Candidates Announced for 1989 Election

Last Chance for an '88 Tax Deduction!

ASF Endowment Campaign Sprints to the Finish Line

Sociology and the Public Agenda: The 1990 Theme

by William Julius Wilson
New Coalition to Promote International Education

by Stephen A. Buff

A number of major associations in foreign language, international, and area studies, and the social sciences have formed a coalition that is proving worthwhile to build Americans’ competence in international affairs. The newly formed Coalition for the Advancement of Foreign Languages and International Studies (CAFLIS) is using $3 million in foundation grants for a two-year conference building campaign to promote a coalition for the advancement of languages and cultural awareness. The coalition is seeking the involvement of the international business and educational establishments to be a vehicle for greater awareness and national support for foreign language training, international studies, and exchanges.

CAFLIS has lined up over sixty organizations, thus far and hopes to sign up many more, all sharing a common interest in enhancing our nation’s capacity in foreign languages, and area and international studies. Funding is being provided by the Ford, Hewlett, McDonnell and Rockefeller foundations.

The importance of improving Americans’ language skills, knowledge of other cultures, and the social sciences has surfaced in numerous reports, including those issued by the National Commission of American Universities (AAU), the Social Science Research Council and the Southern Conference on the Conservation of Higher Education. The Commission reported that “by every measure Americans are not prepared to compete in the international arena.” The American business derives 30 percent of its profits from international trade, only 1 percent of the nation’s elementary school students are exposed to a foreign language. Further, the United States is the only nation in which students can earn a PhD without learning another language. According to AAU President Robert Rosenwein, who recently was elected chair of the steering committee of CAFLIS, “We suffer from a crippling linguistic and cultural disability . . . that puts us at a competitive disadvantage in world affairs.”

The cultural and educational isolationism is compounded by our nation’s failure to appreciate the cultural, linguistic, and ethnic diversity within our own population.

The purpose of CAFLIS is to serve as a forum for debate and dialogue. It intends to develop a consensus on how to focus resources through education to enhance our international capabilities. The coalition is committed to three main principles: (1) open debate; (2) open structure—membership is open to all organizations that wish to actively participate in dialogue and consensus building efforts; and (3) seeking out members’ views and experiences through regional workshops and regular meetings of constituent member associations.

The steering committee of CAFLIS asks the following questions as an initial framework for raising issues that will occupy members in the next few months:

1. What is our national stand so disheartened to study foreign languages and learn about other nations’ cultures and histories?
2. What are the obstacles to becoming more fluent in foreign languages, more knowledgeable of international affairs?
3. What are the programmatic needs and gaps at the elementary, secondary and tertiary levels?

4. How effective has the federal government been in promoting these fields?
5. What arrangements at the federal level will best meet the short and long term national needs for language competence, widespread understanding of international issues, and for professional expertise in international and area studies?

The latter question is at the center of the debate. Some advocate a national entity—model of the National Science Foundation—for a more permanent commitment and for better coordination on the part of the federal government to support and promote foreign languages and international studies. Such an organization is seen as a way to stabilize adequate funding to protect the programs from political changes. Others believe a central agency would create more problems than it would solve, and they would, therefore, advocate the strengthening of existing mechanisms. CAFLIS is organizing three working groups to guide the debate and consensus building process: (1) federal support for foreign languages, international exchanges and area studies; (2) state and local efforts; (3) the needs and contributions of the private sector with respect to international education. Sociopolitical with special emphasis to interest in these areas may contact Billian Pinfanis, CAFLIS Executive Director, 1120 Franklin Street, Suite 101, Washington, DC 20005.

Correction

The “Competition” item about the University of Florida Press has editorial errors. The Publisher incorrectly stated that the author of the winning monograph will receive an offer of publication from the University Press of America. The winning author will receive an offer of publication from the University Press of Florida. We apologize for the error.
The AIDS Experience

by Ellen Berg

“Living AIDS is a course of unique experiences for everyone who has it. Although there are probably many aspects of AIDS common to a large number of patients, I am only in a position to speak for my own experience.”

—Kamel

Kamel had married with the hope this would “solve the problem” of his sexual orientation. When it did not, he turned to psychiatric treatment, and when he realized that “that was not working either,” he came finally to accept himself and his own feelings.

1973: “The Year of Big Changes”

During this one, momentous year Kamel acknowledged his gayness, swung left the laboratory and working at an adult bookstore, moved from the political right to the left, graduated from the junior college to the university, and took his first sociology course. From this time on his intimate life, his work life, and his intellectual life were all a piece.

At the time, coming to terms with his sexual orientation seemed to be the pivotal event of his life; but from the present vantage point his entry into sociology seemed as a second, equally formative factor. It was this which turned him from a participant in the netherworld of adult bookstores and hosting into a skilled and insightful participant observer of that scene. Kamel explains his initial participation in “hosting” in “psychomaniacal terms.” Like many children of alcoholics, he had “a problem with intimacy” which he circumvented this way. Looking back, he feels that this postponed rather than obviated the need to deal with a personal problem. More positively, the experience introduced Kamel to a great variety of people and “stimulated (his) curiosity” about human sexuality. Fred Whitman, one of his mentors at Arizona State, credits this bookstores experience with nurturing Kamel’s “special brilliance” in researching sexuality; not afraid of sexuality, Kamel can comfortably enter any group and talk about any sexual activity.

1973-1983: “Becoming a Sociologist—and Middle Class”

On a whim, Kamel settled in Phoenix, by chance he took a sociology course, and by great good fortune he found himself in a department in which several faculty members were studying variant sexuality. Kamel’s curiosity led him to a seat to determination as Kamel became a vigorous student. He was particularly stimulated by the nature—nurturer debate about the development of sexual identity which was joined by Thomas F. Hout and Fred Whitman at Arizona State. Kamel found the sociologically hierarchic nature side of the debate compelling.

