New Editors for ASR, CS, and SOE

By James A. Geschmeider

My purpose in this short article is to introduce the new editor of the American Sociological Review (ASR), William H. Form, to those of you who may not already know him. Introductions such as this often consist of a description of education, research, publications and offices held—all of which is necessary, but none of which is sufficient. It is also important to understand the person behind the accomplishments.

The adjectives that I think best describe Bill Form are compassionate, socialist-humanist, and scholar. Bill's compassion and socialist-humanist values are well exemplified in a debate over my favorite novel—In Dalhousie Battle by John Steinbeck—that he and I had during my graduate student days at Michigan State. The novel is about two Communists who attempt to organize apple pickers and to lead them in a strike against the growers. One of the Communists is murdered in the course of the struggle and his funeral is used as a political weapon—an occasion for advancing the cause. Bill was vehement in insisting that this was wrong. He argued that all people were entitled to dignity and respect and that this is especially true at the time of their death. He insisted that if, in the name of political expediency, the movement itself were to rob a person of his or her dignity at this most personal of all moments, then the movement would have undercut its very justification for existence.

These are the values that shaped Bill's career and his scholarship to date. He and Delbert Miller published In-Dustrial Sociology in 1951. This was the classic text which defined the field for a large number of us. Industrial sociology was the study of industrial society in all of its manifestations and not simply the See also, page 8

PhD Certification Program to Begin

By Bethina J. Huber

One of the major items on Council's agenda at its meeting in early February was the Association's new Certification Program for PhD sociologists. After considering the preliminary work done by various committees responsible for certification in six specialty areas, Council agreed that the PhD program should begin actual operation. The Executive Office has now prepared the necessary application materials and stands ready to make them available to any member interested in seeking certification. Social psychologists certified by ASA during the 1980s may waive the application procedure if they document their earlier certification, and paying the certification fee, they will be added to the ASA's new roster of Certified Sociologists.

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

Background

A report on licensure and certification, submitted to Council at its January 1984 meeting, delineated the potential and actual difficulties sociologists face as a result of the licensing activities of related social science organizations. The programs of the American Psychological Association and National Association of Social Workers represent a particular threat to the employment options of our graduate and undergraduate students. In pursuit of licensure of their members, both groups have tried to define certain job categories as their exclusive domain. In the process, sociologists have tended to become disillusioned in the competitive scramble for work in government, business, and industry. In response to the 1984 report, Council created an Ad Hoc Committee on Certification, with a mandate to draft guidelines and procedures for an ASA certification program. The committee, composed of Edgar Borgatta, Chair, Otto Lenski, Katherine Marcus, Barbara Williams and Mayer Zald, considered this mandate at a mid-May meeting in Washington, DC and submitted a report to Council in August 1984 summarizing the outcome of its deliberations.

The Ad Hoc Certification Committee quickly came to the conclusion that certification of PhDs was practicable in the See also Certification, page 4

ASF Endowment Campaign Mounts Spring Telethon

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

With a goal of $1 million to be achieved over three years, the Endowment Committee is planning a number of events and appeals to reach individuals and institutions, both within and beyond the discipline. However, See also ASF, page 5
Social Science and the Federal Budget, FY 1987

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

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

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

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

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<td>NSF-Social/Economic Sciences</td>
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<td>National Institute on Child Health/Development</td>
<td>321.8</td>
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<td>National Institute on Aging</td>
<td>156.5</td>
<td>148.8</td>
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<td>National Institute on Mental Health</td>
<td>308.3</td>
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<td>Graduate Program (Educa)</td>
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<td>National Endowment for the Humanities</td>
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The COSSA budget projections for FY 1987 assume that the above decreases will be necessitated by the size of the deficit in mid-August 1986. The 1987 projections shown here are tentative and do not necessarily represent the worst-case scenario. One possible consequence of this new round of budget cuts is that researchers who became discouraged by the reduction in social research funds during the first two years of the Reagan Administration, will again become discouraged. If they no longer make the effort to put forth good research proposals, the consequent drop in good proposals will feel the downward spiral and provide budget cutters with evidence for claims that more research monies are not needed anyway. Although social scientists have light power to affect much of the budget process, this particular situation is one we can prevent. It is essential that the flow of proposals for funding remain at its present level, if not expand, in the years of austerity that lie ahead. The same concern applies to graduate and post-doctoral fellowships and other education-related monies.

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

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

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

If you are willing to help, but not sure where or how to start, give me a call or drop me a note—one today—WVDA

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

ASA Seeks New Staff for Professional Development

Acting on the recommendation of the Committee on Sociological Practice, the ASA Council and Committee on the Executive Office and Budget have approved a new professional staff position for the ASA Executive Office. The position is that of Assistant Executive Office, 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:

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

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

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

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

The other members of the selection committee include: Elizabeth L. Clark, Monclair State College; John Fernandez, AT&T; Katrina Johnson, NIMH; Louise Wassert, Environment/Strategies, Inc.; and William V. D’Antonio, ASA.

Applications will be considered for the final position. The Seeks New Staff for Professional Development position will be filled in March 1987.

Nominations for the Jessie Bernard Award Nomination should include a one-to-two page statement explaining the importance of the work and should be sent to Dianne R. Margolin, The University of Connecticut, Storrs, Connecticut, 06269. Deadline for submitting nominations for the 1987 award is October 31, 1986.

Corrections

- Helena Lyon’s incorrectly identified as a second alternate delegate to the International Sociological Association in the listing of Official Representatives on page 3 of February 1986 Footnotes. Only Remedie Jules-Rousete was selected by Council as an alternate delegate to the ISA.

- Nathan Ter was incorrectly identified as a member of the March Footnotes “Mass Media” column.

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

- May Flapan’s name was misspelled in the listing of ASA contributors in the December 1985 issue of Footnotes. We apologize for the error.
Regular Sessions, Roundtables, Tours, and More

Here it is April and in four months we will be gathering with many other in New York. Together, we shall be reviewing recent sociological developments, reframing and reformulating (in some cases challenging) previously reported topics and findings, and—perhaps most importantly—investigating the stock of where we are as a discipline and where we are headed. This month’s column calls special attention to the Regular Sessions and Roundtables.

Regular Sessions are the core of the Program. They now offer track in trade and embrace all fields of sociology. I cannot begin to anticipate the contents of these sessions, save to emphasize their scope, diversity, and promise of high quality. The Preliminary Program will set them out in detail and urge you to use it creatively and efficiently. It will tell you when, where, and by whom your special interests are being discussed. Too often in the past the appointed members have dropped in or out of sessions almost at random. This practice is wasteful of valuable resources and unwise. It is far from certain that the Regular Sessions you wish to attend will be held when and where you want them. You will not be victimized by the bewildering array of Roundtables. There is general consensus among sociologists who track the changing structure of our annual meeting program that the Roundtable concept represents an outstanding social invention. Roundtables provide an unparalleled opportunity for sociologists who share interests or discuss research proposals and findings, make new friends, challenge one another’s ideas and perspectives, and which frequently carry over from one meeting to another.

The experience of the 1986 Program Committee certainly bears this out. The response to the call for Roundtable proposals was overwhelming this year, so a subcommittee was appointed to "keep order." At last report, its members expect no fewer than 105 Roundtables for the New York meetings. About a third of them will be held during the day or evening hours. The logistically popular informal Roundtables, which account for the majority of the Roundtables this year, are not scheduled at noon and do not require pre-registration.

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

I know that some of you are in expressing thanks to the Roundtable subcommittee: Martin Orz, Chair, Robert Parke, Ruth Wolin, and Paul D'Amato, Co-Chair and Coordinator. They have made a splendid contribution.

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

Walking tours will offer glimpses of the street life of Times Square, the process of rebuiding urban neighborhoods, the technological changes reshaping New York, and the contributions of workers to the city’s development. A complete listing of various tours and reservation information will be provided in the next issue of footnotes and in the Preliminary Program. Jen Butler and Janet Ansley of the Executive Office are handling the complex logistics with their usual finesse and skill.

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

Poster Sessions. An exciting experiment this year, have proved highly successful at other professional meetings. Such sessions provide an opportunity for presenters to literally set up a visual display of their research results which can be easily seen and discussed. Presenters are on duty at scheduled times to answer questions and give fuller explanations. Although there is no formal structure, small knots of interested persons move from one display to the next. The Program Committee is still in the process of making formal selections for the Poster Sessions. These will be announced in the Preliminary Program. This month’s “Update” concludes with two personal notes. Some months ago, on behalf of the Program Committee, I urged James Coleman to conduct a Didactic Session on the relationship of theory and method in sociology. He readily agreed, believing, as the Program Committee does, that this is a central issue for the discipline. Last week, much to my dismay, he called to say that he has a rare opportunity to go to Israel for a protected period on an unusual assignment, and that he would not be in the U.S. in August or September as a result. I am happy to report, however, that he plans to return to New York for a few days especially for the meetings and his seminars. One need hardly say such social and professional commitment, and I am deeply grateful to Jim for displaying at this time. You should sign up early for his Didactic Seminar, since it is likely to be oversubscribed.

I report on another matter with considerable excitement, but at the same time the most urgent of the Program Committee. When I was teaching at Brownell College some ten years ago, I typically brought a small but enthusiastic cohort of undergraduate majors in sociology. Upon my election as President of the Association, a spokesperson for one of these cohorts proposed that the Program include a session on how their sociology major had influenced them as Brownell graduates. With the strict understanding that participants would focus universally on the "sociological perspective" and not on any Jewish upper-middle-class Mrs. Chip—a session was set up on "The Undergraduate Sociology Major: Ten Years Later." It will be chaired by Raynes Reoso, now a fully fledged sociologist, with other participants drawn from the Brownell class. They have pursued careers in medicine, law, journalism, architecture, and banking. I shall be interested to hear how they think their lives may have been influenced by sociology and I shall be quite sure that you will be too.

Martha White Riley

Exploring Greenwich Village

by Caroline Hodges Pearse

Greenwich Village is to sociologists what the Galapagos Islands were to Charles Darwin—a rich site for interest in evolution, ethnocentrically significant observations, as well as enjoyment. Roughly bounded by 14th Street on the north, Houston (pronounced How-stunt) Street on the south, the First Avenue on the west and Broadway on the east, Green-

wich Village has history, literature, artistic, architectural, political, intellectual, and sociological significance. Around 1800, the independent and thriving village of Greenwich was a pleasant afternoon’s drive south of New York City’s boundaries. The Village began expanding when yellow-fover struck the Wall Street area in 1819. From 1825 to 1850, the Village boomed. In 1827, Washington Square Park was created on the site of the city gallows. Wealthy, fashionable New Yorkers built elegant, spacious homes along the north side of the park in the 1830s and 1840s, and New York University was established on the Square in 1833. In the 1850s and 1860s, Fifth Avenue, which

New York City, sometime more than one and a half million Hispanics live in the city—one out of every five New Yorkers. They are the city’s second largest minority group, behind the city’s black population of nearly two million. Roughly 60 percent of the city’s Hispanics are Puerto Rican, followed by Cubans, Colombias, Guatemalans or other Central and South American nationalists, the remaining 7 percent are Chileans and Mexicans. Although Puerto Rican immigrants have been the predominant Hispanic group, the non-Puerto Rican Hispanic community has been growing most rapidly. The city’s Hispanics display striking diversity according to their own national groups. Thus, neighborhoods are surprisingly distinct. It is also true that Hispanic communities may be found in the Bronx and Brooklyn and in Manhattan’s upper east-side Spanish Harlem (known there as Washington Heights). See Diversity, page 11.
Certification, from page 1

number of areas and might prove less benefi-
cial. The phrase "fully certified sociolo-
gist" was deemed to have very little mean-
ing, and therefore, the Committee proceeded through the list of require-
ments that might serve as the basis for certification in a number of speciality areas.

After some initial uncertainty, the Ad Hoc Committee reconsidered the conclu-
sion that certification at the Master's level might serve to highlight the re-
search training and contributions to the discipline of sociology graduate education. Since pro-
viding analytic training of this sort is consid-
ered essential by the discipline's mem-
bers, the Committee proceeded to out-
line guidelines for certifying Master's level research training and the general
analytic and problem-solving skills which are an integral part of it.

The program developed by the Ad Hoc Committee is designed to allow for change and evolution with the passage of time. Thus, the Committee's proposal is not meant to be the final word on certification but rather a starting point in a gradual process of de-
velopment. As experience with the orig-
inal proposal accumulates, the entire program will be re-evaluated and modifi-
cations will be introduced. In particular, areas of PhD specialization may be aban-
donned and more specialized areas of MA certification developed.

At mid-year, the San An-
tonio, Council accepted the certification program devised by the Ad Hoc Com-
mittee in principle and referred it for detailed consideration until its February meeting. Council asked that the interim feed-
back from the Ad Hoc Committee be included.

During the fall of 1984, the entire Commit-
tee report was sent to the ASA Sec-
tion leaders, Presidents of sister organi-
zations and a number of other inter-
ested parties, along with a cover letter invit-
ing them to submit comments on, and reactions to, the certification pro-
gram. In addition, the Ad Hoc Committee received about 30 to 40 letters of com-
ment, which were distributed to all members of the Ad Hoc Committee. On the basis of this comment, the Com-
mittee agreed that the proposed certification program should be modi-
fied in a number of respects. The mod-
cifications dealt with three matters: clarification of the certification criteria; areas of specialization at both the PhD and MA levels; and bureau-
cratic requirements (i.e., fees and letters of recommendation).

