumulative work has contributed significantly to the advancement of the discipline. The 1984 award was presented to Morris Janowitz; the 1985 award went to Rennich Bendix. Members of ASA or other interested parties may submit nominations to Edward Tiryakian, Department of Sociology, Duke University, Durham, NC 27708. Deadline for nominations is March 1, 1986.

Dibello-Johnson-Trezek Award

This biennial award is given to either a sociologist for a lifetime of research, teaching, and service to the community, or to an academic institution for its work in assisting the development of scholarly efforts in the tradition of these three Afro-American scholars. Send nominations by March 1 to Elizabeth Higginbotham, Department of Sociology, Memphis State University, Memphis, TN 38152.
The New Budget Game: Welcome to Gramm-Rudman-Hollings

Because of the potential impact of the Gramm-Rudman-Hollings bill on all aspects of education, we have asked COSSA to prepare a detailed statement as a follow-up to the summary remarks prepared by Rep. Doug Walgren (D-VA) in February 1986 Footnotes (Observing, page 2).

On December 12, 1985, President Reagan signed into law the Gramm-Rudman-Hollings (GRH) deficit reduction package. Named for its original Senate sponsors—Phil Gramm (R-TX), Warren Rudman (R-NH), and Ernest Hollings (D-SC)—the legislation mandates cuts in spending to reduce the massive federal deficit to zero by 1991 and significantly changes the budget game played in Washington every year. Although the new law was immediately challenged as to its constitutionality by a group of congressmen and a government official, the provisions of the law have already affected agencies’ planning and activities.

FY 1986: The Process

Federal Year Begins on October 1, 1985. The projected deficit is well above $171.9 billion, the maximum allowed by law. Some analysts—those who believe the President and the Congress to agree on their own process for reducing the deficit—predict that the deficit outlined in GRH will occur. On January 10 the directors of the Office of Management and Budget (OMB) and the Congress-sponsored Budget Office (CBO) will “snapshot” the budget—view it as of the beginning of the fiscal year which will look like. On January 15 they will submit a joint report to the General Accounting Office (GAO), including economic forecast and projections and specifying how the budget will be reduced to comply with the law. On January 20 the GAO will issue a report to the President, based on the findings of the OMB and CBO. On February 1 the President will issue an order to reduce the budget, based on the GAO report. On March 1 the order takes effect.

GRH specifies that for FY 1986 the maximum required reduction is $3.7 billion. The law also requires that 50% of the cut come from the Defense Department and 50% from non-defense programs. The President is granted a certain amount of flexibility in the defense cut. In the non-defense area all “programs, projects, and activities” will be cut by a certain percentage across-the-board and cost-of-editing increases will be reduced or eliminated. The law also exempts certain programs from the cuts—Social Security, Veterans’ Programs, various government trust and insurance funds, Aid to Families with Dependent Children, child nutrition, Food Stamp programs, grants to states for Medicaid, Supplemental Security Programs, and the Women, Infants, and Children program. It also limits reductions in Medicaid and provides up special treatment for Guaranteed Student Loans (GSL)—reducing the special allowance to $1 billion and having the origination fee to borrowers by 0.5%. It also unequivocally states that no existing programs, projects, and activities can be eliminated by these procedures. For 1986 the Appropriations Committees are to define “programs, projects, or activities.”

FY 1986: The Impact

In attempting to assess the impact of GRH, some definitions must be noted. Budget authority is granted in appropriations bills to agencies to spend money, sometimes over a period of years. Outlays are amounts that will actually be spent in a given year. In order to reduce outlays by a specific amount, it is sometimes necessary to reduce budget authority by a greater amount. This is especially true in research programs and weapons procurement. The cuts in FY 1986 budget authority must be sufficient to meet the deficit reduction requirements of later years. A House Budget Committee analysis suggests that reductions in outlays for FY 1986 should average 4.6% for non-defense programs. However, to reach this figure in research programs, funding for other agencies such as the National Science Foundation (NSF), National Institutes of Health (NIH), National Alcohol, Drug Abuse, and Mental Health Administration (ADAMHA) may be cut by greater amounts. NSF has already reduced “extramural” for its FY 1986 operating plan that assumes a reduction of 10%. Only high in the priorities have suggested reductions at NIH and ADAMHA. Reducing expenditures on extramural activities has also reduced the size of the deficit. The new budget law also requires cuts in defense and non-defense programs. The law also requires those cuts to be passed along to the states and to the federal government, so some of that may be passed along.

There are reports that the administration’s commitment to basic scientific research will continue. Most of the commitment will continue to be determined by the president, as the FY 1987 administration budget will be prepared. However, it is expected to face significant reductions. While House budgets are being slashed, some physicians are considering the implications of the cuts in basic research.

Members Respond to New Journals: More Libraries Needed

Early signs are that many members have responded favorably to the appearance of the new journals, Sociological Theory (ST) and Teaching Sociology (TS). According to membership figures for December, almost half of the members have selected Sociological Theory as one of their regular membership options, while a smaller number have selected Teaching Sociology. The response from the members is very encouraging. On the other hand, librarians have been slow to adopt the journals, as of December only 15 libraries had purchased subscriptions.

Response to Teaching Sociology has also been strong, with some 500 colleges taking it as part of their membership and 300 others purchasing it. So far, 375 libraries have subscribed to the journals. Since TS was published previously by Sage, more than 500 library subscribers at the time it was purchased by the ASA, we are hopeful of being able to retain all of them. But we need to keep the 500 library subscriptions to be financially viable.

Council has authorized a three-year support period for each of these journals, by the end of which time each must be self-supporting to continue under ASA sponsorship. If you wish to see either or both of these journals flourish and have the privilege of reading them, please do so. And please take the time to inquire whether your library has a subscription. Everyone can contribute to the well-being of both journals looks to you for support.—NWEA
Sociologists Active in HHS Task Force on Minority Health

by Louise A. Mellanby

Each year, the Secretary of Health and Human Services reports to Congress on the health conditions of the nation’s population. Secretary Margaret M. Heckler’s report of January 1984 continued the tradition of documenting the impressive progress in scientific knowledge and the phenomenal capacity of medicine to diagnose, treat, and cure disease. The overall health picture showed steady and uniform improvement, infant mortality rates continued their downward march and life expectancy increased.

Another tradition also was evident in the Secretary’s report. Amid the noted gains was the remarkably persistent disparity in death and illness rates among Blacks and other minority group members when compared with the dominant population. Disturbed by this, Secretary Heckler established a Secretarial Task Force to inform the Department on the causes and consequences of the problem. She also asked for possible solutions.

The health problems of Blacks, Hispanics, Native Americans, and Asian/Pacific Islanders were to be subjected to a comprehensive investigation. Particular attention was to be given to the relationships among biological, behavioral, and social factors that affect health and illness.

Kathrina W. Johnson, a sociologist with the National Health, Lung, and Blood Institute, was named Study Director. Two other sociologists in the federal government also were appointed to the Task Force: Wendy Baldwin, Chief of the Demographic and Behavioral Sciences Branch at the National Institute of Child Health and Human Development, and Jacob J. Feldman, Associate Director for Analysis and Epidemiology at the National Center for Health Statistics.

A number of university-based sociologists were commissioned to write papers on selected topics. Among them were Benjamin S. Bradshaw (University of Texas Health Science Center, Houston), W. Parker Frisbie and Clayton W. Effer (University of Texas, Austin), Robert L. Harrington (Connecticut College), Darnell Hawkins (University of North Carolina-Chapel Hill), Helen P. Hazuda (University of Texas Health Science Center-San Antonio), Coreen Mason and David Sly (Florida State University), Kenneth G. Maner (Duke University), and Eileen S.H. Yu and William T. Liu (University of Illinois-Chicago).

Clearly, an objective of the Task Force was to bring together policy makers and social and behavioral scientists. This was a conscious effort to shape policies whereby minorities would benefit more fully and equitably from the fruits of science and systems responsible for translating and using health science technology.