According to Fred Whitman, on the nature (essentialist) side of the debate, it is argued that homosexuality has existed for eons, appear at the same rate in all societies, and have the same sub-groups cross-culturally; and on the nurture (social constructionist) side of the debate, homosexuality is claimed to be culturally variable, brought about by social factors. Kamel decided to study the latter argument, emerging in late 1970s England. Cross-cultural research, studies of twins, and studies of the children of gay parents are the basis for a sociological essentialist position on the development of sexuality.

At the time Kamel was in his early twenties, Whitman was doing cross-cultural research on the Philippines and on transvestites (drag queens). His principal findings was that these subgroups found cross-culturally. Kamel was excited by his mentor’s work, which he found intellectually persuasive—and personally satisfying. The value relevance of the essentialist position in Kamel is particularly evident when he talks about the work. Richard Green is doing on the sexual development of effeminate boys. Having been deeply scarred by his father’s icon, he hoped that his work would contribute to the development of this view that sexual orientation is primarily a natural outgrowth of (Of course he recognizes that this is currently a minority view held in the field, and one which must stand or fall empirically.)

Kamel completed his BA and MA degrees at Arizona State. His thesis was an ethnographic study of heterosexual transvestites, a group on which there was very little previous work. Whitman notes how “remarkable” it was for an MA student to undertake “the pioneering study” which entailed locating, observing, interviewing, and drawing conclusions about the behavior of a very unusual population—a very sensitive subject. Kamel simply reflects that: “I wanted to do what I could do wide outside of my own realm of experience.”

Kamel transferred to the University of California at San Diego to take his PhD. There he did an ethnographic dissertation on a society in which he was more familiar male street hustling. Running through the study are (1) an ecological discussion in which Kamel identifies paths of prostitution migration from the east to the west, a west coast circuit of cities, the areas of San Diego where hustling takes place, and the work areas of each of the men in the study, and (2) a classification scheme in which he identifies three types of prostitutes: boyish, passive, characteristic; passive or assertive jocks and macho, assertive hustlers. The central thrust of the study concerns the social construction of a world of meaning in which physical image (physique, hair, clothes, seductive posturing, eye language, and gestures) communicates an availability for certain activities to customers cruising by in their cars. Kamel uses Erving Goffman’s theory of dramaturgical image to analyze the processes by which a role is burned, assumed, projected, and ultimately disintegrated.

The hustler, Kamel writes, “constructs his image according to his perceptions of the expectations of his customers.” (p. 105) thus, he is constructing a marketable role, not an authentic self. Each type of hustler—charming, attractive, etc.—has to project a shallow image which offers “a flexible selfhood” which “resists (ego) flux.” (p. 122) One of the ways hustlers project an image and, simultaneously, acknowledge to themselves the distinction between image and self, is to adopt a pseudonym. Usually this is dropped when the man leaves hustling.

Interestingly, Kamel has kept the pseudonym—Levi—which he took during that period of his life. Characteristically, Kamel does not discuss any part of his experience, and at this stage of his life, when he “has nothing to lose,” he wants to talk about all of it—in part to come to a final understanding of it and in part to use it to make the case about homosexuality which he had hoped to make through a long career.

1983-Present: “The AIDS Experience”

By the time Kamel graduated, the AIDS epidemic had begun. Because of it he did not seek an academic job, but took one as the AIDS Education Director at the Los Angeles Gay and Lesbian Community Center. Shortly thereafter he was recruited by State Senator David Roberts’s office in San Francisco to be the first California AIDS Education Service Director. Within a few days of taking this post Kamel attended his first legislative hearing. His testimony before the Senate Committee on Health testified to the effect that the $500,000 which had been appropriated that year for AIDS education had been well spent, and the job was done. The committee was educated. Braching protocol, the Senator asked Kamel: “what do you do?” Haddner, who was sitting in the back of the hearing room remembering things that a legislator had told him here and he’s blown it—he’s gone.

Kamel then spoke for about twenty minutes on the throng of people who were dying on the diverse groups (some closeted, some Spanish-speaking, some addicts) which had to be reached in diverse communities (urban, suburban, and rural), and on the complexity of changing plausible behavior, and on the need to instruct and support caregivers. Suddenly, Haddner recollected, the legislators were chiming in: “I haven’t seen any billboards in my district, heard any Spanish radio spots in my district, heard anything from the AIDS project in my district.” . . . Kamel’s first AIDS education project was wildly successful; the newly educated legislators voted $1 million for the next year.

Looking back on this episode, Kamel reminds us that even the most significant of his projects, but excused because he was new to the bureaucracy, “Of course,” he says, “I knew the legislators didn’t view it from the perspective of the bureaucracy—but what are you going to say when some- thing completely new comes from the AIDS project? I was not going to be heroic; I just didn’t see a choice. This was the only thing to do.”

Kamel is esteemed for the values and sociological skills by his colleagues and for his accomplishments in it. Principally, he initiated a program of State support for community based groups doing AIDS education. During the first year thirteen community based groups across the state received AIDS education training, and by the following year twenty-nine had received AIDS education training. Identifying groups which could do AIDS outreach effectively was less a problem in the major cities than in outlying communities; here Kamel relied on his ethnographic skills to find channels of communication which could reach closeted or addicted populations.

Michael Corman, an AIDS researcher at RAND, credits Kamel with “passion, vision, and sociological sensitivity” which combined to allow him to perform work of effective, hefty, strapping organizing, and of course, to manage the complex situation. Messages and in a time when the State was just barely recognizing the crisis.

Kamel’s success came at a price: the office grew (there is now a staff of one hundred), but became valuable, and infighting flourished. Kamel was pushed out by traditional public health professionals who now dominate the Office of AIDS Education. This was a frustrating loss to Kamel, who relished the job, and a significant blow to the Office of AIDS Education which no longer has a gay-identified, sociologically attuned director. Reflecting on AIDS, Kamel thinks it ultimately may be some benefit to society that the first group which was affected was gay, because this community itself had accustomed this group to bear the consequences — therefore, frank discussion of “safe sex” developed relatively quickly. If openness about sex is taken as paradigmatic for the gay community (as it developed in the 1970s), then Kamel should be taken as an exemplar of that movement. His struggle with acknowledging his sexual orientation led to a curiosity about...
The Prison As Classroom

by Carla B. Honesty

One place where sociology enrollments are growing along with course names is the study of inmates. An increasing number of colleges offer courses and associate degree programs with a focus on criminal justice. Two veteran sociologists, Ted Allen and Patricia Collin, are among the faculty who have taught sociology in maximum security prisons.

