Candidates Announced for 1988 Election

Candidates for all ASA offices, Council, the Committee on Publications, the Committee on Nominations, and the Committee on Committees are as follows:

**President-Elect**
Bonnie Hallenius, State University of New York-Binghamton
William Julius Wilson, University of Chicago

**Vice-President-Elect**
Edna Bonacich, University of California-Riverside
Alfredo Portes, The Johns Hopkins University

**Secretary-Elect**
Olga Cusdy, University of California-Los Angeles
Beth B. Hov, County College of Morris

**Council**
Robert Alford, University of California-Santa Cruz
Ira Berg, University of Pennsylvania
Tony Duster, University of California-Berkeley
David Gold, University of California-Santa Barbara

Updated Figures on Faculty Salaries

by Betina J. Huber

The following report examines sociologists’ average salaries during the past few years. It is the fourth such discussion appearing in these pages since 1983. The figures presented suggest that the salaries of sociology faculty are similar to those in other disciplines, especially in public institutions.

The accompanying table summarizes the most recent salary data available to the Executive Office, as well as 1983-84 figures, presented for purposes of comparison. The latter were presented in the January 1985 issue of Footnotes.

The most recent survey was conducted in the January 1985 issue of Footnotes. As has generally been the case in the past, the present discussion is confined to academic salaries, since recent figures for practitioners are not readily available to the Executive Office.

The Limitations of National Salary Surveys

For a number of years, the American Association of University Professors (AAUP) has collected data on the average nine-month salaries paid full-time faculty members employed by colleges and universities in the U.S. For each of 2,000 institutions responding each year, the data is then converted to an average salary for all faculty members in the university. The AAUP survey is the most comprehensive and carefully distinguished average salaries paid by institutions granting different degrees and relying on different sources of funding (i.e., public, private, independent, church-related). In addition, figures for all faculty members are weighted to compensate for sample deficiencies. Separate estimates are presented for men and women, and for major geographical areas and institutions, but not for different disciplines. Thus, the AAUP data do not provide a means of comparing salaries across disciplines or of determining average salaries within a single discipline.

A survey conducted by the AAUP in 1983 by the College and University Personnel Association (CUA) presents salary estimates by discipline, but it is not as comprehensive or as carefully executed as the AAUP survey. The CUA figures are based on responses from 200-300 public institutions belonging to the American Association of State Colleges.

Benefits Packages Sent Bulk Rate

Beginning immediately, benefits packages will be sent bulk rate instead of first class. The benefits package is mailed to all ASA members upon renewal, and includes information on ASA publications, the 1985 Coupon Listing, new sections, and other membership materials. The ASA will realize significant postage savings by sending these packages by bulk mail, which will cost $12c instead of the $75c first-class rate. Packages to non-U.S. members will continue to be sent by air mail.

Please allow additional time to receive these materials after you renew your membership. We appreciate your patience.

MFP Invites Applications

The American Sociological Association’s Minority Fellowship Program announces doctoral fellowships and dissertation support for 1988-89. Open to U.S. citizens and permanent visa residents, including, but not limited to Blacks, Hispanics (e.g., Chicano, Cuban, Puerto Rican), American Indians, and Asians (e.g., Chinese, Japanese, Korean, Filipinos, Samoans, Hawaiian, Guamanian) and those documentary in and commitment to teaching, research, and service careers on the sociological aspects of mental health issues of ethnic and racial minorities.

Open to students beginning or continuing study in sociology departments. Potential for success in graduate study, financial need, and an express commitment to sociological research work on mental health issues relevant to ethnic/racial minorities are considered.

Fellowships. Stipend is $6500; arrangements for tuition payment are made with university or department. Approximately 10-15 new awards will be made. Fellowships awarded in 1983 totaled $80,000.

Dissertation Awards. Up to $5,000 and restricted to expenses directly related to dissertation costs (e.g., purchase of data sets, printing research instruments, typing costs, computer expenses, etc.). Funds not awarded for living expenses. Application Deadline, January 15, 1988. Write or call for application forms: Minority Fellowship Program, American Sociological Association, 1723 N Street NW, Washington, DC 20036; (202) 833-5410. □
Judging by the figures presented in the accompanying table, salary estimates for private institutions appear to be more variable than those for public institutions and those for Full Professors vary more than those for Associate or Assistant Professors. More likely than not, this is the case because even in the exceedingly high salaries paid a small number of Full Professors have a disproportionate effect on the averages. These findings suggest that some types of salary estimates should be treated with particular caution: those for private colleges and universities, the lower-paying church-related institutions are not separated from the higher-paying independent institutions; and those for Full Professors.

Average Salaries of Academics: Sociology

Most of the salary estimates presented in the accompanying table are drawn from various CUPA surveys. Despite their shortcomings, these surveys provide the best information available on average salaries by discipline. When evaluating the figures, it should be borne in mind that the estimates presented are probably conservative. This is true of the figures for both public and private institutions, since the former excludes large research universities, which pay the highest salaries, and the latter includes both private independent and church-related institutions.

The figures presented in the table indicate that sociologists employed in public institutions earn more, on average, than social scientists while sociologists employed in private institutions tend to earn less than their colleagues in related disciplines. This was the case in 1983-84 and in 1986-87. The same pattern prevailed in 1983-84, though the sociology-social science disparity in private institutions is greater in 1986-87 than it was in 1983-84, but has remained rather constant in public institutions.3

When sociologists’ average salaries are compared to the CUPA estimates for all faculty, a similar difference between public and private institutions emerges. In private institutions, sociologists’ average salaries in 1986-87 are clearly below the average for all faculty, while in public institutions the two averages are similar. Moreover, sociologists in private institutions appear to have lost ground since 1983-84, while those in public institutions have made gains. Through the 1983-84 average salary of sociologists in public institutions was 97% of the average paid to all faculty, whereas the two figures are equivalent in 1986-87. Sociologists in private institutions, in contrast, earned 98% as much as all faculty in 1983-84, but only 94% in 1986-87.4

Not all eligible institutions participated in each year’s CUPA survey, and therefore, strictly speaking, the annual salary estimates are not comparable. The percentage difference figures presented at the bottom of the accompanying table must be interpreted with caution. Therefore, nonetheless, they do provide a rough estimate of salary gains over the past four years, since there is considerable overlap in each year’s survey participants. In light of the differences outlined above, it is not surprising that the percentage difference figures show that, taken as a whole, faculty members in public institutions appear to have made considerably greater salary gains over the past four years than those in private institutions. In fact, with the exception of Full Professors, those in private institutions have been a reversal at all ranks. In 1983-84 faculty in public institutions were earning somewhat less than those in private institutions, while in 1986-87 those in public institutions were the better paid. This general pattern is reflected in the gains made by sociologists, though the public-private disparity in 1986-87 appears considerably greater among sociologists than among social scientists or all faculty.

These findings must be interpreted with considerable caution, since the CUPA salary estimates for private institutions are particularly misleading. The AUPF figures reveal that if large salaries are calculated separately for private independent and church-related institutions, faculty in private independent institutions continue to earn more than their counterparts in public institutions. Although the 1986-87 salaries of sociologists employed by private institutions of higher education appear to lag behind those of their counterparts in other departments, their gains over the past four years have kept pace with inflation. Sociologists teaching in public institutions have made considerably greater salary gains and their slowest increase has improved considerably, both absolutely and relative to their colleagues in other departments. Since the majority of academics are employed in public institutions, it can be concluded that most sociologists appear to have made substantial salary gains since 1983-84.

Footnotes
1. The salary scale of church-related institutions tend to be significantly lower than those of private independent colleges and universities. According to the 1986-87 figures compiled by the AUPF, faculty members in private independent institutions earned $37,766, on average, while those in church-related institutions earned $29,670. This is a difference of 27%.

2. Since the AUPF does not compile estimates for the salaries of new Assistant Professors, no figures are presented. The AUPF figure for Institute teaching in public institutions is not presented because it is clearly inaccurate (i.e., $31,810). (Note: the same pattern described above for Full Professors is observed in 1986-87.)

3. The 1983-84 average salary paid sociologists employed in private institutions was 99% of the average paid to all social scientists, while it is 95% in 1986-87. The equivalent figures for sociologists employed in public institutions were 91% in 1983-84 and 95% in 1986-87.

4. As reported in the January 1985 issue of Footnotes, the AUPF estimates for 1983-84 showed that faculty teaching in public institutions earned an average of $28,350, while those in private institutions earned $31,810.