The Executive Summary (Vol. 1) of the task force was published in August 1985. Volumes II through VIII are forthcoming. They will contain the detailed analyses upon which the chapters of Vol. I are based. The Executive Summary lists eight major recommendations and seven specific objectives which the Department of Health and Human Services should initiate in order to accomplish each recommendation.

Each chapter of Vol. I presents data on the various groups; these findings are the basis for the Task Force recommendations. These include a summary of the various groups’ social characteristics.

Chapter 2 presents succinct summaries of morbidity and mortality data on a number of indicators for each group: cancer; cardiovascular and cerebrovascular diseases; chemical dependence; diabetes; homicide, suicide, and unintentional injuries; and infant mortality and low birthweight. A good deal of this information was reviewed in light of social and cultural forces that affect the variation among the various minority groups and between each and the dominant population. Careful note was made of the external validity of much of this information. Keeping this problem in mind, some highlights from each report are:

—The age-adjusted incidence rate of cancer is 25 percent higher among Black males compared with nonminority males. Black men showed the largest increase (8%) in cancer mortality between 1973-77 and 1977-81, while White men experienced a 27 percent increase over the same period.

—Both mortality and incidence rates for cervical cancer are about 2.5 times higher among Black females than among non-Hispanic White women. Nonminority females showed a 20 percent decrease in cervical cancer deaths between 1973-77 and 1977-81, while Black females experienced a 27 percent increase over the same period.

—Heart disease is the leading cause of death for all Asian/Pacific Islander, American, and Asian groups. Asians, however, appear to be at lower risk of mortality from cardiovascular diseases than other minorities and Whites.

—Recent increases in undernutrition, smoking, the fat content of diets, and in other behavioral risk factors associated with increased Westernization in North American youth in several tribes suggest the possible beginning of increased coronary heart disease risk in the population.

A 1979 national survey of American drinking practices found that both Black males and females were more likely to classify themselves as abstainers than Whites (30% versus 25% for males and 49% versus 36% for females, respectively). Overall, Black drinking patterns are similar to those reported in the general population, with rates varying greatly along geographies, sex, and religions differences.

—Before the 1930s, diabetes mellitus was infrequently diagnosed among Native Americans. In the past twenty years, however, diabetes mellitus has been recognized as highly prevalent among American Indians and Alaska Natives, with diabetes-related mortality rates 2.3 times higher than in the general population. Among the more than 500 federally recognized tribes of American Indians and Alaska Natives, the prevalence rate of diabetes is highest among the Pima Indians, who have the highest rate of diabetes in the world. This rate is 10 to 15 times higher than the overall United States rate.

—The 1979 National Institute on Alcohol Abuse and Alcoholism National Survey indicates that, based on self-reported data, Hispanic males ages 18 and older have higher levels of heavy drinking and higher rates of alcohol-related problems than do nonminorities. Hispanic females, however, reported being either abstainers or light drinkers.

—Data from the 1980 census indicate that Hispanics constitute 6.4 percent of the U.S. population; however, they constitute 10.8 percent of the population of the inner cities. As such, they may be at a greater risk of drug abuse and its consequences.

The recommendations of the Task Force range widely. These include more effective means of disseminating health information and education materials, as well as programs targeted specifically to minority communities; educating patients in those health habits that have the greatest impact on death and disability among minorities, with a concentrated stress on the training of health care providers and educators for sensitivity to the needs of diverse cultural and language groups; and implementing innovative models for delivering and financing health services.

A novel recommendation of the Department should initiate broadening discussions with minority and non-minority health professional organizations, academicians, state governments, and health departments, plus others from both public and private sectors.

The goal would be to develop strategies to improve the availability and accessibility of health professionals to minority communities. Similarly, it was recommended that the federal government be brought into similar consultation in order to keep it in tune with the needs of minorities.

The sixth recommendation was to help build a capacity of the non-federal sector to meet the health needs of diverse minority groups. This was based on the recognition that much should be done to capitalize on the wealth of health groups into their own health programs.

The quality and quantity of data were a major concern among Task Force members and researchers commissioned to write papers. Two recommendations emerged. One was to improve and make more fully available sources of data. Specifically, it was recognized that national data on mortality rates for the various Hispanic groups were woefully lacking. Ethnic characteristics, particularly among Hispanics, are not always recorded accurately in surveys and organizations. There is a glaring need for more health information on Native Americans. In a large number of concrete suggestions were made to improve the data regarding the health status of various minority groups.

The foregoing concerns led directly to the final recommendation of the Task Force: Specifically, it recommended adopting and fostering a research agenda to investigators affecting minority health. This should be incorporated into ongoing research programs since it was unlikely that additional funds would be appropriated.

Upon receiving and evaluating the work of the Task Force, Secretary Heckler said she would create a new office under the Assistant Secretary for Health to help implement recommendations in the report. It was to be established with money from the current year’s budget. Personnel would be drawn from the various Public Health Service agencies having special skills and experience in programs affecting the health of minority group members.

Copies of the Task Force report may be obtained by calling toll free (800) 366-4797.

Correction

In the November 1985 footnote article entitled “New Asian/American Association Holds Session, Elects Officers,” the name of Stanford M. Lyman was inadvertently omitted from the list of persons elected to that Section’s Council. We apologize for the error.
Members Invited to Apply for Annual Meeting Table Space

Association members have the right to apply to the Executive Office prior to the Annual Meeting for table space to distribute literature. Available space is assigned without charge, on a first-come, first-served basis, according to Council policy.

Due to the number of requests, two parties are usually assigned to each table. There are no general storage bins available beyond the space beneath each table.

ISA, page 2

Tour 1. Departs New York on Air India on August 12, 1986, and returns to New York on August 26, 1986. This tour includes visits to Jaipur, the pink city; Ajmer, home of the Taj Mahal; Kathmandu-Nepal; Varanasi, the holy Hindu city on the Ganges. This tour is priced at $485 per person double occupancy. Single price is $540. Airfare for the extension is $154.

Tour 2. Departs New York on Air India on August 12, 1986, and returns to New York on August 24, 1986. This tour includes visits to Jaipur and Ajmer, and a full day extension to Agra. The price for this tour is $325 per person double occupancy and the single price is $495.

Tour 3. Departs New York on Air India on August 13, 1986, and returns to New York on August 23, 1986. This tour includes visits to Agra, the Taj Mahal, and Varanasi. The price for this tour is $525 per person double occupancy and the single price is $695.

Meetings are held at the Indian Institute of Science Education and Research, Bangalore, and the Indian Institute of Technology, Madras, and the Indian Institute of Management, Calcutta.

Barker, William H., University of Michigan, “Community Social Change and Mortality.” 11/19, 42.


Quan, Quan, University of California, “Alzheimer’s Disease: New Understanding and Treatment.” 11/17, 135.
Barker, William H., University of Michigan, “Community Social Change and Mortality.” 11/19, 42.

Ask ASA!

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

- Q. Every year it is a struggle to attend the ASA annual meeting which conflicts with the beginning of the school year, both at the university and my high school. Why are the meetings held then?
  A. ASA meetings are planned about five years in advance. Three years ago we surveyed the membership about their timing preferences for the meeting. Although the responses clustered in the six-week period from August through mid-September, no one time period received a plurality of votes. Data from the Chronicle of Higher Education indicate that 63% of all campuses begin school just before or after Labor Day. Of course not all our members are campus-based, so to add to the complications of meeting planning, rates in many attractive cities (e.g., San Francisco) are significantly lower on the Labor Day weekend, but high in August and September. We have to trade off prices for scheduling. Looking ahead, you will see that the 1987 meeting (Chicago) is the first time we could implement the survey preference to schedule the meeting earlier in the month. That meeting is August 17-24 and the 1988 meeting in Albuquerque is August 24-29.

