Major Awards Given in New York

Seven sociologists were honored at this year’s Awards Ceremony for their contributions to sociology: Edward Shils (Career of Distinguished Scholarship); Sister Marie Angesta Noal (Career of Distinguished Contributions to Teaching); Conrad Tauber (Career of Distinguished Contributions to the Practice of Sociology); Aldon Morris and Lena Weitzman (Distinguished Scholarly Publications); James Blackwell (Dubois-Johnson-Frazee Award); and John Clausen (the Common Wealth Award for a Career of Distinguished Contributions to Science and Society).

Career of Distinguished Scholarship
 Edward A. Shils, Distinguished Service Professor of Social Thought and Sociology at the University of Chicago and Honorary Fellow of Peterhouse, Cambridge, England, received the Association’s highest honor, the Award for a Career of Distinguished Scholarship. This annual award honors a scholar who has shown outstanding commitment to the profession and whose cumulative work has contributed significantly to the advancement of the discipline. Edward Shils, thanks to his work at the University of Pennsylvania and then enrolled at the University of Chicago in the early 1930s for graduate study in sociology, though he never completed the PhD. After serving in the Army during World War II, Shils taught sociology at The London School of Economics. He became acquainted with members of the Frankfurt School and the students and scholars from numerous emerging nations. These contacts fostered his interests on intellectuals and their role in new states. In addition to these interests, Shils has translated scores of the work of Weber (The Methodology of the Social Sciences and On Law in Economy and Society) and Mannheim (Ideology and Utopia, and Man in Society in an Age of Reconstruction).

During the post-war years, Shils maintained a close connection with the atomic scientists’ movement in the U.S. through his affiliations with the University of Chicago. He wrote frequently for the Bulletin of the Atomic Scientists, which was produced at Chicago, and served as its secretary for a number of years. McCarthyism also engendered Shils’ attention for nearly a decade.

All these diverse influences fed Shils’ concern with intellectuals as custodians, transmitters, and interpreters of beliefs in modern society. A great deal of his work during these years dealt with this topic. It stimulated a large number of other prominent scholars to address the role of intellectuals in society and to focus on ideology as a factor in the maintenance of the social order.

Major Addresses Focus on Aging, Sociological Lives
by Ellen Berg

This year’s Plenary Sessions were very special. They combined introspection with generalization, charm with erudition, personal pain with theoretical growth, and sociological self-confidence with interdisciplinary awareness. The sessions on Saturday and Monday, with which eight individuals spoke on their Sociological Lives in Changing Social Structures, provided a temporal and thematic frame for Sunday’s Presidential Plenary at which Matilda White Riley spoke “On the Sociology of Age.” I will report on Riley’s address—which was predominantly theoretical and peripherally biographical—first, and then on the talks—predominantly sociological and peripherally conceptual—which followed it so effectively.

Matilda White Riley: “On a Sociology of Age”

When she entered this “recently developing special sociological field” in the 1960s, Riley says she was dismayed to find a plethora of empirical work which was integrated by a conceptual framework, and thus useless. In her Presidential Address she provided a conceptual framework for the field, isolating three “emphases” which “drive the sociology of age and link it to sociol- ogy as a whole.”

The first of these is sociology’s emphasis on the dynamic, processual character of social life. Here Riley defined “two dynamisms”: (1) the dynamism of aging and (2) the dynamic process of social change. These two dynamisms are interactive: cohorts of individuals age together, developing “biologically, psychologi- cally, and socially, moving through the stages of family life, through school grades and career trajectories, into retirement and ultimate death.” But because each cohort is born at a particular date, it lives through a unique segment of historical time, and confronts its own particular sequence of political, economic, cultural, and other societal events and changes.

Thus each cohort enters the various age strata (e.g., adolescence, middle age, old age) with its own unique historical conditioning and its own sense of the “customs, laws, or bureaucratic rules for

Taeuber Receives Practice Award

Conrad F. Taeuber received the 1986 Distinguished Career Award for the Practice of Sociology at the ASA’s Annual Meeting in New York City. He is the first recipient of this award, established in 1986 by the ASA Council so...
Clausen Receives Common Wealth Award. ... New Sections Off to a Good Start

The Common Wealth Award, which provides a cash prize and commemorative sculpture to reward and encourage outstanding achievement, was presented to John A. Clausen during the ASA Annual Meeting in New York City. The award recognizes Clausen’s many contributions to the sociology of mental health. The award was presented by David McKeever, Vice-President of the Bank of Delaware. The Bank of Delaware, in collaboration with the Bank of America, is one of the sponsors of the award.

Clausen has published, among many other works, Present and Past in Mental Life, Sociology and the Field of Mental Health, Measurement and Prediction, Explorations in Social Psychiatry, and Sociology and Society. He has also served editorially Sociometry, Psychosomatic Medicine, American Journal of Psychiatry, Sociolo- gology of Education, American Journal of Sociology, Annual Review of Sociology, and American Journal of Orthopsychiatry.

Born in New York City, John Clausen earned a B.A. and M.A. at Cornell University and the Ph.D. in 1949 from the Uni- versity of Chicago. He has been at the University of California-Berkeley since 1960.

In accepting the $11,000 cash prize of the Common Wealth Award, Clausen commented that he was deeply touched by the Association’s recognition of his scholarly efforts. He concluded that the support of Suzanne, his wife, of his family, and of colleagues had been vitally important in sustaining his efforts.

... and Donates Half of Stipend to ASF

When John Clausen accepted the 1986 Common Wealth Award for his career of distinguished scholarship, his remarks were typically modest in thanking his colleagues and the discipline. When he added substance to these sentiments by pledging half of his $11,000 stipend to the current Endowment campaign of the new American Sociological Foundation, he captured the hearts and souls of surprise- lowered by extended applause. Clausen explained that this was a token of appreciation, to sociology, for all he had received over the years. Commenting afterward, Jay Demers, Chair of the Endowment Campaign Committee, said he was speaking for all the Committee members in offering to John Clausen his deepest expression of thanks and appreciation for his unfailing and most thoughtful way of saying “thank you” to the ASA. Added Demers, “This is precisely the kind of action that helps to get an Endowment Campaign off to a flying start, as it may nudge others to do likewise.” Demers also noted that Clausen was already among the leaders of the Association who have made sig- nificant three-year pledges. Clausen’s recent gift was in addition to the three- year pledge at the top of the scale that he had already made.

As this suggests, the ASF campaign is gathering momentum. Donations have already taken many forms, including be-quests, stocks and a stock dividend. Addi- tional funds were raised at the annual meeting through the sale of t-shirts and a raffle which began during DASZ and continued on a “silent” but highly successful basis the following day.

But the most important campaign source remains outright donations and three-year pledges. In its earlier mailing to the ASA membership with campaign brochures, the Committee attempted a bit of norm-setting by linking expected three-year pledges to the member’s in- come and ASA dues levels, according to the table below.

This fall the Endowment Campaign Committee will be joined by the Foun- dation’s Board of Trustees in reaching out to individual members. The Board consists of the five most recent past- presidents of the ASA, currently William N. Firth, Alvin S. Rosen, James F. Short, Jr., Kai Eiskon, and Mattil White Ridley. During the Annual Meet- ings, the Board agreed to enter directly into the campaign and assume responsi- bility for raising monies as well as spending them. No one is in a better position to perceive the need for an endorsement of the profession and the future, that can be mar- keted to support long-range future de- velopment while serving as a resource for meeting short-term crises. The current three-year drive will benefit sociolo- gy for many years to come.

Members who have questions about possible pledges or donations in various forms are urged to write or call Jay De- mers at the Massachusetts Institute of Technology, 10-10-10, or any of his colleagues on the Endowment Campaign Committee (Bert B. Hess, John W. Ridley, William H. Sewell, David L. Sills, Charles V. Walter). They might also contact members of the ASF Board of Trustees above, or the ASA’s Executive Officer, Bill D’Antonio. The Campaign is off and winning, led es- pecially by eagles like John Clausen.

Section on Sociology of Emotions: Richard Traversino, Department of Soci- ology, University of Rhode Island, Kingston, RI 02881.

Council Briefs

The ASA Council met for four hours during the Annual Meeting and for a day and a half after the paper ses- sions, workshops and roundtables had all ended. The agenda was full. Here are some of the highlights that will be elaborated in future issues of Footnotes.

considered the motion from the busi- ness meeting to move the 1986 meeting from Atlanta, the Executive office is ex- ploring the costs and ways to protect memers from any harassment or pro- secution under the state’s anti-sodomy law.

William J. Antonio has consulted with the American Council on Learned Societies and the Consortium of Social Science Associations.

acted on the recommendation of the Committee on Appointments to appoint members to hundreds of committee vacancies.

approved the report of the Committee on Electronic Networks to help link sociologists to one another via compu- ter bulletin boards.

approved the committee on the Status of Women’s guidelines for research.

accepted the recommendations of the Committee on Publications for two new editors-designate, for the Rose Monograph Series and Social Psychology Quarterly.

board reports of the Committee on Membership, the Minority Fellow- ship Program Director, the Professional Development Program Director.