A second report summarizing the pro-
gress of the Ad Hoc Committee and sug-
gested modifications was prepared for ASA Council's February 1985 meeting. At this time, Council gave final appro-
val to the certification program as modi-
fied.

The Certification Program for PhD Sociologists

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

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

Law and Social Control encompasses theories of law and of sociology that inves-
tigate mechanisms for enforcing com-
pliance with widely accepted norms and controlling deviance.

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

Organizational Analysis represents one of the core areas of sociology, in the sense that the nature of social organisation and the bases of social differentiation have long been central themes in modern organisational theory.

Policy and Ethnographic Research is concerned with questions of public pol-
icy, organizational policy, or social wel-
fare. Ethnographic practitioners in these areas may be involved in planning, set-
ing, implementing, evaluating, or changing policies.

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

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

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

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

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

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

3. Demonstrated professional com-
petence.

4. Submission of three letters of recom-
modation. One must be written by an ASA member.

5. Full membership in the American Sociological Association and explicit
agreement to adhere to the Associa-
tion's Code of Ethics.

6. Payment of a $500 application fee; if approved, applicants must meet these re-
quirements except that, of experience, a two-year "Provisional Certification" is pro-
vided.

Once approved for certification, and upon payment of a $50 certification fee, applicants are issued a certificate that is valid for two years. Upon payment of the appropriate fee ($49 at present), and completion of any requirements for con-
tinuing education that Council may make, certification will be renewed for additional two-year periods.

Applications for certification are ev-
olved by five member Certification Com-
mittees. These committees are suf-
icient for a quorum, though in most cases, all committees evaluate the same cases. When there is a need to evaluate maximum of cases, the procedures for certification are not well known. Should certification be denied, the Committee is obligated to specify how existing deficiencies can be remedied. As in the case of other standing ASA committees, an appeal procedure is established should an applicant wish to contest certification.

Separate committees approve applica-
tions on a specialty basis. These areas are also members of an oversight com-
mittee which has a Council Liaison as its representative. The responsibilities of the of whose committee include: recommending new areas for which certification might be appropriate; con-
sidering continuing education require-
ments for recertification, as well as other modifications in the program's procedures and requirements; and con-
ducting periodic reviews of the whole certification program. Should the latter reveal that there is little or no demand for certification in a given area of specialization, it will be dropped from the Association's offerings. On the other hand, should lack of certification in cer-
tain areas prove problematic, it will be added to existing options. The first full-scale review will be conducted in 1989.

In addition to assuming responsibility for the development of the Association's certification program, the ASA Execu-
tive Office prepares and maintains an ancillary Register of members whose certification is current. This document is available at low cost to both members and non-members who request it. Ini-
itially, one aspect of compiling the Register will be broad publication of the fact that those sociologists who were certified in the 1960s are auto-
matically eligible for inclusion in the Register. Provided their ASA membership is current, and they present evi-
dence of having been certified, they will be included. The initial application fees are waived for this group and only the certification fee assessed.

The PhD Certification Committees

In the months following the January 1985 Council meeting, at which the Certification Program was given final approval, ASA President Karl Erikson undertook the lengthy process of appointing 30 members to six PhD Certification Committees and a six-member ad hoc committee to develop the Master's level certification examina-
tion. The latter consists of Herbert Cost-
ner (Washington), Chair, Kathryn Crit-
tenden (Illinois-Chicago), Harold Gross-
mick (Oklahoma), David Knobe (Minne-
sota), Russell Stohler (Management Admis-
sion Council), and Harold Wallach (GA). As the commit-
tee is still in the process of ord-

er, its activities are not dealt with here. Certification at the MA level will probably not be available before 1988.

Once chairs have been selected for the PhD committees, Erikson worked in close cooperation with the appointing additional committee mem-
bers. Whenever possible, ASA section leaders were consulted, as were others knowledgeable about particular areas of specialization.

The persons currently serving on the various PhD Certification Committees are:

Demography: Dudley Poston (Texas), Chair, Wendy Baldwin (NIB), Gordon F. Delpop (Penn State), Margaret M. Martinez (Vanderbilt), and Mary G. Pow-
ers (Fordham).

Law and Social Control: John Clark (Minnesota), Chair, Peggy C. Giordano (Bowling Green), Pamela Richards (Flor-
ida), Lawrence Shwedler (Florida State), and Patricia E. White (BS). 

Policy and Ethnographic Research: Robert B. Miller (Blue Sky/Blue Shield), Chair, Gal Lee Cofer-
thus (FSU), John Colombo (Colo-
da, University of Kansas, Chair), and Fredric Wolinsky (Texas A&M).

Social Psychology: Analysis: Richard Hall (SUNY-Albany), Chair, Mary L. Fennell (Illinois at Chicago), Arne L. Kallenberg (North Carolina), and R. R. Morrissey (N.Y. State), and Mary Jey-
Ferrill (Texas A&M).

Social Psychology: Evaluation: Howard H. Garrison (NAS), Chair, Alex Benos (Kent State), M. Elizabeth Dar-
rough (UM), Stephanie Hart (Lutheran Church), and James D. Wright (UM-Assi-
Pent). 

Sociology: Geography: Gunold Dillenro-
(Delaware), Chair, Barbara Birdi (Buckeye), Carm Schuler (NIB), Marianne Suier (Family Development Associates), and Joseph Ventiniglia (Menasha State).

Each of the PhD Certification Com-
mittees met at the 1985 annual meeting in Washington, DC or shortly ther-


after. At their meetings the committees considered the adequacy of the general statement describing the stan-
dard of specialization, whether they wanted to draw up supplementary information or instructive materials for those interested in their area of specialization, and the draft application and recommendations forms that had been developed by the Executive Office. The last were revised in light of committee members' comments. The final item on the agenda at the committee meetings was the question of procedures to be followed in evaluating applications.

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

Council approved both requests at its August 1985 meeting and the Oversight Committee of Council has been esti-
ated to evaluate the certification ap-

For Certification, page 5
New Presidential Series Available

Sage Publications and the American Sociological Association are pleased to announce the following publication and availability of the newest volume in the ASA Presidential Series: The Social Fabric. The volume is titled "The Social Fabric as Metaphor and Reality" by James F. Short, Jr. and is available for purchase.

Certification, from page 1

plishments of current committee members. At the August meeting, Council also directed that selected sections be given the opportunity to appoint one member of the Ph.D. Certification Committee dealing with their area of expertise. Consequently, the ASA Sections on Population, Criminology, Medical Sociology, Organizations and Occupations, and Social Psychology will be asked to appoint a representative to the relevant certification committee at the end of the year. The section representatives of term of office will begin in January 1988, when the first term of the current certification committee ends.

Society for Applied Sociology Survey

In addition to assessing the pre- liminary work of the PhD specialty committees at its most recent meeting, the Council considered a survey carried out by the Society for Applied Sociology. During the fall of 1985, this organization, which has approximately 240 members located primarily in the Northern Central region of the U.S., conducted a survey of its members concerning the ASA Certification Program. Brief questionnaires were sent to all members of the Society and returned by 95, 57% of whom were academics. Only 11% of the respondents are currently members of the organization, and of those, only one is affiliated with a university. The survey responses were analyzed in some detail by Mark Tausig of the University of Akron, who forwarded a report of the findings to the ASA Executive Office.

The responses to the closed-ended questions in the survey reveal a general- ly positive evaluation of the ASA Certification Program. Almost 60% of the respondents are of the opinion that certification will be advantageous for sociologists in general and say that ASA is the best organization to administer certification of applied sociologists. The "Don't Know" category was fairly large for this last question (15%) which suggests that there may be some ambivalence about whether ASA should be responsible for certification.

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

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Village, from page 3

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

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

In the 1860s-1870s the wealthy began moving uptown, and more immigrants arrived. Irish and Germans were already established in Washington Square. Today, traces of these earlier ears remain alongside new traditions. Labor Day weekend usually brings the Greenwich Village Art Show, so you may find hundreds of aspiring artists displaying their work on sidewalks and sidewalks.
Agresto Advises Sociologists Seeking NEH Support

John Agresto serves as Acting Director of the National Endowment for the Humanities. As Assistant Executive Officer Carl R. Howry, about sociology projects the Endowment could fund and how it would benefit from more contact with sociologists.

CBI: When I read the description of the National Endowment, I saw that it includes work programs for social scientists whose emphases are in humanities. How does that translate itself into a working definition with ongoing programs?
JA: The clearest way to put it is that those scholars whose work in the social sciences has either a philosophical or historical basis should consider applying. I imagine that social scientists could be doing work of a literary sort, but that’s harder to conceptualize. Scholars in sociology—or my field, political science—whose work is historical or philosophical already definitely consider applying to this agency.

CBW: What types of work has the Endowment supported?
JA: A number of things. For example, there’s a good deal of work that social scientists have been doing with the upcoming bicentennial of the American Constitution. We have political scientists, people in law and jurispru- dence, who are talking about the history of the founding period, the efficacy of the Constitution, the intent of the Constitution here and abroad. These are political, sociological, legal and historical questions all packed together. That’s a good example of the kind of work that we’ve seen done through CBW.

CBW: What kinds of work would you like to stimulate? What kinds of projects would you like to see coming from the social sciences?
JA: This is going to sound strange to my friends who are not in the social sci- ences but I think that the social sciences can sometimes ask the best theoretical and philosophical questions. Not to say that people who are in philosophy proper can’t or don’t. But questions in- volving social theory, questions of judg- ment, questions of what is right or wrong—which are core political and social questions—are sometimes better formulated and better taken up by people in other fields, let’s say, in political science with some his- torical and philosophical underpinnings. So it’s every kind of problem that you have in people in sociology, psychology, eco- nomics, political science, to come in with research projects that grow out of questions in their field but that are themselves fully historical and fully philosophical.

CBW: You have undoubtedly gotten proposals from many sociologists and social scientists. Let me give you the opportunity to get your message out to them. What have they done wrong?
JA: What is your beef with how they have approached the Endowment?
JA: The truth is that sociologists have not revolutionized the Endowment in any great numbers. This agency is not an obvious approach for sociologists. Sometimes, if they are sociologists who are doing historical work on Darkhearn, they’ve al- ways known that they were not always here. But my guess is, and we have figures on this, that the num- ber of submissions from sociologists or sociology departments or organizations is very, very small.

CBW: What advice would you like to give to sociologists to make themselves more competitive? What can they do to improve their chances?
JA: I reproach the question and bring it back to your first question. What are we looking for? We have to be cautious there are two parts of political science, one, parts of history, and parts of soci- ology and psychology, that would make an endow- ment with the kinds of great grants and projects we fund here at the Endowment. I remember once when the political science organization, ASA, asked me to define the humanities in contrast to the social sciences. I put it in these terms. If I were to suggest a new discipline-based calculus by which to distinguish the humanities from the core of social sciences it would not turn upon “emotions” or “qua- lification” but on the distinctive way they each might understand cruelty and human agency. Insofar as the social sciences ex- plain human phenomena and human events as “caused,” fully explainable without reference to reason, choice, or will, then they stand apart from the hu- manities. If instead of reason we are given “causes” as the explanatory vehi- cle, if we are given testable models rather than arguments, then we have truly made a “social science” of human affairs and have moved the inquiry away from the interests and activity of humans.

CBW: Can you give people a social sciences a good plug by suggesting they have some special contributions to make? Can you elaborate on that? Are there things that macro social scientists can do? Are there places or projects that you would have liked their input which it was not actually occurred.
JA: That’s an awkward question to anwe- ss. We get 7000-9000 applications a year so it’s hard to imagine that there’s something missing. But, yes, there are major historical or familial or demo- graphic questions, or questions of national character, for example, that really are best looked at in some ways by social scientists with a good historical and philosophical grounding. Take questions on the foundations of Ameri- can society, the arguments that support those foundations, the effect of those foundations upon the resulting character and habits of Americans, the effects of im- migration on the habits of American life. Those are the types of questions that I think many social scientists have an interest in answering and may answer in some ways better than historians who are not interested in micro effects.

CBI: Let me ask a question about a condition that is to us raise a red flag. For example, when you get pro- posals that contain primarily quan- titative methodology, does this strike you as something that is likely to be appropriate? Do quantitative tech- niques per se push people over that fine line into the NSF camp as opposed to you? Or, more positively, what is the proper place of quantitative tech- niques in humanities-related work?
JA: The quantitative technique seems directly related to answering an impor- tant and significant question. Then it’s perfectly proper. If the quantitative techniques seem merely to state the obvious in obscure terms, or to null data out the not so important, then people will be put off. But the most important thing is not the technique of the pro- posal or the approach, but whether or not it is talking about something im- portant, about something significant in the area of humanities concerns. What we say to the panels is, “Pick out the most significant, the most important, the most central proposals—central in terms of asking the kinds of questions that a scholar should ask and that must be answered. We are not looking for projects that are “interesting,” or that would be nice to know, all things being equal. We seek to fund those projects that can convince a panel that they are truly significant. We have to remember that what may be obvious to a sociologist may not be obvious to an historian or political scientist or an ar- chaeologist. And so the proposal should always deliberate for us why the question you want to raise is an impor- tant question, one that needs to be an- swered, one that was wrongfully answered in the past and has caused damage by its answer.

CBW: On this question of methodology, in the reviewers’ preference for, say, not only qualitative techniques but case study methods or any other particular approach?
JA: The case study is a wholly appropri- ate approach. Again, the proposal itself should make the case why the particular approach proposed is the best one.