- Q. Why is it important to have not only the media coverage of my work in the publications' names and dates in the Mass Media columns in Footnotes?
  A. We depend on our members to send in information about media coverage of their work. Be your own press agent! The ASA staff can barely make it through the Washington Post each day, so please be our clipping service around the country. We want to let Footnotes readers know how much media coverage sociologists are receiving.

- Q. I live in [city] and want to join a regional chapter of the American Sociological Association. Please tell me how and where.
  A. The ASA is the national association for sociologists and we work closely with both the independent state and regional associations. The list of the regional society meetings for 1986 is in the December Footnotes (page 4). For information on state sociological societies, contact the National Council of State Sociological Associations via Charles Babbie, Department of Sociology, Edinboro State University, Edinboro, PA 16442. The NCSSA has a new journal published in conjunction with the Pennsylvania State Sociological Association. Any officers of state associations are asked to send in the roster of their officers for 1986 so the ASA Executive Office can be an accurate referral source to our sibling societies.

Thank You, Contributors

Kudos go to these ASA members who contributed to COSA, The Minority Fellowship Program, the Teaching Endowment Fund, and the other American Sociological Foundation. The January issue of Footnotes listed about 50 contributors to the various funds. This month we add 61 names to the growing roster of contributors.

Barbara E. Bogin Sharen T. Johnson
E. Jackson Barr Leona E. Jenkins
R. R. Bayne M. M. Biskup
Barney L. Bold John T. Dietz
Joy R. Cowart Linda F. Davis
William J. Doane

Most Didactic Seminars are scheduled for two hours (some are for three or even four) and attendance is restricted to 50 persons who sign up in advance and pay a small fee to cover the cost of renting the rooms in which the sessions will be held. In the spring at Footnotes and in the pre-registration materials which are sent to all ASA members.

Short Courses. Designed for more intensive sharpening of skills and knowledge or to review recent developments, Short Courses are scheduled for a total of six to eight hours over two contiguous days. These courses also require advance registration and payment at a fee. We feel fortunate that the following colleagues have agreed to devote the considerable time and effort required to teach courses (which will be fully described later): Robert Merton on structural equation models with limited dependent variables; Dave Garson on leading edges in social theory, and Arne Kallberg on work structures and inequality.

Teaching Workshops. In response to continuing demand, several Teaching Workshops are being scheduled. These have become popular events in the annual meeting program, and provide a valuable vehicle for communicating the range of sociological work in selected areas. Each workshop is two hours in length, and is advisedly called a "workshop" to avoid any formalistic overtones. These workshops are organized around specific topics, and the final time is allowed for discussion both during and after the presentations, so that there is full opportunity for sharing ideas and approaches. No advance registration or fees are involved.

Update, from page 1

Relating Theory and Method in Sociology—James Coleman (Chicago) Integrating Qualitative and Quantitative Approaches—Michael Harper (Arizona)

Incorporating Integrative and Quantitative Research Methods—Wiliam Fite Whyte (Cornell) Case Studies of Organizations—Walter Paszifl Yaile Group and Individual in Family Research—Furansy Rafter (Brown)

Merging Historical Data—Andrew Ashenhurst (Carnegie Mellon) Coding Cultural Context—Wendy Green (Chicago)

Use of Computerized Data Archives—Michael Tonsor (Michigan)

Selected Dates for Sociological Studies of the Life Course—Eugene Riddoff (Social Science Research Council)

A New Data Set for Research Planning—Steve Aizenstat and David McMillan (U.S. Bureau of the Census)

Data Based Sociological Practice: Theory and Methods—Marc van de Wall (SUNY/Buffalo and Leiden)

Introduction to Methods of Longitudinal Analysis—Richard Campbell (Duke)

Multivariate Analysis in Sociology (Basic-Level Update)—John Fox (Yale) Computer Graphics—Nancy Glenn (University of Texas)

Generalized Latent Variables and Their Estimation: Stata Workbook (National Institutes of Mental Health)

ASA, Other Sociology Organizations Work Together

The ASA seeks to coordinate activities with other sociological societies. We have a fairly good roster of regional state and local organizations. We would like to hear from state organizations about their activities, meetings, and elections. At the ASA Annual Meeting in Washington, DC, there were meet- ings of the regional presidents and of the state society officers. For the first time, the ASA organized a third meeting: presidents of other sociological associations, such as the Society for the Study of Social Problems, the Association for Humanistic Sociology, the Clinical Sociological Association, the Rural Sociological Society, Sociologists for Women in Society, and the Association for the Study of Religion.

ASA recognizes that many sociologists have overlapping memberships and are interested in joint efforts among several societies. We discussed meeting calendar and logistics, advertising, membership drives and other areas of cooperation. The ASA has resources to share with sociologists, including space in Footnotes, table space at the annual meeting and other "resources" that can be used to communicate activities. These guidelines for the use of these resources are posted to facilitate meeting necessary time deadlines. Officers of many of these sibling organizations have received a letter about ASA resources and areas of cooperation as well as a roster of all groups and officers known to ASA. This Consortium of Sociological Associations list is emerging and has fluid boundaries. If you and your organization are interested in more information and want to be included in future meetings and correspondence of this Consortium, please contact Carla Howery at the ASA Executive Office.

Materials Sought for Teaching Social Ecology

The ASA Teaching Resources Center is soliciting syllabi and instructional materials for courses in social (human) ecology. The following materials are solicited:

- Texts for undergraduate courses and graduate seminars focused on social ecology, as well as for introductory sociology courses organized around an ecological theme:
- Bibliographies:
- Data sources particularly useful for analyzing ecological issues, trends, and problems:

-Charts of films and other audiovisual materials:
- Classroom exercises and projects:
- Ideas for teaching core ecological concepts, including computer-based techniques.

Books and articles included in syllabi and bibliographies should be cited fully so they can be easily located by users.

Send materials by April 15, 1986, to Michael Micklin, Institute for Social Science Research, Florida State University, Tallahassee, FL 32306.

The following workshops are now planned:

Teaching Sociological Research Methods—Dale Zimmerman, Craig McEwen, and Russell Schulte

Teaching Sociology of Gender—Jill Gale and Constance Nathans

Teaching Sociology of Age—Rebb Haas and George Maddox

Teaching Introductory Sociology—James Davis and Anthony Wigram

A special feature this year will be a workshop chaired by Karin Lrococo and Sue Salyer in which pregraduates, now engaged in a variety of careers, will assess the value of their experience as undergraduates majors in sociology.

Watch for my column in the next issue of Footnotes as details are forthcoming on other aspects of the Program: Special Session Schedules, Regular Sessions, Invited Sessions, and Sessions on Sociological Issues in Business and Industry, etc.

Martha White Relyea

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Martha White Relyea
Teaching Microcomputers Aid Teaching Research Methods

by Russell K. Schutt, University of Massachusetts Amherst

The rapid proliferation of microcomputers in universities provides an important new avenue for enhancing instruction in research methods. However, Anderson's (1982) survey of sociology departments found that microcomputers were used in only 7% of sociology courses. While approximately 60% of departments used computers in some courses, each usage was largely confined to mainframes, and most often involved data analysis assignments (see also, Schutt, et al., 1982).

Microcomputers provide an economical alternative to mainframes, and one that has several pedagogical advantages at present. Microcomputer software is highly user-oriented. Statistical packages available for microcomputers, for example, are interactive, and often menu driven. They thus allow one of the major impediments to computer applications in the introductory methods courses to be overcome, the time needed to teach computer procedures, to be overcome. The number of tutorial lessons and simulation exercises available for microcomputers continues to expand and may provide a new avenue for computer use that are available on mainframe computers. Although there are no microcomputer applications that cannot be implemented on mainframes, constraints due to institutional resources, the availability of software, and the type of mainframe-user interface often make microcomputers the instructional machine of choice.

In this article, we will describe a set of microcomputer-based instruction modules (for the Apple computer) for the undergraduate methods course and note their value for achieving key course goals (Schutt, et al., 1984). These modules were developed to complement a traditionally oriented methods course that exposes students to three data collection methods: surveys, experiments, and participant observation; involves them in a hands-on research experience; and introduces them to elementary statistics (see Schutt, et al., 1984 for a discussion of alternative course organization).