Jessie Bernard Award Nominations

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

Nominations for the Jessie Bernard Award may be submitted only by mem- bers of ASA. Nominations should in- clude a one-to-two-page statement ex- plaining the importance of the work and should be sent to: Diane R. Margalit. The University of Rochester, 1450 East Avenue, Rochester, NY 14623.

Annual Income

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ROTTED REQUESTIONS FROM ASA MEMBERSHIP
Nominations Invited for Innovative Jensen Scholarship

The ASA and Duke University will jointly sponsor a new lecturership which is intended as a means to encourage and provide more visible subsidies to the discipline's goal of providing social action with a more rational grounding in social knowledge. The Jensen Lecturer will be chosen by a selection committee for a term of one year. During the period of the Lectureship, the recipient will present a series of at least three lectures on the Duke University campus as well as a lecture at the subsequent meeting of the ASA.

The four presentations will provide the basis for a published volume jointly sponsored by the ASA and Duke University. The Jensen Lecturer will receive a stipend of $8,000 for the completion and publication of the Lectures.

The committee for the Lectureship may be identified in either of two ways. Individuals may apply to the selection committee, or others may nominate a candidate whom the committee may then invite to apply. Those nominating others besides themselves should provide the selection committee with a statement describing the nature of the investigations conducted by their candidate which would provide the basis for the Lectures, and they should include the candidate's curriculum vitae. Those making application should submit a two-page narrative biography (in addition to their curriculum vitae) and a three-page single-spaced essay on the central theme and specific substance of the proposed Lectures.

The selection committee consists of: Charles M. Beissel, University of Texas, Austin; Richard H. Hall, SUNY Albany; Barbara Heyns, New York University; Alan C. Kerckhoff, Duke University; and John Wilson, Duke University. A brochure describing the details of the Lectureship is available from the committee. All nominations and inquiries should be addressed to Alan C. Kerckhoff, Jensen Selection Committee, Department of Sociology, Duke University, Durham, North Carolina 27708.

The deadline for completed nominations is February 15, 1987.
Awards, from page 2


Distinguished Contribution to Teaching Award

The Distinguished Contribution to Teaching Award is given to Sister Marie Augusta Neal, SND, Emmanuel College in Boston. This annual award honors outstanding contributions to the undergraduate and graduate teaching and learning of sociology. It may recognize either a career contribution or a specific product: individuals, departments, workshops, and other collective actors are eligible.

In making this year’s award, Committee Chair Richard Roberts (University of Rhode Island) noted that Sister Marie Augusta Neal, virtually single-handedly, created the sociology department (which has come to be regarded for its innovative teaching, its unique blend of analytical and empirical research, and its commitment to social justice, and its remarkably large number of graduates who have gone on to earn advanced degrees in sociology. For a small unenrolled college whose enrollments never have exceeded 160 students, the department has managed to support many students during the past two decades to the successful completion of graduate programs at major institutions, a level of accomplishment that is impressive. When this quantity was especially impressive, the need to attract students in high quality graduate programs is combined with the fact that Emmanuel College has not had a sociology major in those years, and has been more a recipient of this award.

Distinguished Contribution to Scholarship

This year’s award was shared by Louis Wiatrak (Harvard University) and Alidin Morris (University of Michigan, Western Reserve University, University of Texas, Austin, in addition to presenting these awards that each recipient was entitled to offer an honorific lecture, a lifelong member of the American Sociological Association, and a young sociologist or a sociology-related association and societies may apply to ASAs to receive this lecture at ASAs annual meeting.

Alidin Morris, a former MPP Fellow while at Stony Brook, was selected for this honor on the basis of his book, Origins of the Civil Rights Movement (1985), published by The Free Press. Sullivan summarized the selection committee’s review of Morris’s book as an exercise of careful and skillfully written to explain the civil rights movement of the perspective of resource mobilization. In this book, Morris demonstrated that the civil rights movement did not erupt solely from mass discontent, nor from a combination of all of these in the context of an elaborated pervasive infrastructure of Black communities in the United States. The original contribution is not so much in specific new information as in the skillful knitting together of several major strands of sociological theory examined against a detailed empirical backdrop: several archives—the Springer Research Center at Howard University, the King Papers at Boston University, and private collections.

Problems of the Disciplinary Proposals

The Committee on the Problems of the Discipline is again requesting applications for its increasingly popular small grant program.

Says: Requests for funds must show relevance for some problem of importance to sociology as a discipline. The Committee will rate more highly those applications which are on the "cutting edge" of the discipline, represent innovative activity, or are of substantial importance, which would be most helpful by a small grant, would have difficulty being funded through traditional sources, foster networking among scholars, and foster the discipline of sociology as opposed to the profession.

The nature of the request may be included but are not limited to the following: an exploratory study, a small conference, travel to consult with several widely dispersed specialists, a program of study at a major research center, other projects not ordinarily supported by other sources of funds.

The Committee and ASA Council voted to continue the practice of restricting small grants awards to postdoctoral research and to ASA members only.

Funding: While the upper limit of each award normally will be $2,500, the Committee will entertain proposals of exceptional quality for somewhat higher awards. Remember, those are small grants with no indirect costs involved, payment goes directly to the principal investigator. An accounting statement is to be submitted to the Executive Office at the end of the project and unspent funds returned to the ASA. Grant money may not be used for convention travel, or for honoraria.

Submission Deadlines: Two deadlines have been established for 1987:

November 17, 1986 with decisions announced March 2, 1987. (Tentatively) June 15, 1987 with decisions announced October 1, 1987. Papers and applications which are too late for one deadline will be carried over to the next review period only with written notification by the applicant.

Format: Proposals should include the following: a text of no more than three single-spaced pages, an abstract (100 words or less), a bibliography, and vita. Both author(s) and title should appear on the first page. Proposals and applications should appear on separate pages immediately following the text of the proposal. Send eight copies of the proposal to: ASA, Small Grants Program, 1772 N Street NW, Washington, DC 20006.

Dues Renewals Mailed

The dues renewal notices for ASA members are in the mail. We hope you will renew quickly and take advantage of the early payment incentive. Members whose dues are received before October 31 can deduct dues payment (except for credit card payments) as soon as we have received your renewal, we will send a package of information about ASA membership benefits for the 1987 year, including the Coupon Listing, forthcoming issues of ASA--the Journal of Sociology, information on the schedule of Teaching Workshops, and Bayard Webber Society Members. Your journal choices and other membership benefits will be uninterrupted. We value your membership. Thank you.
Show, from page 3

available in translation than here, writing about his work is a major cottage industry, and, most recently, he has been getting attention as a charismatic personality!

One of the Section paper sessions I went to was organized by the Theory/Centre with the cooperation of the Section on Sex and Gender—not surprisingly the session was called "Sexuality, Gender, and Sociological Theory." Here I saw a wonderful magic act—the magician, as always at our circus, was the discussant. First, three excellent but decidedly diverse papers were presented by Edith Kuznick on "The Significance of Michel Foucault's History of Sexuality," by Berrie Thorne on "Conceptualizing Sexuality and Gender: Feminist Challenges to Sociology," and by Ida Reins on "Cultural-Cultural Sexualities: Implications for Theory." Then the discussant, Patricia Legemnson of George Washington University, was introduced. A good magician, she pointed out the diversity of the papers and noted that each is anchored in a separate literature. Then, with deft sleight-of-hand she showed us how they converge on three points: (1) that the concern with sexuality developed as the concern with gender heightened, and had an impact on sociology; (2) that sexuality is not simply biological or psychological but is socially patterned, and (3) that sexuality (desire) is called into being, shaped, and maintained by a cultural script in each society.

The third ring under our big tent belongs in a special way to the membership. The Program Committee organizes some of the events in this ring—but individual members can, and do, organize others. The events include paper sessions and roundtables.

Actually, I got into the act here myself! Months ago, I sent a one-page abstract for a roundtable discussion on "Introducing the Sociology of Knowledge into the Traditional Curriculum" to the organizers. It was accepted and so several of us set down together in New York to discuss our experiences. In the best circus tradition of bickering, we told you that this meeting was just the first step in a larger project: an ASA Teaching Resources Center publication on the sociology of knowledge. If you use that approach or this literature in any of your courses, please write to me at ASA about it.

What is exciting about this ring is how many acts go on at once. Also scheduled with my roundtable were discussions of laissez-faire, survey data, HMOs, modernization theory, philanthropy, labor market—and sexual innuendo! There is a trick to taming the wild enjoyment of this ring which the seasoned spectator learns, but it requires experience. Papers, hawked at $1.25 each, let you have it all, from the "Microsociology of Interaction," "Conversation Analysis," and "The Sociology of Emotions" through "Families and Kinship," "Social Change in Local Communities," "Public Opinion and Ideals," "Social Movements and Collective Behavior," "State and Politics in Industrial Societies," and "Development, Dependency and the World System." Best of all, although the circus is over, with these newcomers it can go on and on.