It has been over ten years since Ted Allen earned the Huntington State Correctional Institution (HSCI) as an instructor of sociology for Penn State University—"like too many others who go into prisons as teachers, I learned as much as I taught. What I learned by listening to what inmates had to say...eventually turned me into a publisher," All- en stated. Tower Press, Buddy Martin's book Caesar's Gladiators II is the first publication.

Allen's own educational background set the stage for his current interests. He received his Masters Degree from California State University-Pomona, e program that emphasizes experiential learning. He was willing to take the plunge. "I think teaching prison opened up the prison for Penn State—
Allen's extension program: Having just got out of my previous situation, I was ununderstandably hesitant about my first teaching assignment at the Huntington Correctional Institution...I didn't know what to expect. We have all heard horror stories about what life is like at that time. I was apprehensive about teaching college sophomores, let alone convicts," Allen said.

PSU-Albemarle began a contract with the prison to offer a few college level courses, to supplement what the prison was already doing: GED, literacy work, and training in basic skills. Allenman notes that the program he initiated was the only one of its kind at the end of the Vietnam War era when a lot of the people in prison were there for drug offenses and civil disobedience. "They were interested in college courses! Over time, the demand grew and Allenman was a broker for two associate degrees: in the liberal arts and in sociology.

Buddy Martin, an attorney sentenced to death for the slaying of UAW leader Joseph Yablonski and family, was the first graduate. "I'm not sure it made a difference," All- en continued. Martin maintained his innocence of the crimes and rebuffed the jokes about the value of getting a degree "for his other cell." Both instructors work on giving their students feedback on the norms of everyday life on the inside. For instance, they are interested in "the role of the other." Many had lived lives of immediate gratification, grappled with what life was like over time. Over time they became more concerned about their victims and could mentally take the role of the victim. Their teachers, however, acknowledge that they face an opportunity to share the prevalent institutional which emphasizes order and control and the status quo.

The Prison Subculture

The dominant theme of most subcultures is anti-establishment or anti-audience. If an inmate interacts with anyone in authority in a positive manner, even in a normal conversation, the risks being labeled a snitch. Oddly, being enrolled in the college courses is not taboo. Inmates in the courses form another subgroup within the prison, and it serves as a transition group to the outside world. The inmates are very proud of their educational accomplishments, says Collins. Many of his students have had immense personal trauma and physical abuse; most have children. Education for these women is an experience in empowerment and a shot of hope for a better life with their children.

The guards in the Huntington facility must have a high school degree. Most are required to take classes (and pay for them) to advance in their jobs, a source of resentment. "They feel, what do you have to do—break a law to get a free education?" says Allen.

In general, the guards were marginal students, often the worst students he's ever had. "The inmates were much more studentish; they challenge you intellectually, they are highly motivated, do their assignments...spend their time after class, and read voraciously. No guards are allowed in the classroom except after receiving a written note from an instructor." Callihan--designs how faculty may be played by the rules of the institution. Everyone coming into the prison is searched for contraband and he must advance discretion on the films and records he wants to use in class. "There is a certain mortification process at work," he notes. But once within the prison, "they really give us a free hand" to roam around and to teach what we want. He often comes to the prison hours before class to talk with the students and do his own observations of prison life. He is worried that the concerns about AIDS has taken over state funding in New York and reduced the support of programs to end domestic violence. "These would need help when they get on the outside and family violence is one of their biggest problems.

Tower Press

"Inmates can become good writers—they have something to write about. Whether it is adventure or tragedy," says Allenman as he describes his decision to form his own company, Tower Press, to publish the writings of prison inmates. His work is in libraries and libraries. He wants the outside world to know about penal institutions. Since the publication of Martin's book, Allenman and Martin have been on a number of radio talk shows. His next project is an inmate journal that would be in every library, prison, and university. "The universities need original material from the inmates, not from researchers on the outside."

The contents of the journal will be social science, not just personal reflections, poems, and emotional outpourings. He plans to help inmates get involved in the Certificate Program in Writing Social Commentary at Penn State. Another tactic is cooperative publishing: "If someone has a terrific idea but is not an accomplished writer, Allenman will match faculty with inmates to co-author articles."

The Value of Education

Collins and Allenman are convinced of the viability of degree programs in prison settings. The courses offered by Mercy College in Introductory Sociology, Contemporary Issues, Women and the Law, and Work and Occupations are the same courses with the same standards as campus based courses. "When I was an undergraduate," says Allenman, "you could graduate without taking swimming. It was considered a lifetime tic. Allenman extends the same education for all inmates. "No one can survive life outside of the prison without at least a GED." Collins readily endorses the empowerment of education to inmates, in addition to the guaranteed enrollment for college. Nothing pleases him more to see a former student walking with a backpack on campus going to class on the outside.

For additional information, contact: Ted All- enman, Tower Press, 410 First Street, Holland- burg, PA 16646; (514) 696-3133

Experiment Station Directors Support New Social Science Research Initiatives

A Special Task Force appointed by the Experiment Station Committee on Organization and Policy (ESCOP) has recommended a major new social science research initiative. The Directors have requested $10 million in additional Federal funding to support research on family well being and rural viability.

The permanent and rural crises of the 1980s has drawn attention to long term trends affecting both agriculture and rural communities. In their report, the Directors point out that since 1947 farm work has provided fewer employment opportunities, resulting in a loss of nearly eight million jobs in rural America.

The Rural Viability Research Pro- gram will generate needed information about agricultural and rural interdependencies from which public policies and management decisions can be made to create a more viable rural America.