Correction
* In the announcement of ASA/NSF Small Grant Awards (October 1987, page 8), the affiliation for Michele Lamont should have read Princeton University. We apologize for the error.
Two Vignettes of Academia in Latin America

by Donald P. Larkin, Professor Emeritus, Hamline University

Higher Education in Nicaragua (based on remarks by Father Cesar Jesus Fereci, Rector and Rector of the Universidad de Central America, October, 1986. Material

Support: there are four national university sites in Nicaragua today. The National University has two campuses— one in Managua and one in Matagalpa— each with its own President/Rector. The National University of Engineering (Technical Institute) and the University of Central America constitutes the other two institutions of higher education. The nation envisions to "nationalize" its limited resources. Thus, the several universities tend to specialize rather than duplicate each others' programs. In all, there are 28,000 students attending these institutions, four times the proportion before the 1979 revolution against Somocista. The last-mentioned- the University of Central America— is open to Jews (who, some say, are "more Semitistisa than the Sandinistas!"). The school emphasis apprenticeship over theory and humanism, including Law, Journalism, Sociology, Economics and Business, Political Science and Engineering. Immediately after the overthrow of the Somoza regime, there was a substantial increase in the quality of the national professoriate. Quite a few former faculty members assumed diverse social and political roles in the new government. Others, for a variety of reasons, went abroad. One former Dean of UCA, Licenciado Rodriguez, joined the "contras" and became one of its Directorate members. On the view of Fr. Cesar Jesus, Rector, Doctor Rodriguez wanted Nicaragua to be "only a better Costa Rica." He did not desire a revolution that would not alter the traditional social structure. Of course, some staff remained in the classroom. At the University of Central America just after the insurrection, half of the faculty were foreigners; whereas in 1986 only 15 percent were not Nicaraguans. Currently, the current academic year (1987-88), the UCA faculty includes three Cubans, four Soviets, five Mexicans, sevenPanamanians, eight US citizens, and twelve Guatemalans, among others. Of the 325 professors, 120 are full-time; and the number 200 are part-time, a common pattern in Latin America. During the Somosa years, access to higher education depended upon one's income, and the universities were definitely elitist. Now, tuition is charged students at the national universities, to give all Nicaraguan youth the possibility of such an education. Admis-

sions are based on national tests in English, Math and Social Sciences. Most young people do not finish high school, and they then have to postpone for college. Too, it is expensive for students from outside those cities to live away from home; so a system of fellowships operates. Of the 4200 UCA students this year , 3000 have "room and board." And next year it is intended to provide such aid to more than 7000 students. According to Father Jesus, faculty members have full academic freedom to teach and pursue research. The govern-

ment assumes that the educationals have the capacity to manage, and it does not impose an ideology. The government does pass upon programs that involve "technical expertise." One semester of Theology is obligatory for the UCA students— a "decade and a half" that the students must study. The traditional curricula of most research tends to relate to present needs and applied work and not to "ab-

solute problems." The pressing concerns of this struggling country are related to migration problems, agrarian reform, energy production and conservation, the political process, agronomy and animal husbandry, trade and foreign exchange, the epidemiology of disease, and the like. The "contras war" is affecting the univer-

sities greatly. Even trial may be lacking. Dollars to buy scholarly texts, research websites, and research sup-

plies are difficult to acquire. (Note the Microsociological Society at its spring 1986 business meeting voted to send $1,000 to the UCA Department of Sociology. Other sociologists are invited to send money to these UCA colleagues.) The education of youth is disrupted by mili-

tary service, by the need to replace those who are away, or by the need to share in harvest brigades. The University is housed in "temorary" buildings for the 1972 earthquake. The course. These "cleveries" do not have to become "permanent" (as they are in the chronic way of the contras). Nicaragua is not Soviet, Cuban, or U.S. citizens.

Nicaragua's population is 80 percent poor. One-third of the people are under 25 years of age. "The best of this nation has in its youth, with its idealism, willingness to sacrifice, its outstanding dedication. We are losing so many. Sons and daughters of the old oligarchy are working for the revolution. It is not easy living under constant threat. History will tell," concluded the Rector.

FLACSO Research and Educational Program in Chile (based on interview with Drs. Augusto Varela F., sociologist, and Carlos Portoles C., political scientist, September 29, 1986, Santiago).

FLACSO, the Facultad Latinoamericanos de Ciencias Sociales, located in a quiet residential neighborhood of Santiago, is an institute with a large and well respected history in Latin America as a fine creator of social science research. Currently the staff includes 15 senior researchers and 40 assistants in diverse roles. Its annual budget of $50,000,000 is provided by contributions from about 10 national organizations, there being no national support. Among the funding agencies are those in Sweden, France, Italy, Bel-

gium, Germany and many Agencies for Development, and the U.S. Fund Foundation.

There are several research sections within FLACSO. Four of these relate to (a) political structures and processes; (b) curitique of economic development; (c) movements; and (d) militarization, the regional arms race, alternative security systems, and peace education. These scholars collaborate with the Chilean Peace Research Association, a network of peace researchers. FLACSO has a felt need to conduct research pertaining to national reality. They also endeavor to disseminate their research findings and materials to the relevant national organizations and 1000 individuals as channels. They have produced audio-

visual documents—radio spots, videos, pamphlets, posters, photos—to promote discussion on topics of great social concern, especially women, children, church organizations and SERPAJ (Fair, Justice and Direct Action) groups. (SERPAJ, Servicio Paz y Justicia Alternativa, Desarmamiento, Esquela Equilibrada, Argen-

tria 1980 Nobel Peace Prize recipient; and it has offices in most major Latin American cities. For example, there is a set of four pam-
pllets about women and militarization, May, Paz, y Democracia, that consider fear, violence in daily life, women and militarization, and women's struggle for liberty. Another series considers health, Salud y Mujerismo, dealing with nutrition, "health policies," mental health, and physical health. They have also produced a set of four
color pictures (Fotolopez) depicting various kinds of violence that citizens may experience from police, military, criminals, family members, or even from these "picture language" stimuli are used to engender "unstructured" discus-

sions. FLACSO has cooperated also with the Latin American Center for Defense and Disarmament with pamphlets regarding militarization and civil society; American Chilena Arma, 1975-1981, and The Presence of Israel and Arabs in Latin America. (ACHIP). Both Varas and Portoles have served as Secretaries General of the Association Chilena de Investigaciones por la Paz (ACHIP). With that connection, Varas has edited a volume, Tragedias en De-MCmera: Anales de Juventud Chileno, 1984, which includes an article by each of the men. Varas, with Felipe Aich, has also published El Pretendido Policía Militar (Santiago: FLACSO, 1986). Portoles and others published 8ª del Año de Nora 1984. He has also published Global Militarization (Boulder: Westview Press, 1986) and the International Arms Race in Latin America (Boulder: Westview Press, 1986).

The endeavors of these productive scholars are impressive, in their commitment to conduct "unstructured" discussions and in their educational outreach to the Chil-

citizen under very difficult cir-

cumstances. Their endeavors and exchanges of information and materials. (FLACSO. Camila 223-3-Central, Santi-

ago for much of a visit to Santiago in 1960, Santiago (for location).}
Aid Request from Nicaraguan Sociologists

The following letter was forwarded to the Executive Council by members of the Association with the request to publish it in Footnotes. We reproduce it in entirety and in full. It is not spurious, as many requests for aid and solidarity for other peoples are able to offer us, particularly North American people. It is worth mentioning here that just recently, I held a conversation with director of the University of Nicaragua seated at the table of that letter.

Dated July 30, 1986, and addressed to all intellectuals and progressives of North America, the letter begins:

Dear Companeros,

I would like to offer you on my behalf and on the behalf of all the professors and students, members of the School of Sociology at the University Centro Americanos (UCA) of Managua, our warm greetings.

We feel compelled to write to you at this time to solicit all possible forms of aid in solidarity from inside the academic circles of progressive North Americans. Perhaps this is the first time in the history of Nicaragua that comparables of the United States of America, sensitive to the limitations and difficulties that Nicaragua imposes on our universities in Nicaragua and which we transcendally participate in the forms of deep and enduring cooperation. For our part, we are requesting on behalf of our School that you engage in practically whatever form of collaboration with us.

The present conjuncture of military aggression and economic blockade that the Nicaraguan government has imposed on our small country and its people has likewise created enormous obstacles for normal development of academic and administrative activities in the School of Sociology of UCA. It impedes the realization of the most indispensable tasks for lack of financial resources, library resources, paper and office equipment, etc. To attend to our present enrollment of over three hundred Sociology majors (in times under Somoza, we never exceeded 35) and to those approximately 700 students of other schools and institutes of UCA to whom we offer the basics of sociological analysis, we are endowed with a limited number of books, a library of social sciences (it doesn't have more than 500 books), two old, manually operated typewriters, and the enthusiastic labor force of four full-time professors and some thirty part-time professors.