By next year, when our circus will come alive under the big tent in Chicago.

A Celebration of Practice

One of the most exhilarating moments at the Annual Meeting was Sunday evening at the Celebration of Sociological Practice: Spunheaded by the Sociological Practice Association (formerly the Clinical Sociology Association), with other co-sponsoring groups, the celebration included recognition of 28 sociologists who have pioneered the field of practice. The program proclaimed: "We are honored to recognize the following sociologists who have contributed to the development and growth of the field of sociological practice and who have served as leaders and role models for other sociologists who wish to practice sociology." The honorees are: Ellise Boulding; Alex Boren; Erwin Deutschman; Amata Erznd; Rense Fox; Jim Fritz; Jonathan Freedman; John Galle; Albert Gallin; C. Margaret Hall; Louise Howe; Marie Kagan; James Krall; Melvin Kohan; Louis Kreeger; James Lauer; Alfred McGraw Lee; Elizabeth Bryant Lee; Ronald Lippitt; Julia Mayo; John W. Riley, Jr.; Matilda White Riley; John Seeley; Arthur B. Shostak; Jerome Seil; Robin Williams; William Whyte; Irving Zola.

Several hundred people gathered to recognize the honored guests, to meet one another and enjoy cake and coffee.

Another active group of practitioners is Sociologists in Business. The group is primarily New York based and includes sociologists in the fields of insurance, marketing, public relations and advertising, private consulting, and research of all kinds. For more information about the group and its monthly meetings, contact: Dr. Hy Mariampolski, QualData Research, 170 Garfield Place, Brooklyn, NY 11215, (718) 499-4699.

1987 Guide

The forms for departmental listings in the 1987 Guide to Component Departments of Sociology have been mailed. We encourage all sociology departments offering the MA or PhD to complete their listing forms and return them to the ASA by October 31, 1986.
Plenaries, from page 1

Oct 1986 Footnotes

occupy and performing social roles.” There is, Riley said, a continuing, sequen
tiallyinterplay between individual ng dynamics and the social cohesion of members of each cohort, responsive to social change, exert a collective force for funda
tially reform through the age-stabilized society. While these two dynamics of individual ag and social cohesion are in the ury (they) are not synchronized with one another. Thus, “while individuals with particular ages acquire the society in changing around them..., press(ing) for still further altera
tions.”

Riley noted her discussion of the two dynamics to structure her discussion of the scope of the second emphasis the sociology of age: an emphasis which has developed in a number of sociology programs.

In studying age, she said, “we attempt to retain the dynamic character of age not just among (either macro or micro) but at several interrelated levels: the larger society, in
teraction, groups, networks, roles, and individual actors.”

Relating this emphasis to the dynamic, she said, “the changes in social structure cause people in different cohorts to age in different ways. One of the central questions in our field here is what is the character of the family?

In the case of the family, the question concerned the way “primary groups mediate the impact of societal change on the individual.” In the case of the family, “the character of the family... influenced the consequences of the Great Depression for children as members of different cohorts—affecting their sense of security and of family responsibility, and many other social factors as well.”

Riley then turned from the influence of structure to an analysis of age as identified “the reciprocal question of how difference from among age cohorts affects the social structure.” Here her first example again concerned the family. The structure of the family is currently being affected, she claimed, by the increases in longevity and in divorce and remarriage among members of the successive cohorts. Today’s family is “a new species of kinship in the making.”

The first of four points Riley made about multilevel analysis concerned the synchronicity of individual aging and social change. She illustrated this point by noting that social structures have not kept pace with increased longevity—thus today’s elderly are different from the elderly people who have been added at the top of the traditional age pyramid, no comparable activities have been prescribed for them either in the work force or the family. In the language of the sociology of age: the “age structure of roles has lagged behind the unprecedented changes in the age structure of people.”

Having already interrelated her first two points of emphasis on dynamics and structure, Riley then proceeded to her third and final point of emphasis linking sociology as a whole and this emerging field of research is in the integrative nature of the sociology of age. “The field,” she continued, “reaches both toward procedural disciplines and across many other specific fields within sociology; and it has significant im
plications for what is considered social interaction, and relations but also with ‘gender perspectives in psychological processes.’ Moreover, “cohort” flow is linked to history. In re

response to these empirical realities the secular change in age patterns for an im
teptate degree of interdisciplinary inte
gration. Similarly it integrates a wide array of fields in the study of age.

Riley concluded her address with an affirmative declaration of this “integration” exculpated by the sociology of age, but truly at the heart of all sociology. “I be

living in the age of reinvention, both in sociology as a whole and in the sociology of age as one of our emerging enterprises.”

Eight Sociological Living in Changing Social Structures

Matilda Riley began her Presidential Address with a reminder about an earlier Annual Meeting—the first ever West of the Mississippi. It occurred in 1956, in Denver, and about 400 attended. She Jeek, and the children drew out West in a car heavy laden with camping gear and camping materials. Despite being weary, on arri
val they composed a skit for the next day involving another on their trave
ces. Thinking back on it she com
mented: “That era of grossly oblivious is past, true, for the urban society is now a very personal, biographical talk at the Flen
nary Sessions this year were an effective way of conveying a sense of genuine excitement to the very large audience in attendance.

The moderator of the first session was Robert E. Geiger and the panelists were William J. Wilson, Lewis Coser, William Sewell, and Bertram Neugarten. For this second session the moderator was Charles V. Willeke and the partici
pants were Hubert M. Blalock, Alice S. Rossi, Robert M. Kanter, and Re
ne Skoltek.

These sessions were conducted with overwhelming authority not only ability but also to gender and ethnicity. There were younger and older, male and female, white and black participants each night. Moreover, Lewis Coser represented the refugee scholars who have so enriched American sociology; and Bertram Neugarten, whose training is in Human Development and Education, represented the interdiscip
linear spirit with which Matilda Riley addressed this year’s Meetings.

Rather than summarizing our talk (these will eventually be included in a volume Matilda Riley is preparing as her contribution to the ASA Presidential Series), I want to note several themes which cut across them. These represent several of the patterns which cross social structures shape the hiccuse and condition thought.

One family influence. This factor was cited as networking by several of the par

cipants. Bertram Neugarten, an older weaver who began her career in the 1930’s, noted the support of her family—and particularly her father—for her en

deavors. By contrast, two of the older men who spoke noted intergenerational tensions as an impetus to their in

tellectual development: Lewis Coser, born into a banking family became its political black public partly because of “resentment about injustice—and partly for its lipal reason”; and H.R. Harelock developed his intellectual commit

tment to the sociology of race after an adolescence spent “frighting the Civil War every night” with his father.

Two Durkheim social events. Most par
cipants noted the importance of these social events during the the 1960’s and 1970’s in shaping intellectual interests. In some cases these were the formative years when they first became interested in sociology; in others they were the year or two after their entrance into graduate school when they decided to concentrate on sociology. But this was certainly the case for the majority of the participants.

1) War experiences. For Lewis Coser, Hitler’s ascent to power meant flight from Berlin to Paris, and the outbreak of war meant deten

2) “Where James Wilson traced the positive in
fluence of his own particular social setting on his own character and intellectual na
ture in his work, William Sewell re
ferred to his own personal experience in urban resistance to funding social science research and, by comparing his earlier work and later research, noted how much he was influenced by that experience. In his work, H.R. Harelock told of his early rejection for an appointment be
cause he had over-emphasized teaching at the expense of publishing, and he noted his consequent determination to foster the academic career in research in sociological study.

A number of the participants men
tioned the institutions where they were trained, and noted the influence which they had on their later work. The most ambitious cross-cultural analyses of three social revolutions occurred in America. One final anecdote anec
dote, was taken by Lewis Coser, on which we can hang two analytic points. The first is that uni
versities sometimes meet considerable creative flexibility. The first academic offer, I believe, was offered to me from the University of Chicago (via David Rosman via Nathan Glazer). Coser, newly arrived on these shores, was invited to come to the meeting of the American Sociological Association. Recognizing the propriety of this, he turned the offer down. Two weeks later they called back: he had been offered a position at a women’s college. He had shifted several times from sociology to American history, so he had little choice and took sociology—which he did.

The second point, and the one Coser emphasized, was that since then subsequent ones through informal chan
nels. The importance of networks in academic life, and the way in which they shape careers, is a lesson he carried from his own experience into his work on re

gime scholars.