Issues such as comprehensive economic development, community capacity to manage social change, infrastructure investment options and human resource adjustments will be addressed.

The Family Well-Being Research Pro- gram is a high priority, national initiative which recognizes that stress from social, economic, and technological changes are affecting the well-being of many rural families. Some families cope successfully; others do not. Research is needed to identify effective coping strategies and intervention practices, such as expanding community economic potential through off-farm employment, homestead business, and alternative agricultural products and enterprises.

ESCOP has appointed an ad hoc Committee for Social Science Funding Initiatives to encourage support for social science funding. Gene Summers (Wisconsin) and Fred Schmidt (Vermont) are co-chairs of the Committee with Gerald Klaudert (Iowa) serving as Vice-Chair. According to Summers, "Several Experiment Stations already are organizing coordinated research programs in anticipation of the new funds. We plan to work closely with Congress in carrying this initiative forward. The opportunity for social science funding has never been better." The Committee has already produced a new publication in December on Rural Social Science Research. Copies will be available from Fred Schmidt, Director, Center for Rural Studies, 207 Morrill Hall, University of Vermont, Burlington, VT 05405.

Academic Leadership: A Workshop for New Chairpersons

Tuesday, August 8, 1988

4:00-5:00 p.m.

ASA Annual Meeting

9:30-10:30 p.m.

San Francisco Hilton and Towers

$75 to ASA members

$75 to non-members

Complete registration information will be included with the Preliminary Program, mailed to all members in June 1989.
Share Your Teaching Materials

The ASA Teaching Resources Center is a clearinghouse for materials on teaching sociology. Although the current list of available teaching materials is impressive, it represents only a portion of the wealth of material available. Consequently, you are cordially invited to send your materials to the TRC so that they can be made available as a possible product. Your ideas and suggestions for products and services as well as your requests for existing products and services are also solicited.

At the present time, the following products are under development. If you have pertinent materials, please contact the individuals listed below. (Please do not write to them requesting the product; when materials are finished, they will be publicized in footnotes and distributed through the Teaching Resources Center.)

Many of the items listed below are syllabi. Editors of those packages are interested in course syllabi, class exercises and assignments, examinations and evaluation instruments, computer software and film reviews, and essays on pedagogical challenges and opportunities involved in teaching particular courses. Don’t be shy or modest—your teaching materials may merit greater professional visibility and recognition. Please send in your ideas today.

For a complete catalogue (free) of the current Teaching Resources Center materials, write to Teaching Services Program, American Sociological Association, 1722 N Street NW, Washington, DC 20036.

- Syllabi and Instructional Materials for Social Statistics: Louis Gaydos, Department of Computer Science and Quantitative Analysis, University of New Mexico, Albuquerque, NM 87131.
- Syllabi and Instructional Materials for Social Psychology (revision): Jeffrey Chin, Lemoyne College, Lemoyne Heights, Syracuse, NY 13214, or BNET (CHNJP) PENY.
- Students with Reading and Writing Problems (revision): Aschakol Nimbark, Dowling College, Oakdale, NY 11769.
- Syllabi and Instructional Materials for Social Problems Courses: J. Michael Brooks, Director, Academic Services, Texas Lutheran University, Forth Worth, TX 76129.
- Syllabi and Instructional Materials for Social Psychology (revision): Jeffrey Chin, Lemoyne College, Lemoyne Heights, Syracuse, NY 13214, or BNET (CHNJP) PENY.

New Materials Available from the ASA Teaching Resources Center

The 1988 annual meeting saw the delivery of new teaching materials from the Teaching Resources Center. The following materials are now available for purchase. Although the TRC is not in a position to stock all courses, it will be happy to work with individuals to facilitate the exchange of materials.