Obligated to maximally rationalize the distribution of scarce human, economic, and financial resources that presently exist in the country, our revolutionary government has not been able to give us all of the material resources that our School of Sociology requires. While it possesses a clear awareness of the growing demand for sociologists required by the urgent national tasks of a society which must profoundly transform social relationships, the revolutionary government has been confronted by a dual problem: The capacity of the UCA to include programs for public health, popular education and literacy of adults, and national defense. All of this has been dramatically exacerbated by the military and economic aggressions imposed by the United States. In spite of this crisis period, the government has allocated some very capable professors to the teaching staff, including one of the nation's vice-president, to the School so that they could offer classes to our students concerning our national reality.

In this letter, I am addressing a request of solidarity that other peoples are able to offer us, particularly North American people. It is worth mentioning here that just recently, I held a conversation with the director of the University of Nicaragua seated at the table of this letter.

At the present time, we are operating at full capacity and sending students to Costa Rica, a poor and underdeveloped nation, to the Nicaraguan universities. You might be able to imagine the happiness and the hope that this good news offered to those of us who work in the University. If from within the United States, you are able to create some form of association that adults and children and material and economic assistance for the University of our country, we would greatly applaud these efforts and initiatives in every sense. It is probable that outside of our country, one would not be able to imagine the limitations that we as a School of Sociology confront. The fact that we are able to still operate at all is due to the new and creativity of the Nicaraguan people, aided by the links of international solidarity and the continued policies of our revolutionary leaders.

In order to function in face of a scarcity of paper, books, etc., our students have had to learn to carefully rationalize their use of resources, studying in groups with the few books that we have, sharing the materials that we do possess, and soliciting donations of paper and supplies to reproduce the articles that we use in our classes. In the short term, the most serious problem that we face lies precisely in the basic reproduction of texts. We do not possess either a mimeo machine or a photocopier and any other means by which to reproduce the articles and materials which our students continuously require. Add on top of this problem, the shortage of paper and inks created by the blockade imposed by the United States.

Beginning this year, the School of Sociology has intensified the transformation of the existing curriculum. Professors, students, social scientists in diverse areas, university authorities, and the mass organizations have actively participated in this task. The challenge has consisted of putting the content of our classes in accord with the exigencies created by our popular revolution. According to our calculations, the number of students who will enter the Sociology track beginning next year will grow even more. This expansion will occur within the economic and material resources that our revolutionary government is able to allocate to us. But as you can see, this is simply not enough.

In view of the reasons that we are asking the progressive students in the United States to redouble their efforts in the United States to help us in the areas of financial aid, materials for printing and reproduction of text, paper, inks, and books, etc., Moreover, if you are able to reproduce this letter in whatever means of publication that you are involved with, this would help raise the awareness of many professors, students and intellectuals in North America as to the national reality which we currently face. In all of this, you can be sure that you enjoy the immense gratitude of the professors and students of the School of Sociology of UCA.

And to you, North American comrades, we accept your deep appreciation for the solidarity that I, Amalia Chaverro Z., Director of the School of Sociology, UCA

Translators note: At the present time, this letter highlights an existing organization of direct solidarity with the School of Sociology of the Universidad Centroamericanas. As a first step towards this goal, we have made the present letter available to you so that you might think about how such an organization or network could be formed. For those able to make a financial donation, it can make a big difference in this painstaking. Personal checks can be made out to the Department of Sociology at UCA. Because there is a service charge when checks are negotiated in Nicaragua, ten dollars in our suggested contribution should be made out to “Escola de Sociologia, Universidad Centroamericanas.” Every donation of $10 or more will be forwarded to Nicaragua, allowing the Department to purchase desperately needed paper, books, etc., from neighboring Costa Rica, helping to alleviate the current crisis. Copies of a micrograph (describing the history of the School of Sociology) can also be ordered at $5 per copy. Address your orders or donations along with any suggestions to which you might have to Richard DeLillo, Business Office, Department of Sociology, College of Arts and Sciences, University of North Carolina, 1363 S. State Street, Managua, Nicaragua, 13546; or A. J. Gallo, Institute for Human Relations, Yale University, New Haven, New York, 06511.

Lazinger, from page 5

government, one percent of the GNP was invested in education. In 1985-86 the Revolutionary government spent five percent of Nicaragua’s GNP on education. The increase emphasis on education is also reflected in the numbers of students attending schools. In the 1979-80 school year, the total school population was 502,000. By 1983-84 the total school population increased to 1,127,428. In short, the Nicaraguan higher educational system is experiencing a great increased demand for its educational services, but at the present time it has inadequate human and material resources to meet this demand. As a consequence of this situation, UNAN has encouraged foreign faculty to come to Nicaragua and train their young and inexperienced faculty.

In addition to the increase in its teaching responsibilities, UNAN is becoming more involved in applied research. As the number of government initiated social programs increases, the need for feasibility and evaluation studies has increased. This is particularly true for several national development projects that are being implemented at the present time. I worked on a feasibility study for a vegetable marketing cooperative which was being promoted by the Ministry for Agricultural Development and Land Reform (MEDINARA). In our study we needed to gather information on the amount of vegetable production occurring in the region where the cooperative would be established, the social relationships involved in their production and the present vegetable marketing system. We also gathered information on the present state of knowledge and attitudes towards cooperatives. I have also helped members of the DEA design a labor market study in which the supply and demand factors affecting labor force participation in the coffee harvest are being studied.

At the present time, most of the research occurring in Nicaragua is being conducted by specialized research institutes. Government ministries have their own in-house research institutes, and there are also several independent research institutes doing applied research for the Government. The inability of UNAN to carry out this research because of inadequacies in its facilities and institutional infrastructure means that these specialized institutes will do most of the research being conducted in Nicaragua. Several of these research institutes are heavily dependent on foreign researchers to carry out research programs. One problem with this situation is that these institutions engage in very little teaching and training activities which means that they are not increasing the number of trained Nicaraguan social researchers. As a part of my responsibilities in the project building, I concentrated my efforts within the DEA on teaching some of its members the basics of social research. I accomplished this by assisting my Nicaragua colleagues develop their research methods, I worked through their research problems, I included self-contained material in my discussions with them; emphasizing the relationship between the conceptualization of a problem and how this affects one’s research design. While this was a relatively simple task, I confronted a situation where my colleagues had very few books, journals and general reference documents to aid them in their conceptualization problems. Consequently, my discussions with them often turned into mini-lectures. In the beginning I wrote my own methodology materials, but I was eventually able to purchase Spanish language methods books on trips that I made to Costa Rica and Mexico. I also participated in a foundation supported training program for two members of the DEA that I spent three months at the University of Wisconsin-Madison receiving specialized training in labor market research.

Higher education in Nicaragua will have to go through a lengthy period of intense development perhaps the most important part of this effort is the preparation of a cadre of researchers who will assume their teaching and research responsibilities in higher education.
Space Available for Other Groups

The ASA provides two types of services for individual groups desiring space at the Annual Meeting. ASA Council policies on such space are outlined below. All requests for space at the 1988 Annual Meeting must be received in the ASA Executive Office by March 1, 1988.

Meeting Space

Groups wishing to meet in conjunction with the 1988 Annual Meeting in Atlanta (Wednesday through Sunday, August 24-28, 1988) may request meeting space. Please note that space requested after the March 1 deadline cannot be assured. Rooms are allocated on a first-come, first-served basis, one room per group. In the unlikely event that space exceeds demand, requests for second meeting will be considered. Because Sections have been allotted programs times, they are excluded from these provisions.

Requests have been categorized as follows: (1) Small groups requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated one time slot from 8:30 until 9:30 a.m., noon, or 2:00 p.m. on one of the four days of the meeting. Proposals and should be clearly stated in the request. (2) Organizations or groups wishing to gather for other meetings such as those of a religious, political, or special-interest nature are required to submit a petition containing the signatures of at least 20 ASA members who support the request. These groups will be assigned one meeting time from 8:30 until 9:30 a.m. on the second night of the meeting (Thursday, August 24). No plenary sessions or social functions have been planned by ASA for this evening. (3) Those groups or organizations meeting to hold cocktail parties, dinners, or other social gatherings should submit requests for space at this time.