Networks is another factor which might be a point of departure for analyzing these papers; too see the topics of generational imperatives, per
sonal predispositions, and, above all, fortuitous circumstances. But it is not pos
ible to provide a longer discussion here. Fortunately they are not for publication; and when and that will be seen, it is when heard in New York, that they are thought provoking—sociological biographies. Matilda Riley is to be congratulated on her Presidential Address: it is an important step toward recognizing that the two sessions on “Socioc

1) Academic institutions. All the par

2) Academic institutions. All the par

ticipants talked about the key inst

stitutions in their academic milieux—
MFP Announces New Fellows for 1986-87

The Minority Fellowship Program (MFP) is supporting 27 Fellows at six different universities during the 1986-87 academic year, down from 38 Fellows during 1985-86. This is the smallest number of Fellowships to be supported in any year since 1974-75, when the Program's first cohort of students were funded. The trend in the contraction of the number of Fellows supported annually dates from 1981 and is the result of a long-term decline in support for the social and behavioral sciences at NIH and similar institutes. The current number of Fellows is what the Program will be able to support during each of the next two years of the current research training grant. Efforts are underway to expand the financial base of the MFP.

The names of the 1986-87 Fellows, their institutional affiliations, and other pertinent information are as follows:

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<tr>
<th>Name</th>
<th>Ethnicity</th>
<th>Degree/University</th>
<th>Graduate School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beache, Erma D.</td>
<td>Black</td>
<td>MA/Emory University</td>
<td>University of Virginia</td>
</tr>
<tr>
<td>Belton-Buntamante, Diana</td>
<td>Black</td>
<td>MA/Boston University</td>
<td>University of California-Irvine</td>
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<tr>
<td>Calderone, Jane</td>
<td>Chicana</td>
<td>MA/University of Colorado-Boulder</td>
<td>University of California-Los Angeles</td>
</tr>
<tr>
<td>Carrión, María</td>
<td>Chicana</td>
<td>MA/University of Puerto Rico</td>
<td>Boston University</td>
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<td>Curtes, D'Arce A.</td>
<td>Black</td>
<td>MA/University of Puerto Rico</td>
<td>University of California-Berkeley</td>
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<tr>
<td>Curry-Rodriguez, Jalsa</td>
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<td>MA/University of California-Santa Cruz</td>
<td>University of California-Berkeley</td>
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<td>Da Angelica Maria</td>
<td>Chicana</td>
<td>MA/University of Detroit</td>
<td>University of Michigan</td>
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<td>Donet, Tomas</td>
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<td>University of Michigan</td>
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<td>H ZZ Becker, Sharna</td>
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<td>University of California-Davis</td>
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<td>Inc. Karen Ann</td>
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<td>MA/University of Minnesota</td>
<td>University of Minnesota</td>
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<td>Johnson, Cheryl Deise</td>
<td>Chicana</td>
<td>MA/University of California-Los Angeles</td>
<td>University of California-Los Angeles</td>
</tr>
<tr>
<td>Lascari, Carmen</td>
<td>Native American</td>
<td>MA/University of Oklahoma</td>
<td>University of California-Los Angeles</td>
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<td>Lewis, Vivian</td>
<td>Chicana</td>
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<td>Ohm, Rose Marie</td>
<td>Black</td>
<td>MA/University of Minnesota</td>
<td>University of Wisconsin-Madison</td>
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<td>Pope, Paul Christopher</td>
<td>Black</td>
<td>MA/University of Chicago</td>
<td>University of Chicago</td>
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<td>Black</td>
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<td>Tully, Claire</td>
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<td>Valdes, Angela</td>
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<td>Stanford University</td>
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<td>Wilmott, Stephen</td>
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<td>University of Minnesota</td>
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<td>Young, Kae</td>
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<td>University of Minnesota</td>
</tr>
<tr>
<td>Zuck, Alexander</td>
<td>Native American</td>
<td>MA/University of California-Los Angeles</td>
<td>University of California-Los Angeles</td>
</tr>
</tbody>
</table>

The financial support of Fellows, other initiatives have been launched to bolster the MFP. Among these are proposals to other governmental agencies for research training grants to support students in the present mental health doctorate focus of the current award that runs through 1989. In addition, ASA Council appointed a Task Force in 1985, chaired by Professor Charles Williams of Harvard University, that has explored support from foundations for the MFP. The Task Force has received a grant from the Ford Foundation to finance its second year of raising funds. ASA members have also contributed to the Program. A special fundraising effort last winter brought the MFP $12,000 in direct cash contributions, and a $2,000 grant from the Ford for the Advancement of the Discipline, and a contribution from the Sociologist for Women in Society (SWS) of $2,500 a pledge of at least $1,000 each of the next two years. (See related story in this issue of Societies.)

MFP Fundraising Efforts and Contributions

At its mid-year meeting this past winter, ASA Council approved an emergency fund for the Minority Fellowship Program (MFP). The goal was to raise $10,000 to replace contributions MFP used to receive from, e.g., the New York. The fund had been contributing to the MFP since 1975. Last year, however, ASA was notified by the Board's that it was unlikely they could continue contributing to the MFP.

The emergency fund drive approved by Council was separate and distinct from the more general efforts of the American Sociological Foundation (ASF). ASF has a broader and more inclusive mandate. Its goal is to support sociology as a discipline and as a profession over both the short and long run. ASF Trustees have designated the MFP a priority over the next three years. Interest from the endowment of the Foundation will be transferred to the MFP, as well as to two other special projects of the Association, during this period.

The emergency fundraising effort for the MFP raised slightly more than $9,000 in direct contributions from the ASA membership. In addition, ASA Council's Subcommittee on the Problems of Diversification allocated approximately $2,000 to the MFP.

Another major contribution came from Sociologists for Women in Society (SWS). SWS approved an appropriation of $2,500 to the MFP in order to support a special workshop in 1986-87. Further, SWS pledged $1,000 for each of the next four academic years, with possible increases in that amount depend- ing upon SWS finances and contributions.

The response from the sociological community was heart warming and gratifying. Nearly one hundred and fifty individuals contributed. Council members made individual contributions ranging up to $100, as did members of the Committee on the MFP. Two sections, Race and Ethnic and the newly formed Asian, were targeted for special appeal, and an additional amount from current and former Fellows. Perhaps most gratifying in terms of sacrifice were contributions from Fellows that come from current and former Fellows. Many personal notes, stating the importance of the Program in their graduate careers. Special thanks are extended to these individuals for their generosity.

The drive brought the MFP approximately $13,500. This money will be used to help advance MFP's efforts to secure the additional funds necessary to run the Program. This money will be used to help advance MFP's efforts to secure the additional funds necessary to run the Program.
Melvin L. Kohr: Linking Social Structure and Personality

by Gini H. Elder, Jr.

W. I. Thomas once wrote a thoughtful essay during the Great Depression which outlines a framework for the study of social structure and personality. This framework soon came into its own spurred on by research during the Second World War and subsequent era. Mel Kohr’s sociological career had its beginnings in the buoyant postwar era of social science and represents a pioneering bridge to many aspects of contemporary study in the field of social structure and personality.

Kohr

Across more than 30 years of inquiry, Kohr and his colleagues have directed our attention to the explicitation of relations between people’s location in the social order and their behavior. Two perspectives are involved. One focuses on the process by which the social im- peratives of a position make a difference in how people think, feel, and behave. The other examines the choices of the individual, such as the selection of a job, marital partner, and method of parental discipline. Values provide clues to such choices and their origins are often found in the imperatives of social roles and positions. Both perspectives are expressed in Kohr’s sociological works.

From the 1950s to the present, Mel Kohr’s exploratory orientation has brought challenging questions to the relation between social order and personality. Once a goal in itself, de- scriptions of this relation soon became merely a point of departure for explicating the association and building a theory of how it works.

More striking yet is the research “product” that has come about over so many years, especially as Chief of the Sociology-Environmental Studies Laboratory at NIMH. Where have we been a more steadfast pursuit of interrelated questions across microfields, pathologies and civil-decide? Some of us learn at the knee of gifted mentors and Kohr was generously open to all this.

In this context of research at Cornell University—Robin Williams, Linc Brontenbrenner, Leonard Cottrell, William Poore Whyte, Jr., and John Clausing. As Robin Williams (1/28/86) recently observed, “The whole Cornell group at that time was imbued with a faith in the future of social science, and insistence on evidence, an unlikeliness to accept and disseminate over what could be learned through research on complex problems.” We had a self- image of being hip, broad-minded, empiri- cal, breaking new ground. It was a heady atmosphere.

In his book, “A World in Which People Have Power,” Kohr served an apprenticeship with the Cor- nell Program in Intergroup Relations. This group represented a model in which both personal dispositions and situational constraints accounted for discrimina- tory or nondiscriminatory be- havior. Kohr’s doctoral dissertation (“A Theory of Situational Patterns in Intergroup Relations,” 1952) contributed to this model. Even in the dissertation, therefore, Mel was beginning to show the focus of his attention to the greater leverage afforded by larger social struc- tures.