The microcomputer modules cover problem formulation, levels of measurement, sampling, experiments, and statistics. Students interact with the microcomputers in different ways in several of the lessons on these topics, but in each case the microcomputer activity complements, rather than replaces the reading, class participation, and exercises normally required (cf., Wieting, 1975). These modules can thus be adopted in whole or in part in any undergraduate methods courses without requiring major modifications in course design, or the neglect of such important topics as experimental design (cf., St. George, 1978).

Microcomputer Exercises and Hypotheses

Part of my first assignment, on problem formulation, requires students to identify the independent and dependent variables and the direction of their relation in a series of hypotheses. In order to prepare students for this assignment, I have them complete a study assignment (in the microcomputer laboratory). The microcomputer lesson begins with a review of basic information on independent and dependent variables. It then presents a series of 10 hypotheses, and asks students to identify the independent and dependent variables and the direction of the relation in each one. Feedback to students in the variables and hypotheses lesson anticipates three common mistakes. Whether students interchange the independent and dependent variables, attribute the statement of either variable, or "chop out" too long a part of the hypothesis, the variable, the program points out the specific error they have made and reviews the problem for them. Additional opportunities are then presented for correctly identifying the variables. In the last half of the program, feedback is not tailored to the specific variables used in the hypotheses but still explains the specific error made.

Levels of Measurement

Students must learn how to identify the level of measurement of variables as part of their study of operationalization and as preparation for the study of statistics. We use two quizzes on the microcomputer to give students practice in identifying levels of measurement. Each quiz presents 10 variables with response choices. Students are then asked to state the level of measurement for each. Standard responses explain the appropriate level of measurement when a mistake is made. Allowing this approach differs little from that of workbooks, more interactive format of the quizzes increases student interest in serious practice.

Experimental Design

The experimental lesson is the most didactically oriented. It contains sections on causality, the classic experimental design, diagramming experiments, and sources of variability. Each section begins with a review of basic concepts and then presents a series of questions about the concepts. Each feedback consists of standard explanations of the proper answer to each question. By providing an "intervening chapter" on experimental design, the lesson helps students to evaluate their understanding of the concept of internal validity related issues. Although no formal grading is

ASA Committees and Representatives

The 1986 ASA committee structure takes on a somewhat different look with the addition of nine new standing committees and one new ad hoc committee. At its August 31 meeting, Council also retained seven existing ad hoc committees and disbanded one which had successfully completed its task. The number of constitutional committees remains at seven.

Building on their initial work, three ad hoc committees were transformed into standing committees: Committee on Public Information, Committee on Societies of Persons with Disabilities, and ASA Distinguished Career Award for the Practice of Sociology Selection Committee. In addition, six PhD certification committees were established for the following areas: Demography, Law and Social Control, Medical Sociology, Organizational Analysis, Social Policy and Evaluation Research, and Social Psychology. The one addition to the ad hoc list is the Committee for Special Awards and Prize Nominations, recently appointed by the President.

Please note that this listing is not comprehensive. Changes and additions to the constitutional committees on Nominations and Committees is elected in the spring. Also, the appointment of two committee chairs is still pending.

ASA committees are constituted through the combined efforts of the President, Council, Committee on Committees, Committee on Nominations, and the voting membership.

COUNCIL

Officers President: Matilda White Riley President-Elect: Michael Kohn Vice President: Malcolm D. Cress Vice President-Elect: Meyer N. Zald


1987 Program Committee

Chair: Melvin L. Kohm

Jean R. Ackerman, Michael T. Akison, Theodore Caplow, William V. D'Antonio, David D. Heise, Cora Marrett, Albert J. McQuain, Alejandro Portes, Theda R. Skolop, Ruth A. Wallace, Everett R. Wilson, Meyer N. Zald

Committee on Publications

Chair: Arlene K. Daniels


STANDING COMMITMENTS

(A elected by Council with rotating membership; CL designates a Council Liaison)

Committee on the Practice of Sociology Selection Committee

Chair: Jean L. Schwalb


Committee on Nominations

Chair: Rose Labach Coover

George Bohmstot, Robert B. Hill, Nan Land, Karen A. Miller, Teresa A. Sullivan, Barrie Thome (6 more to be elected)

1986 Program Committee

Chair: Matilda White Riley


ASA Award Committee

Chair: Patricia A. Sullivan

Dagby Balchow, Bennett Berger, Maureen Hallinan, Cora B. Marrett, Glenn D. Spiess, Gary Swanson, Robin M. Willmsen

Committee on Professional Ethics

Chair: Penelope J. Greene

Bengt E. Ahlgren, Barbara Walters Berry, N.J. Demmert III, Darnell F. Hawkins, James H. Lause, Irene Nagel, Gynnie Tschumm (CL), rocket Wheeler

Committee on the Status of Women in Sociology

Chair: Marlene Lockheide

Joseph H. Fletcher, Mereyjoye Green, Barbara Heynes (CL), Marie Widdersqurndor, Sandra E. Taylor, Greg Thompson

Dobbs-Johnson Faculty Award Committee

Chair: Elizabeth Higginsbooth


Committee on the Status of Racial and Ethnic Minorities in Sociology

Chair: Rose Brewer

Celestino Fernandez, Marie Haug (CL), Ruth Horowitz, Judy Leh, William T. Liu, Tari L. Mottel, Russell Thornton, Herbert Walzer, Gary D. Sandor

Career of Distinguished Scholarship Award Selection Committee

Chair: Edward Tiryakian

Joan Aldous, Howard S. Becker, Joseph S. Himes, Edward O. Laumann, Hyman Lewis, Carolyn S. Perrucci, Leonard J. Weitzman

See Committees, page 10

Award Selection Committee

Chair: Teresa A. Sullivan

Dagby Balchow, Bennett Berger, Maureen Hallinan, Cora B. Marrett, Glenn D. Spiess, Gary Swanson, Robin M. Willmsen

Committee on National Statistics

Chair: Richard C. Rockwell

Ethan Chw, Rosemary Santana Conner, Diana Pierce, Rachel Rosenfeld, Ronald C. Wintersbger

Committee on Professional Ethics

Chair: Penelope J. Greene

Bengt E. Ahlgren, Barbara Walters Berry, N.J. Demmert III, Darnell F. Hawkins, James H. Lause, Irene Nagel, Gynnie Tschumm (CL), rocket Wheeler

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See Committees, page 10
Three Computer Workshops Offered in June

Teaching, from page 7

none of work with this lesson, it compiles a written assignment in which students analyze the components of an actual experiment.

Statistics Tutorials

A series of three C4I lessons from Micre Power and Light are useful in the statistics segment of the course. The lessons cover computerized frequency distribution and graphing, measures of central tendency, and the confidence interval. Each lesson is well-organized and attractively presented. Many graphic displays, clear explanations of concepts, and frequent opportunities for student input make these lessons highly effective tools for teaching statistics.

Since funds only allowed purchase of one copy of each lesson, I have used these to regularize my presentations as an "electronic blackboard." This mode of presentation allows me to present the essential graphic elements in the lessons, while still adding material (variable) as appropriate, students review the lessons on their own.

Sampling

The SAMP program, a simulation exercise in sampling and statistical inference, was described in detail by Gilbert (1979). SAMP, now distributed by Conduit, reviewed the different types of sampling designs and then allows students to draw samples from a hypothetical population. Simple random, stratified, cluster, and quota samples can be drawn, ranging in size up to 1000. After "drawing" each sample, SAMP computes the mean, standard deviation, standard error (when appropriate), and cost.

In a fairly short period of time, students discover the consequences of sample design and sample size for estimates of population parameters. Conduit provides a suggested homework exercise that involves recording statistics from successive samples and identifying patterns in the results. Completing such an exercise allows more of a "discovery learning" approach than would be possible without the computer (St. George, 1978).