CBW: How can the ASA as a pro- fessional association of sociologists appropriately encourage people to in- volve themselves with the Endowment?
JA: First, by printing this interview. Second, by helping us to highlight the appropriate parts of our brochures and our program overview. If something comes to the editors of your journals that says humanities on it, they should sit it within the journals. For example, we have fellowship pro- grams, summer seminar programs, a program for scholars to travel to re- search collections, our basic research programs and programs where scholar- ship can be translated to broad, general audiences through television and radio. We support scholarly conferences—any number of things that sociologists might find appropriate.

CBI: Perhaps you can expand on each of those programs that might be most appropriate for sociology.
JA: The fellowship programs are aimed at college teachers, independent scholar- s, and university professors. And they’re open; indeed, sociologists do apply. We also have two seminar pro- grams: one for college teachers, princi- pally teachers of undergraduate, and the other for secondary school teachers. A sociological topic could be appropriate for either of the seminar programs and college sociology pro- fessors, for example, could certainly apply to the college teachers’ seminar. In the education division, most or perhaps all proposal work tends to have a cur- riculum dimension to it, or at least a di- mension of faculty development that hanges upon curriculum. We run a number of fellowships at both the college and high-school level. Our Travel to Collections Program in Fel- lowships is certainly open to sociologists. It is an opportunity to receive a flat $750 to get to a library or field site or archive. We have a summer stipends program in fellowships, an oppor- tunity for students, principally under- graduates and juniors and seniors in high school with a mentor to carry out a research project and to learn to know what it means to do scholarship. The program has been very well received. In the research division, we support inter- active research translations and con- ferences. We also support the ACLS, the SSHRC, and specifically both their fel- lowships and overseas programs.

CBI: How does a proposal propose to do a seminar?
JA: The first thing you do is talk to a member of the staff in the Fellowship Division to explain the kind of program you want to do. In our seminar programs, we are interested in both multidisciplinary and un- multidisciplinary areas of work. Working with the guidelines of the division, you should submit a draft proposal which the staff can review and critique. After we re- ceive a final proposal, all applications are reviewed. In some cases, we might propose to come to the staff to the staff can give advice about what the final proposal might look like. The budget should be framed, for example, and so on. We group together similar proposals. Some might be grouped with political science, economics, psychology, and anthropology, only because we don’t get that many in each of those categories. After that, all the proposals are judged, not by us, but by panels of scholars who come to decide here for a day or two. They give us a weighted set, from the top and those are judged down to the bottom, they don’t think deserve funding. Sometimes, if there are questions along—among— with some people strongly for and others strongly against—the proposals may be sent out for even further re- view, and we get written reports back. The staff then tallies these results and passes them on to our National Council. The Council is a board of 26 members appointed by the President and confirmed by the Senate. They review all the recommended proposals. Then they come to me. By law, I have the final word. Needless to say, after a pro- posal has made its way through this rigorous process, I almost always just sign off on it. It’s already been judged thoroughly by people in the field.

CBI: What reasons might there be for rejecting those nailing, either by the 26 member council or by yourself? Are there any patterns of problems that have emerged over the years?
JA: I may have a split Council vote on a certain proposal. In reviewing the argu- melo, there might be a number of ques- tions raised on both sides: “This is a very significant proposal.” “Yes, but it’s been done already.” “Yes, but it’s worth.” You’ll get arguments like that, so I have to intercede. Or sometimes it’s a
E Pluribus Unum*

By Anuva Bass, California State University-Hayward

After having sought for nearly two decades that real ideas are complex and hence require thoughtful consideration, I was recently surprised to receive a letter through mass mail from a person who falsely claimed to be enrolling one of my beginning sociology classes in the fall quarter 1985. The letter was accusatory and its purpose was intimated: "While you have not actively advocated Soviet Communism as a way of governance for America, your implication of this idea has caused students to question your veracity... Your statements recently that Soviet Communism is a moral equivalent to American democracy and representative government was [sic] peculiarly disconcerting... Our group wishes to inform you that your lectures have been and are being taped. We hope there will be some improvement on the above items. If there is not, we are prepared to institute specific measures to ensure our observations. We are sincerely and deeply concerned with academic freedom..." Our students state a supporting university, whose primary mission is teaching. The multicultural faculty body consists of Black, Chinese, Vietnamese, Hispanic, and white students. In recent years foreign-born Asian people, especially Indo-Chinese refugees from Cambodia, Laos, and Vietnam, along with Asian immigrants, mainly from Korea, Pakistan, and Philippines have enrolled. In general, our students report no problems.

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

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

Two of the issues raised by the letter and by AIA are particularly troubling. First, why the cowardice of falsity? Today's higher education is not merely a scheme to undermine academic freedom. In modern American universities, we find codified internal procedures, checks and balances. The trustees, the administration, one's peers, students, and professional associations are formally empowered to monitor the behavior of faculty. In a recent Supreme Court decision (University of California v. Scott, 84-273), the Court unani mously upheld the appropriateness of such a good publishing police of faculty members. Second, can it be that the recent publicity given to AIA has the effect of enhancing moral discrimination? Has AIA become a device for venting frustration with and anger at the newly-educated minorities? Since the 1960s, the unprecedented expansion of American higher education has contributed to the socio-economic rise of women and native minorities, and now of foreign-born immigrants. One social consequence of our growing scope and participation in academia has been the dislocation of the older black foot that goes to those who used to have the list's share. Throughout American history, perceived pressures from various sources—party, union, national cultural, religious—have been the catalysts of intolerance and prejudice. As Seymour Martin Lipset observed, "...emotions in un-aristocratic America on competing for success promises Americans to violate the conventional rules of the game." Today some non-white immigrants are the new achievers. In 1984, the Bureau of the Census compared "all foreign-born, particularly those who migrated between 1975 and 1980, with native-born, using three composite indicators—level of education, professional employment, and median income. Foreign-born immigrants were above the national average. For instance, the percentage of Asian immigrants who had completed college degrees (by their countries of origin) were: Philippines (41.8), Korea (34.2), China (29.3), Japan (24.4), India (66.2), Taiwan (59.8), Thailand (59.8)." The national average was 16 percent. Although an equal proportion (12 percent) of all foreign-born and native-born workers was employed in a profession, there were wide fluctuations among subgroups. Among non-white immigrants, the outstanding exceptions are India (42.8% professionals), Taiwan (30.4), Iran (25.9), and the Philippines (20.1). The cumulative effect of such immigrants' education and professional participation is median household income.

After reviewing the letter with appropriate campus officials, I chose to read it to my class and show how it illustrates some of the social consequences of our combined humanism and democracy. I concluded with the cautionary observation of German sociologist Robert Michels at the turn of the century: "The democracy has an inherent preference for the authoritarian solution of important questions. It thrives simultaneously for splendor and for power." (A brief version of this essay will appear in the forthcoming issue of Audae.) The author thanks colleagues Ann Birge, Jack Coons, and Alan Smith for their discussions about the essay, but takes responsibility for all ideas written here.)

Agresto, from p. 8 a question of an overloaded budget. tomorrow will say it's worth the money. and others will say it's not worth the money. Sometimes there will be question of whether the person can get out the project that's proposed. What is the track record of the individual? Does she have a good publishing police? Or, is it a program for the general public, has much work been done with the general public, can the idea be conveyed to a general audience? Somehow along the line, those kinds of questions have to be resolved.

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

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

CBH: Do you have any last pitch you think to make to the sociology comunidad? Ja: Sociologists should not feel themselves alienated from this Endowment, as long as the work they're doing is grounded in some way in history or philosophy and as long as the work they're doing, whether grand or narrow, addresses an important and significant question. There is no reason sociologists can't be doing work in the schools, in research, through fellowships, or for the public. But again I want to hasten the historical and philosophical dimension of their work and the centrality, the importance, and significance of the project.

CBH: Thank you very much.

Notes: (1) Here are a few project titles related to sociology that NEH has funded in the last few years that I have in mind: "Liberty, Equality and Stratification in Contemporary Chinese Society; Central American Societies and the Current Political Order: Changes in Belief about Race in Maryland's Eastern Shore; A Study of the Budapest School of Psychoanalysis; The Social Development of the Mental Hospital; Diverge in the Early Republic; Nihilism as a Sociological Concept; The Diffusion of Ideas from Sociology to the Humanities—The Case of Intellectuals; Household Structures and the World Economy; The Moral Bens of Social Commitment in East Asia Theory as Introductory Sociology: A Humanities Perspective; W.I. Thomas and the Chicago School of Sociology; The Making of Values about Work and the Family, 1840-1980; Citizenship, Education and Ethnicity; Community and Order: The Social World of the Glasgow Police. Four sociologists recently received NEH fellowships to support their research on topics in the humanities. They are: William R. Arney (Evergreen State College) for "Expertise and Authority in the New Age"; Elizabeth R. Bethel (Lander College) for "Afro-American in the Old Northwest"; Donald W. Lattin (Hildergardt College) for "Amish, Mennonite, and Brethren in the Quam- dernity of Modernity, 1880-1980"; and Stephan G. Mestrovic (Lander College) for "Thurber in Chicago: Philosophy, Political Economy, and the Social World of the Crack-Up"

(2) At press time, the Reagan administration has nominated Lynne Cheney to be the next chair of the National Endowment for the Humanities. Cheney has a PhD in Literature and is a writer for Dwight magazine. Her husband is a Conservative author writing. The academic community has responded more positively to her nomination than that of the previous nominee, Edward Curran, who was not approved by the Senate for the post.
Contemporary Sociology: Ida Harper Simpson

by Ernest Q. Campbell

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

Ida Simpson brings extensive editorial experience to her new assignment. She is co-editor of Research in the Sociology of Work, a series begun in 1961, and was an associate editor of Social Forces from 1970 to 1986. She served with distinction as editor of ASAs Arnold and Catherine Rose Monograph Series from 1974 to 1977, during which time the Series began its association with Cambridge University Press and took on essentially all of its current characteristics. Consequently, the Association even now continues to be in her debt for the quality she built into the Series.

Ida has served the Southern Sociological Society as vice-president (1979-80), annual program chair (1980), honors committee member (1976-77), executive committee member (1976-79), and nomination committee chair (1973). She is about to become the Society’s President-Elect and will serve as President in 1987-88. Her history of the Southern Sociological Society will appear in Spring, 1980 in celebration of the Society’s fiftieth anniversary. Simpson has served ASA as a member of the 1979 Program Committee, Nominations Committee (1979-80), Publications Committee (1979-80), and a member of the Council of the Section on Organizations and Occupations (1976-79).

Simpson’s career-long scholarly interests and accomplishments focus on work, aging, and the family. Three volumes of Research in the Sociology of Work, devoted respectively to Worker Consensus, Worker Rights, and Unemployment, have appeared and the fourth, High Tech Work, is in preparation. She co-authored Patterns of Psychiatric Nursing in 1956 and From Student to Nurse: A Longitudinal Study of Socialization (a Rose Monograph) in 1960. In addition, she co-edited Social Organization and Behavior with Richard L. Simpson in 1964 and Societal Aspects of Aging with John C. McKinney in 1966. Ida has contributed numerous chapters to edited works and her research articles have appeared in Social Forces, American Journal of Sociology, American Sociological Review, Marriage and Family Life, Journal of Social Issues, and Sociological Inquiry. She is currently involved in a large-scale project with John Wilson on full and part-time farming. It is funded by NSF and focuses on the role of women in agriculture. A monograph which reports this research is in preparation.

Ida brings dedicated work, high professional standards, compassionate concern, broad interests, love of good writing, a marvelous smile, and gracious humor to the editorship of CS. She is looking forward to drawing on the skills of colleagues in the university, research, and administrative centers of the North Carolina Research Triangle and to working with expert reviewers throughout the U.S., as well as in such countries as Britain, Australia, Germany, and France where the sociological enterprise and its sociologists flourish.

The first issue of CS to be edited by Simpson is the January 1987 issue. As of August 1, all correspondence relating to CS, should be directed to: Ida Harper Simpson, Department of Sociology, Duke University, Durham, NC 27706.

There is one exception: book reviews that have already been commissioned should be sent to Barbara Lasset at the University of Wisconsin until September 8. Thereafter, they should be sent to Simpson at Duke. In addition, all books that are to be considered for review in CS should be directed to Simpson after July 1.

Sociology of Education: Philip Weisler

by Maurice T. Hallinan

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

Weisler received his BA from Washington Square College, New York University, and his MA and PhD degrees from Princeton University. Before he joined the Rochester faculty in 1979, he was a member of the Department of Sociology at the University of Wisconsin, Madison.


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

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

The first issue of SOE to appear under Weisler’s editorship will be the January, 1987 issue. As of July 1st, all manuscripts should be sent to him at the following address: Philip Weisler, Graduate School of Education, 39 Lattimore Hall, University of Rochester, Rochester, NY 14627.

Polish, Czech, German Cooperation in Urban/Regional Sociology

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

5. Sociological Problems in Urban Regions (to be held in spring 1987 in West Germany).

From the beginning, the conferences have been organized under the auspices of the Research Committee on Urban and Regional Sociology of the Polish and German Sociological Associations. Since 1985 a number of Czechoslovak scholars participated in the meetings, with additional support now, on the German side, from the UNESCO Commission for Urban and Regional Sociology of the Polish side, the Polish Academy of Sciences and the German Academic Exchange Service.

To obtain the publications emerging from the conferences, contact Bundesforschungszentrum für Landeskreise und Raumordnung, M. Amrhein, Berlin, D-1000 Berlin 36, Federal Republic of Germany.

For further information, contact Bernd Harren, Department of Social Sciences, University of Trier, F.O. Box 3026, D-5500 Trier, Federal Republic of Germany or Bernd Jaworowski, Piasek 7/25, PL-06-696, Wroclaw, Poland.