Other developmental features of Mel’s Cornell experience should be mentioned. Including his first role as an assistant to Robin Williams on the first edition of American Sociology; seminars with Alexander Leighton that led to a Nova Scotia study of social change and mental health; and coursework with Leonard Cottrell and Linc Brontenbrenner. William Poore Whyte hired Mel to do participant observation in an Elkin- grew plant and expanded his knowledge of work. In combination, these experiences and mentors seem to anticipate Mel’s subsequent work on schizophrenia.

In the midst of the Korean War, Mel accepted the offer from John Clausing, who had left Cornell for the National Institute of Mental Health to establish a Laboratory of Socio-Environmental Studies. He was soon engaged in the task of establishing a field station for NIH in the city of Harpers Ferry, W. P. This field station brought Mel in close contact with the Corps of Public Health Service and his role as an impor- tantly, access to valuable Public Health Service records. These records came from the pioneering studies of an epidemiologist named Antonio Cicco who had investigated illness among Hagerstown school children in the 1920s. Mel used the records to design a study for comparing people who were later hospitalized for schizophrenia with matched controls selected from the same school class.

In collaboration with Clausing, Mel’s work on this study raised some impor- tant methodological issues in the way for the Washington study of so- cial class and child running. The first text devoted to the Harvard and Dunham inference concerning the con- nection between social isolation and schizophrenia. The Harvard experience suggested this connection, but also recommended that the social isolation factor was a consequence rather than an antecedent of schizophrenia. A second issue had to do with the con- ditional influence of city size on the correlation between occupational status and incidence of schizophrenia. Kohr and Clausing found no association in Hager- town, and this led to their discovery of the city size effect in the research literature.

The third issue posed a niddle that eventually led to the 1950s study of middle- and working-class families in the city of Washington, D.C. The niddle centered on the relation between the families of schizophrenia- and the class origins. Parent-child relationships in these families did not vary significantly from those of the normal families in the middle class. All of these raised challenging questions about the effects of social class on family interaction and structure. Satisfactory answers could not be found in the liter- ature. Thus, with Clausing’s encourage- ment, Mel decided to plan a study of social class and family behavior. Parental values were proposed as the linking element between class structure and parent behavior.

The Washington study explored rela- tions between class and child socializa- tional output as some of the links be- tween the two in a rudimentary but provocative formulation. The first pub- lished analysis showed that the values parents desire in children are related to their position in the status stratification sys- tem. Middle-class parents were more likely to value qualities of self-direction, whereas working-class parents placed more emphasis on conformity to ex- ternal standards. Subsequent studies of parental role allocation and discipline identified parental values as a promising link between social class, and parental practice.

Instead of beginning with the parent- child relationship and working back to social position, Kohr begins with social position and specifies a process that bears upon parent-child relations. The first option entails some risk of excluding objective conditions from the model, a common deficiency of studies based in psychology. The other option is an in- adequate treatment of parent-child rela- tions and child personality. Kohr has always launched his analyses of social structure and its effects without losing sight of family or psychosocial proc- esses. Thus, in an important 1963 paper, “Social Class and Parent-Child Relationships: An Interpretation,” the model begins with differential conditions of life in the middle and working class which give rise to corresponding paren- tal preferences on child qualities. Such value differences, in turn, have impor- tant consequences for parent-child rela- tions. It is a testament to the challenge of this model and of Mel’s inter- disciplinary approach that much of his current research reflects the legacy of the 1963 essay.

This essay marked the beginning of a new era in MEL's research on social structure and personality, as did his 1963 presentation to the Chief of the Labora- tory of Socio-Environmental Studies at the National Institute of Mental Health. John Clausing established the laboratory in 1951 and quickly assembled an ex- tremely group of talented mentors, including the late Irving Goffman and William Cautill, Carmen Schorta, Morris Rosenberg, Leonard Pearin and Marian Radav-Kaye.

Among other achievements, the Lab be- came prominent for its research on social science in the halls of NIMH. With a thriv- ing research program underway, Clausing accepted the challenge of di- recting the Institute of Human Development at Berkeley. Robert Coffin, NIMH Clinical Director, wisely chose Mel as a successor to John, though he pointedly (he was then only 32 years old) and his internal appearance generated some apprehension. John Clausing's move to Berkeley produced a bond of indebtedness between Mel and me that con- tinues to this day. I refer here to a shared indebtedness to John for openness and collaboration we use to the wisdom of social structure and personal- ity. Just as he cast the pathways of MEL's career by inviting me to NIMH in the early 1960s, he shaped my pro- fessional career by inviting me to Ber- keley during the 1960s. Needless to say, this common experience includes stories that get better by the decade, but I could not improve on John's reports about the pathbreaking work taking place at the Lab under Mel's di- rection. How I struggled to reach that pinnacle!

The initial empirical basis for MEL's post-1963 work is a 1964 nationwide survey of men which viewed occupa- tional conditions and other psycho- logical functioning as interdependent proc- esses. With Carmen Schorta, Mel launched a thorough investigation of the relationship between social stratifica- tion, job conditions, and men's orienta- tion/values. This analysis showed that occupational self-direction (made up of subjective complexity, self-controlled work, and closeness of supervision) was consequential for adult values, self- concept, and social orientation. Education also had strong effects on self-directed orientation. The Washing- ton research of the 1950s selected analy- ses of the 1964 survey, and some cross-national comparisons with Len Pernell's Turn study were assembled in Class and Conformity (1969). Mel's first major volume.

The 1964 study opened up a new way of thinking about social structure and personality, or more specifically, about working and men's thoughts and values. The paradigm featured a multi- dimensional model of social stratifica- tion and work. Following the doctrine of Occupational Tiers, men were grouped according to whether they worked with ideas, people, or things. Fundamentally, they were compared in terms of objective, structural imp- ortantives of the job. Collectively these imperatives define the social and psy- chological realities of work. The list now includes 14 imperatives, headed by those that index occupational self- direction, the most prominent reference on work personality according to evidence from the project and from a growing body of international studies.

Ultimately the 1964 venture left many issues unresolved and surely added fuel to the next phase, a 1974 follow-up of men from the original survey along with a sample of their wives and children. The follow-up represented an advance by establishing a two-wave panel which brought time and process into models of the relationship between work, personality, but a good many limitations remained for the considera- tion of social science.

Looking back over the years, I think of MEL's research in the 1970s as offering a pathbreaking view of the relations between social structure and personality, a view of problems and possibilities that depart sharply from conventional models.

The years since 1975-74 have followed the systematic course of normal science in which models are clarified, elabor- ated, tested, and revised. All of this work reflected the guiding hand of a paradigmatic model from the prior years, the substantial interaction of a talented research staff, and able colleagues from other countries. Joanne Miller and Karen Miller have been instrumen- tal in assisting Mel and Carmen Schorta with applications of the gener- al model to women's social roles, at housework for men and women; to the educational task experiences of chil- dren in school; to the problem of psychosocial functioning of men in different age groups; and to the world of leisure.

Contraindicate next page
Observing

Postlude to the 1986 Election

The 1986 presidential elections brought record numbers of candidates, but did not alter noticeably the number and percentage of members voting. A number of categories by members has led to the decision to offer this retrospective on the election. I hope it will answer most of the questions that might have arisen and not be answered by the article in August 1986. I will proceed in the following way: (1) review voting patterns over the past seven elections; (2) describe in detail the Hare Method as it was employed in the 1986 election; (3) present two tables with the votes cast around the 1986 election; (4) examine the Hare Method in order to avoid special second readings for runoff elections.

TABLE 1: PRESIDENTIAL VOTE TOTALS, 1983-1986

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>1983</th>
<th>1984</th>
<th>1985</th>
<th>1986</th>
<th>1987</th>
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</thead>
</table>

Table 1 reports the vote totals for the presidential elections 1980-1986. There were three candidates for the presidency in 1982 and 1984. Thereafter, the decline in number of votes cast between 1980 and 1984 may be a function of the number of the votes the membership decreased by slightly more than 10 percent during this period. It then grew slightly in 1985 and 1986. About 75 percent of ASMA members are eligible to vote. Persons in the categories "Associate Member" and "Student Member" are not eligible to vote. The percentage of eligible members actually voting during a period in 1980-1986 has reported from a high of 45% in 1980 to a low of 36% in 1986. In the 1986 election, 59% of the eligible voters cast ballots for the presidency. On the average, about 40% of the members eligible to vote have voted in the ASMA presidential elections during the past seven elections. The relatively low proportions of members participating in elections suggests that there is a large degree of passive consent for the system. I would welcome further reflections on this observation.