Requests for space should identify the nature of the meeting, the number of people expected to attend, and any scheduling preference of the group. An announcement of the meeting will be included in "Activities of Other Groups" and in the body of the program schedule in both the Preliminary Program and the final Program. Program listings will include the name of the group or the title of the session, name of the organizer if appropriate, and the specific time of the meeting. Room assignments will be included in the final Program only.

Table Space

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

Due to the number of requests and the limited space available for displays, two parties are usually assigned to each table. There are a limited number of display stands available beyond the space provided for each table, so each party is solely responsible for preparing their own display materials. Policies on use of table space are that (1) nothing may be sold and (2) nothing requiring electricity may be displayed.

Requests for meeting space and/or table space must be submitted by March 1, 1988, to Joan Astle, Convention Manager, ASA Executive Office, 1722 N Street NW, Washington, DC 20036.

Open Forum

ASA and Politics, Left and Right

In the February 1987 issue of Footnotes, Professor Seymour Yellin draws our attention to the motion carried by the ASA Council in the meeting of January 31, 1986. There it states: "Ministers, that whereas the people of Nicaragua have a legally established government, the American Sociological Association urges the Reagan Administration to establish mutually beneficial relations with the government and people of Nicaragua." (Magazine of the American Sociological Association, p. 117.)

Professor Yellin is asking that ASA members who are aware of this situation reflect on the merits of the motion and whether they belong to the following: I thought that at least the majority of the ASA Council believed in some sort of democratic system. It disturbs me that the Council legitimizes a dictatorship of the left while, at the same time, rejects a dictatorship of the right. Accordingly, we should reject either system if we really believe that this is our ideological standard. It is disturbing that many of the members of the ASA that the Council takes such a stand without asking the members' positions on such an issue.

According to me, who lives under such repressive oppression for 15 years, I strongly reject the position taken by the ASA Council.

Magid Lukatko

Edinburgh University of Pennsylvania and Keystone University Research Corporation

Department Services Program Begins

A departmental chairperson, very few from too many requisition forms, asks "Can we have a standing order for ASA materials?" A colleague on the Membership Committee lists that "members just don't know all the things the ASA is doing; in addition to Footnotes, how do we get the information out?" The survey of members shows that after twelve years of activity, the Teaching Resources Center materials are still not a "household word" for teachers.

In response to these challenges, the ASA is launching a Departmental Services Program to offer discount prices on packages of materials. Many ASA publications serve the department, as an aggregate, and are less likely to be ordered by individuals. Using the Departmental Services Program, departmental chairpersons and administrative assistants can place a single order for the package that best meets the department's needs. Materials will be automatically shipped when they are ready and will then be available to colleagues to share. And, the packages come at a lower price than if items were ordered individually.
Sociology in China: A New Approach

by Richard H. Hall

The State University of New York at Albany's Department of Sociology has embarked on a new and innovative approach to the training of PhD students in the People's Republic of China. While Albany sends only a few PhD programs, has had Chinese PhD students in residence, this new program has been sent to the training to the People's Republic.

In a joint venture with Nankai University in Tianjin (about 50 miles south of Beijing), courses are being presented to a cohort of students. The students were selected from universities throughout China. Almost all have Masters degrees from Chinese universities. When they have earned the PhD, they will return to their home universities, where they will participate in the development of PhD programs and research agendas.

The curriculum for the program is identical to that on the Albany campus. The courses are taught in English by regular Albany faculty. Upon completion of course work and exams, the students will come to Albany for the completion of their dissertations.

The program began in the Summer of 1986. Arnold Foster, John Logan, and Maurice Richter taught the first three courses. Since that time, Steve Messner, Adrian Hayes, and I have given courses. Nan Lin and Richard Felton are scheduled to go to Nankai this year, with other faculty members finishing up the course work over the next year and one-half.

Teaching Workshop Looks at Local Research Centers

Last March, 82 participants and staff from 25 states and two foreign countries met in Amoskeag, Maryland, to discuss the process of establishing college and university local research centers. The keynotes at the meeting were the major reason for selecting that site. In nearby Arnold, Maryland, the Center for the Study of Local Government at the University of Maryland, Arundel Community College is a model for what such centers can be.

Stephen F. Steele

Stephen F. Steele directs the Center and arranged the workshop. He has successfully trained and used community college students to do contract research projects for the Center. Steele and his colleagues carved out a niche for themselves as researchers who could work on small scale, local issues in large projects. The high quality of their work has been particularly effective in helping the College to develop opportunities for the students and to use data to clients in Anne Arundel county.

The workshop taught participants how to set up centers, how to establish credibility with administrators, how to get faculty involved in community research, how to set up student internship programs, and how to make contacts in the community. The workshop also covered the nitty gritty details of budgeting and grant writing. "The central task in establishing a local college research center is to create a win-win situation where the local government, the college administration, and the community clients all receive benefits from the project," says Steele.

Some of the faculty who have attended the Center's CSLI workshops have set up centers on their campuses. Eric Sears of Kalamazoo Community College (Michigan) co-chaired the establishment of a Social Science Research Center. The first project is now complete: a survey of locations in the 14th session of the Hawaii State Legislature.

Steele keeps track of such projects and the workshop alumni through a newsletter called "National Network News." To subscribe to the newsletter or to ask CSLI for assistance in establishing a research center, contact: Dr. Stephen F. Steele, CSLI, Anne Arundel Community College, Arnold, MD 21012; (301) 269-7207.

And you have a chance to attend another ASA-CSLI workshop. "Establishing College and University Local Research Centers." Steele and other staff will again offer the workshop in Annapolis on April 6-8, 1988. The fee is $575 for registrations received by December 31; $180 if received by January 31, 1988; $910 if received by February 29, 1988; and $290 for registrations mailed in after March 1. Contact CSLI or Dr. William Evers, ASA Teaching Services Program, Michigan State University, East Lansing, MI 48824.

Good Ideas

- Nancy Stein, Normandale Community College, has students in the Social Problems class write a letter to someone that can make a difference: a politician, a media person, a celebrity, or community leader. Students then learn to summarize their papers on social problems, present evidence to a non-sociologist, take an advocacy position, and lobby for social change. It is a useful extension of the traditional term paper on a social problem.

Study of "Natural Experiment in History" Completed

An international team of social scientists has completed a comparative historical study of political values and social structure using the division of Germany in 1945 as a "natural experiment in history" that allows one to control for interviewing variables of language, culture, social institutions, political structure, and economy. Led by Donald W. Light, professor at Rutgers University and the University of Medicine and Dentistry of New Jersey, in conjunction with Alexander Scholler, a professor of sociology at the Free University of Berlin, the team has published Political Values and Health Care: The German Experience (MIT Press).

The researchers found that an historical analysis of German health care institutions in 1945 was essential to understanding differences today between the West and East German systems. They discovered that although Germany established the world's first and most influential national health insurance system, it was initially operated through worker-run, local insurance funds and clubs. "Bismarck wanted a government-run national health service that would draw workers away from unions," Professor Light said, and ended up providing a financial foundation for worker-run clubs. "There were the forebodings of today's HMOs and PPOs," says Steele.

The research team also found that office-based physicians took offense at working for those funds and organized against them. Millenial action brought a number of concessions, but the private physicians pressed on in the 1980s by joining the anti-communist Nazi Party. Hitler gave them their "final solution" in a set of decrees which stripped participating doctors of their licenses and turned the funds' administration over to the Nazi Party. "This history contains the dynamic interplay between different ideal types of what health care as a social institution should be," Light said.

"These ideal types could be adapted for the comparative analysis of other social institutions."

Thus the division of Germany after World War II became an opportunity for West German physicians to lock in their gains by privatizing the system and a rare opportunity for East German medical leaders to have a second chance at forming a national health care service that integrated all care and emphasized prevention, occupational medicine, and public health. "It is the East Germans and their Soviet advisors who reaffirmed the historical roots of German social medicine," Light concluded, "rather than being a radical departure from them."

Today, both systems provide comprehensive care and produce comparable health statistics but in radically different ways. The East German system is stronger in prevention, occupational medicine and health education. It costs about half the CFP of the West German system. Its public, bureaucratic efficiency, however, is less popular than the high-tech emphasis on diagnosis and acute care in West Germany. "My fondest wish," Uwe Retholdt, calls it 'boutique medicine.'

Ask ASA

Q: I want to offer my services to ASA Committees and to possibly run for office. How do I make connections to show my willingness to serve?