FY 1987 Budget Report Available

Open Forum

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

While I think there is no doubt about the significance of the work of Talcott Parsons, the part of his work on social causation in general, as well as the efforts of the revives and indeed his approach, I feel compelled to remain cautious about the impact of the movement on future policy. Within the ever-greater limits on rhetoric, that this has flourished as a new realization, the idea of something that has more flow, and that has more impact, as it has been named, is a neofunctionalist. In my view, the claims of the neofunctionalists and their detractors have been greatly exaggerated.

The origin of much of this debate, and still its center, is Jeffrey Alexander’s four-volume work, Theoretical Sociology. The University of California Press trumpeted this work with extraordinary laudatory comments by a number of luminaries, such as functionalist Lewis Coser, who is quoted on the dust jacket as saying, “A scholar worth promoting to the most prominent contributors, not only the history of sociological theory, but also to the substantive study of key theoretical problems in sociology, to be published in the current decade.” Such extraordinary claims from mainstream sociological skeptics seem to have helped elicit a long stream of historical critical reviews of part or all of Alexander’s work. For example, Miller (1984:492) describes Alexander’s “logical and methodological rigour,” and “considers the claims of the leading sociologists.” Contrary to the extravagant claims made on the dust jacket, it is not an adequate foundation for further study in sociology.

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

The rhetoric surrounding Alexander’s book and the neofunctionalism in general, Alexander has been in the forefront of neofunctionalism, writes a minor conference on it and using the papers delivered there as the basis for his new volume, Neofunctionalism (1985). In Alexander’s (1986) recent letter to Fowles he manages to focus on a few paragraphs to characterize the neofunctionalism movement as “incredible renewal in theoretical fortunes,” “a development that is surprisingly deep and wide,” and a trend that is “gaining momentum.” In addition to his own hyperbole, Alexander cites a recent paper by David Scultti (who wrote a comparison letter to Alexander’s) and Dean Gerstein for its description of the “dramatic revival” of functionalism. In his letter, Scultti states that Parsons had a “wider influence” than others (Scultti’s co-author Gerstein), and closes by pointing to Alexander for “taking great risks in setting the stage.” Alexander (1986:43) describes Scultti as having an “explanation of this time.” The interrelationships among these people, their ideas, and their publications, raise more questions than they have answered in any other paper in Alexander’s Neofunctionalism, tend to have a self-serving quality that puts outsiders off and contributes little to the theoretical extension of neofunctionalism.

More on the Neofunctionalism Debate

Jeff Alexander (“Open Forum,” Jan. 1986, page 5) questions both the letter and spirit of the remark I made at the ASA Theory Section meeting in Toronto in 1975. Alexander has me pleading to the crowd with the declaration that “there are no functionalists left under thirty,” and he defends me from that functionalism was thereby left “dead and buried.” He goes on to congratulate himself for having “crystallized” the new movement he calls “neo-functionalism,” even in the face of the anti-functionalist consensus.

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

One important context is that 1975 symposium on “The Current State of Sociological Theory” was organized and chaired by Dennis Wrong, who, prior to the meeting, circulated an open letter in the form of a provocative essay addressed to his panelists, Ronald Collins, Anthony Giddens, Stanford Lyman, and myself. Wrong opened the discussion at the meetings by reading that essay verbatim. Among his ques- tions were these: “Are there any functionalists, jeau sait? Jeu there any under thirty? What valid features of functionalism remain and must be taken into account in current social theory?” It was Dennis Wrong who introduced the “under thirty” theme.

As the first panelist to respond, and as one of only two having prepared written remarks, I had something to say about most of Dennis’ questions. I also felt I had to say something about functionalism, including these statements: “I think that Wrong is right. I find it remarkable that there is so much talk of ‘dead and buried’.” “It may be that the very peculiar synthesis that Parsons has given us is a matter of the elements he forged into it will survive.” “Yes, there are functionalists

On Chambliss and Alternative Candidates

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

I completely agree that the American Sociological Association deserves its share of criticism for "being dominated by an establishment representing a narrow range of sociological perspectives and methods." Given this intellectual myopia, however, why does Professor Chambliss find it so "noteworthy" to say that he doesn't have become President. What does Professor Chambliss find so "progressive" about this election outcome? Perhaps there are some "behind the scenes" elements in the hierarchy that some members are not privy to.

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

Kendrick T. Thompson
Professor of Sociology
Northern Michigan University

Submissions on Historical Sociology Requested

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

K. Stephen Warner
University of Illinois-Chicago
A Place in Science: ASA Involvement in the AAAS

(This report was prepared by the ASA/ASA Liaison Committee. Its observations are intended to highlight the significance of the involvement of the ASA in the American Association for the Advancement of Science (AAAS), the world’s largest federation of scientific organizations and an association of over 135,000 individuals. In its 1986 Annual Meeting, the AAAS exists “to further the work of scientists, facilitate cooperation among them, improve the effectiveness of science in the promotion of human welfare, and to increase public understanding and appreciation of the importance and promise of science in human progress.” In contemporary policy to emphasize the broad principles and themes that cross-cut the scientific disciplines. The report cites over 5,000 participants, and in 1986, its publication, the AAAS pursues an interdisciplinary forum for advancing science. It has played an important role in cultivating emerging fields of inquiry, integrating social science topics of common concern, and synthesizing interdisciplinary knowledge for both science and the public. In addition, the AAAS has taken major responsibility for monitoring and reporting the public’s response to science and education. In its annual Colloquium on R&D Policy, the AAAS brings together policymakers, scientists, and administrators from government, industry, and the research community to discuss science funding. It also publishes timely and authoritative analyses of Congressional actions, budget trends, and federal policy affecting science.

Since 1982, the AAAS has incorporated itself into the section structure—first recognizing economics and then broadening this section to include social and economic sciences in 1986. From a disciplinary perspective, the AAAS remains an important vehicle for fostering the integration of the social sciences in the science community and specifically focusing attention on the contributions of social science research and its role in interdisciplinary studies. Attestation to this, the popular science, increasingly salient during the 1980s, when the roles of scientists became subject to federal scrutiny and science policy, the AAAS recognized that the role of the social sciences is interconnected with the standing of science and the public. Thus, the more general objective of promoting the recognition and diffusion of sociological research through public policy is to be pursued.

In 1984, the ASA created a liaison committee to the AAAS more clearly the individual benefits of participation and to expand the presence of sociologists in the AAAS.

The ASA established its official status as an affiliated organization of the AAAS in 1932 and “affiliated status” before 1920 (in 1920 associated status was discontinued). A small but visible number of individual sociologists have consistently participated in the organization of relevant sections of the AAAS and its annual meetings. Individual sociologists have contributed to the organization’s activities and its publications, science, and research articles, and book reviews. The appointment of Gardner Lindzey as Deputy Editor for the social sciences and Harriet Zuckerman as a Reviewing Editor shows a deepening interest in social science material. The AAAS also suggests enhanced opportunities for publication. Sociologists, it appears to be of particular interest as is evidenced by the recent publication of “Science Computer-Based Developments in Sociology” by David R. Heise and Roberta C. Simmons. Science has also emphasized modes of social stratification and mobility, recent changes in U.S. fertility, meta-analysis in the social sciences, public process, and policy. The approach of submitting the social sciences to science, its new editor, Daniel Katz, offers a more traditional, policy-oriented approach to maintaining the quality of information, the suitability of material so as to not to delay subsequent submission to alternative outlets. In addition to providing a forum for the interpreting sociologists for the research for the other branches of science, the extensive readership of Science (estimated to be over 3,000,000) creates the opportunity for rapid diffusion of research findings. Articles, book reviews, and citation include articles that have the potential for increasing recognition and enhancing social influence.

Similarly, the presentation of papers at the annual meetings of the AAAS offers wide exposure to new audiences, especially through public press coverage. These AAAS press conferences for general sessions and journalists routinely scan for other topics of interest to their readers. Last year, this intense press coverage resulted in two sessions organized by sociologists being reported in the New York Times, that of David Heer on “The Effects of Nuclear, Order, and Sparring on Status of Families.” In the case of Lynsley’s session, the AAAS is considering publishing a symposium volume on the topic based, in part, on the paper presented. The program of the annual meetings is developed from suggestions formally submitted to the AAAS; these are solicited the preceding year. Details required include a brief abstract of the topic, a noting organizer, or a list of potential speakers. Topics of interdisciplinary significance prominent in public and current policy, sociological science, treating historical, definitive summary, or enlightening application are considered most appropriate. There is also an annual symposium on the “Frontiers of the Social Sciences” which offers a spotlight forum for presenting interdisciplinary material. This symposium is being organized by Amalia Eizerof in 1996 and will focus on the integration of economics and social science. A series of paper presentations is sought from the officers of relevant sections. Submissions from 1986 are available from the 1986 Meetings Office, 1303 H Street NW, Washington, DC 20005. The 1987 sessions are scheduled for Chicago, February 14–19. Each year, the AAAS reviews the program of its annual meetings for selected topics to publish in its Symposium Volume Series. Most of these edited volumes contain expanded versions of papers delivered at the meetings and as other papers discussing the treatment of these topics. Ninety-six books have been published since the series began in 1937. In addition to highlighting important topics in science, the social context and implications of science are stressed. These specific topics focus on Sociology/ Psychology in the series and sociological material is included under Child Development/Family Policy, Education/ Resources/Policy, Models and Systems Theory, Medicine/Health/Policy, Science and Public Policy, Sociology, and Women’s Studies. The series is published by Westview Press. A listing of titles can be obtained from the AAAS Marketing Office. Opportunities for individual recognition also include the AAAS Prize for Behavioral Science Research (formerly the AAAS Sociological Prize) and election to the AAAS Fellows. In each case, professional recognition by the AAAS is considered especially prestigious because of the interdisciplinary character of the organization. The AAAS Prize for Behavioral Science Research is awarded annually for the most meritorious submission furthering understanding of human psychological-social-cultural behavior. The $5,000 prize is intended to encourage the development and application of methods for the study of social behavior. All abstracts and papers relevant data and interpretation are eligible. Entries are reviewed by a committee of judges in consultation with officers of the AAAS Sections on Anthropology, Psychology, and Sociology. Previous recipients include:


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

The 1986 annual meeting of the AAAS will be held in Philadelphia, May 25-30, at the Franklin Plaza Hilton Hotel, Pennsylvania, and Holiday Inn-City Center hotels. Section K representing the social, economic, and political sciences, will meet on Tuesday, May 27, at 6:30 p.m. in the Bynner Room, Room A of the Hershey Philadelphia Hotel. Section U, representing Statistics, will meet on Monday, May 26, at 6:30 p.m. in Parlor 519 of the Hershey Philadelphia Hotel.

AASA/ASA Liaison Committee: Jeanne Miller (Chair) Richard A. Berk JoAnn F. Minervini Ruth Hill Uen Carol H. Weiss
Job Clinic Again Annual Meeting Feature

In what is quickly becoming a tradi-
tion, the 1986 Job Clinic in New York
will again feature a two-day job
clinic held just prior to the asset of the
regular proceedings. It is being con-
ducted by Richard Irish, an experienced
career counselor and author of the widely
read column "Ask an Employer." In pre-
vious years Irish has endeavored himself to clinic participants with his
highly stylized, humorous approach.

The job clinic is scheduled for Thurs-
day and Friday, August 28 and 29. It
is designed to help sociologists in-
cluding major issues in their career
development. Since the clinic may prove
helpful to all sociologists, graduate
students or faculty, who are contemplating a move or an em-
ployment change, there is no charge to the clinic. Irish, who
describes the clinic participants as
"proactive" and "exploring further aca-
demic pursuits," has often referred to
the clinic as a "tool for thinking about
one's future career path." Irish is well
known for his humorous and often
sarcastic comments on the academic
world. He has written several books on
career development and is a frequent
speaker at academic conferences. His
style is characterized by a blend of
humor and practical advice.

Diversity: from page 3

A community of sociologists is cen-
trated in the upper west side of Man-
hattan. This is the home of the
New York City Sociology Association
whose members are active in a wide
range of sociological research.

The community is characterized by
high diversity, with a significant num-
ber of members identifying as members
of minority groups. The association
has a diverse membership, includ-
ning individuals from a variety of
cultural backgrounds. This diversity
allows for a rich exchange of ideas
and perspectives within the association.

ISA Update

- The Executive Committee of the Inter-
national Sociological Association has or-
ganized a special session in memory of
Robert K. Merton, a pioneer in the field
of sociology, who died last fall. Hill was
a former ISA President. The session is
scheduled for Thursday, August 29.
- A special focus group is organizing tours
of India in connection with the ISA meet-
ing. It is a former India tour of the
Moroccan government. The tour
includes a brochure outlining the tour,
contact the

Annual Meeting Travel Grants for Foreign Students

The ASA expects to receive a grant

The ASA expects to receive a grant
to assist full-time foreign graduate
student in sociology in attending the
Annual Meeting, August 30-September 3,
in New York City. The grant is expected
from the U.S. Department of Education's
Pellegrini Program, which is administered
by the Institute of International Education.

The maximum individual award is $290.

The STEP awards can only be made
to U.S. citizens or permanent residents
for foreign graduate students. Recipients are
eligible if they are receiving any U.S.
foreign student aid, including academic
travel expenses. Foreign graduate
students of any U.S. citizenship, includ-
ing non-U.S. citizens, are eligible.

Recipients of STEP awards will be
required to submit evaluations of the pro-
gram and their participation in it within
two months of the meeting. Students
who do not attend the meeting must re-
turn the funds.