- Teaching Social Change: Course Designs, Syllabi and Instructional Materials (2nd edition), edited by Kassie Cohen. This set of syllabi includes whole course designs as well as modules that can be incorporated into courses on other topics. Bibliographic references are extensive. Three instructional tools on systems thinking, learning from failure, and the women’s movement are also included. 153 pp. Member price, $10.00. Non-Member price, $15.00.
- Urban Sociology: A Resource Manual (a joint project with the ASA Section on Community), prepared by Philip Olson, Karen Wetsell, and Gary Clunt. The lengthy bibliography covers the following topics: action, development, planning, and policy; community studies; conceptual and theoretical; cross-cultural analysis; ethnic studies; general citations; history and development of cities; methodology; neighborhood; power and political processes; problems: suburban. An additional section lists tests. The Library Resources section cites bibliographies, directories and handbooks, indexes and journals. Special distributors and libraries are included. Seven sample syllabi round out the set. 158 pp. A 10% discount is offered to members of the Section on Community. Member price, $5.00. Non-Member price, $7.50.
- Syllabi and Instructional Materials for Social Stratification (2nd edition), edited by Carol J. Auster. Eight essays on the teaching of social stratification by discussing particular pedagogical challenges and resources. Ten sample syllabi show in detail the approaches sociology faculty use to teach courses on social stratification, inequality in the labor force, class structure, and sociology of distribution. A final section lists audiovisual resources. 183 pp. Member price, $9.50. Non-Member price, $12.00.
- An Inclusive Curriculum: Race, Class and Gender, edited by Patricia Hill Collins and Margaret Anderson. Curriculum materials that bring together issues of race, class, and gender into sociology courses. A joint project with the ASA Sections on Sex and Gender, and Racial and Ethnic Minorities. A 10% discount is offered to members of either of the sponsoring Sections. 171 pp. Member price, $10.00. Non-Member price, $13.00.
- A Sociology Text, composed by Michel Richard. New lyrics to the Gilbert and Sullivan tune "Modern Major General" poke fun at sociology's theories, founders, and interests. The 45 rpm record comes with a copy of the lyrics to share with students. Member price, $2.00. Non-Member price, $3.00.
- Teaching Sociology on the Branch Campus, by Juliet Saltman. Discussion of the special organizational arrangements of the branch campus/main campus relationship, including issues of communication and equity. Member price, $3.00. Non-Member price, $3.50.
- Teaching Sociology: A Bibliography compiled by Wilhelmina Perry. A current, annotated list of references that pertain to teaching sociology from a wide variety of sources. Includes an annotated index. 252 pp. Member price, $11.00. Non-Member price, $13.50.
- Syllabi and Instructional Material for World Conflict: Margaret Herrman, Carl Vinson, Institute of Governmental Studies, University of California, Athens, GA 30602.
- Graduate Education in Sociology: William W. May, University of Wisconsin, Milwaukee, WI 53201.
- The Undergraduate Sociology Curriculum: Jens Ens, Kean University State College, Kean University, Union, NJ 08868.
- Training Teaching Assistants: Joan Edwards, Kent State University, Kent, OH 44242.
- Syllabi and Instructional Materials for the Introductory Course: Stephen Barken, University of Maine, Orono, ME 04469.
- Syllabi and Instructional Materials for Cultural Sociology: Alvin Frank, Virginia Commonwealth University, Richmond, VA 23284.
- Using Software in Teaching Sociology, David Walckrow, School of Business, College of St. Rita, Albemarle, NC 28006.
- Syllabi and Instructional Materials for Demography (revision): Brian Pendleton, University of Akron, Akron, OH 44325.
- Syllabi and Instructional Materials for Juvenile Delinquency (revision): Maureen Selle, Northeastern University, Boston, MA 02115.
- Syllabi and Instructional Materials for Sociology of Education (revision): Jeanne H. Sallant, Wright State University, Dayton, OH 45432.
- Internationalizing the Sociology Curriculum (revision): J. Michael Ammer, Florida State University, Tallahassee, FL 32306.
- The Profession of Sociology (revision): James Skippner, University of North Carolina, Greensboro, NC, 27412-5001.
- Syllabi and Instructional Materials for Social Theory (revision): James W. Moodry, Allegheny College, Meadville, PA 16335.
- The Welfare State (revision): Bernice Pescosolido, Indiana University, Bloomington, IN 47405.
- Syllabi and Instructional Materials for Science and Technology Thomas Literns, Indiana University, Bloomington, IN 47405.
- Research Book on Internships: Richard Salem, University of Wisconsin, Whitewater, WI 53190.
- Syllabi and Instructional Materials for Criminology Courses (revision): Richard Wright, Kansas State University, Manhattan, KS 66606.

All addresses are department of sociology, unless otherwise noted.

Teaching Resources Group Continues Visitaton Program

by Carla R. Hanesey

For over twelve years, the ASA Teaching Services Program has offered a consultation service to departments, colleges, university, state and regional organizations, and other groups. The over sixty members of the Teaching Resources Group (TRG) are trained in teaching sociology and have specific expertise on topics such as curricular review, developing sociology practice programs, strengthening the introductory course, training teaching assistants to teach, and so on.

Consultants can come to a campus to offer a customized workshop on a wide range of topics. The visitors enjoy teaching to multi-disciplinary audiences, where appropriate, and can make several presentations during the course of one visit. Sometimes state associations append a teaching workshop to their annual meeting using these visitors. The Wisconsin Sociological Association recently held such a workshop on the topic of "Teaching Sociology to the Non-major.

Another use of the consultation service is for departmental review. Interested departments should contact Dr. L. Michael Brooks to arrange such visits. He will "match" the departments with the consultant’s agenda to a helpful consultant. The visitor(s) typically come for a day and a half visit with the department, students, administrators, and other relevant parties. The consultants are often asked to prepare a report based on the consultation.

How has the Teaching Resources Group been used? Recent visits to campuses and state associations have included:
- a workshop on developing a track in sociological practice at a state university with an MA program.
- a half-day consultation on setting up courses on Sociology of Human Sexuality at a four-year college.
- a series of career workshops for students, faculty, university advisors, and other departmental the sociology at the college level sociologists bring to the workplace.
- a workshop on the introductory courses for a state university.
- an annual training workshop for teaching assistants across the social sciences at a large university.
- a speech to the AKA chapter, a presentation to faculty, and a visit to the President about the future of sociology at a small liberal arts college.

You and your colleagues can craft an agenda for which a visit from the Teaching Resources Group will be helpful. For more information or to arrange a visit, contact: Dr. L. Michael Brooks, ASA Field Coordinator, Director, Academic Services, Texas Christian University, Fort Worth, TX 76129. (817) 921-7460.

Emeritus Membership

If you are over 70 years old and have been an ASA member for the past 10 years, you are eligible for emeritus membership. Emeritus members do not pay dues or registration fees for the Annual Meeting. Although we ask for a $15.00 voluntary contribution for costs that are payable upon request. To request emeritus membership, write to the Membership Department at the ASA Executive Office.
The ASA wishes to thank the following people who have made contributions to the American Society of Agronomy Programs, the Teaching Endowment Fund, COSSA, and other ASA activities. Your support is vital to our work and we appreciate your help.

By Eduard Murgia, Arizona State University

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Media Beat

Promoting Yourself or Your Research to a Wider Audience
by Jan Yager

What I have learned from fifteen years as a writer, academic, and consultant, the author of dozens of books, hundreds of articles, and appearances on hundreds of TV and radio news and talk shows, is that self promotion works whether it is for a book, a course, or a research finding.

- Find out if the college or university where you work, or the company that employs you, has a public relations department or media service to act as a liaison between you and the press. If it does, go beyond just sending them your resume and a copy of your current research findings. Make an appointment to speak with those who write the press releases, or contact the media. It will help them to know more about you, and your work, as well as your availability for speaking engagements and media interviews. Keep them updated periodically on your new research findings, and stay abreast of any personnel changes so you can introduce yourself to any new media liaisons.

- Be aware of newsworthy stories so you can let the media know that you are available for comment. Example: a sociologist with expertise in collective behavior, music, or crime might comment on why violence broke out in the night before, during a rap concert.