TABLE 2: 1986 PRESIDENTIAL ELECTION, BY ROUNDS

<table>
<thead>
<tr>
<th>Round</th>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
<th>4th Choice</th>
<th>5th Choice</th>
<th>6th Choice</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Round 1</td>
<td>Bergata</td>
<td>299</td>
<td>457</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Round 2</td>
<td>Etzioni</td>
<td>779</td>
<td>842</td>
<td>952</td>
<td>1040</td>
<td>1373</td>
<td>—</td>
</tr>
<tr>
<td>Round 3</td>
<td>Cano</td>
<td>680</td>
<td>760</td>
<td>873</td>
<td>1140</td>
<td>1343</td>
<td>—</td>
</tr>
<tr>
<td>Round 4</td>
<td>Retz</td>
<td>740</td>
<td>460</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Round 5</td>
<td>Smeter</td>
<td>493</td>
<td>571</td>
<td>723</td>
<td>830</td>
<td>139</td>
<td>—</td>
</tr>
<tr>
<td>Round 6</td>
<td>Valente</td>
<td>502</td>
<td>529</td>
<td>507</td>
<td>149</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Round 7</td>
<td>Number of votes cast</td>
<td>3213</td>
<td>3159</td>
<td>3113</td>
<td>3020</td>
<td>3166</td>
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</table>

*Since all votes indicated six preferences on their ballot, the number of votes and percentages are exactly 100%.

TABLE 3: VOTES RECEIVED BY EACH CANDIDATE FOR EACH RANK

<table>
<thead>
<tr>
<th>Rank</th>
<th>Bergata</th>
<th>Etzioni</th>
<th>Cano</th>
<th>Retz</th>
<th>Smeter</th>
<th>Valente</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>299</td>
<td>779</td>
<td>680</td>
<td>740</td>
<td>493</td>
<td>502</td>
<td>3213</td>
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<tr>
<td>2nd</td>
<td>457</td>
<td>842</td>
<td>760</td>
<td>460</td>
<td>571</td>
<td>529</td>
<td>3159</td>
</tr>
<tr>
<td>3rd</td>
<td>359</td>
<td>952</td>
<td>873</td>
<td>—</td>
<td>723</td>
<td>—</td>
<td>3113</td>
</tr>
<tr>
<td>4th</td>
<td>422</td>
<td>1040</td>
<td>1140</td>
<td>—</td>
<td>830</td>
<td>—</td>
<td>3020</td>
</tr>
<tr>
<td>5th</td>
<td>438</td>
<td>1373</td>
<td>1343</td>
<td>—</td>
<td>139</td>
<td>—</td>
<td>3166</td>
</tr>
<tr>
<td>6th</td>
<td>2840</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
</tr>
</tbody>
</table>

In the Hare Method of voting, voters are asked to rank order the candidates. The issue that at some point one candidate was losing their eligibility by the majority of the votes cast in a particular round. At the end of Round 1, the candidate with the lowest number of votes cast and the fewest number of votes cast, and her/his votes redistributed according to the second choice rankings from 36% to 45% regardless of the number and gender of the candidates, we may now ask who elected ASMA president. Since the envelopes and the ballots have long since been separated, we may be able to slide some light on this question with a new analysis study. We promise to keep you informed.

Kohn, continued

Carrie Schoenbach, among others, worked closely with Mel and Carni in congressional extensions to Poland (1978) and Japan (1979). The Polish survey used methods similar to those employed by the Lab research team and the psychological leadership of Wlodzimierz Woskowlski, who conceived of the Lab's theory and supervised and supported it. Kazimierz Skomzynski carried out much of the survey planning and analysis of American colleagues at the NIMH Lab in Washington. Asahiichi Nani and Kichi Tominaga conducted the Japan survey. All in all, the post-poll effort witnessed an extraordinary effort to determine the generalizability of the interpretive model linking job desirations with perceptions and psychological functioning. As presented in Work and Personality (1983), Mel, Carni, and their colleagues found the model held up remarkably well across groups and cultures.

If we ever doubted philosopher Adam Smith's assertion on the molding influence of occupational life, the Lab's research on work and productivity has given us more reason to believe. From every perceivable angle of analysis, the storyline remains the same: work affects personality, and personality influences work job conditions. Mel first drew this conclusion from his cross-sectional survey in 1984, but he could not in fact begin to demonstrate such a reciprocal link without the longitudinal data provided by the 1974 study and the newly developed methods of confirmatory factor analysis. Hare's idea of the laboratory's role in the study of Social-Environmental Studies and the rewards of putting an elusive problem on the lab's agenda.

Monograph on Branch Campuses

The ASA Teaching Resources Center has commissioned several monographs on important issues in teaching sociology. One monograph focuses on the special context of the branch campuses. In many states, the major state research university has branch campuses around the state. These faculty are a part of the main campus, although they may have little contact with the sociology department there. If you teach in a branch campus or have comments and information about such arrangements, please contact: Dr. Juliet Saltman, 444 Frederick Boulevard, Akron, OH 44320.
Teaching

Zero Base and Safety Valve: Procedures for Curriculum Revision

by Charlotte Vaughn, Cornell College
Rose McGee, Purdue University

As members of the Teaching Resources Group, the departmental con- which has been part of the Teaching Resources Services Program, we have often found ourselves asked to assist faculty mem- bers of sociology departments in curricu- lurn revision. The need for such revi- sion, of course, is periodic everywhere, and may be specifically occasioned by such events as personal change, changes in the discipline, attrition of personnel, or college-wide curricular change. Whatever the occasion, curriculum revision is seldom easy because it involves the deepest ques- tions of departmental and institutional mission, the realignment of discipline content and theory and course structure, personal skills and desires of individual faculty members, and relations with other departments and curricula, and so forth.

We describe the suggestion of some procedures through which curricular revision may be made more smooth, if not easy. Our experience, one of the principal roadblocks to revision among a departmental faculty is the problem of how to proceed with it, how to go about it, and what criteria to use in making curricular decisions. Once these questions have been satisfactorily an- swered, actual decision-making often be- comes relatively simple.

There is, of course, no single best cur- riculum for undergraduate sociology. A curriculum that may be regarded as an es- tablished liberal arts college with a rela- tively homogeneous student population in a small college town may be quite appropriate for a four-year state- supported college in an urban area, and neither may be relevant to a community college with significant segments of its students older, married, and employed. For the reasons noted above, every curriculum must be designed by the departmental faculty concerned, with a clear eye toward the nature of the institution and its mission and the nature of its student body and student needs, as well as the interests and com- petences of the faculty members them- selves.

Opening Attitudes

In discussing curricular revision with departmental faculties, we have found it useful to begin by suggesting that any curriculum should be designed primarily as educational service to the specific student population at the institution in question. The first questions to be de- cided, then, become, “What do we want the students of this institution to be able to do, know, and be as a conse- quence of their experience here?” What skills should they possess upon comple- tion of their program? What knowledge should they have acquired, and what habits of intellectual activity should they be able to maintain?” Answers to such questions are often inferable from the school’s mission statements, tradition, charter, and long-standing values. Some kind of reasonable set of an- swers having been derived to these questions, the next question concerns the way in which the department and its teaching activities fit into the larger framework posited by these answers: “Given this understanding of what our students will be, let’s look at our major goals and know, can how this department specifically contribute to those ends?” What can sociology offer to assist in the fulfillment of these goals? What are the intellectual, conceptual, and skill re- quirements unique to sociology? What well-represented there, which can contribute further, what ought a student major in a major in this discipline to know, and be able to do, know, and be?” Answering these questions provides a list of specific goals which the departmental curriculum should try to attain. To these goals, then, this committee can attach itself with specific course content reasonably geared to goal attainment. Some of the courses are inevitably oriented upon real- ities in content and teaching method; others may not. But all will have been included as the consequences of concrete consideration for utility in goal achieve- ment. This brings us to the procedures by which such decisions may be made.

The Zero-Based Curriculum

Answering the kinds of questions we have posed above usually is particu- larly difficult for a departmental faculty because these are abstract, because of the faculty members work in the same milieu and thus have similar experi- ences with it, and because the answers do not have great personal implication. But to a faculty on what courses it should offer, who should teach them, and what their content shall be is another matter. The Zero-Based Curriculum is a device that affect a teacher personally, determining what he or she shall work at, how the results will be done, and sometimes even when. Skills and a lack of them are in- volved, as is emotional attachment to particular subject matters, which at some times means professional self- concept and identity. These are the very forces which much curricular revi- sion resists.

To overcome these problems, we ask faculty members to consider for the purpose of a “Zero-Based Curriculum” as a means of psychological and intellectual conversation to the decision-making task.

To help defuse the impact of personal interests, we ask the faculty to suppose that they are not members of the de- partment at all. In one consulting situa- tion, for example, we said, “Imagine that there is no sociology department here and never has been. The college has always had to establish a de- partment and you have been hired as consultants to advise it. You have been asked to design a curriculum to meet the missions posed by your an- swers to our questions about what a graduate of this institution should be and how a sociology department might contribute to that. You will not be free to actually carry out the teaching pro- gram you design, but you are completely free to forego that decision—
traditional, usually novels, or something in-between. Begin without consideration of resources at all, aiming merely to de- sign the perfect curriculum for the school. Later the model you develop may be fitted to realistic considered of personnel and resources, both material and financial.”