Foreign students can apply for a STEP
award by preparing a letter outlining
their eligibility and any formal partici-
pation in the Annual Meeting, stating
the amount of money needed, listing
the institution of their home country, and
identifying their home country. In anticipa-
tion of the STEP grant application, the
application is due by July 1 to:
The American Sociological Associ-
ation, Attn: STEP Awards, 1725 N
Street, NW, Washington, DC 20036.

Traditional Puerto Rican, Mexican,
Cuban, or Colombian cuisine, or the
traditional dishes of other Latin American
countries are listed in the telephone di-
rectory's yellow pages by nationality.

On Broadway, the musical "Evita" has
become a hit, but the biggest hit of the
season is "The Tango Artist." Don't miss
it!
Teaching

Using Computers to Teach Sociology: A Departmental Survey

By Russ Koppel, Social Research Corporation, George Donnelly, St. Joseph's University, and Arthur Sheats, DePaul University

Last year we sent a survey to sociology departments in the U.S. and Canada to find out about their use of and interest in computers for teaching sociology. Although the questionnaire was long (six pages) and often complex, 27% of the undergraduate and graduate departmental responses—providing an N of 8000—were returned (between May and November 1985) we reviewed the findings on faculty and student access to mainframe and personal computers, the role of the college administration in facilitating purchase of and access to microcomputers, and various uses of computers in sociology courses. We also examined the relationship between institutional type and the use of computers in teaching sociology. Because ours was a survey of and for sociologists, many respondents accepted our invitation to discuss the impediments to use of computers in teaching sociology, as well as their expectations and aspirations for this new technology. In this last article, we want to share some of their insights and comments.

Inadequate Software

Our survey revealed that student access to microcomputers is remarkably widespread, with 89-95% of departments reporting that students have at least some reasonable access to microcomputers. Yet computers are not extensively used in sociology instruction. We found that the major reason for this is the poor quality and inappropriateness of available software. Other obstacles to widespread computer use in sociology include lack of funds, lack of faculty preparation time, and pressure to emphasize traditional teaching modes. Typical of the concerns about software was this comment from a small California college: "Our concern is that computers not be used simply to test with multiple-choice questions; there's no using computers innovatively. Simulations, computations, and problem solving should be involved with the use of multiple-choice questions on a video is a waste of the technology and potential of the computer." Other respondents made similar comments, suggesting that the "popular" test-bank-in-a-disk system was just a "gimmick" that will soon lose its novelty. A respondent from a medium-sized Ohio college wrote: "The test that is good is that the test looks locked in, but since the computer looks promising but have been disappointing, time-consuming, and not superior to paper copy." Several respondents stated that, given the abundance of good software, they find that word processing is the most appropriate use for their computers. Incorporation of word processing into the sociology curriculum was noted by several respondents. This use may be, in part, a response to the "writing across the curriculum" movement. Several sociology instructors reported that they are being asked by administrators to integrate writing skills into their courses. Some also noted that students and administrators are eager to increase course engagement with computers. Word processing appeared to be an obvious solution. A comment from a colleague at a state Pennsylvania college is typical: "We're under pressure both to use the hardware the college bought and to bring 'writing across the curriculum' to the sociology department." "In Use Research Methods and Statistics Courses

Our survey showed that computer use is most prevalent in statistics and research methods courses. Fifty-five percent of the departments reporting responded that computers were used in at least one of these courses. The software involved varied significantly. Many respondents employ database management programs, often creating or adapting the programs for their needs. More than three-quarters of the departments reported having access to statistical packages (SPSS, SAS, BMDP, MINITAB and A-STAT) and many use these in their methods and statistics courses. Faculty reported, however, that their efforts were frustrated by the time and administrative work needed to arrange for use of the mainframe and to assist students. They frequently expressed a desire for an affordable and convenient statistical package designed for microcomputers. A quarter of the departments responding to the survey claimed that at least one member of the faculty was using a large data set in statistics courses. Most commonly utilized are the General Social Survey, NORC's Election Surveys, the American National Election Study, victimization Surveys, and many of the data sets available through the American Political Science Association.

Final Remarks

Final computer and faculty. As might be expected, the survey revealed that faculty and students most familiar with computers tend to be located in departments with the greatest access to computers. What is surprising, however, is the degree of fearfulness about computers, evident at schools with widespread computer access. That is, although very few departments reported "anti-computer ethos," several respondents from departments where computer access was "no problem" commented on the lack of many students and students' attitudes toward using computers. Their attitude is that almost all the comments were responses to faculty and computer-related instruction. The greatest effect of fearfulness of computers is apparently on students. As one faculty member at a medium-sized Middle Atlantic college put it: "Despite the attitude here about computers, I manage to get two students a week to work in empirical research and in computers. Similarly, a faculty member from a Northern college reported that the computer could be extremely useful, but I get very little support here. Once we have arranged for the student to use the computer for a research project with a faculty member, but it's hard." 

Conclusion

In the course of a few micro-computers have become as widespread as mainframes, but it took the latter three decades to achieve their status. While some faculty are not comfortable with them, most are receptive to using micros in their teaching and many are enthusiastic. At this time, the major obstacles to the widespread use of micros appear to be the quality or appropriateness of the software and the lack of time or support for integrating computers into conventional teaching schedules. Our respondents, however, express both a strong desire for and expectations of easier-to-use and more creative computer programs. In terms of supply, the creation and distribution of software has been hampered by the tangle of hardware, operating systems, and differing requirements for CPUs and video display systems (monochrome, graphic, or color). As we reported previously, Apple (traditional line) and IBM-based systems currently predominate. IBM serves, ASA Field Coordinators, but the Apple Macintosh may threaten IBM's hegemony. The trend certainly toward more coherent use of computers and software at all levels of the curriculum. As students who have been living with micros since grade school continue to enter college, we may find that they are as great a force for integrating computers into the discipline as available in grades, the knowledge, and the increasing sophistication of faculty. (A fear of computers even at computer-rich departments is reflected in the survey findings. At schools reporting "no problem" with access to micros, 33% claimed that fear was significantly hindering use of computers in sociology pedagogy.)

Develop Greater Computer/Teaching Skills This Summer

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

June 9-13, 1986. The Computer as a Basic Sociology Teaching Tool will be held on the campus of California State University, Sacramento. In this workshop, we will discuss the potential of computers for teaching sociology. By learning about computer applications in sociological research, you will be able to incorporate computers into your own classes. That's what we'll be discussing in this workshop. We'll give you tips on using computers effectively in your teaching, and you'll have hands-on experience with a variety of computer software. So if you're interested in incorporating computers into your courses, this is the workshop for you.

June 20-26, 1986. Instructional Computer Simulations and Games will be held at Skidmore College in Saratoga Springs, NY. In this workshop, we'll be looking at the potential of computers for teaching sociology. We'll be discussing how computers can be used to simulate various sociological phenomena. So if you're interested in using computers to simulate social processes, this is the workshop for you. We'll give you tips on using computers effectively in your teaching, and you'll have hands-on experience with a variety of computer software. So if you're interested in incorporating computers into your courses, this is the workshop for you.
Teaching

High School Sociology: A View from California

by Dean S. Barr, California State University, Sacramento

Determining how sociology is taught in high schools is a task that is currently facing our discipline. First, no one really knows what is going on in the classroom. Second, no one has tried to take a comprehensive look at short and Mattick state (1983:14) that we know very little about the nature of sociology picture as far as the secondary sociology curriculum is concerned. Second, determining the environment that sociology courses at the college level may be related to some aspects of instruction or the lack of it at the high school level. Howard (1985:4) reports the "Chronicle of Higher Education" annual survey of freshmen showing that 3.3% for sociology as their major and...and what happens in high school undoubtedly influences the number." Short and Mattick (1982:32) make the point that "If sociology is to be among the requirements to their profession in the future, the question of the quality and quantity of sociology being dispensed at the high school level has become a matter of great concern. A recent report from the Carnegie Foundation for the Advancement of Teaching (1982) concludes that college and university faculty are making unilateral decisions about what problems they and the high schools have in common and taking action with little or no consultation. In essence, the report indicates that "the worlds of high school and college are different at the same time they are the same." That is, two levels speak the same language, yet they are incapable of dialogue. One is supposed to possess the extra knowledge of the other but neither bothers finding out what the other is doing." (Watkins, 1985:1).

To discover how some high schools in California are teaching sociology, I interviewed 20 high school teachers. All except one had taught a course identified as sociology during the 1984-85 academic year. The majority of high schools in Sacramento were paired, and I observed six separate classrooms sessions taught by six different instructors. The survey was conducted in this endeavor by an Asia-Pacific Survey of the Discipline Grant. Although I did not learn of the actual problems involved in the implementation of the investigation were probably fairly representative of the State as a whole, given the disparity of the results. The teachers were selected from the California Department of Education. What I found is sobering if not alarming.

Findings

Sociology is almost completely absent from the social studies curriculum in California high schools. In 1980, a survey of over 5700 high school teachers, conducted by the Department of Education, found that 59 who taught almost exclusively social studies. The survey report also reported that only 407 sociology classes were taught in the entire State during 1982-83, this represents less than 1% of the more than 50,000 classes offered that year in the social studies curriculum. Of 90 high schools in the greater Sacramento area, only 21 (23%) offered a course in sociology during 1984-85, and at none was sociology taught as a separate section or unit in other social science courses. When sociology is not taught as a separate class, little if any instruction in the field occurs.

Sociology is absent in the social studies curriculum because it is an elective course, in none of the schools in my sample it was a requirement. Elective courses are offered on the basis of student demand and teacher interest. Student demand for sociology is low. Schools generally conduct a "counseling run" to determine if fewer than 20 students want to take Sociology during these runs, the course is not offered. Teacher interest is also nonexistent. Most of the high schools in my sample did not have social studies teachers who had majored or even minored in sociology. In addition, the State of California is implementing new model curriculum standards for high school instruction in social studies and other fields, and these standards have begun to reduce the number of elective courses offered to students. The new model curriculum mandates three years of required work in social studies. In including United States history and geography, world history, culture and geography, and American government, civic, and economics. Over half the teachers I interviewed indicated that sociology may eventually disappear from their school's curriculum as now staff time is needed to teach additional requirements in history and geography. Further, many of the teachers stated that students going on to college would have less elective in class time during the fall semester. Still other new model curriculum standards for high school levels. Several teachers attempted to supplement the text with articles on a variety of topics from such sources as Time, Newsweek, Psychology Today, and Sports Illustrated. By the most prevalent method of teaching in these classes was a combination of lecture and discussion. On average, about 60% of class time during the week was devoted to this method. The second most prevalent method of teaching was by film and/or video.

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

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

Implications

To my knowledge, whether sociology should or should not be taught in the high schools of America has not been a formal "policy question" which the ASA or the Project on Teaching has recently addressed. In the 1960s and early 1970s when the Association was involved with the project on "Sociological Resources for Social Studies" (Angell, 1972), the Association obviously committed itself to improving instruction in social high school sociology. By default and inaction, the Association probably still has that commitment today. Fox and Hurley (1985:4) has recently stated the Association has an interest in high school sociology and frequency of contact from state boards of education about what a model high school curriculum should contain. The high school sociology in California suggests that now may be the time to once again address and debate this issue.

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

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

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

by Barbara Redlin, ASA Publications Committee

Few researchers escape the traps of the publication process. As Daniel Kasabian's editorial in Science, which is reprinted on this page, illustrates, our feelings often depend not only on what we are writing—but whether we are involved as author, reviewer, or editor, most of us in some capacity, and all of us being reviewed as among the stewards of professional life. While some of the strain is unavoidable, some problems stem from lack of awareness of various ethical guidelines governing the publication process. This article reviews several issues relating to the obligations of authors, reviewers, and editors. In particular, it reviews submissions (and rejections), reviewing manuscripts, and reviewing the same book for more than one journal.

Submission to ASA journals. The ASA has long regarded the submission of a manuscript to more than one professional journal as unacceptable, even when journal policies explicitly permit multiple submission. Each ASA journal states this policy in its Notice to Contributors. ASA journals rely on reviewers who volunteer their time to provide comments for authors and make recommendations about publication for editors. In addition to the considerable time and effort evaluating manuscripts involves, multiple submission can present a real drain on editors, reviewers, and the Association's resources. Most ASA members recognize this and abide by the policy, but periodically editors learn of multiple submissions. On these occasions, editors reject such manuscripts without review.

The Rose Monograph Series also discourages multiple submission, but recognizes that the norms governing book publishing are different from those governing journal submissions. In addition to practical considerations, such as an upcoming tenure decision, many journals will not publish books unless they are reviewed by at least one other journal. Authors who do not have an obligation to advise the editor of the Rose Series a question that occurs occasionally involve the ethics of resubmitting a rejected and unsolicited manuscript to the same journal following a change of editors. Although ASA has no formal policy permitting this practice, the Publications Committee recently concluded that it resembles multiple submission, and is inappropriate for the same reason: it uses up journals' limited resources. Conflicts of interest in reviewing Accounting to the ASA's Code of Ethics, sociologists should not review the work of others (e.g., manuscripts, research proposals) when a strong conflict of interest exists. This may arise among former teachers and students, or friends and colleagues between whom an overriding sense of personal obligation, competition, or envy exists.