A: The ASA depends on the dedicated professional service of its members to accomplish much of its work. All committee appointments are made through the Committee on Committees (COC), an elected body representing districts of the country which prepares ranked lists of candidates for each ASA committee. These lists are presented to the ASA Council at the Annual Meeting. The Council reviews these recommendations, usually making a few changes. Once approved, individual names on the list are approached in rank order and asked to serve. Since each member of the COC serves one year on the Annual Meeting with names s/he knows would be effective on specific committees, you may need to call someone in your area. You can send your vita and a cover letter indicating interest in specific committees to the co-chairs of COC, Patricia Yancey Martin, Florida State University on Murray Strauss, University of New Hampshire. You may also contact other members of COC or send your materials to William Martisius at the ASA Executive Office. The names of COC members and all the ASA committees are published in the February or March issue of footnotes.

To run for office, send your cover letter and vita to Richard J. Hill, Provost, University of Oregon. As ASA Vice President, he chairs the Committee on Nominations, which selects nominees for all elected positions. Materials sent in now would be considered for the 1989 elections. Be sure your materials arrive between April and June so the Committees can review them before the Annual Meeting. Thank you for offering your help.
Sociologists Receive Grants, Fellowships

National Institute on Aging Research Grants

The Behavioral and Social Research (BSR) program of the National Institute on Aging conducts an annual competition to support a wide range of projects in the social and behavioral sciences. Approximately 220 projects, including both new and competing awards, were supported in FY 1987 which ended September 30. They range from studies of socialization and social con- trol to research on health and well-being. Of the total number of awards, 12% were in health and well-being. The greatest number of awards in that category go to studies of the elderly. Among the many projects supported by the program, we note the following:

- Diane E. Finkelstein, University of Chicago, "Family Functioning, Stress, and Health," $119,000.
- Ann A. Frisbie, Case Western Reserve University, "Cognitive Function and Quality of Life," $125,700.

- Gary E. Foster, University of California, "Medical Care Use Among Older Racial/Ethnic Groups," $104,966.

- Karen L. Hare, University of California, "Psychosocial Factors in Health and Well-Being," $120,000.
- Sally A. Hymes, Northwestern University, "Social Support, Stress, and Health," $120,000.

NSF Graduate Fellowships

Five hundred and six outstanding college students were offered fellowships for graduate study during 1987-88 in the natural and social sciences, mathematics, and engineering, under the National Science Foundation's Graduate Fellowship and Minority Graduate Fellowship Programs. Among them were eight students who will be enrolling in graduate programs in sociology.

Nearly 5,000 students submitted applications to the selection boards for the NSF graduate fellowships, which are awarded on the basis of merit.

Preliminary information on the National Research Council's 1987-88 fellowships is presented in the NSF Graduate Fellowships Program. The program is administered by the National Science Foundation's Graduate Study Committee, which has responsibility for selecting the students in recognition of their potential for scientific and engineering careers. The fellowships provide a stipend of $12,300 per year for full-time graduate study. This rate is $100 per month higher than for continuing fellows in order to cover the cost of travel for new fellowship winners and to help defray costs of living for new fellowship winners. About 60% of the fellows selected this year were from non-Ph.D. institutions that do not have a Ph.D. program in the field in which they were selected.

Zvi Ben-Porath, University of Chicago, "Social Stratification and Social Mobility," $119,000.

- William E. Caudill, University of Wisconsin-Madison, "Human Behavior and Social Institutions," $120,000.
- Kenneth R. Conger, University of California, "Social Cognition and Social Structure," $120,000.
- John M. Crompton, University of California, "Social Change and Social Structure," $120,000.
- John B. Davis, University of California, "Social Structure and Social Change," $120,000.
- Michael E. Davis, University of California, "Social Structure and Social Change," $120,000.

- Mary E. Davis, University of California, "Social Structure and Social Change," $120,000.
- Jack E. Davis, University of California, "Social Structure and Social Change," $120,000.
- Jack E. Davis, University of California, "Social Structure and Social Change," $120,000.
- Jack E. Davis, University of California, "Social Structure and Social Change," $120,000.

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- Jack E. Davis, University of California, "Social Structure and Social Change," $120,000.
NIMH Research Grants

The National Institute of Mental Health (NIMH) awarded two-year three-year research grants to sociologists for 1987. The awards total $7.8 million. The number of total grants given in 1986 was 63, but below the figures reported in Footnotes for 1985. That year, there were six grants awarded that totaled $8.1 million. This year's awards support fourteen new and twenty-nine continuation programs. Two-year, three-year grants were for supplemental funding.

For information on the types of research NIMH will consider funding, program announcements, and application forms, contact the Grants Management Office, National Institute of Mental Health, 3500 East Street, Rockville, MD 20852.

Recipients of awards, institutional affiliation, along with project titles and amounts awarded, are listed below.

New Awards

Diane F. Alwin (University of Michigan), "Psychosocial Factors in the Development of Childhood Depression," $69,792.

Carol S. Aten (University of North Carolina at Chapel Hill), "Models of Infection & Depression Over Time," $25,000.

Randal J. Angel (Rutgers University), "Physical Illness and Depression Among Mexican Americans," $82,892.

James P. Curry (University of Iowa), "Work Stress and Morale Among Nursing Home Employees," $173,304.

Charles W. Cote (Michigan State University), "Impact of Alcoholic Abuse on Family Caregivers," $164,463.

Susan L. Curet (University of Massa- chusetts, Boston), "Gender Stress and Coping," $261,989.

Randal C. Keeler (University of Michigan), "Psychosocial Stressors in the Co-occurrence of Medical Conditions," $792,935.

Philip J. Leif (Yale University), "Pediatric Provision of Mental Health Services," $324,733.

Joy P. Newman (University of Wis- consin, Madison), "Psychosocial Risk Factors for Depression," $103,941.


David L. Troidl (University of Denver), "Diagnosing Violent Mental Disorder and Function Impairment," $57,793.

Continuation Projects

Naomi Bredius (Case Western Reserve University), "Child Disability and the Family," $53,786.


Janice E. Fuglesang (University of Miami), "Genetic Studies of Affective Disorders Among Amish," $228,017.


Dakota S. Elliot (Behavioral Research Institute, Village, CA), "Dynamics of Deviant Behavior—A National Survey," $445,088.


Margaret S. Hope (University of Texas Health Science Center, San Antonio), "Epidemiology and the Psychosocial Impact of Unemployment," $317,942.

Wen M. Hsu (Western Illinois University), "Adaptation Stages and Mental Health of Korean Immigrants," $85,513.


James T. Lind (University of Illinois, Chicago), "Pacific/Asian American Mental Health Research Center," $556,616.

Rita Mazer (Harvard University), "Stress, Mental Health, Coping in Puerto Rican Elderly," $61,475.

J. R. Meyer (Yale University), "Epidemiology of Cancer," $226,644.

Joy P. Newman (University of Wis- consin, Madison), "Psychosocial Risk Factors for Depression," $18,874.

Linda S. Neider (Benjamin Rose Institute, Cleveland, OH), "Caring for Elders and Mental Health of Family Members," $113,630.

Alphonzo Torre (The Johns Hopkins University), "Help Seeking and Services Use Among Recent Latin American Arrivals," $87,556.

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Two Sociologists Awarded NRC Minority Fellowships

Cedric O. Herring, former MPR Fellow and currently on the faculty at Texas A&M University, and Daniel G. Solorzano, at Educational Testing Service, were the two sociologists among the thirty-nine minority scholars selected by the National Research Coun- cil to receive year-long postdoctoral fellow- ships. Herring will carry out his work at the University of Texas, Austin, and Solorzano will be at the Temple River Center at the Claremont Graduate School.

These thirty-nine minority scholars represent the eighth group of recipients; now totaling 284, of the annual Postdoc- toral Fellowships for Minority Pro- grams, sponsored by the Ford Founda- tion and administered by the National Research Council.

"This postdoctoral fellowship program continues to provide a valuable reprieve from teaching and other responsibilities to outstanding teachers and scholars in higher education," said Frank Press, chair of the National Research Council.

This enriching experience allows them to further their own research, to write, to publish the results, and to return to teaching and research with renewed enthusiasm. This program, which identifies and rewards the most promising scholars nationwide, con- tinues to be one of the most important activities of the National Research Council.

Correction to Services Directory

The listing for President Herbert J. Gans in the 1988 Directory of Member Services includes incorrect phone number. The correct number is (212) 260-2353. The Directory is part of the membership benefits package sent to ASA members when they renew in 1988. Please make note of this correction.

SSRC/ACLS Grant Area Awards

A number of foreign area awards were made by a committee jointly spon- sored by the Social Science Research Council (SSRC) and the American Council of Learned Societies (ACLS). They are supported by grants from the Ford Foundation, the National Endow- ment for the Humanities, and the Wil- liam and Flora Hewlett Foundation. Additional funding for aspects of other study programs are from other founda- tions and the federal government. The Council's various programs change somewhat from one year to the next. Interested scholars should write for a copy of the new brochure: Social Science Research Council, 405 Third Avenue, New York, NY 10138.