- See yourself as an expert in an area of sociology (sports, family, deviance, work, etc.) just as the writer of one specific journal article or book. The publicity you seek may be tied to a particular project, but you want to start building a lifelong relationship with the print and broadcast media. What that means is that you use the opportunity to promote your newly research finding to get your name and expertise known. Example: you send around to the major newspaper service and national magazines and newspapers, such as Associated Press, USA Today, Parade, or Gannett, a press release summarizing your research finding, as well as a brief biography of your credits and accomplishments, along with the journal article, paper, or book that you have just published. Enclose a business card and a cover note that tells the editor that you are willing to be called on for comments in the future as well is your area of expertise.

- Develop a mailing list of friends, associates, and acquaintances that you can use to send copies of your research findings or a summary of your activities, as appropriate. If possible, have it computerized so you can easily update it. Without giving away too much, tell those you know what you are currently working on. They may lead to new opportunities to publish your findings. Example: an acquaintance, who knew that my dissertation was on female friendship patterns, recommended me to a New York Times reporter who called and interviewed me for an article he was writing on how engagement influenced a friendship.

- Regardless of the fee, give speeches, or write articles or reviews, related to your research findings in publications read by your peers, as well as in the popular press, to keep your name in the public eye. If your writing skills are not your strong point, consider collaborating with a professional writer. You might want to know about to aid in hiring a writer is Dial-a-Writer (Telephone: 1-212-398-1944), sponsored by the American Society of Journalists and Authors (ASJA), a national association of over 700 professional condonmtion book and magazine authors. All fees are negotiable.

- Join professional associations and become active in specific committees, or in an executive capacity. Your colleagues will begin to know who you are, and your research areas, and your reputation will grow through networking.

- Finding out who the local media (newspaper, TV, radio) are in your community, and contact them with your promotion packet.

- In addition to sending any new research findings to all those on your personal and professional mailing lists, send Christmas cards to reaffirm those contacts.

- Entertain, give parties, and go to parties, related to your areas of interest and your own achievements.

- Get over the stereotype of publicity as "type". The mistake is to think that if an idea is terrific enough, people will come to you. As in any field, those who are unknown best are often those who are most published, as well as those who spend the most time networking.

- Consider sending out a quarterly or semi-annual newsletter, or on your own, in conjunction with colleagues in compatible fields. In that newsletter, you could summarize your research activities, and findings, over the previous period and include brief articles with useful information that has not yet been oversimplified that might be picked up and repurposed by the media.

- If you are fortunate enough to have a colleague recommend you to the media, as a conference coordinator because you are an expert in X, Y or Z, take a moment to contact the person who recommended you and to thank him or her.

- Keep a portfolio or scrap book of media-related exposure of your research findings so you have a record right at your fingertips.

- Remember, publicity is an ongoing process. Even if you spend weeks or months getting media attention for the findings of your three-year study of dual career couples, you should do it all over again when your next study, or published article or book appears.

- If you want to improve how well you handle yourself with the media, consider role playing a typical interview with your friends or associates, or even taking a course in media presentation skills.

- Be aggressive with the media, but polite and polite. It takes years of steady and persistent effort to expand your reputation beyond a narrower field, but it is worth it.

Note: Among Jan Yager's published books is How to Write a Professional Letter (Addison-Wesley, 1985), published under her maiden name of Bakas, available at your library, bookstore, or by calling Book-It (1-800-ALL-BOOKS, in Connecticut or worldwide, 1-203-966-5467). Yager's next book is Making Your Office Your Forte for You to be published in May 1989 by Doubleday.

Address: 30 East 63rd Street, New York, NY 10021; (212) 223-4880.

Allon Books Donated to U Pitt

Eight years ago a tragic automobile accident left Natalie Allon a quadriplegic, unable to move or speak, now living in a Pittsburgh area nursing home. Her father, Sam Allon, has recently donated over 2,200 sociology books from his daughter's collection to the Hillman Library at the University of Pittsburgh. "I kept the books in storage for eight years, not wanting to part with them because they were such a personal part of her. But I gradually realized that sociology was her life—the right thing to do was donate her books to help sociology students," says Allon. The retired vice president of the former Federal Rice Drug Co. visits his daughter everyday.

In addition to this donation, Allon has made other efforts to sustain his daughter's contributions to sociology. The Allon Endowed Scholarship at Hofstra University awards over $3,000 yearly in scholarships to sociology students. Sociologists for Women in Society (SWS) named its discrimination fund after Natalie Allon and has provided funds for her to travel in sex discrimination lawsuits. Allon has hired a professional writer to finish Natalie's book on family reactions to multiple sclerosis cases, the research she had underway at the time of her accident—CJR.

SPA Establishes Gomillon Collection

The Sociological Practice Association (SPA), the largest organization of applied and clinical sociologists, is pleased to announce the establishment of the Charles Gomillon Collection at Paine College in Augusta, Georgia.

Dr. Gomillon (1901-1988), the 1988 recipient of the SPA Distinguished Career Award, took the first gerrymandering case to the U.S. Supreme Court.

Paine College is a four-year, private, Methodist-supported school with 817 students. It is one of the approximately 115 traditionally black colleges and universities in this country.

Dr. Gomillon received his high school and college degrees from Paine. He believes he owes the school a great deal because it was Paine that gave him the opportunity to go to high school. Sociologists are being asked to donate books they have authored as well as the publications of others. The collection, particularly is interested in materials which will help build its collections in liberal arts, business and science.

Donations should be sent directly to: The Warren A. Candler Library, Paine College, 1225 1st Street, Augusta, GA 30901; Attn: Ms. Millie Parker, Head Librarian.

Donors are asked to inform Ms. Parker and Jan Fritz, SPA Collection Coordinator, at the materials for the SPA Gomillon Collection so that Paine can attach bookplates to the volumes for the contributors can be acknowledged.