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

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

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

On the Difference Between Reviewing and Being Reviewed

TO: Universal Science Foundation
Planet Utopia
Galaxy 7,007,216
FROM: Interplanetary Cultural Anthropology Expedition
Sections IV and XXI
RE: Anomalous Behavior Patterns

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

At 5:30 p.m. Earth Time on 4 August, Section IV located an individual with a red face speaking into a telephone at the 10.2 <3 is the exponent--decent level. The subject was using arcane linguistic techniques with multilingual words such as "nonspeak" and "incompetent" occasionally interspersed with letter-letter words not available in captured dictionaries. This subject, Section IV calls "Author," was complaining bitterly to something called The Journal that his manuscript had received no decision in 3 weeks despite (i) it represented better work than had ever appeared in that journal for the last decade (ii) it was very close to the best of his 176 pages, none of which had been treated so shabbily. It was ascertained that this work had taken 2 years to complete, 3 months to write up, and 1.5 months to be criticized by colleagues of the Author before being sent to The Journal. At 3:37 p.m., Section IV moved on to study behavior of one horse, two bullfinches, and a garter snake, all of which behaved in a diurnal and rational canine manner.

At 4:00 p.m., Section XXI located an individual with a red face speaking into the phone at the 10.2-decent level using multisyllabic words such as "impossible" and "inconveni- niently" occasionally broken by signs, groans, and anguished looks at the ceiling. This species, which Section XXI calls "Reviewer," was apologizing to something called The Journal that (i) manuscript that he had received for review had only recently arrived during a period when he was out of the country, writing a giant, lecturing to 300 students, and lying flat on his back in the hospital being fed intravenously. He promised that the manuscript would be put in the mail "tomorrow" and complained that it was unreasonable of The Journal to expect a busy flower such as he was to review a manuscript in less than 3 weeks. Section XXI was unable to obtain a definition of the word "tomorrow" before it moved on to study the viscosity of rush-hour traffic.

The anomaly in the case was not recognized by the sections received laboratory reports of their remote- sensing data implying strange terminations and optical surface imagery. The former indiscernible identical DNA sequence for the two species and optical photographs revealed identical clothing and facial characteristics. The sections concluded that this was theoretically astounding, but experimentally conclusive, that both expeditions had observed the same individual. No explanation for the subject's behavior could be suggested until Professor XIP3 discovered that there were two hermaphro- phinenses in the brain of Homo sapiens. We conclude that a single body housed both species, but that the Author species uses the left hemisphere and the Reviewer species the right hemisphere, and that there is no other cognitive system.

Professor XIP3 predicts that this split personality will create wars, famines, and two types of Coca-Cola.

—Daniel E. Koskud, Jr.

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The sociological perspective on drunk driving is complex and multifaceted. This perspective emphasizes the structural and cultural factors that contribute to the problem. Drunk driving is not just an individual act, but a result of broader social contexts and institutions. Sociologists often use criminology, social stratification, and deviant behavior theories to understand drunk driving.

Criminology

The criminological perspective focuses on the factors that lead individuals to engage in drunk driving. This perspective examines the role of personal characteristics, such as personality traits and previous arrests, as well as environmental factors, such as peer pressure and availability of alcohol. Criminologists also study the effectiveness of legal interventions, such as the minimum drinking age and drunk driving laws, in reducing the incidence of drunk driving.

Social Stratification

Social stratification theory suggests that drunk driving is more prevalent among individuals with lower socioeconomic status. This theory posits that social inequality creates stress and frustration, which may lead to risky behaviors, including drunk driving.

Deviant Behavior

Deviant behavior theory views drunk driving as a form of deviant behavior that is socially prohibited. This perspective examines the norms and values that society holds regarding drunk driving and how these norms influence individual behavior.

The Journal Calendar

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

Members often call to ask when they can expect to receive their journal. For your information, here are the months in which each of the journals is published.

ASA Journal: Usually April, June, August, and October.

Contemporary Sociology: Usually February, April, June, August, October, December.

Sociological Methodology: Usually May, July, September, November.


ASA News: Usually April, June, August, October, December.

ASA Perspectives: Usually January, March, May, July, September, November.

ASA Notes: Usually April, June, August, October, December.

ASA Research Notes: Usually April, June, August, October, December.

ASA Research and Theory: Usually April, June, August, October, December.

ASA Review: Usually April, June, August, October, December.

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Lightner, following the death of her daughter, asked that a drug-related quinoline mixture into the criminal justice system. Her grief was joined by anger when she learned that the man who killed Carl was “both on probation for previous DUI (Driving Under the Influence) conviction and on parole for another hit-and-run OUI offense a few days be- fore” (1985: 4). In sua, Reisman says, “Her passion for her child, work, and justice as an aggrieved mother gave her substantial charismatic credibility and moral legiti macy and she quickly attracted adherents” (1985: 3).

By way of accomplishments, Reisman notes MADD’s success in focusing media attention on itself and on the drunk-driving issue. “...MADD has affected what Foucault calls a shift of gaze with regard to decoding driving in the U.S.” (1985: 4). The centerpoint of this accomplishment is the 1984 federal law which will cut federal highway funds off which do not raise the drinking age to twenty-one.

On the other hand, Reisman cites a number of “growing pains” which MADD has suffered. These include tensions between the board and Mrs. Lightner over the division of organizational responsibilities, an unstructured appeal for scarce resources, and a lack of leadership in the refusal of the Council of Better Business Bureaus’ “Philanthropic Advisor Service” (1985) and the National Charities Information Bureau to recommend MADD as a charity (1985).

Reisman’s larger concerns is with MADD’s exclusive focus on drunk drivers and its refusal to endorse preventive policies which take aim at the liquor industry. (MADD does not support increased taxes on alcohol or the regulation of advertising). He writes “Like the National Rifle Association and other antigun control advocates, MADD is incorrectly postulating that if there is no gun, people people, MADD’s strategy from the start has been to redefine the (the California problem, drunk drivers are)” (1985: 18). This limited focus has produced financi- ally and practically effective policies, which naturally prefer a delimited focus.

Two contextual factors seem to Reisman to give support to the MADD position. The first is a shift in thinking about alcohol-related problems. The disease paradigm, which has de- fined most thought about alcoholism was by 1980 losing its hegemony and a more plausible, “disaggregative” approach to alcohol problems was taking hold (1985: 22). This “scientific and public policy ferment in the alcohol area” as “salutary for MADD” (1985: 22) has given intellectual elbow room to those calling attention to alcohol-related problem other than drunk driving (1985: 32). The second factor he notes is political, namely, “the intersection of the politics of MADD and the political culture of Reagan and the New Right” (1985: 23). MADD’s individualist focus, its concern with social welfare welfare, and thus its disinterest in alcohol-related problems outside the automobile seems to condense public intervention in areas of private morality all. Reisman says, “none of the methods or models for public action as it has developed from the ‘Law and Order’ campaign of the Nixon years to the pre- sent...MADD’s discourse seems very much in sync with the now-dominant mode of discourse emerging from the Administration...” (1985: 33). The legislative program of MADD, with its emphasis on finding and implementing alcohol abusers into the system has allowed Reisman to introduce legal interven- tions into areas of behavior previously immune to state intervention as if it “at least some in its members and officials about, if not a momentum toward the further construction of civil liberties” (1985: 33). The discourse MADD has introduced and defined is, he believes, “born of and suited to an age in which the powers that be are intent upon shifting the agenda away from social welfare toward social control” (1985: 33). MADD continues to be a hot research topic. For instance, John McCarthy of Catholic University is currently collecting data for a study which will use MADD (chapters in various areas to test “the importance of four factors which social movement theory says are important to the growth of citizen ac- tion: widespread common conceptions of the problems and its solu- tions, the increased capacity to mobilize which has flowed from expanding opportunities, the flow of state resources to local areas designated to encourage citizen action, and the existence of local structures of relationships of in- dividuals who can be expected to be interested in organizing around the issue” (1984: 5). Results of this analysis are still forthcoming.

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

REPRESENTATIONS


Ross, H. Lawrence. 1985. “Can We Make the Problem Go Away?” The New Mexico. December 27.


David Edwards, San Antonio College, uses Pulford photography in his course. He states, “When all I received are some free film for use by his students from the Pulford Corporation. Edwards is currently a member of Quag, a team of ten college professors to evaluate and develop effective approaches to in- struction. His Pulford program was selected for presentation at the 1985 National Conference on Teaching Excellence. Edwards and Richard Mitchell are co-writing a forthcoming publication for the Teaching Resources Center on "Visual Resources for Teaching Sociology." For more information, contact David Edwards, Department of Sociology, San Antonio College, San Antonio, TX, 78224.

Jonathan Freedman, clinical sociolo- gist at the Hutchinson Psychiatric Center, writes a regular column in the Syracuse NY Post-Standard. The column uses a question and answer format. Readers send their questions, in care of the paper, and Freedman responds to them. Recent columns have talked about everything from alcohol dependency, recovering from the trauma of rape, how families and friends treat a person recently discharged from a treatment center, how to increase self- esteem, and how to handle street beg- ars in an altruistic and effective way. Freedman also appears on television, talking about coping skills. He is willing to share his videotapes of these pro- grams on a loan basis. He will also dis- cuss his work at the annual Clinical Soci- ology Association meeting in Syracuse next June. Contact him at Richard H. Hutchings Psychiatric Center, Box 27, University Station, Syracuse, NY 13210. (315) 471-4985.

As more departments include socio- logical practice in their curriculum, they have found it important to have specific course materials on ethics. Two such courses on ethics are: "Values, Research, and Public Policy," a one-credit course at the University of Kentucky, taught by James G. Houghland (Department of Sociology, Lexington, KY 40506-0027), and "Career Counseling for Sociology Students," which includes a unit on ethical prac- tice, with special application to internship experiences as well as future employment. This course is taught by Charles S. Green III at the University of Wisconsin-Whitewater, Whitewater, WI 53190. Write to the instructors for more information.

Freire and Whyte Discuss Practice and Teaching

The ASA Teaching Services Program is excited about an upcoming workshop in Los Angeles, CA, entitled, "Field Experience and Teaching: Learning Through Participation and Research," featuring author Paulo Freire and sociological practice expert Dr. Michael Whyte. The dates are July 31-August 2, 1986. In addition to Freire and Whyte, the staff includes: Anna Rose Park, University of Massachu- setts, Paul Baker, Colorado State Univer- sity, and Sabrina Bonica, University of California-Riverside, and William Evers, Michigan State University.

Participants will have an opportunity to receive case studies and share views of field experience and participatory re- search as basic teaching techniques, ex- amine the social and institutional con- ditions that promote field experience and participatory research, discuss how teachers and students can mutually work together to change their own conditions, and pursue personal empowerment through social dialogue.

The Workshop will be held on the campus of UCLA, and the fee is $200; if meals and lodging are required, the total is $325. Applications due June 1, 1986, and must be accompanied by a $50 deposit. For more in- formation, contact William Evers, ASA Field Coordinator, Department of Soci- ology, Michigan State University, East Lansing, MI 48824 (517) 353-6069.

Council Reaffirms Constraints on Self, Committees

At its recent meeting, ASA Council reaffirmed an Academic Ethics policy that has been in existence since the early 1970s by passing the following motion: "ASA committees and Council may not appoint, nominate, or give awards to members of their own body. More- over, people serving on such bodies, such as ASA Council, which have apposite authority for given positions may not be nominated for those positions (e.g., ASA editorial board)."

Council decided to reconsider this ex- isting policy, concluding that it might be timely to remind everyone of the Association’s formal rules and guidelines. One implication of the rule is that people who are elected to the Nominations Committee may not be appointed to any Association committee or position for which Council selects incumbents during their term of office. In addition, members of the Publications Committee may not be consid- ered for editorial duties during their term of office. Another implication of the rule is that people elected to the Nomina- tions Committee may not be put for- ward for elective office during the period that they serve on the Committee. Similarly, people serving on the Council Committee on Committees may not be nominated for any appointive office which the Committee itself fills. And finally, anyone accepting appointment to one of the Association’s award committees is not to be considered for the award the committee deals with during the period of his/her service.
Update on Alpha Delta Kappa

by Jerry Mihel, Memphis State University

With no fanfare and little notice, sociologists are quizzing Alpha Delta Kappa (ADK) continues to serve the discipline and its students. Founded in 1928, the organization is the Alpha Chapter at the University of Southern California as an honor society. ADK retains this central principle of granting an excellence in scholarship, particularly for recognizing those sociology students who excel in their studies. Students who perform well appreciate recognizing and providing it is one of the enjoyable aspects of teaching. Moreover, sociology departments reap significant benefits. Undergraduate programs find ADK a good measure of identifying student leadership and promoting sociology. Departments with heavy research emphasis and/or graduate programs use ADK membership rolls as a ready source of good research assistants and graduate students.

The second major activity of ADK is the publication of Sociological Inquiry. Founded as the Delta Kappa Quarterly and then as the Alpha Delta Kappa, the journal was given its present name by Otis N. Jennings when he assumed the editorship in 1960. Over time, SI has become and remains a prestigious sociological journal, published quarterly. The current editor, Jim Skipper of Virginia Tech., has assembled a staff of assistant and advisory editors and the University of Texas Press provides high production quality and is responsive to subscriber needs. These factors, combined with ADK’s support and Skipper’s talents and hard work, are producing a well-respected and financially healthy journal.

Perhaps the most important immediate task of ADK is to locate a new editor for SI. By August 1960, Skipper will have served the constitution to its maximum of six years. The plan is to select an editor for 1960 so there will be a one-year overlap before the new editor takes office. Those who are or may be interested in the editorship are encouraged to contact Michael D. Wade, ADK President-Elect, Department of Sociology, Boston College, Chestnut Hill, MA 02167.

For several years, ADK has sponsored an annual graduate student paper competition with monetary awards. For information regarding the 1966 competition, contact the American Sociological Association, Department of Sociology, Montclair State College, Upper Montclair, NJ 07043.