In addition to supporting the work of individual scholars, SSRC has some in- stitutional support programs. This year, the University of Arizona received an award for partial funding of a position in sociology and demography.

The following sociologists received awards for work correspondingly:

Mary Jane Caru, graduate student, Uni- versity of Chicago, for continued train- ing in Eastern European area studies for re- search on social change.

Suzann Carter, PhD candidate, at the University of Hawaii, for the completion of a dissertation on industry deregula- tion, out-migration, and community change: a case study of a Japanese coal- mining town.

Sassan Saiedone, PhD candidate, in sociology, University of Wisconsin, for research on Indian prostitution and the institutional subordination of women in Java.

Jill J. Federman, PhD candidate, Uni- versity of Wisconsin, for research in the Netherlands and France on the reception of international trade and colonial expansion of the state and elites during the early modern period, 1550-1800.

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Morbidity and Mortality," §161,877.

Alex J. Walter, Oregon State Universi- ty, "Parent Caring and the Mother/ Daughter Relationship," §51,238.


Robert B. Wallace, University of Iowa, "Teaching Nurturing House," §332,197.

Tannis R. Welch, Unesco Research Corporation, "Effect of Changing In- dustrial Structure on Older Workers," §236,130.

Friedrich D. Wolinsky, Texas A & M University, "Ethnicity, Aging, and the Use of Health Services," §86,924.

John D. Warrick, Rutgers University, "Age and Cost of Occupational Injury and Disease," §189,977.

The scholars will engage in advanced study or research in fields ranging from ethnolinguistics to cellular biology at 36 universities or other organizations in the United States and abroad. Four fel- lowships will be offered at institutions in France, Liberia, Ghana, and Ceylon. Nin- teen scholars will work on projects in the humanities, 13 in the behavioral and social sciences, and six in the physical and life sciences, mathematics, and engineering.

Twenty-four Black Americans, 10 Mexican Americans/Chicanos, and four Puerto Ricans will participate as fellows in the program this year. Nineteen states are represented. 

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1987 National Science Foundation Awards

Fifty-six awards, 45 new and 11 continuing, were made by the Sociology Program of the National Science Foundation (NSF) for fiscal year 1986-87. Twenty-one of the 45 new awards were jointly funded with other NSF programs. Among this year’s grants were five for dissertation research, four awards were made under the organizational data initiative, and two for handbook proposals.

Proposals normally are evaluated by ad hoc reviewers selected from the scientific community for their expertise in relevant research areas. Reviews also are made by an advisory subpanel that meets twice annually.

Target dates for regular proposals are August 15 and January 15.

Information, program announcements, and application forms may be received by contacting Stanley Price, Director, or Phyllis Moon, Associate Director, Sociology Program, National Science Foundation, 1800 G Street NW, Washington, DC 20550; (202) 357-8702. Awareness of their institutional milieus and project titles, and grant amounts follow:

Ahn, June E. (University of Michigan, Ann Arbor), "A Replication of Lomotio’s Detroit Area Study," $231,774.
Burgess, Nimn Ju (Mississippi State University), "Role Adjustments and Conflicts Among U.S. Married Women: A Tri-Racial Study," $8,000.
Dunlop, Robert B. (University of Pennsylvania), "Problems of the Discipline Awards (small grants for research in sociology)," $45,000.
Dassen, D. (Boston University), "Social, Organizational, and Wage Effects of Husbands' Unemployment," $7,794.
Fan, Ming H. (CUNY-Queens College), "Export Agriculture and Development: Towards a Comparative Study," $12,000.
Gibson, J.L. (University of Houston, University Park), "A Parsimony of Political Toleration and Political Freedom," $63,014.
Hennig, David B. (University of Chicago), "Social Mobility Among American Men," $66,014.
Hower, C. and Goff, S. (Texas A&M University, former MFP Fellow), "Racial Differences in the Causes and Reponses to Political Alienation," $11,759.
Lawrence, L. (New York University), "The Passage from Modernism to Postmodernism in Architecture," $38,279.
Mizuta, R. J., R. Gartner, and I. Perlman (University of Wisconsin, Madison), "Racial Inequality, Stress, and Opportunity on Criminal Decision-making," $17,501.
Mayer, J. (University of California, Berkeley), "Organizational Control and Interracial Conflict," $1,794.
Mizuta, Mark S. (Columbia University), "Political Consequences of Interethnic Interdependencies Between Business Firms," $50,000.
"Oliver, Melvin L. (UCLA), "Wealth and Racial Inequality," $11,980.
"Olfson, Susan (Carnegie University), "Dynamic Analysis of Ethnic Mobilization," $37,440.
Quadagno, J. (Harvard University), "Women’s Benefits in the Welfare State," $81,266.
"Rehberg, Barbara F. (University of Illinois, Urbana), "Collaborative Research on the Determinants of Change in Sex Composition of Occupations," $4,000.
"Ross, Paul D. and David H. Kretz (University of Minnesota), "Reliability of Organizational Measures," $87,650.
"Ross, Stephen (University of Illinois, Chicago), "City Positions in the International Urban Hierarchy," $52,197.

1987 National Science Foundation Awards

Sections on Microcomputers Considered

For five years a Microcomputer user’s group has met during the ASA annual meeting. Those attending have expressed a desire for an ASA Section on Microcomputing to provide a forum for sharing ideas, techniques, programs, and data files with one another. While dealing with research methods, the Section will also focus upon any sociological microcomputing which helps writing, communicating, publishing, learning, or thinking.

To become a Section, 75 ASA members must sign a petition expressing interest in joining the new section. If you feel you would like to see such a section at the ASA, please write a letter to that effect and sign your name and address. Send to: Caroline Bugno, ASA Executive Office, 1722 N Street NW, Washington, DC 20036. If the Committee on Sections and their Council approves the formation of the new section, then 200 members must sign up and pay dues within the next two years for it to become the 27th Section of the ASA.
Open Forum

More on Cameron

The ASA Committee on the Status of Homosexuals in Sociology is pleased to publish both in Chester L. Hunt's comments in Footnotes (Nov. 1977, page 9) on Camero-

n's actions regarding Paul Cameron and his friends in an effort to publish

Hunt's letter without editorial remarks. First, Hunt misattributes both Cameron's action and Cameron's position. According to Hunt, Cameron condemned

Cameron for deviating from the "orthodox view of homosexuality." This is simply not the case. The ASA Council censured Cameron for misrepresenting his professional identity—i.e., not a sociologist. Council also condemned Cameron for misrepresenting sociological research on lesbians and male homosexuals and for consistently distorting this research in campaigns against homophobia.

Second, the Committee questions Footnotes' decision to print Hunt's letter without editorial remarks. Hunt's allegations simply reiterate Cameron's discredited statements about lesbians and gay men. The Association, moreover, is already on record as condemning these dis-

tortions. In light of this, we believe an editorial remark should have accompanied the printed letter. We do not believe that Footnotes would have published similarly distorted statements about any other oppressed group (Blacks, Jews, women, etc.) without such a commentary. The Committee on the Status of Homosexuals in Sociology (Dist. 3: Alt. 1.4) Martin L. Pelter, Stephen O. Murray, Hy-

man Rummel, Martin S. Winkler

(EDITOR'S NOTE: The interested reader will find the full account of Cameron's action in the Cameron case in the January 1987 issue of Footnotes, page 4. It is the edi-

tor's policy not to offer any replies to letters published in the "Open Forum."—W. N. C.)

1988 Regional Meeting Schedule

- Eastern Sociological Society—March 11-13, Philadelphia, PA, Westin Philadelphia Plaza Hotel. Contact: Kenneth Kamwanyi, Department of Sociology, University of Maryland, College Park, MD 20742.

- Midwest Sociological Society—March 23-25, Minneapolis, MN, Marriot Hotel. Contact: Norman E. Diekmann, Division Chair, Department of Sociology, University of Minnesota, 520 Lincoln Hall, 702 S. Wright Street, Urbana, IL 61801 (217) 333-4798.

- North Central Sociological Association—April 14-17, Pittsburgh, PA, Westin William Penn Hotel. Contact: Larry T. Reynolds, Department of Sociology, Central Missouri State University, Warrensburg, MO 64093 (417) 573-1450.

- Pacific Sociological Association—April 5-8, Los Angeles, CA, Westin Bonaventure. Contact: Stanley Liebenson, Department of Sociology, University of California, Berkeley, CA 94720.