Data Analysis

An interactive, menu-driven statistical program can make data analysis much easier for beginning students than a traditional mainline package such as SPSS. Data can be transferred easily from questionnaires or other input sources to the microcomputers. Students can then select the types of analyses they wish to know more about, name the samples and expected to frequencies, density functions, rejection regions, appropriate variables. This approach allows a much easier transition from the presentation of statistical data to their application, and it avoids a time-consuming transition to another computer.

Teaching, from page 7

Three Computer Workshops Offered in June

The ASA Teaching Services Program is offering computer workshops in Sacramento, CA; St. Paul, MN; and San Diego, CA; and the workshop will be held on the campus of California State University. In this workshop, participants will have an opportunity to learn about computer resources available for the sociology teacher. experience a range of computer applications for sociology classes, view demonstrations and have hands-on experience in the use of large data bases for classroom projects and examples, and modern computer software, and learn how to present them to students. This workshop is essential for computer educators and computer educators.

California State University, Chico; California State University, and; and University of California, State Polytech University.

The fee for this workshop is $275 for ASA members and $350 for non-members, which includes lodging and meals for the entire course time. Applications are due May 1, 1986, and a $50 deposit is due with the application. June 14-16, 1986, Using the Computer in Qualitative Research will be held at Macaulay College in St. Paul, MN. In this workshop, participants will learn how to use word-processing programs to build archives of notes either from direct observation or interviews; see demonstrations and learn experience with special programs for cod- and retrieving materials from field notes, and learn how to write computer software such as filling programs and features of mainframe computer that can be used to analyze database.

The staff are Howard B. Becker, Northeastern University, M.S., Macaulay College; John Seidel, University of Colorado; and Peter Lyman of Macaulay College.

The fee for this workshop is $275 for ASA members and $350 for non-members. Applications due April 15, 1986, and a $50 deposit is due with the application.

June 24-26, 1986, Instructional Computer Simulation and Games will be held at Skidmore College in Saratoga Springs, NY. In this workshop, participants will have an opportunity to observe the characteristics of examples of simulations used in both research methods, and in subs- sociology coursework, learn general strategies for writing computer simu- lations and computer games, and develop methods to experience in designing and programming an instructional simulation or game. Please note: for this workshop you should have some computer programing experience. At a minimum, you should be capable of using FORTRAN, BASIC, or PASCAL. If you have questions, please inquire.

The staff are Fred Halliday of SUNY-Brockport and others. The fee for this workshop is $175 for ASA members and $225 for non-members. Applications due May 15, 1986, and a $50 deposit is due with the application.

For further information about any of these workshops, please contact: William Evans, AEA Field Coordinator, Department of Sociology, Michigan State University, East Lansing, MI 48824, (517) 353-6239.

New Capstone Course at George Washington

There is a new course at George Washington University in sociology majors. Current Emphasis in Sociology is a capstone course for majors in graduate. The course is designed to integrate state of the art research, to foster critical reflection and evaluation, and to orient students toward careers. Students need to interpret and analyze in depth the current state of sociology and make recommendations about sociological careers. The course is offered for credit in the spring. For more information, contact: Ruth A. Wallace, Department of Soci- ology, George Washington University, Washington, DC 20052.

Three Computer Workshops Offered in June

Teaching, from page 7

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New Teaching Resources Available

The professional role of the teacher extends beyond the classroom. Two new products from the Teaching Resources Center address the responsibilities of faculty as advisors and as chairpersons.

1. Academic Leadership: The Role of the Department Chair, by Lee H. Bowker, Augustana College and the assistance of Dr. Louis M. Mishak, University of Wisconsin-Milwaukee, is a monograph about the role of the chair. Topics include: how to promote effective teaching, dealing with deans, developing faculty development programs, and important administrative skills for the chair. The 113-page monograph is available for $6.25 for ASI members and $8.00 for non-members; Bowker, Mauck, and Dennis McInerney, University of New Orleans, will hold a workshop on the "Chair" one of several teaching workshops at the 1986 Annual Meeting. Contact the Preliminary Program for registration information.

2. Strategies for Effective Undergraduate Advising in Sociology by Martha McManus and Martha McManus, Oklahoma State University, is a useful guidebook for all faculty working in advising as well as a reference for teaching assistants and administrative staff. The 120-page booklet contains ideas about how to advise effectively. A lengthy appendix includes forms for record-keeping, sample departmental newsletters and other documents the authors have used in their department. The ASA member price is $5.50; $7.00 for non-members.

Special Issue on Controversy in Classroom

A special issue of the Quarterly Journal of Sociology addresses the topic "Ideology and Controversy in the Classroom." The special issue, edited by Michael J. McPherson, is available from the Teaching Resources Center for $3.00 for ASA members or $4.50 for non-members. Write for a Teaching Resources Center catalogue listing over 60 products on the teaching of sociology.
Committees, from page 7

Committee on the Minority Fellowship Program
Chair: Patricia Hill Collins
Margaret de Alencastro Baca-Zirin, Evelyn N. Glenn, Yokoobi Ikeda, Bart LaDrew, Alfredo Minadeo, Aldon Morris, Valerie K. Gray, Craig B. Little, Wilhelmina Perry, Nancy Wondrash, Stephen G. Williams, Lorraine Mayfield, Judith Stuec

Committee on Awards Policy
Chair: Alvin Grissom
James E. Anderson, Sheryl Kleinmann, Stanley Lieberson (CL), Roberta Simmons (CL)

Jessie Bernard Award Selection Committee
Chair: Dave Blegen
Paul Busstein, Noel Cazenave, Ronnie Dill, Helena Logota, Karen A. Miller, Lorraine Mayfield, Judith Stuec

Committee on Regulation of Research
Chair: (to be announced)

Committee on Sessions
Chair: George L. Maddox
Joseph W. Scott, Michael Uscum (CL), Ruth Walkoff

Committee on Teething
Chair: Anne W. Martin
Dean S. Dorn, William L. Ewens, William A. Garrett (CL), Craig B. Little, Wilhelmina Perry, Nancy Wondrash, Stephen G. Williams, Lorraine Mayfield, Judith Stuec

Committee on Sociological Practice
Chair: Jan Fritz

Distinguished Contributions to Teaching Award Selection Committee
Chair: Richard J. Gelso

Chair: The Stelius of Humanities in Social Science
Cathy S. Greenblatt
Francesca M. Cantor (CL), Meredith Gould, Alveye Melotich, Ira L. Rees, Hyman Rosin, Beth Schmitt

Committee on Public Information
Chair: (to be announced)
Charles F. Lott, Charles L. Martin, Jon R. Millers, Bernard Rosasco, Rosalyn Schram, Michael Uscum (CL)

Committee on Society and Persons with Disabilities
Co-Chairs: John B. Christiansen, Irving Kenneth Zola
Sharon N. Baratta, Cynthia E. Kirchner, Nancy G. Kuime, Jeffrey E. Nash, Hannah C. Selvin

ASA/AAS Meeting Committee
Chair: Joanne Miller
Richard A. Berke, Jeryl T. Mortimer, Ruth Hill Usser, Carol H. Weiss

Oversight Certification Committee
Chair: Richard Hall
Dudley Poston, John Clark, Judith K. Barr, Howard H. Garrison, Gordon J. Diller, Charles Zalt

Committee on Certification in Demography
Chair: Dudley Poston
Wendy H. Baldwin, Gordon F. Deforge, Mary C. Teller

Committee on Certification in Law and Social Control
Chair: John Clark
Peggy C. Giordano, Pamela Richards, Lawrence W. Sherman, Patricia E. White

Committee on Certification in Medical Sociology
Chair: Judah B. Barr
Gail Lee Cafetera, John L. Coleman, Clyde R. Pope, Frederick D. Wolinsky (one more member to be added)