A few years ago, in response to ADK invitations, some Canadian departments of sociology indicated that they were not interested in affiliating with a US honor society. Desiring to broaden itself and establish chapters around the globe, ADK gave itself the new subtitle, “International Sociology Honor Society.” Because of a “chicken and egg” dilemma, the new subtitle was necessarily a programmatic change. Progress has been slow, today there are two chapters in Taiwan and one in Canada. Assistance in establishing chapters in other nations would be greatly appreciated. The ADK Secretary-Treasurer would be happy to follow up contacts and leads. Write or call: Bill Seiter, P.O. Box 18036, Lumbar University, Bloomington, IN 47401; (812) 880-5410.

Alpha Delta Kappa chapters are modestly active, inducting new members each year (the most important responsibility) and sponsoring other functions. Currently, there are over 300 chapters with more than 1900 new members initiated each year. To set up a chapter, departmental deans must meet some reasonable requirements and complete an application. Application information can be obtained from the Secretary-Treasurer. Over time some chapters become dormant, usually because the faculty advisor has moved or resigned and no one else has volunteered or been appointed within the department. Dormant chapters can be reactivated by the simple process of inducting new members. Membership order handbooks are available from the Secretary-Treasurer. Any sociology faculty member can serve as chapter advisor, but a current subscription to Sociological Inquiry is required for chapter advisors to vote in annual elections and on constitutional revision proposals. For subscription blanks, contact Janet Fish, Fishers Manager, University of Texas Press, P.O. Box 7819, Austin, TX 78712.

The 1966-67 formal leadership of ADK includes: President—Jerry Mihel, Memphis State University; President-Elect—Michael D. Wade, Boston College; Vice-President—Candace Clark, Montclair State College; Secretary-Treasurer—William Seiter, Lumbar University. Editor, Sociological Inquiry—James Skipper, Virginia Tech.; Editor, ADK Newsletter—Donna Durden, University of Arkansas; Representative to the American Council of Honor Societies—Dudley Poston, University of Texas-Austin; Past President—Marie Fuller, Texas Women’s University; and Regional Representatives: Alfred Clark, Western New England College; Edna Ott, St. Francis College; Annabel Metz, American University; David Demos, Virginia Tech.; Richard Masters, Western Illinois University; Richard Dodder, Oklahoma State University; John Hartman, Wichita State University; James Boll, Brigham Young University; Lynn Lofland, University of California-Davis; and Leon Gumpberg, University of Puget Sound. These people constitute the ADK Council which has an annual business meeting in conjunction with the ASA meeting. Chapter advisors are invited and ADK members are welcome to attend this meeting which is announced in the ASA Program.

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

Ask AS

Questions to our members from that you might want to know:

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

A. Let the Executive Office know the specific names and volume numbers of the journals you wish to donate. We try to match your donation with a library’s needs and ask you to box up the journals and send them to the AS Executive Office. We send them to specific libraries, by sea mail, through the AAS, or through the embassies. You will receive a letter acknowledging your donation and putting a dollar value on the journal.

Q. How long do you keep your membership records?

A. The ASA Teaching Services Program has a Teaching Resources Group, a network of over 60 consultants with experience in departmental visits. To make arrangements for a consultant contact William Ewens, Department of Sociology, Michigan State University, East Lansing, MI 48824. Specify the issues of interest to the department. Events will match the request with a visitor or a team. You may wish to know about the substantive areas of the visit, e.g., starting an applied sociology program, improving the introductory course, working with other departments, increasing enrollments, etc.). We will try to use consultants who speak the same language and whose institutional contexts and who are in the same region of the country. The department pays the expenses of the visitor and a reasonable honorarium. There is no charge for the service. The ASA office can send bibliographies of books on this topic, including the Teaching Resources Catalogue. Just ask!

Students—Attend Annual Meeting

Attention faculty advisors and students! A new session for student papers has been added to the 1966 annual meeting. Send submitting “Social Structure and Human Lives: The Student Perspective” to: Norah Petersen, 947, Dorothy Court, Escondido, CA 92029. There will be a special reception in honor of students—come meet other students, faculty, sociological practitioners, ASA officers and staff.

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

Information on Competency Tests Sought

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

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

A second area of concern deals with retention and consolidation of programs. Some state legislatures are moving to have sociology (and other social science fields) offered for a major or graduate degree on a limited number of campuses. This concentration is proposed in the name of efficiency and in light of declining majors in these fields. However, it does not address the viability of sociology as a service course out the life of a faculty on campuses where the programs are located. Are you aware of such plans in your state? What have sociologists done to respond to the plans? How has your national office been helpful?

Please share your experiences and solutions with us. We will serve as a watchdog and clearinghouse for information sent to us from around the country. Send your comments to Carl H Bowery at the Executive Office.
NIMH Reorganizes; New Division Created

The National Institute of Mental Health has recently been reorganized. Of particular interest to sociologists is the formation of a new Office of Biometry and Applied Sciences (OBAS), which supports research on mental health services, environmental and violent behavior, and minority mental health. The director of OBAS, Dr. Colal Thomas, is a sociologist.

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

Research questions of particular interest include:

- What are the barriers to obtaining mental health care? How can these be reduced?
- What is the effect of new organizational forms, such as the growth of corporate hospital chains, Health Maintenance Organizations, and Preferred Provider Organizations on the utilization, priority, effect of mental health care?
- What are the factors that influence persons to become patients and utilize mental health services? How are utilization patterns changing over time and why have they changed? What impact do these changes have on patient outcomes?
- What are the determinants of provider practice patterns? How can this be modified to increase access to services and the quality of services?
- Do we have sufficient information on how mental health services influence staffing, patient referral and utilization patterns?
- What are the relationships and interactions among components of the mental health services delivery system?
- How are mental health services organizations administered and managed? How do managers of mental health organizations make decisions? How can information technology systems, including computer applications, be used to improve the planning, coordination and evaluation of mental health programs?
- What role is played by Diagnostic and Related Groups (DRGs) on the organization and delivery of mental health services?
- What types of clinical care are provided to patients in different sectors of the mental health system? What are the detection, diagnosis, treatment and referral patterns of clinicians in these sectors? What kind of information do clinicians use in reaching diagnostic or therapeutic decisions?
- What types of mental health services are provided, and are most appropriate for members of special population groups with special needs such as minorities, children, the chronically mentally ill?
- What additional research questions can be asked with regard to each of these population groups? How can the variety of services needed by the homeles, mentally ill, including treatment and physical health care, housing, and vocational and psychosocial rehabilitation services, be measured?
- How are these services organized, financed and administered?

The Robert Wood Johnson Foundation

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

- What is the relationship between the primary care and specialty mental health care delivery systems, and how can this be recognized, diagnosed, and managed on a mental and emotional problems by primary care providers be improved?

Some examples of funded Research Projects include:

- Edward Scheinian, Northwestern Memorial Hospital, "Psychiatric Hospitalization as an Emergency Housing," Richard Scheffler, University of California, Berkeley, "Federal Employee Health Benefits Plan: The Impact of Changes in Mental Health Benefits," Janet Hensin, Johns Hopkins University, "Management of the 19th Annual Meeting was moved out of San Francisco due to a major construction project in progress at the San Francisco Hilton during the 1986 meeting dates. That construction will be completed by 1988 and the necessary expansion of meeting space makes the hotel an ideal location for the ASA Annual Meeting.

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

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

The discussion in Council highlighted the desirability of holding the convention under one roof to concentrate meeting activity, the importance of a central downtown area, and the need for good air access via discounted fares. Some consideration was also given to the summer climate (which made meeting in Phoenix a problem). In evaluating all these factors, San Francisco stood out as the best option for 1989. In the recent past, Council members have expressed concern about the meeting dates. To provide more information on the consequences of shifting to a different date pattern, we investigated meeting dates ranging from mid-June to early October. However, since the site selection was being made later than normal (ASA usually books five years in advance), date options were not plentiful. June 1989, September, and October dates were generally not available due to the high demand for that time period by other organizations. Dates in high demand also means high prices on rooms and limited room for negotiation.

In accordance with the results of a short survey done three years ago, future meetings have been moved toward mid-August, away from Labor Day and the start of classes. The first meeting to reflect this change is the 1987 meeting in Chicago. Council members discussed timing problems related to academic calendars, summer program schedules, and facility vacations, and decided to continue the new pattern of meeting at least one week before Labor Day. Timing issues will be reconsidered following the Chicago meeting, when information can be gathered on member reaction to the new dates and actual attendance at the 1987 convention. All the factors mentioned above will be woven together to create a finely complex picture of how decisions on annual meeting sites are made. The outcome for 1989 is August 9-13 in San Francisco. Watch upcoming issues of FOCUS for a synopsis of the geographic rotation schedule guiding future site selection.

1989 Meeting Site Selected

by Janet L. Ascher

Head for San Francisco in 1989? The ASA Council has designated the "City by the Bay" as the 1989 Annual Meeting site. The Executive Office has not conclusively concluded negotiations with the San Francisco Hilton and Towers to serve as meeting headquarters on August 9-13. Members with good memories may recall that the 19th Annual Meeting was moved out of San Francisco due to a major construction project in progress at the San Francisco Hilton during the 1986 meeting dates. That construction will be completed by 1988 and the necessary expansion of meeting space makes the hotel an ideal location for the ASA Annual Meeting.

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Congressman Miller Receives Award

The National Council on Family Relations awarded its Distinguished Service to Families Award to Rep. William D. Miller (D-California) at its national convention in Dallas, Texas, in November. This award is sponsored by the National Council's State Affiliates in recognition of individuals who make a national impact on the quality of family life in America. Distinguished service must be leadership, policymaking, and independent family advocacy.

Miller has chaired the House Select Committee on Children, Youth and Families since 1982—the only congressional committee in existence specifically focused on the health and welfare of children and families' issues forward as legislation bears on them.

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

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

Catastrophe Insurance Plan

A Special Enrollment Period is now in progress for the $1 million Catastrophe Medical Insurance Plan, offering protection to families affected by ASAs insurance administrator, Albert H. Wobblers & Company. During this time, enrollment is open to all members and spouses regardless of age. Enrollment closes June 15. The Catastrophe Medical Insurance Plan provides insurance protection designed to take over after basic health insurance expenditures are exhausted. Skyrocketing hospital and nursing home costs, escalating doctors' fees, expensive medications, specialized medical procedures and new equipment can push expenses far over the limit basic health insurance was designed to handle. This is where the Catastrophe Medical Insurance Plan comes in. Since this plan is supplemental coverage for serious, long-term illnesses and accidents, it includes a $52,000 deductible. All eligible expenses for an eligible family or accident are applied toward the deductible in full whether paid out-of-pocket or by other insurance. Once the deductible has been reached, the Catastrophe Medical Insurance Plan pays 100% of all eligible hospital, medical, surgical, and convalescent expenses up to $1,000,000 for up to 10 years. A period of two years is given to reach the deductible amount.

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

All members will receive complete information on the Catastrophe Medical Insurance Plan in the mail. Or, members may contact: Albert H. Wobblers & Co., 55 E 55th Street, New York, NY 10022; 1500 Higgins Road, Fark Ridge, Illinois 60086.
Sociologists Receive Honors, Awards
Kanter to Join Harvard Business School Faculty

Kanter

Monti

McMichael

Chambless

Reuben Moss Kantner, professor of sociology at Yale and an expert on organizational change and corporate entrepreneurship, has been appointed a full professor at the Harvard Business School, effective July 1, 1986. Kantner has also been named the School's first chair of 1960 Professor of Business Administration. The chair was endowed with a gift of more than $1.75 million by the MBA Class of 1960 on the occasion of its 25th Reunion last October. In establishing the chair, the class specified that it be held by an individual whose teaching and research focused on innovation and entrepreneurship. Kantner has had a long-standing interest in the impact of organizational structure and culture on innovation and productivity.

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

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

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

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

Monti Receives Publication Award

Daniel J. Monti, associate professor of sociology at the University of Missouri-Kansas City, has received a Curators Publication Award for his book, A Conceptualization of the Legal System. The book was published in October by the University of Missouri Press.

Monti is the 12th recipient of the $2,000 award, established in 1967.

McMichael Receives Sharlin Award

Dr. Philip McMichael received the Allan Sharlin Memorial Award from the Social Science History Association. The award is given annually for an outstanding scholarly work. The award committee cited McMichael's book, Sellers and the Agglomeration Phenomenon: Forms of Captivation in Colonial Australia as "the best submission in terms of the general canon of social science history."

The book, published last year, is available from Cambridge University Press. McMichael received his PhD in Sociology from SUNY-Binghamton and is now an assistant professor at the University of Georgia.

1986 Reference Materials Available at Discount

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

The 1986 Directory of Members contains names, addresses, and position memberships for all members of the ASA; the 1986 Directory of Members lists addresses and phone numbers for 1,953 departments of sociology and related disciplines in the U.S. and Canada. The Guide provides information on 2,000 U.S., 24 Canadian, and eight foreign departments offering a Master's or PhD in Sociology. Information on each department includes address and phone number, chair and graduate advisor, tuition, admission and financial aid deadlines, financial aid available, specialties and special programs, and department of Sociology.

Chambless Receives Criminal Justice Award

William J. Chambless, University of Delaware, is the 1986 recipient of the Bruce Miller, Sr. Award of the Academy of Criminal Justice Scien.
Obliterations, page 22

Frank Biemar, University of West Flori- dda, hosted the show "On the Spot," a nightly TV call-in talk show for four months in Pensacola.