This is the Zero-Based Curriculum, a procedure for establishing a set of atti- tudes toward curriculum design creating on a mental model and reflecting, at least somewhat and for an absolutely critical period in the planning process, personal, professional, and communal commitments. In the several consulting situations in which we have tried this approach we have worked with a faculty pro- ducing a funder of intellectual exacer- bation and involvement as teachers play what “if...” In one or two cases, the...
New Venture at NSF: An Organizations Data Base

The Sociology Program at the National Science Foundation is proceeding, as its major new initiative, the feasibility of establishing a longitudinal database for different types of organizations. The ultimate objective is to improve the quality of data available for sociological research, systematically to compare manufacturing plants, hospitals, schools, voluntary organizations, and the like. The Program is very interested in receiving proposals for studies that promise to deepen conceptually and methodological issues related to the design and development of such a database.

In response to inquiries from researchers, the Director of the Sociology Program, Mark Abelson, organized a two-day workshop focusing upon the problems and prospects of an organization’s data base. NSF hosted the workshop and invited a distinguished group of research specialists to attend. The participants discussed the obviously past efforts at creating such a data base, the various ways in which the endeavor might be accomplished, and how new studies of organizations might benefit from such a data base.

The workshop concluded that an organization’s data base should be a very high priority of the Sociology Program. At the same time, the researchers realized that there were many theoretical and methodological obstacles that would need to be overcome before such a database could be a reality. Therefore, the Sociology Program decided it would be best initially to encourage exploratory projects on concepts, measures, methods, forms of data and units of analysis. (Joining the Sociology Program in this preliminary venture are two other Programs in the Division of Social and Economic Science, and Decision and Management Science.)

The specific types of research questions the Programs would like to pursue are the following: What are the methodologically meaningful variables which can be identified across organizations? To what degree can the “same” variables (each as size or performance) be measured in the “same” ways across different types of organizations? Do individuals’ reports about their organization’s characteristics systematically vary according to their own positions or levels in the organization? What types of archival data might be collected and how should issues of quality and completeness be addressed? Can meaningful indicators of the external environment and/or internal processes of an organization be based upon the perceptions or reports of people within the organization? Within what, if any, arena is it best to select samples of employees or members of organizations?

The above questions are meant merely to reflect the types of exploratory research projects the Programs would like to encourage. Space limitations preclude listing all the potentially relevant projects. Many others—not explicitly noted above—would readily qualify for the workshop. For further information, write to Mark Abelson, Program Director, Sociology, National Science Foundation, Washington, DC 20550 (202) 377-7802.

Open Forum

The Black Family: Under Attack Again

by Joyce E. Williams, Texas Women’s University

As sociologists we must be concerned with a rising tide of criticism coming from a number of sources, targeted at the black family. Each aspect is visible, for example, in the recent CBS special, “The Vanishing Family—Crisis in America,” in an increasing number of leading newspapers and magazines, and on radio and TV talk shows. We have been here before! In the mid-sixties a document known as the Moynihan Report revealed the plight of the black family as pathological and pointed out a bleak consequence for all of Black America. The report was widely criticized, debated, and redefined or refuted by Black leaders, journalists, and social scientists; but the majority of Americans never even heard of it. On the other hand, several million people have watched the CBS special and judging from the letters, have been justifiably or stereotypically reinforced.

The documentary demonstrates the difficulty of addressing the complex social phenomena in a television format. Presumably the panel discussion comprising the last half of the program was intended to put the earlier interviews and observations in social context. The result was unwhelmed. The panelists, prone to moralizing, were unable to “explain away” the vivid images of young black couples having promiscuous sex, having babies they cannot support, and growing up in dysfunctional Black dialects. The pictures and voices from the ghetto spoke more loudly than the voices of the distinguished panelists, leaving all too many viewers to conclude that the problems of Black America are now all of our own making.

It is again necessary for sociologists to document the Black family’s plight in the very least, to put it in perspective vis-a-vis White America. It is fundamental to present the problems of Black America as structural rather than cultural. It is time to restore some facts, sociological obscurities, but perhaps forgotten or lost in the rhetoric about values and family disintegration.

The Black on Whites Versus White Illegitimate births reflect economics more than race-based promiscuity and immorality. Whites (more than Blacks) tend to marry before a prenatal pregnancy results in an illegitimate birth. White teenagers are also more likely than Blacks to utilize birth control and abortion to reduce the number of premature births.

The Civil Rights Movement, legislation, litigation, affirmative action, and intensified voter participation have increased the size of the Black middle section. But we have left behind cultural Black underclassmen, frustrated, angry, demoralized—figures in comparison with other Blacks as well as with Whites.

Emotions ghetto have become internal colonies rather than way stations in a process of upward mobility. Their residents are more frequently married, raped, robbed, assaulted than other people.

Theory is the Key in Introductory Sociology at Vassar

by Elsa Berg

(in December 1983, Footnotes reported that the Department of Sociology at Vassar College had received a National Endowment for the Humanities grant of $57,190 to support the development of a new course called “Sociology: An Introductory Course.” A Perpetual Perspective.” We have gone back to Professor James Farganis, who submitted the proposal, to ask how it all turned out. He reports great success.

The grant was used as planned: for faculty release time to read and reflect on the texts and changes the course; and for two visiting scholar-instructors who “helped to launch the course and establish its reputation” (Farganis, letter of March 1986). The course, which was incorporated in 1984-85, continues today, and is very successful in two critical ways: enrollment is up and the student level of intellectual discourse is higher.

Enrollment in the course has risen steadily, from 45 in fall 1983 to 100 a year later, to 142 in the current semester. Interest in sociology also has risen, with somewhat higher enrollments in other courses and with more declared majors in the field. Professor Farganis thinks the tripling of enrollment in Introductory Sociology is due to the initial publicity surrounding the grant, the presence of visiting instructors the first year, and the content of the course. Of the latter he says: “...the content of the course compelling for our undergraduates: they are interested in learning social theory, in reading original source material, and in discussing themes such as alienation, anomie, and rationalization” (Farganis, letter of March 1986).

The course is now taught by five of the full-time members of the department and by one part-time instructor: Jodi Bredsky, James Farganis, Robert McKeown, Marisa Minott, Jr., Juan Pin, and Sondra Farganis. Each instructor develops his or her own syllabus. The common core is that each course includes original theoretical writings as well as explorations of the theory and examples of the concepts in use. For instance, in introducing Durkheim to his students, Dr. Farganis includes original texts, exploration of Lewis Coser, and readings on Durkheimian themes by Herbert Hendin, David Riesman, Peter Berger, and Robert Bellah.

As a consequence the student is introduced simultaneously to the work of a major theorist of the past and to significant contemporary sociologists who draw on that work. Alternatively, Dr. Bredsky supplements the theoretical texts with literary selections illustrative of the concepts which she takes from Lewis Coser’s Sociology Through Literature: An Introductory Reader. This approach builds an interdisciplinary dimension into the course, as well as offering well wrought characterizations of select concepts.

Original texts by principal theorists are the point of departure for each section of the course. Farganis comments that “we have made clear our expectation that the introductory students in sociology will read Marx, Durkheim, and Weber as much as introductory students in philosophy are expected to read Plato and Aristotle” (Farganis, letter of March 1986). Each instructor is free to go beyond Marx, Durkheim, and Weber to offer other theorists as well.

Wakeman New President of SSRC

The Social Science Research Council’s Board of Directors, acting on the recommendation of the Executive Committee, has elected Frederick E. Wakeman, Jr., President of the Council effective July 1, 1986. Wakeman will succeed Francis X. Stuthen, who has served as Acting President since October 1, 1985, when Kenneth Prewett resigned the presidency to become Vice-President for President for President at Rockefeller Foundation.

Wakeman is Professor of History and former Chair of the Center for Chinese Studies at the University of California, Berkeley, where he has taught for the past 21 years. He graduated from Harvard College in 1957 and studied for a year at the Institut d’Etudes Politiques in Paris. He received his PhD in Far Eastern History and Seminal Languages from the University of California—Berkeley in 1965.

Update on ST

The 1986 issue, originally scheduled for publication in the 1986 spring issue, Sociological Theory has been printed and mailed to all members and nonmembers. We are awaiting the fall issue, scheduled for late October publication, to be completed shortly.

We apologize for the delay.

Teaching, continued


Open Forum: Lest We Hope in Vain: On the First Anniversary of the U.S. Institute of Peace

It was on June 11, 1985, at the UN, that Robert Mueller, ex-Assistant Secretary General, asked me to point out any sociologists who might be using their professional competence to deal with global concerns. I was struck by the question, because I have been wondering, throughout 25 years of research and teaching, about the ability of our discipline to deal with the impending problems of the global society. Now we have the U.S. Institute of Peace, established exclusively for the benefit of all humanity. Its establishment is a tremendous victory, so far, no other major nation has achieved. So far. This first anniversary, I would like to make a few remarks about the functioning of the Institute.