- Southern Sociological Society—March 17-20, Nashville, TN, Vanderbilt Plaza Hotel. Contact: Jerry C. Brann, Department of Management, Georgia Institute of Technology, Atlanta, GA 30332.

- Southeastern Sociological Association—March 23-26, Houston, TX, Adam's Mark Hotel. Contact: Teresa A. Sullivan, Program Chair, Department of Sociology, University of Texas, Austin, Burnt Mill Road, Austin, TX 78712-1028.
Expansively “Doing” Sociology: Thoughts on the Limits and Linkages of Sociological Practice

by Norman L. Friedman, California State University-Los Angeles

In recent months, Footnotes has been full of news about “sociological practice.” The American Sociological Association’s (ASA) Assistant Executive Officer has been proactive in practice development, and at the 1986 annual meeting had a “Celebration of Sociological Practice.” The Clinical Sociologist Association has changed its name to the Sociological Practice Association, and there are also a Society for Applied Sociology and a Sociological Practice section in the American Sociological Association. There is a Sociologists in Business Group in New York City. As journals, there are the Clinical Sociology Review, Journal of Applied Sociology, Sociological Practice, and the American Sociological Association’s Sociological Practice Review.

Whereas this sociological practice movement of the 1970s and 1980s seemed to be the large gap, an invention of necessity (the need to find non-academic work), and perhaps a product of political correctness, sociologists have been drawn into the important new role of linking sociology with the real world.

It is certainly one of the most challenging tasks for contemporary American sociology. Viewed expansively, the sociological practice movement takes on an even more far-reaching, perhaps revolutionary, significance for sociologists. It can be seen as part of an “expansive” approach to sociology or to sociology itself. Sociology is 1) the study of patterns of social interaction, and 2) the study of problems and solutions to social problems and policies. And by the 1970s and 1980s, this expanded to the concept of the academic sociologist as a consultant or practitioner working with client individuals, groups, organizations, and institutions to diagnose and deal with social problems. Social problems, then, affect the lives of individuals and groups, and the sociologist has the opportunity to contribute to the solution of these problems through research and applied sociology.

As a result, sociologists are more likely to be involved in the solution of social problems and to be called upon to provide advice on how to solve these problems. This is a significant shift from the traditional role of the sociologist, who was primarily concerned with understanding the social dynamics of groups and institutions but not with solving social problems.

In addition, sociologists are more likely to be involved in the solution of social problems and to be called upon to provide advice on how to solve these problems. This is a significant shift from the traditional role of the sociologist, who was primarily concerned with understanding the social dynamics of groups and institutions but not with solving social problems.

References

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Sociology in the Field

A Variety of Work Roles at USDA

by Lawtort N. Winner

Because of the long and fruitful employment of sociologists in the U.S. Department of Agriculture there is a greater number of work opportunities at USDA than in many other agencies. For example, Carl Taylor, President of the ASA Ethics Committee, notes that the Division of Farm Population and Rural Welfare in the Bureau of Agricultural Economics from 1936 to 1941. Footnotes asked Bert Winner, National Sociologist and Branch Chief for Social Impact Analysis, U.S. Forest Service, to write about the range of opportunities at USDA for sociologists at all degree levels, and for those who may be interested in an affiliated while on sabbatical. This article, “The Practice and Promise of Social Science in the Forest Service” will appear in Marc L. Miller, Ed., Social Impact Assessment, Management, Westview Press, 1985: 511-517.

The U.S. Department of Agriculture (USDA) embraces 40 agencies with over 100,000 employees, many of whom work in the Forest Service. Several agencies employ sociologists or social scientists in related fields to do survey research, social impact analysis, problem analysis, planning, and program evaluation. Many sociologists do, or more of these tasks in combination with other duties. Career sociologists may have an MA or PhD degree and often advance to CS-12 or CS-13 grade levels. Some have achieved higher grade levels as senior scientists, section chiefs, or in management roles outside of the field. Sociologists occupy a unique niche in agencies that are dominated by managers and specialists trained in the natural sciences or other fields. Often the sociologist provides liaison between an agency and the people it serves. This can be a vital role, helping to define public needs and expectations, suggesting how needs can be met, estimating program impacts, and evaluating the success of programs.

The four examples that follow illustrate the variety of sociological activity in USDA.

The Economic Research Service (ERS) is USDA’s largest employer of sociologists. Sociologists in ERS’s Agriculture and Rural Living Division do research and analysis on a variety of rural development and human resource topics. They also help to establish a database relating to rural local government services and their quality; rural, nonmetropolitan, and farm population; rural labor markets; and income and welfare on a continuing basis. The Division conducts national programs of research, statistical programs, and associated service work designed to improve the public’s understanding of national, regional, rural, and agricultural trends and conditions.

Sociologists in the Soil Conservation Service do social impact assessment of project activities and also help motivate farmers and ranchers to adopt effective conservation practices. They also assess agency objectives and new technology into training programs and technical assistance to field officers, and provide feedback on program results. The National Sociologist also evaluates social aspects of policy and legislation, such as the 1985 Farm Bill on limited-resource or minority farmers.

Cooperative Extension Service Sociologists develop educational programs for leadership development and organizational effectiveness (general, special, intermediate, and community); to respond and interpret social issues; and advise on social issues related to economic development, state and local government, agriculture, natural resources, and family and youth. They also work on the Experiment Station researchers on the social science implications of their research, and translate both social science and hard science into problem-solving, action programs.

There are a growing number of social opportunities for international work in both developing and developed countries in which the Extension System has an interest in an ongoing project.

Because of its size and the diversity of its programs (multiple use of 156 National Forests), the Forest Service uses social science in a wide variety of contexts. For example, sociologists and their colleagues analyze recreation use patterns and social impacts of proposed policies and activities, trends affecting agency programs, future resource needs, the uses of vegetation in urban areas, and agency relationships with local residents and interest groups. Findings are used in planning, program development, and employee placement and training.

Forest Service managers seek to provide balanced programs that are responsive to both legislative requirements and public needs. Trend analysis and social impact analysis of proposed forest plans and development activities help to meet these objectives. Many Forests and all Regions have Social Science Coordinators to conduct or guide social survey analysis (Winner coordinates this work at this level).

Besides being well-grounded in general sociology, process sociologist employment can benefit from training in applied areas, such as survey research, social impact analysis, oral and written communication, rural and community sociology, natural resource management, complex organizations, and data processing. Often analytical and interpretive skills are more important than statistical skills. To be effective in an agency context, one must also become familiar with the agency’s mission and procedures, be able to work closely with people in other disciplines, and be willing to work in a context of specific task assignments and due dates.

ASA/NSF/Census Research Program

by Arnold Reznik, Program Coordinator U.S. Bureau of the Census

Since 1978, American Statistical Association/National Science Foundation/Bureau of the Census Research Program has brought accomplished researchers and advanced graduate students into the Census Bureau to conduct projects related to Census Bureau data or methodology. The program is funded jointly by NSF and the Census Bureau, and is administered by ASA and Census. Program participants have worked on a broad range of projects in statistics, sociology, demography, and economics.

The following is a brief description of this year’s projects.

Dr. Timothy Bates, University of Vermont, is studying the “Linkages between Minority Business Performance and Economic Development.” He is using the newly constructed 1982 Characteristics of Business Owner Survey data base to investigate how the economic development of inner-city communities is affected by changes in the number of minority entrepreneurs and their access to capital and markets.

Dr. Michael Cohen, University of Maryland, is working in three areas related to Decennial Census undercount adjustment: (1) “The Sensitivity of the Adjustment Decision to the Choice of Loss Function,” (2) “Methods for Computing Estimates from Different Regions,” and (3) “Alternatives to Dual System Estimation.”

Dr. Sheldon Halper, George Washing ton University, is conducting a study entitled “Towards a More Complete Measure of Income and Compensation: Valuing Employer Provided Fringe Benefits.” By developing estimates of employer-provided medical and life insurance benefits, this project will supplement the Bureau’s ongoing work to develop a measure of income that includes both cash and noncash income.

The primary Census Bureau data source in the Survey of Income and Program Participation (SIPP) several other data sources will be used as well.

ASA Award Deadlines

Career of Distinguished Scholarship Award

This annual award honors scholars who have shown outstanding commitment to the professional development of sociology, whose cumulative work contributed significantly to the advancement of the discipline. Members of the Association and other interested parties may submit nominations to: John Aldus, Department of Sociology, University of Notre Dame, Notre Dame, IN 46556. Deadline for the 1989 Award is March 1, 1988.