Committee on Certification in Organizational Analysis
Chair: Richard Hall
Mary L. Forrest, Mary Zey-Forell, Arne L. Kalleberg, Joseph P. Morrissey

Committee on Certification in Social Policy and...s and Judith Stuec

Committee on the Advancement of Women
Chair: Howard H. Garrison
Alex Beenes, M. Elizabeth Darnborough, Stephen Hart, James D. Wright

Committee on Certification in Social Psychology
Chair: Gordon J. Dietero
Barbara Cardin, Commodore, Marjorie Sondell, Joseph W. Tanigami

ASA Distinguished Career Award for the Practice of Sociology Selection Committee
Chair: Albert E. Gallo
James L. McCartney, Paul D. Reynolds, Larry E. Suter, Yonanda J. Wesley

AD HOC COMMITTEES
(Approved by Council or the President to accomplish a specific task)
Committee on Federal Standards for the Employment of Sociologists
Chair: Ronald W. Mandelreich
William A. Anderson, Kathleen Beed, Corinne Farlow, Otto N. Larsen, Judith D. Miller, Shelley L. Peddermen

Committee on Dissertation Awards
Chair: Jerome K. Myers
Robert Boghman, Minnie Johnson
Task Force for the Minority Fellowship Program
Chair: Charles V. Wiltzie

Committee on the Fund for the Advancement of the Profession
Chair: Russell R. Dnyer
Jean C. Lueh-Burnett, William F. Whyte

Endowment Fund Campaign Committee
Chair: Jay Deneen

Electronic Sociological Network Committee
Chair: Nicholas C. Mullins
Joan McCar, Russell K. Schutt

Committee to Prepare Master’s Level Examination
Chair: Herbert L. Conner
Kathleen Criteron, Harold Greenfield, David Kasso, Ross Stonestreet, Harold Wallace

Committee for Special Awards and Prizes
Chair: Harold Hale
Morris Rosenzweig, Ruth Wallace

COUNCIL SUBCOMMITTEES
(Chair: Dudley Poston)
Subcommittee on Problems of the Discipline
Chair: Glen H. Elder, Jr.
Charles M. Benjoung, William V. D’Antonio (ex officio), Vail Eshima, Barbara Heyen, Morris Rosenzweig, Marie Zalt

NSF’s Minority Research Initiative

The Minority Research Initiative program, a component of the National Science Foundation (NSF), is designed to encourage the establishment of independent research projects by minority scientists and engineers. It accepts research proposals in all scientific and engineering disciplines supported by the Foundation. All proposals go through the regular review process. The size of awards is consistent with the general level of awards in NSF’s research programs in relevant disciplines. Reviewed through the regular peer process, research initiation grants normally will be supported for a period up to three years. Extensions up to two more years may be granted without additional peer review. Intended to help minority researchers launch their careers, successful grants are not renewable. Subsequent proposals must be submitted directly to the appropriate disciplinary research program.

Two sociologists received Minority Research Initiation Awards for 1985. Danielle F. Hawkins, University of North Carolina-Chapel Hill, was awarded $127,000 over three years. His project’s title is “Prison Development in the United States: The Case of North Carolinians, 1870-1957.” Norma Williams, Texas A&M University, received $81,164 for 14 months for her project, “The Mexican American Family: Changes in Extended and Nuclear Families.”

Information regarding the Minority Research Initiation program is available through its Director, Division of Research Initiation and Improvement, Room 1144, National Science Foundation, Washington, DC 20550. (202) 357-7590.

Related programs of interest are: Research Improvement in Minority Institutions, (202) 357-7580; Small College Faculty Research Opportunity Awards, (202) 357-7426; Research Opportunities for Women, (202) 357-7754; NSF Visiting Professorships for Women, (202) 357-7754; Presidential Young Investigator Awards, (202) 357-7556.

Research in Undergraduate Institutions, (202) 357-7456.

Taylor to Lead Study of Minority Students

The Graduate Record Examinations Board announced recently that Howard F. Taylor, a sociologist at Stanford since 1973, will direct a major study of minority student access to graduate education. This ambitious project will be sponsored jointly by the GRE Board and the Educational Testing Service. Its plan is to examine past and present participation of minority group members in graduate study. The project will examine demographic patterns, enrollment decision-making, institutional characteristics, and academic indices, among other factors. These will be the basis for the likely future participation by minorities in graduate work. Taylor assumed the role of project director on January 1, 1986. The project is expected to take five years to complete.

Taylor has published widely on small group behavior and on issues involving the measurement of IQ. His long-term interests on the nature and development of human intelligence led to his latest book, The IQ Game: A Sociological Inquiry into the Heredity-Environment Controversy. Taylor is in the process of completing a research project on identifying and analyzing the structure of networks among black leaders in America.

Howard Taylor earned his undergraduate degree in sociology at Western Washington College in 1964, and received the PhD from Yale. He taught at the Institute of Technology and Applied Science University before joining the faculty at Princeton. For several years, Taylor has served as director of the Afro-American studies program at Princeton.

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Call for Papers

CONFERENCES

Association for the Advancement of Policy, Research, and Development in the Asia Pacific, 19th Annual Conference, Session 25-28, 1986, Berkeley, CA. Propositions for papers should be submitted by May 15 complete papers or by July 10. For further information, contact: Chii-Shuh Chou, Department of Sociology, Indiana University, Bloomington, IN 47405, (812) 855-7224.

Conference on Industrial Crisis Man-
agement, September 5-6, 1986, New York University, New York, NY. Contrib-
utors are invited to submit different aspects of industrial crises. Two-page abstracts should be sent by March 15 to: Paul Stavitzka, Management Department, School of Business,
Seton Hall University, 40 University Plaza, South Orange, NJ 07079.

Eleventh World Congress of Sociol-
ogy, August 16-23, 1986, New Delhi, India. The objective of the congress is to promote the Sociology of the Arts and the improvement of discussions on sociological topics: The Role of Art in Social Change; Mediators, Markets, and In-
stitutions; and The Sociology of the Arts; Sociological Aspects of the Tradit-
ions of Art; and Art in Social Research. For further information, see the web site of the Congress.

PUBLICATIONS

Comparative Social Research is seeking
pennings for two special issues: June 1987, 95th Ann.

International Conference on the Interna-
tional Institute of Sociology, June 16-21, 1986, Athens, Portugal. Papers are invited for submission on "Comparative Cultural Issues in Health Care Systems." Submissions from non-U.S. social scientists are sought. Deadline for paper submissions is March 15, 1986; papers or detailed abstracts should be submitted to Linda P. Parrett, Northeastern University, 36 Lancaster St., Boston, MA 02115, (617) 373-7389.

International Congress for the Professional Hypnosis 14th Annual Conference, June 29-30, 1986, St. Louis, MO. Theme: "Hypnosis and Medical Practice." Send 100-word abstract by April 15, 1986, to: J. Claggett, 4240 N. Chase Avenue, St. Louis, MO 63139, (314) 871-8731.

National Conference on Women: Pro-

FEBRUARY 1986 FOOTNOTES

11

10.300-4314.

February 28-29, 1986, University of California, Los Angeles, CA. Contact: Dr. William Russell, Department of Sociology, 411 Earhart Hall, Los Angeles, CA 90024, (213) 825-8017.


Funding, continued

pending on individual circumstances. Further details may be obtained by contacting: The Dean’s Secretary, Chemistry Department, University of Chicago, Chicago, Illinois. Deadline for applications is February 28, 1989. The National Academy of Education invites nominations for the 1989 Spencer Fellowships. This program is designed to assist outstanding individuals who wish to undertake research and write a book or article on the subject of educational inequality in all of its forms. Five fellowships will be selected to receive grants of $30,000 each, which may be used to cover the expenses of the research and to provide general support. Deadline for nomination is April 30, 1989.

National Association for Foreign Student Affairs will award grants of up to $5,000 to institutions of higher education involved in international educational exchanges under the Fulbright-Hays Large Grants Program. The program is intended to fund projects that involve faculty and students from at least two countries. Applications must be submitted to the National Association for Foreign Student Affairs, 711 3rd Street NW, Washington, D.C. 20001. (202) 335-2153.