Peace will be prevalent when human dignity is respected, regardless of differences in sex, race, color, creed, or origin. This is equivalent to establishing a new type of society and implementing the "Universal Value," based on social justice, the dignity and rights of every human person (Pope John Paul II, 1986 Message for the World Day of Peace). The nature of a science is, to a large extent, dependent on the nature of the objectives it examines. Peace is universal in its nature, not the science of peace. In the scale and scope, the science of peace can only be global, worldwide, and detached from any established partial values or as unlimited pursuit of a nation's self-interest. Needless to say, such a prerequisite could be satisfied by the following reasoning of the troubled core of society, rather than by peeling problem-solving skills or techniques of negotiation. Likewise, because the existence of peace must be a reality-based positive science, the same requirement will not be fulfilled by presenting mere futurological speculations, but only by delineating convincing sets of assumptions, which will eventually form a seamless garment stretching across the multi-dimensional sectors of society. The seamless garment could be meshed gradually by trial and error. Therefore, the Institute of Peace must exist as a permanent research organ assuming a responsible role in creating integrated future perspectives, rather than as a distributor of new research funds.

With these requirements in mind, let me illustrate here some roles of the sociology of peace. Isn't peace building a synonym for worldwide community federation? Sociologists may not be accusing anybody for the humanitarian tragedy in South Africa, in Haiti, or in Poland, because they know that the very same problems affect the world on a broader scale. Instead of blaming individuals, they present ad hoc diagnoses of the entire problem and put them in action programs towards the desired goal. Sociologists might not join marches protesting the arms race because they know their high standards of living are protected by such pathological activities. Instead, they show the way to convert military industries into peaceful ones, and to bring forth the confidence among various social actors so vital for a worldwide society. Of course, sociologists confronting global issues do not place too much confidence in the good will of individuals, because they are well aware of the divergence between individual aspirations and overarching structural features. They also know about the clear gap between what is sought after and what can be realized. By becoming even more aware of these contrasts, and by bridging them with action programs, it seems to me, that sociology will regain its scientific integrity and power.

Since April of 1985, I have visited many peace initiatives and international organizations in the United States and in Europe, trying to find an integrated futuristic perspective. I have privileged the travel to Central America and Caribbean countries (and beginning in January 1986, to Africa and Asia) where I was confronted with the heartbreaking calamities our brothers and sisters are obliged to contemplate. But we can still hope for a peaceful world or at least be largely dependent on our professional will to arm. I am expecting too much out of the Peace Institute? Yes, I do expect much more than the Institute is a fact, established by a major power. Peter Nishiguma

Amegashita, Japan

Peace Institute Announces Grant Procedures

On July 15, the United States Institute of Peace announced internships procedures for awarding grants to students in international relations and public information activities. This represents the first micromanagements to spending any of its initial $4 million appropriated in FY 1985 on competitive awards. Each peace grant will be $4,000, and the Peace Institute has been able to arrange internships in various government, academic, and public service institutions. Individuals are also eligible for grants. Among the projects that may be supported are basic and applied research, particularly research of an inter- or multidisciplinary nature, on the causes of war and other international conflicts and issues of peace, training, supervising, and employing the career of a Peace Institute employee in a public service position. Several terms have been designated as priority areas, including research on human rights, perceptions of peace across political systems and ideologies, negotiation, domestic political systems, and the assertive use of force, the United Nations Charter, mediation of political change, and curriculum development.

Application guidelines have not been established as yet. Under interim guidelines, proposal submissions are accepted no more than six months. Proposals will be reviewed by Instute staff and its Board of Directors. Currently, there are no plans to routinely use external reviewers, although the Institute may seek the advice of outside reviewers to assist internal staff evaluation.

Application forms are available from the Institute at 730 Jackson Place NW, Washington, DC 20520. Specific questions may be directed to Kenneth Jensen (202-789-5700).
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Media, continued

on adolescent psychiatric commitment.

Doris Wilkinson, University of Ken
lucky, discussed the phenomenon of pray
in children on a CBS-Studios n
in April 26. In March, the Louisville D
lished her article on "African Ameri
Jan Barkas Yager had her book, Cre
Manager Training," and her work in that
In April 30, an article appeared in the
on a related topic appeared in the May

Other Organizations

The National Child Welfare Center is one of the national centers of ex
sion services and supported by the
the Bureau of the Federal Depart
of Health and Human Ser
ers to serve the training and con
nt services of child welfare service
t systems in both the public and
erts are responsible for the
Child Welfare Resource Center, Con
of Southern Maine, 241 Deering Avenue,

The Society for Applied Sociology an
Research on Aging, 27 October 1990.

The University of Maine, Presi
dent, Howard W. Gordon (Na
ency, Timothy Effron, Secretary; K
rtilettas (University of Maine-Or
stion, Stetson C. King (In
n University), and Conor M.

The South Carolina Sociological
Association announces the following news:
officers: Dale Beaver (Furman Uni
President; Christopher Sinter
(Clemson University), Vice-President;
Vice-President; Graham Tomblin
Baptist College), Secretary-Treasurer; Robert Frenziger
(Presbyterian College) and Suresh
Singh (Lander College). Members-at-

Publications

Age Words. A Glossary on Health and Aging is now available from the
National Institute on Aging. The gloss
ary is designed for professionals regularly
geiogloocologist and is designed for
a general audience, including older
people and their families, students in the
field of aging, librarians, medical
students, health care providers, and
others with a special interest in older
persons. Single copies are free; multi
ple copies are available for $1.00 with
a 25% discount for bulk orders of
100 or more. Contact: NIA Information
Center/AV, 2250 Communication Circle,
Silver Spring, MD 20903. (301) 495-
3465.

Annotated Bibliography on Applied Social Science is a series developed by
Garfield Publishing Company, under
the general editorship of J. Russell
Bromage. Three volumes have ap
peared: Women and Drug Use, Crime
in Juvenile Justice, and Social Impact
Assessment. Bibliography is lengthy,
in all areas of applied social science.
Potential authors should contact J.
Russell Bromage, 1503 Tunbridge Hall,
University of Hartford, Ctmdca, Ct 06117.

The Bulletin of Justice Statistics, U.S.
Department of Justice, has released its
first annual report. The report is or
ganized around the key issues facin
criminal justice policy makers today.
sections are included on violent crime,
sentencing, prison crowding, and a
special section describing the new ini
tiatives undertaken by the Bureau dur
ing the fiscal year. A review existing
data sets and to develop new data
collection efforts with little or no
statistical information currently exists.
Single copies of the report are availa
ble for $5.00 from: National Crime
Justice Reference Service, Box 6000,
Rockville, MD 20850; (800) 532-5377 or,
in Maryland and Washington, DC,
(301) 720-5150. One copy #NCJ-
100365 at ordering.

Celluloid, Poetry Series and Fiction
Section, has moved to the University
of Virginia's Department of English,
along with the editor, Charles H.
Russell. All correspondence, sub
missions, and subscriptions should be
sent to: Charles H. Russell, Editor, Ca
celloid, Department of English, Univer
sity of Virginia, Charlottesville, VA
22903.

The 1996 General Social Survey, con
ducted by the National Opinion
Research Center, University of Chicago,
is now available from the Roper Cen
ter. The 1996 cumulative data file
consists of 14 variables: national
cross-sections and an oversample of
blacks in 1992. The file has over 20,000
cases and 1,060 variables. The merged
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 trends and the examination of sub
groups. Supplemental questions have
been added on the temization of poverty.
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ther information, contact: The Roper
Center, Box 683, Storrs, Ct 06269.

The Journal of Chemical Dependency
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chemical dependency counselors, so
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opiates, clergy, educators, and other
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the submission of manuscripts. For an
"Instructions for Authors" brochure, con
tact the editor: Bruce Carneal, Chair
man, Counseling Associates, P.O.
Box 301, Holleston Station, Little Rock,
AR 72205. Subscriptions are available
from: The Hopepress, 2812 East 22nd
Street, New York, NY 10010-6314.

The Journal of Community Psychology
announces the availability of two spe
cial issues on "Psychological Sense of
Community. Part I is on "Theory and
Concepts," Part II will be pub
lished in October and is titled "In
spection and Applications." Each issue
will be $30 from Journal of Commu
nity Psychology, 4 Gantt Square,
Brandon, VT 05031.

The Journal of Contemporary Ethnography, (formerly Journals Ethn),
will be moved editorial offices, effective
immediately to: Perm and Patricia
Adler, Editors, Department of Sociolo
gy, University of Washington, St.
Louis, MO 63130. The journal will con
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logical, and theoretical papers based
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Journal of Marketing Research

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type of questionnaire desired... The CSE System is well suited for serious
questionnaire development." (Scott M. Smith, Brigham Young University)

OR/MS Today

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typically associated with mainframe CSM systems." (Denny R. Rayo, Iowa State University)

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revenues. The market researcher is one of the definers that the client
takes away from the project. It allows managers to view data to
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