Award for a Distinguished Scholarly Publication

This award is given for a single work, such as an article, monograph, or book, published in the name of the Association, in the preceding year. The winner of this award will be offered a lecture on a topic related to regional and state sociological topics. Nominations should be jointly submitted by the author, title of work, date of work, and publisher, and may be sent to: Charles R. Tittle, Department of Sociology, Florida Atlantic University, Boca Raton, FL 33431. Deadline for nominations is March 1, 1988.

Distinguished Contributions to Teaching Award

This award is given annually to honor outstanding contributions to the undergraduate or graduate teaching and learning of sociology. The award may be received only once in a career.

Nominees should include name of author, title of work, date of work, and publisher, and may be sent to: Charles R. Tittle, Department of Sociology, Florida Atlantic University, Boca Raton, FL 33431. Deadline for nominations is February 15, 1988.

Jessie Bernard Award

The Jessie Bernard Award is given in odd-numbered years in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be an exceptional single work, or significant cumulative work done by one person.

The award is open to women or men and is not restricted to works by sociologists. The work need not have been published recently; it must have been published at least one year prior to the close of nominations. Nominations for the Jessie Bernard Award may be submitted only by members of the American Sociological Association. The deadline for nominations is March 1, 1985. Nomination forms should include a one page statement explaining the importance of the work and may be sent to: Lorraine Mayfield, Carolina Population Center, University of North Carolina at Chapel Hill, Chapel Hill, NC 27514.

Lester R. Brown, senior fellow at the Earth Institute, held a press conference on the topic of global warming. He stated that the world is facing a crisis of unprecedented magnitude.

Mary Margaret Karras, of the National Oceanic and Atmospheric Administration, spoke at a conference on climate change. She emphasized the need for international cooperation to address the issue.

Philip K. Bloch, professor of economics at the University of California, Berkeley, attended a conference on economic development in Africa. He discussed the challenges of promoting sustainable growth.

Jawharrul M. Akbar, of the World Bank, spoke at a conference on education in developing countries. He highlighted the importance of investing in education to achieve sustainable development.

Charles E. M. Freeman, of the Brookings Institution, spoke at a conference on the future of the Middle East. He discussed the challenges of maintaining stability in the region.

Mary Margaret Karras, of the National Oceanic and Atmospheric Administration, spoke at a conference on climate change. She emphasized the need for international cooperation to address the issue. She also discussed the role of renewable energy in mitigating climate change.

Philip K. Bloch, professor of economics at the University of California, Berkeley, attended a conference on economic development in Africa. He discussed the challenges of promoting sustainable growth. He also emphasized the importance of addressing poverty and inequality.

Jawharrul M. Akbar, of the World Bank, spoke at a conference on education in developing countries. He highlighted the importance of investing in education to achieve sustainable development. He also discussed the role of technology in improving education outcomes.

Charles E. M. Freeman, of the Brookings Institution, spoke at a conference on the future of the Middle East. He discussed the challenges of maintaining stability in the region. He also emphasized the need for regional cooperation to address the issues.

Mary Margaret Karras, of the National Oceanic and Atmospheric Administration, spoke at a conference on climate change. She emphasized the need for international cooperation to address the issue. She also discussed the role of renewable energy in mitigating climate change.
and Universities and 300-500 institutions affiliated with the American Council on Education. Approximately 100,000 fac-
ulty members are covered by each year’s survey. In addi-
tion, the CUPA survey is prone to bias from two sources: the sample of public institutions and the disregard of research universities, since these belong to the Association of State Uni-
versities and Land Grant Colleges; and the sample of private institutions is not subdivided into independent and church-related institutions. Both these factors tend to depress the salary esti-
mates derived from the CUPA data. 

Rows 11-14 of the accompanying table present the 1986-87 CUPA and AAUP salary figures for all faculty by rank and source of funding. As expected, the CUPA figures are consistently lower than those derived from the AAUP data. Despite the expected discrepancies between the two sets of figures, it is surprising that the AAUP’s average salary figures for all faculty at public insti-
tutions is fully 9% higher than the CUPA estimate, while the figure for private insti-
tutes is only as much as 16.6% higher. Further, the size of some of the discrepancies, within ranks in particular, is striking. Thus, the AAUP estimate of Full Pro-
fessors’ salaries in private institutions exceeds the CUPA figure by approxi-
mately $9,000 or 22%. Such diversity within specific ranks suggests that the accuracy of any given set of salary esti-
mates, even if based on a large sam-
pie, is open to question.

**Table 3. Average Faculty Salaries by Academic Rank and Years**

<table>
<thead>
<tr>
<th>Year and Group</th>
<th>Full Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>New Assistant Professor</th>
<th>Instructor</th>
<th>Total</th>
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<tr>
<td>All Faculty</td>
<td>$13,726</td>
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<td>Public</td>
<td>$31,609</td>
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<td>$19,999</td>
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<td>$10,972</td>
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<tr>
<td>Public</td>
<td>$33,096</td>
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<td>$20,906</td>
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<td>$18,757</td>
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<tr>
<td>All Faculty</td>
<td>$36,967</td>
<td>$29,369</td>
<td>$24,068</td>
<td>$23,962</td>
<td>$19,824</td>
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<tr>
<td>Private</td>
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<td>All Faculty AAUP*</td>
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<td>$25,796</td>
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<td>$25,934</td>
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<td>$28,966</td>
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<td>$24,914</td>
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*All figures represent 9-10-month salaries, exclusive of fringe benefits and extra stipends, with the exception of the AAUP figures. They represent nine-month salaries.

Data Sources:


2Survey sponsored by CUPA. Salary estimates are based on responses from 401 private institutions employing 38,880 faculty members and 262 public institutions employing 63,623 faculty members. See Jean E. Dauval, 1986. "Professors in High Demand: Are Getting Higher Than Average Salaries, 2 Studies Find."

3Table in Hirschk Kaper 1987: "Two Step... The Annual Report on the Economic Status of the Professor, 1986-87." Academic (March-April). 3-6. The AAUP estimates are based on responses from 335 private independent institutions and 1,081 public institutions. Collectively they employ approximately 226,000 full-time faculty members, standing.


5Salary gains over the past four years, since there is considerable overlap in each year’s survey participants.

In light of the differences outlined above, it is not surprising that the percentage difference figures show that, taken as a whole, faculty members in public institutions appear to have made considerably greater salary gains over the past four years than those in private institutions. In fact, with the exception of Full Professors, these gains have been a reversal at all ranks. In 1983-84 faculty in public institutions were employed somewhat fewer in private institutions, while in 1986-87 those in public institutions were the better paid. This general pattern is reflected in the gains made by sociologists, though the public-private void in 1983-84 appears considerably greater among sociologists than among social scientists or all faculty.

These findings must be interpreted with considerable caution, since the CUPA salary estimates for private institutions are particularly misleading. The AAUP figures reveal that if all average salaries are calculated separately for private independent and church-related institutions, faculty in private independent institutions continue to earn more than their counterparts in public institutions in 1986-87.

Although the 1986-87 salaries of sociologists employed by private institutions is higher, it appears that the large number of sociologists employed by private independent institutions continue to lag behind those of their counterparts in other departments, their gains over the past four years have kept pace with inflation. Sociologists teaching in public institutions have made considerably greater salary gains and their status has improved considerably, both absolutely and vis-à-vis their colleagues in other departments. Since the majority of academics are employed in public institutions, it can be concluded that most sociologists appear to have made substantial salary gains since 1983-84.

Footnotes:

1The salary scales of church-related insti-
tutions tend to be significantly lower than those of private independent colleges and universities. According to the 1986-87 figures compiled by the AAUP, fac-
ulty members in private independent insti-
tutions earned $37,760, on average, while those in church-related institutions earned $29,670. This is a difference of 27%.

2Since the AAUP does not compile esti-
mates for the salaries of new Assistant Professors, no figures are presented. The AAUP figure for New Assistant Professors is not presented because it is clearly inaccurate (i.e., $32,839).

3The 1983-84 average salary paid sociolo-
gists employed in private institutions was 99% of the average paid to all social sci-
ents, while it is 92% in 1986-87. The equivalent figures for sociologists em-
ployed in public institutions are 101% in 1983-84 and 105% in 1986-87.

4As reported in the January 1985 issue of Footnotes, the AAUP estimates for 1983-84 showed that faculty teaching in public insti-
tutions earned an average of $29,350, while those in private institutions earned $31,680.

5Correction

In the announcement of ASA/NFS Small Grant Awards (October 1987, page 8), the affiliations for Michelle Lamont should have read Princeton University. We apologize for the error.