If you have any questions with respect to donations, please contact Jan Fritz, 254 Serena Drive, Palm Desert, CA 92260.
ASA Council Considers Redistricting

Among the many issues raised during the January meeting of ASA Council was the topic of redistricting. Some Council members believe that the current set of districts does not accurately reflect what the districts are designed to do—discover talent and widen participation in Association affairs.

A Bit of History

The present district system was developed in 1965. The governance system designed at that time was a reaction to an earlier system in which the regional societies had a great deal of power—regional representatives were the Council members. There were charges of elitism, with an additional charge that a small clique really ran the Association. A key and rather unusual aspect of the ASA districts is that they never were intended to be electoral dis- tricts. Their purpose, instead, was limited solely to the work of the Committee on Nominations and the Committee on Committees. The districts are designed to provide a sort of networking to come up with able and hardworking people in serve on the Committee on Committees and the Committee on Nominations. The original statement in regard to the dis- tricts is as follows:

REPORT OF THE COMMITTEE ON ORGANIZATIONAL RELATIONSHIPS

The American Sociologist, Volume 1, Number 1, November 1965, page 8

IX. COMMITTEE ON NOMINATIONS

In order to foster a continuing search for new talent in the Association and to encourage voluntary participation in the Association affairs, it is proposed to change this 15-member committee from one appointed by the President to one of rotating membership, nominated by the nine-at-large members of the Council plus the Vice-President, and elected by mail ballot of the entire ASA membership. The system of districting will be simplified by the use of strong and weak ties from social net- works. Such networks are most likely to develop with geographical contiguity and within approximate regional society boundaries.

The Present Situation

1. The present Districts have 10 districts. The numbers are:

   District 1:  Alabama 54
   District 2:  Arkansas 24
   District 3:  Illinois 435
   District 4:  Iowa 89
   District 5:  Louisiana 57
   District 6:  Minnesota 146
   District 7:  Mississippi 23
   District 8:  Missouri 133
   District 9:  Montana 23
   District 10: North Dakota 17
   District 11: South Dakota 34
   District 12: Texas 287
   District 13: Wisconsin 194

   TOTAL: 1,512

2. The loss of the Canadian members upset the previously rather equal sized Districts. The growth of the suburbs also contributed to the imbalances.

3. The only role of the districts is to provide names of people to run for offices (Committee on Nominations) and to serve on committees (Committee on Committees).

4. The development of lists of names of potential nominees and committee members is accomplished by the use of strong and weak ties from social net- works. Such networks are most likely to develop with geographical contiguity and within approximate regional society boundaries.

5. The growth of the Association has led to a situation in which the District size has become unworkable.

6. Some of the districts have highly unusual combinations of states, as in District 5. This District contains the New England states, Michigan, and Wisconsin. These represent three different regional societies as well as almost no possibility of the presence of social networks.

7. Attempts to equalize the number of voting members with six-district patterns have not been successful. With all of these considerations in mind, Council is now considering a five-district and an eight-district solution.

The Five-District Solution

The five-district solution is as follows:

District 1:  Alaska 8
           Arizona 85
           California 805
           Colorado 103
           Guam 3
           Hawaii 32
           Idaho 11
           Kansas 68
           Nebraska 39
           Nevada 12
           New Mexico 35
           Oklahoma 26
           Oregon 74
           Utah 49
           Washington 129
           Wyoming 9

           TOTAL: 1,509

District 2:  Arizona 86
           Arkansas 24
           Colorado 105
           Idaho 11
           Louisiana 112
           Montana 23
           New Mexico 35
           Oklahoma 66
           Texas 287
           Utah 49
           Wyoming 9

           TOTAL: 738

District 3:  Illinois 435
           Iowa 89

           TOTAL: 1,593

Kansas 68
Minnesota 146
Missouri 133
Nebraska 39
North Dakota 17
South Dakota 11
Wisconsin 194

TOTAL: 1,512

Here the numbers are much less even, but the possibility for networking is seemingly much higher. A move to eight districts would mean 16 members on the Committee on Committees and 17 on the Committee on Nominations. The Vice President also serves on this Committee. This is smaller than Council itself.

Implications

There would be slightly lower or higher Annual Meeting costs associated with a change to either the five- or eight-district model. Any decision on this matter should be made by Council and the Executive Committee irrefutably on the basis of the deliberations of the Committees on Nominations and Committees, whatever change is made should be with the effective operation of those committees in mind.

Action

If you have comments on these district matters, please contact William V. D'Antonio at the ASA Executive Office, 1712 17th Street, NW, Washington, DC 20036 by February 15, 1989.
Sociologists Garner Awards and Grants

National Institute for Child Health and Human Development

The Demographic and Behavioral Sciences Core Center of Excellence Population Research at the National Institute of Child Health and Human Development (NICHD) funded the following individuals in population research during FY 88. Principal investigators, project title, institutional affiliations, and award amounts are listed here.

- Cordero, J., University of Minnesota: "Analytical Approaches to Changing Patterns of Mortality and Fertility." $153,000.
- D'Elia, J., Cornell University: "Sources of Organizational Change," $12,000.


- Zelnick, R., University of Michigan: "Coping with Chronic Role Strain and Role Conflict." $17,079.


National Science Foundation

Fifty-eight awards, $2,501,778, and 7 continued were made by the Sociology Program of the National Science Foundation (NSF) for fiscal year 1988. Twenty-four were jointly funded with other NSF programs. Among this year's grants were seven for dissertation research and two for Presidential Young Investigator Awards.

Proposal 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 Phyllis Moen, Director, or Robert Althaus, Associate Director, Sociology Program, National Science Foundation, 1800 G Street NW, Washington, DC 20550 (202) 370-3700. Awareness, their institutional affiliation, project title, and grant amount follow.

- beyt, J., New York University: "Child Care Arrangements and Work Outcomes of Men and Women in Dual Earners Households." $61,005.
- Land, K., California State University, Fullerton: "Structural Covariates of Crime Rates: Studies of Invariance." $1,000.
Space Available for Other Activities at 1989 Annual Meeting

The ASA provides two types of services for individuals or groups desiring space at the Annual Meeting. ASA Council policies on the use of such space are outlined below. All requests for space at the 1989 Annual Meeting must be received in the ASA office by August 1, 1988.