National Research Council/National Academy of Sciences has established a new panel to review NASA Undergraduate Paper Competition. Undergraduate students interested in competing for cash prizes and publication in Sociological Inquiry. The first-place author will receive a cash prize of $100 and publication in the December issue of the journal. Second-place author will receive $50 and publication in the January issue. Each of the five authors will receive a paper copy of the journal. The deadline for submission is March 1."
Mass Media

James Blackwell, University of Massachusetts-Amherst, along with related censorship and social issues. He also appeared on United Cable Television's "How Is Your Local TV" on December 3 and on two radio stations devoted to sex, all in Denver, CO.

Ruthann Mass Kantor, Yale University, was interviewed on a recent U.S. News & World Report article on her work and advice to the business world.

Fredriek Koning, Tulane University, was interviewed and quoted in an Associated Press release concerning rumor control, a story in USA Today about executives being fashion models, and an article in the Chronicle of Higher Education about New Orleans, where research at Howard University and at several other universities throughout New York State, as well as other New York radio and TV news programs. James E. Rosenblum, Northeastern University, had his research featured in a front-page Chicago Tribune article entitled "Love is a Black Child's Best Friend." Nancy Sacks Redman, State University of New York-Binghamton, was quoted in a November 19 New York Times article about services for mature students in college.

Ruth Rubenstein, Fashion Institute, was interviewed by the Wall Street Journal on July 12 and December 10 about the meaning of fashion and the business section on the New York Times on December 3.

Eiji Shafan, University of Wisconsin-Chicago, was quoted in a May 5 New York Times article.

Michael E. Schulman, North Carolina State University, was quoted in an Associated Press story about universa-

ities across the North Carolina textile workers. His research was also cited in the Charlotte Observer and the Raleigh News & Observer.

Thomas M. Shapiro, Northeastern University, was interviewed in November on the Boston TV show "Good Day" about his book, "Prejudice, Confrontation and Reproduction of Race." Donald J. Shuehratz, Clinton D. Bryant, and Cathy V. Althoff, Virginia Polytechnic Institute and State University, had their research on the perception of crime by city vs. country dwellers reported in a recent Boston Herald article.

Paul Shrivastava, New York University, was interviewed on the McNeil-Lehrer News Hour on his study "Indus-
torial Crisis: A Strategic Analysis of the Bipolar Trade." He was also interviewed on WABC's "Seven Scares Show, West Virginia Public Radio, and WJAC TV News in New York.

Gregory D. Squier and William Vezza, University of Wisconsin-Milwaukee, had their research on race bias in insurance featured in a December 5 Milwaukee Journal article.

Lee Smith, Columbia University, had his research on the myth that city people are less healthy than those living in rural areas featured in an April 1985 Prevention article.

Robert G. Wegmann, University of Houston-Clear Lake, was interviewed on AM Houston (the CBS affiliate) about his new book, "Looking For Work in the Nineties." He was also interviewed for two recent articles in the Houston Chronicle.

John J. Weeks, San Diego State University, was quoted in a series of front-page articles on aging in USA Today, October 29.

Katharine Williams and Bartie Thena were interviewed about summer employment for juveniles offered in a recent New York Times article.

Anastasia Voskoba, George Washington University, received a December 11 Washington Post editorial entitled "America is Unwereadable."

Myron Patee Graves, Smith College, was interviewed on CNN News and ABC's 20/20 program on its teaching and research on ethical standards and whistle-blowers. He was also quoted in a December 4 New York Times article dealing with "Ask and Comment for Whistle Blowers."

Charles C. Hirtz러, Cornell University, and Morison G. Weng, Texas Christian University, had their research on the economic effects of racial discrimination featured in the December 19 issue of Scientific American.

Roger W. Libby appeared on National Public Television's "Currents" program on "The State of Marriage," shown December 19 by WNET in the New York City area. He was featured on CNN's Newsfront from Atlanta on January 4.

Robert Pearl, Harvard University, was interviewed on ABC World News on December 17 about his research on the economic effects of racial discrimination featured in the December 19 issue of Scientific American.

Katharine Williams and Bartie Thena were interviewed about summer employment for juveniles offered in a recent New York Times article.

Contact

The Environmental Health Association seeks research papers by medical sociologists and others concerning chemical hypersensitivity. Anyone who has conducted such research is encouraged to submit it. The deadline is February 1, 1986.


SOCIIOLOGY AND EVERYDAY LIFE

By David Karp and William Yoels

The focus of this new book is on the application of sociological principles, concepts, and ideas to the everyday, lived world of people. The text is meant to be used in introductory courses or perhaps in social psychology.

A key assumption underlying this book is that the value and vitality of sociology is in large measure dependent on its ability to provide fresh insights into events and situations that we might ordinarily take for granted.

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F. E. PEACOCK PUBLISHERS, INC.
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There is an explicit emphasis on how public policy has attempted to deal with social problems.

February 1986 / c.535 pages / cloth

F. E. PEACOCK PUBLISHERS, INC. ITASCA, ILLINOIS 60143
Committee Reports

COMMITTEE ON THE DISTINGUISHED CAREER AWARD FOR THE PRACTICE OF SOCIAL WORK

This new committee, appointed ear- ly in 1981, received a wide range of nominations for this award during the spring and summer. It met for the first time at the Annual Meeting in Wash- ington, D.C., and, after carefully reviewing the award criteria and the qualifications of nominees, made its choice. All members of the committee (who were on and off) will con- tinue to serve in 1986, and will choose the second awardee at the upcoming meeting in New York City.

The committee has suggested that nominees and recommendees be highlighted earlier as hallmarks of career accomplishments. Recognition should be given to applied work that has had a major impact, and the implications for the discipline of social work, for- mulating or articulating the agenda for re- search that is of obvious importance.

Some concern was felt that the pass- ing of the deadline for submitting nomina- tions, which is in December, be extended to mid-January. Consideration of this has been postponed to the next annual meeting. It is hoped that a later submission date may allow for a shorter period, consistent with general policy for awards.

The committee wishes to acknowledge the perfectly helpful of B.J. D’Amato, Assistant to the Chairman of the Society’s Washington office.

Albert E. Gallow, Chair

CONVOCATION ON SCIENCE AND SOCIAL WORK SELECTION COMMITTEE

Each year, this committee selects for recognition a distinguished scholar, practitioner, or writer as the recipient of the Several years ago, the committee made the decision to select an active scholar as the recipient of the award, with a regular meeting with the recipient. This year, we will have to provoke some method by the Convocation.

But the deadline for applications is February 15, 1986, and the deadline for the award is April 15, 1986. The number of nominations received was 14 in 1986. The number of nominations received was 14 in 1986. The number of nominations received was 14 in 1986. The number of nominations received was 14 in 1986. The number of nominations received was 14 in 1986.

The committee will select a distinguished scholar, practitioner, or writer as the recipient of the award, with a regular meeting with the recipient. This year, we will have to provoke some method by the Convocation.

Committee on Freedom of Research and Teaching

During 1985, two ongoing committees were established by the Committee on Freedom of Research and Teaching (CORFAT) and recommen- dations were forwarded to Con- ciliation. On both, three preliminary in- terviews were completed, as is not done by the committee. Two of the committee members were interviewed, and the committee was notified by the committee that an interview was not necessary. The committee was notified by the committee that an interview was not necessary. The committee was notified by the committee that an interview was not necessary. The committee was notified by the committee that an interview was not necessary.

The committee continues to work with the same staff representatives whom they have worked with in the past. The committee continues to provide advice and support to the same staff representatives who have been involved with the committee in the past. The committee continues to provide advice and support to the same staff representatives who have been involved with the committee in the past.