Mary Beth, Urban Institute, had her research on teen pregnancy expanded into the workplace for women in a February 19 Washington Post article. James Crosson, President of Delaw- are, announced an "Opinion" article entitled "The Time Has Come to Re- place the SATs in the Classroom of High- er Education.

Monica Keller, University of Arkansas, was recently interviewed on station KOTV about her research on brooders.

Sanford M. Dornbusch, Stanford Uni- versity, was cited in a February 12 USA Today article as the author of prestige in the field of positive

Students at the University of California, Berkeley, were interviewed by People magazine about their research on women's choice of a marital and occupational opportunities for their sex.

Raymond M. Weintraub, University of North Carolina-Chapel Hill, was a gu- est-editor on the space shuttle expedi- tion in the August Scientific American.

The Directory of University-Based Health Services and Policy Research Centers is now available from the Association for Health Services Research and the Foundation for Health Services Research. The directory includes information on topics areas of expertise, services, and training facilities.

At the University of Arizona, a new College of Health and Human Services Research and Development Field Programs. Copies are available on 30 to the Institute for Research on Women and Gender.

Frederick Warneke, University of California, Berkeley, was featured on the Phil Donahue show with Senator Daniel Patrick Moynihan on the endangered Ame- rican family. She was also a consultant on a week-long series of articles on teen-age pregnancy in the Washington Post.

Martin Levine, Bloomfield College, and Lapidus Hume, Pitts College, were quoted in a New York Times article about New York's homeworkers mak- ing homes in the suburbs.

Ardos Jorge, author of a new book on Cuba, was interviewed in the "Mark the Month" article. He was also interviewed on ABC News and CNN.

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Mass Media

Fames D. Habard, University of Toledo, has written a piece in Pictorial Sciences for the National Science Teachers Association. His innovative approach was applied to his teaching of a course on community develop- ment. "The results show that children who have involved the students in field studies of communities, the results of which are shared with the community, tend to be more..." Wulder had a special interest in the rural development process, and he was able to develop an integral conference of community development researchers. His research was published in the American Journal of Rural Sociology. The Personal Assistant for Farmers engaged in the Wisconsin Extension Workmen's Association, was recognized by the Department of Agriculture for his devoted service to education, and more recently by the Wisconsin Development Association for his service to community re- source development. Shortly af- ter retirement, he completed a bulle- tin, "The Early History of the Department of Sociology, which covered the per- iod from the beginnings of work as 1420 North Chicago Street in Wisconsin through 1965. Recently he wrote on his lifelong interest in hunting and fishing in Wis- consin. A special issue of the Win- ter Enthusiast was published in January 1974. He was a member of the Wisconsin Academy of Sciences, Arts, and Letters, and of the Wisconsin Academy of Letters. He was a member of the Wisconsin Academy of Sciences, Arts, and Letters, and of the Wisconsin Academy of Letters. He was also a member of the Wisconsin Academy of Sciences, Arts, and Letters.

He was known for his carefully prepared and searching commentaries. He had a friendly style and outgoing manners, and was highly regarded by his friends and colleagues.

The field of Sociology and Anthropology and The Center for Re- search and Development Program at Kent State University has established a fund for an Elliott Ruddick Memorial Fellowship. Contributions should be sent to the Depart- ment of Sociology and Anthropology at Kent State University, Kent, OH 44242.

August Meier, of the State University of New York, Stony Brook.

The Northern Illinois Sociological Association and the Midwest Congres- s of Sociologists will hold their convention at the University of Illinois at Chicago on March 10-11, 1972. The program is designed to provide com- for the cognitive, and social needs of people and their problems. He directed his life to in- creasing the quality of life and to- ward the needs and interests of people and their problems. He directed his life to in- creasing the quality of life and to- ward the needs and interests of people and their problems.

There are also an option for a week's visit only to the University of Michigan for the formation. contact: Alice A. Beatty, Program Coordinator, 1020 T. Nelson, Bloomington, Ill. 61701 (309) 435-8356.

Sociological Abstracts is sponsoring a series of four workshops to be held in California in March, designed to develop career-oriented students, researchers, and market researchers to di- rectly access Sociological Abstracts. The workshops will be held in three major locations in May in San Francisco. The workshops will be held in three major locations in May in San Francisco.

Rose M. Sommerville, San Diego State University, also taught in the "Teach- in" on premed. The program is being continued in the spring semes- ter.

Barry Thorpe, Michigan State Univer- sity, was interviewed on radio station WABD, Ann Arbor, about his role in the college curriculum.

Peter Uhlenberg, University of Chicago, was interviewed in the "Teach- in" on premed. The program is being continued in the spring semes- ter.
Section Notes

The Section on Craniology an annual meeting to consider the following awards: Distinguished Scholar—William Chisholm, Dist. Ing. John A. T. Trueman; Distinguished Service Award for Meritorious Service—Norman A. C. Bate;

The Section on Theoretical Sociobiology for the award for an "Outstanding Young Investigators" award. The award will be presented to a young investigator who has published a significant body of work in the field of sociobiology within the past five years.

The Committee on Ethics and Professional Conduct will meet to consider complaints against members of the Section, to review cases involving possible ethical violations, and to provide guidance to members regarding ethical issues.

The Council on Education will meet to discuss issues related to the education of sociologists and to consider proposals for changes in the current curriculum.

The Committee on Research will meet to review ongoing research projects and to consider new proposals for research funding.

The Committee on Public Information will meet to develop strategies for disseminating the work of sociologists to a wider audience.

The Committee on Professional Development will meet to discuss the needs of sociologists for professional development and to consider ways to support the growth and development of sociologists.

The Committee on Gender and Sexuality will meet to discuss issues related to gender and sexuality in sociological research and to consider ways to promote greater diversity and inclusion in the field.

The Committee on Political Action will meet to consider ways to engage sociologists in political activities and to support political advocacy for sociological research and for the advancement of sociological knowledge.

The Committee on Community Engagement will meet to discuss ways to engage sociologists in community-based research and to consider ways to support community engagement initiatives.

The Committee on International Relations will meet to discuss issues related to international sociological research and to consider ways to support collaborative research and networking among sociologists around the world.

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Other Organizations

The New Jersey Sociological Society's new officers are: President—John A. T. Trueman, Dist. Ing.; President-Elect—Joseph J. Byrne, O.C. P.; Secretary-Treasurer—President—Robert A. Anderson, Trenton State College; State Secretary-Treasurer—C. L. Englund, New Jersey Division of Youth and Family Services. For more information, contact President Trueman at 201-777-2710.

Official Reports and Proceedings

Committee Reports

AD HOC COMMITTEE ON FEDERAL RESEARCH FUNDING FOR THE EMPLOYMENT OF SOCIOLOGISTS

In 1985, the Committee undertook two tasks: (1) Review of classification and qualification standards for employment funding for employment sociologists and the effect of the Federal Government's programs; (2) Development of a series of semi-
ORGANIZATIONS AND OCCUPATIONS

In 1985 the Section awarded its annual prize of $500 to a graduate student for the award altarnate between an outstanding book and articles written by a student. The winner was Dr. Josef B. L. in 1985. At the annual meeting in Seattle, three women (Jean Latimer, June F. and Alice) were elected as members of the Section.

The Annual Meeting in Washington, D.C., on April 15-17, included two sessions, a business meeting, and a plenary session. The sessions included panels on topics such as "The sociology of aging," "The sociology of aging," "The sociology of aging," and "The sociology of aging."

The meeting featured a keynote address by Dr. John B. A. on "The sociology of aging," followed by a discussion session. The session was chaired by Dr. Jane B. A. and included papers by Drs. John B. A. and Jane B. A. on "The sociology of aging," "The sociology of aging," "The sociology of aging," and "The sociology of aging."

Reports, from page 23

affecting new members, e.g., run-of-

able, symposium and thematic se-

sessions. The Section membership in-

creased slightly in the new 1985-1986

district, and the next year, Bergman will

work with a program subcommittee to de-

velop these possibilities.

A section-sponsored bibliography

syllabus on "Teaching the Sociology of

Aging" has been completed by Dana

Harris and will be available soon from

the Teaching Resources Center.

Greater involvement of students

interested in the sociology of aging is

one of the goals of this Section, and

Harold Sheppard announced at the

Business Meeting that at the earlier Section

Conference, a new subcommittee was

appointed to develop criteria for gradu-

ate student contributions to the soci-

ology of aging. Ammi Foner, Rutgers

University, has agreed to chair that

subcommittee.

Publicity in other gerontology-

related newsletters was also advocated as

a way of reaching untapped segments of

sociology. Emphasis is being placed on

the value of linking up with other

ASA Sections and groupings con-

cerned with applied sociological mat-

ters which frequently interest both

aging issues. Aging Section items

could be submitted to such other Sec-

tions' newsletters as a concrete way of

implementing these suggestions.

Jersey Linn, University of Michi-

gan, participated in an Aging in China

Conference in Beijing. Chinese stu-

dents now in the U.S. who met with a

sociology delegation from the People's

Republic of China at this conference,

Glen Elder, University of North Car-

olina, and the "Teaching the Sociology of

Health and Illness Behavior in Middle

and Late Life (organized by Marcus

Ohry, National Institute on Aging);" (2)

Work and Retirement: Cross-National

Perspectives (organized by John

Mykle, Columbia University); and (3)

Older Women and Work (organized by

Saara Rice, Congressional Caucus for

Women's Issues). A total of 12 papers

were presented.

The session on health and illness be-

avior was marked by having T.

Stephan Williams, M.D., Director of the

National Institute on Aging at NIH,

as the discussant.

Report: L. Sheppard

SOCIOLOGY OF EDUCATION

The Sociology of Education Section

did more than stay aloof last year. It

was noted by over 150 people attending

four sessions of papers. It is divided, with

a balance of 51/43/7, and its membership

increased by 24 to 337 sociology

students.

The outstanding new venture of

the Sociology of Education Section is the

establishment of the Billard Walker

Award to honor a sociologist for his or

her contribution to research. At the

Annual Meeting, the proposal sub-

mitted to the ASA Council was amend-

ed so that the award would be given both
to younger and senior scholars. In alt-

ernative, the criteria for selection would

include: a specific research product,

such as a paper, or will be a total career

of scholarship in the Sociology of

Education. The Billard Walker Award

will be a substantial award, similar to

the shared commitment to expending

the knowledge base in the Sociology of

Education by honoring older scholars for

their long-standing contributions and you-

ger scholars for the quality of their current

work.

The journal, Sociology of Education,

does very well under the leadership

of Maureen Haliljan. Sub-

missions are steady and the quality

of published work has increased

greatly. At the present time, a

review of the journal is being per-

formed under ASA auspices, and we

can be sure that this review will be favor-

able. After years of exceptional ser-

vice, Marveen's term has expired and

a new editor is in the process of being

chosen. We thank Marveen for a great

job.

Electoral brought the following new

officers to the Section: Richard Heyns

is Chair-Elect. The new members of the

Council are Elizabeth Guernsey and

William R. Fairley. The election results

for 1986 were: Linda Wolfe elected as Chair-

Elect and Ronald Randall and Gor-

don Dejong elected to the Council.

UNDERGRADUATE EDUCATION

The Section on Undergraduate

Education seeks to further interest and

expertise in sociology teaching and curric-

ula, especially at the under-

graduate level. The Section serves fac-

ulty in all types of institutions of high-

er education. The Council is composed of

members from two-year, four-year, and

university institutions. The Section's

mission is to organize and support activ-

ities that have been the goal of

enhancing undergraduate education.

Many Section members contribute to

scholarship on teaching and partici-

pate in workshops on teaching.

The Council members of the Sec-

tion each take on committee chair

positions or other tasks, and appointed

committee members to publications,

awards, visual sociology, reception,

and program sections. These committees

have been active throughout the

year.

The Section decided to accept the

request of its Hans O. Maulskk Outstanding

Contribution to Teaching Award. Last year's

award winner, Theodor Wagoner of Main University, gave

an address on ethics in teaching.

3. The Program Committee, headed by Chair-Elect, DeMartini of Wash-

ington State University, planned several excellent sections including a

symposium on "A New Frame of Reference" which provided a forum

for scholarship.

4. The Virtual Resources Committee presented a proposal for an "Introduction

to Sociology" videotape to be pro-

duced by Steven Splitter at University

of Montevideo-Memorah. The Sec-

tion is providing some financial sup-

port.

5. The Teaching Endowment Fund was given a local by a Section cur-

ditation. This Fund will be used to support worthwhile innovative teach-

ing projects.

6. The Section Newsletter, edited by Bill Howes, provided news and in-

formation on a regular basis. Bill is suc-

ceeeded by Ed Kien who assumed ed-

itorial duties in January 1986.

The Section continues its close liaisons with the ASA Teaching Com-

mittee and Teaching Services Pro-

gram.

New officers of the Section include

Ann Sundgren, Chair-Elect; Michael

Brooks, Treasurer, Wayne Wright, a
two-year college; and Anne Martin, a

three-year college. The Section officers

welcome new colleagues and volun-

teers for the Annual Meeting

sessions, committees, and other

activities.

Jette Belfort

Reports from other Sections and ASA

Editors will appear in the May issue.

Classified Ads

Assign your students each a juvenile offender case. Computer generated, 25 cases, unique social history of fictitious youth for students of criminology, delinquency, law, corrections, social work, counseling, youth work. BASIC, not copyrighted. Available, Apple II, Commodore 64 (Specify). Write to W. G. in disk. 525 pp. Charles McGeehan, 1904 Park Lane, Athens, GA 30602.