Committee on Membership

The Membership Committee met on January 24-25, 1986, in Washington and Baltimore at the Annual Meeting. In addi- tion to the above-mentioned committee, the committee met in Baltimore and Washington at the Annual Meeting.

The committee continued to work with the same staff representatives who have been involved with the committee in the past. The committee continued to provide advice and support to the same staff representatives who have been involved with the committee in the past. The committee continued to provide advice and support to the same staff representatives who have been involved with the committee in the past.

Carol Renee Shulcz, Chair

Chairman’s Selection Committee

The committee selected the following candidates for the three vacancies: John A. Derman, Donald F. Shade, and Mary A. Brown. The committee will meet in New York to consider the selection of candidates. The committee has selected three candidates who have been active in the Association and have contributed significantly to the Association.

John A. Derman, Donald F. Shade, and Mary A. Brown.

Committee on Public Information

The ASA Committee on Public Information is comprised of the following: Edward C. Bemrose, William C. Martin, and Donald F. Shade. The committee is responsible for the following: developing and implementing strategies for disseminating information about the ASA and its activities to the public; providing information to the media about the ASA and its activities; and preparing materials for distribution to the media.

The committee meets quarterly to review and discuss the committee’s activities and to plan future activities. The committee also works with the ASA officers and staff to develop and implement strategies for disseminating information about the ASA and its activities to the public.

John A. Derman, Donald F. Shade, and Mary A. Brown.

Committee on Social Work Science

The committee is comprised of the following: Edward C. Bemrose, William C. Martin, and Donald F. Shade. The committee is responsible for the following: developing and implementing strategies for disseminating information about the ASA and its activities to the public; providing information to the media about the ASA and its activities; and preparing materials for distribution to the media.

The committee meets quarterly to review and discuss the committee’s activities and to plan future activities. The committee also works with the ASA officers and staff to develop and implement strategies for disseminating information about the ASA and its activities to the public.

John A. Derman, Donald F. Shade, and Mary A. Brown.
COMMITTEE ON SECTIONS

The Committee on Sections met at the annual meeting on August 28, 1989, with all members in attendance. The Committee also responded to a number of issues over the year by mail and conference calls. The following summarizes activities of the Committee:

- Reviewed requests for new sections, one on emeritus and one on women's issues, and recommended to Council that both be approved to move to the next stage of garnering the necessary minimum membership.
- Revised the Section Manual.
- Made a series of recommendations to Council and staff to facilitate the recruitment of new section members, including the establishment of reduced section dues for graduate students, prize, and Association of a new short sectionhips fellowship to facilitate recruitment of section members from those already members of ASA, made plans for a table at the annual meeting providing information and display materials representing the activities of sections.
- Reviewed the proposed role of certification task forces and recommended to Council that appropriate sections be represented in the membership of task forces.
- Changed the timing of the Section Board to mid-work during the annual meeting. Attendance was substantially improved.
- Monitored changes in section membership that resulted in loss of program slots at the annual meeting. The number of section-sponsored sessions remained the overall same with a slight reduction of program times among sections as a few lost and a few gained membership.
- Overall, the Committee believes it has responded efficiently and effectively to the feedback from the sections and has established better communication between Council and the sections.

Over the coming year the Committee is working on two projects:
- Development of a summary of the responsibilities of new section chair as a mechanism to improve the functioning of sections; and
- Development of a plan to create more correlation oversight of the functioning of sections, including a review of sections' election processes, annual reports, and need of section-sponsored programs at the annual meeting.

Linda H. Alden, Chair

COMMITTEE ON SOCIETY AND PERSONS WITH DISABILITIES

The Committee on Society and Persons with Disabilities was formally established as a standing committee in February 1985. Nancy Johnson and John Christopher were organized to co-chairs for this year. The Committee is primarily concerned with ensuring that ASA annual meetings are accessible to all attendees, that this information is well publicized so that sociologists with disabilities are able to become more involved in these meetings if they wish, and with identifying programmatic activities that could result from an ongoing analysis of society and persons with disabilities.

In order to determine the services that were needed for the meetings in Washington last August, a Special Focus Group was set up. The group included with the pre-registration mailing all persons who had indicated on the pre-registration mail that they would be attending the meeting. The group was asked to return the card so that if special services were desired. Approximately ten cards were returned, all indicating interpreters, sighted guides, amplification of telephones, and audio cassette recordings of the programs among the services requested. Given the survey conducted by the committee last year (when we were still in the process of surveying) the seven new requests were:
Reports, continued

Johnson's 1961 report, indicated that approximately 50 respondents had permanent disabilities (in number of
various reasons is probably an enduser), we clearly have a long
way to go in our effort to encourage
sociologists with disabilities to attend
these meetings. Hopefully, as the work of the committee becomes more
widely publicized, and as it becomes
desirable to the ASA membership that future
meetings will be completely
accessible (as we trust they will be),
more sociologists with disabilities will
feel comfortable coming to the meet-
ings.

One of the efforts that was sched-
uled to be provided at the August 1985
meeting was a "Symposium Table." As
announced in the Preliminary Pro-
gram, this table was to be located in
the registration area so that those attending
the meetings could secure the ser-
sives which were previously requested
as well as view questions an-
swered. The original plans were to
have some students assigned from
Washington area colleges to help staff
this table.

Unfortunately, things didn't work
cut as planned. In spite of expected
requests, the table was not even identi-
fied until Wednesday, and no student
assistants materialized. Members of
the committee took turns at the tasks
table on duty, but by that time there
were few requests for information or
resources. It is expected to have another
resource table in New York next year;
and trust that it will be somewhat bet-
ter organized than this year's table.

At its meeting in August, the com-
mittee decided to distribute a ques-
tionnaire to the entire ASA member-
dship to determine issues so that
services could be provided. A more
thorough list should be expected to provide at the
annual meetings, whether we can
identify sociologists with disabilities
who do not currently attend ASA
meetings because the meetings are not
accessible, etc. While this question-
naire is still being developed, we ex-
pect to forward it to the ASA for dis-
bution in January. The results of this
survey and actions to be taken will be
published in Forum, hopefully be-
fore the New York meetings in Au-

Section News

The Medical Sociology Section an-
ounces the competition for the award
for the best doctoral dissertation in
medical sociology as summarized in
article form. To be eligible to compete,
submissions must be members of the Section and have been awarded their
PhD between August 1985 and August 1986. The winner will receive transpor-
tation to the 1986 ASA Annual Meet-
ing in New York City and a one-week
day per diem. The paper will be presented
at the business meeting of the Section.

New Programs

The University of Minnesota is now
accepting applications for its new
Electroencephalography Program in Health Ser-

ervision, Policy, and Administra-
tion. The program is designed for
those interested in a career in teaching,
research, and/or policy analysis in the
field of health and health care. The
program offers an M.S. in Health

Summer Programs

The Inter-university Consortium for
Political and Social Research (ICPSR)
will hold its Summer Program in
Quantitative Methods of Social Re-
search in Ann Arbor, MI from June
18-22, 1986. The program is divided
into two four-week sessions; indi-
viduals can profit from attending
either one or both sessions. Information
about the program can be obtained
from ICPSR's Clinical Representatives
at member colleges and universities
or by calling Stanley W. Reifman, Direc-
tor, Educational Resources, ICPSR Sum-
mer Program, P.O. Box 1248, Ann
Arbor, MI 48106; (313) 764-8992.

University of Maryland, through a
cooperative agreement with the Uni-
versity of Southern California and the
University of Southern Florida, will
continue its South Florida Group Project
Adored by examin-
in the "Study of Third World Development Strategies." The project will be con-
ducted entirely in Sri Lanka and be
funded by the Ford Foundation.
University of Mississippi, through a
cooperative agreement with the Uni-
versity of Southern California and the
University of Hawaii, will continue its
South Pacific Group Project Opened by examin-
ining "Sociological Social Geography and Accelerated Development: A Case
Study of Third World Development
Strategies." The project will be con-
ducted entirely in South Pacific and will
be funded by the Ford Foundation.

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