Meeting Space. Groups wishing to meet in conjunction with the 1989 Annual Meeting in San Diego (August 11-15) must receive an application for 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 meeting per group. In the unlikely event that space exceeds demand, requests for a second meeting will be considered. Because Sections have been allotted program space, they are excluded from these provisions.

Space requests have been categorized as follows: (1) Small groups requesting space for the purpose of conducting sessions focused on a special aspect of sociology will be allocated a one-time slot from 8:00-11:00 a.m. or 1:30-4:30 p.m. on Monday, May 30. (2) Larger groups requesting space for joint meetings or for sessions with a general audience will be allocated a one-time slot from 8:00-11:00 a.m. or 1:30-4:30 p.m. on May 30.

Requests for meeting space should be submitted to the ASA Office by March 1. The deadline for submitting requests is April 1, 1989. Failure to observe the deadline will result in the denial of space.

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Kamal, from page 3

sexuality which he tried first to satisfy through the bookstores and hustling experiences, but which he eventually turned into intellectual problems: How does sexual orientation develop? What does nature play, what part nurture? What institutions can buffer the traumatic experience of recognizing a minority social organization? How can society's homophobic attitudes be modified?

These and other basic questions about sexuality which Kamal wanted to elucidate were often debated by "the ABF experience", once it presented itself as a public issue which he could not ignore and now when it has become a private issue which was his strength. With this article Kamal is offering us, his straight and gay sociological colleagues, all he has to offer—a candid summation of his life and work—with the hope that we will learn, seriously and compassionately, the questions which his experience raises.
Open Forum

Calling Names?

Many women use their birth name and their marriage name, or their first and second marriage names, for continuity in their personal and professional identities. For a while, hyphenated last names were popular, and were usually treated in print as one name, alphabetized by the first initial of the name to the left of the hyphen.

As Editor of Gender & Society, I have noticed that hyphenated names are less popular, but that many authors use both last names when referring to someone who is known by both. This leads to two copy editing problems. The first is how to alphabetize the name in the list of references and any presence in the running text calls for alphabetizing by the first initial of the last name—but which last name?

While alphabetization can be decided by a copy editor, the question of which last name should be alphabetized by the first initial of the last name is trickier. Some women always refer to themselves by all three of their names, so it is a matter of personal preference. That is, they frequently refer to themselves by their first and last name only, especially informally—e.g., Cynthia Epstein, Adene Daniels—and also often initialize the first and last name only, especially in certain situations. I don’t know who wants both of their surname to be considered their last name, and who considers their first last name to be a middle name! It would be enormously helpful if I knew what those referred to preferred—and this is important.

Judith Lorber, CLINY-Graduate Center

On the Rejection of Culture

In Robert Winthropp’s curious commentary “On the Theory of Culture” (Footnotes, February 1988), he regrets the “underlying subject-object dualism” of the “classical” tradition has been successfully challenged, and then proceeds to project a new subject-object dualism of hermeneutics versus structuralism and neo- and poststructuralism. He seems to want to make cultural studies “safer” for sociology by caricaturing Clifford Geertz as a foolish subject-objectivist who observes untranslatable meanings, moods, and motivations, and by proposing another critical subject who observes intransitive processes as providing “firm empirical footing.”

Winthrop’s Geertz is apparently not the one who said, “Human thought is basically both social and public,” and Winthrop’s poststructuralist Jacques Derida is apparently not the anti-objectivist with the fancy footwear and slippery technology. I fear, not the one who comes directly out of the hermeneutic tradition, but one who can put sociology “safer” and meaning in the mix. Or perhaps Winthrop means to limit the poststructurist “empirical footing” to Michel Foucault, who continued the attempt of the structuralist tradition to rid scholarship of the subject. On that case cultural scholarship would have “firm empirical footing” with no one to stand on that footing.

Isn’t it ironic that Winthrop calls for a new form of subjectivity, while simultaneously criticizing only one book in his short commentary—his own? Perhaps there is no accident, but reveals how the objectivist quest to eliminate the subject must necessarily let it slip in the back door.

With artificial subject-object dichotomies, or with artificially “objectiver” techniques, Winthrop and many others in the new Sociology of Culture Section seem to be attempting to create a vacuum where none exists. The Culture Section may be new in the ASA, but sociological studies of culture are not. From a broader view, sociology is simply later in legitimizing cultural studies.

We all know what the secession of sociology into specialties is about: power and its stamp of legitimization. The sociology of the Sociology Culture Section is a perverted example: the bulk of its initial organization meeting two years ago in New York was taken up with various workshops attempting to get their own definitions of cultural sociology. Fortunately no single definition could be agreed upon, for that might have elevated the need for such a section in the first place.

Winthrop’s fear of “subjectivity” and all that the word stands for is misplaced for subjectivity and the whole spectrum of human passions—including the intellectual ones—are at the very heart of social life, inconvenience though this objective fact may be, and can no more be excised from objective structures than a pound of flesh may be cut out of the living human body without a drop of blood.

Eugene Bachrach-Ulman, University of Notre Dame

Part-Time Professional Work

I am pleased that the American Sociological Association is taking an active role in the rights of part-time faculty as published in January 1988 Footnotes. I am, however, dismayed at the overturned nature of any mention of the issue of collective bargaining in securing these rights.

It is important to realize the role which collective bargaining can play in gaining and maintaining the rights of all faculty—full as well as part-time. It establishes a legal framework for negotiating rights and protecting those which have been gained. This framework is established by contract. Collective bargaining takes away from management the prerogative of getting decisions given to faculty since those become a matter of legal contracts rather than administrative fiat.

The guidelines refer to the importance of affirming part-time faculty “protections of academic due process.” This is not the same thing as affirming part-time faculty might be represented by someone well versed in school procedures and existing contractual rights.

I am the Vice President of Part-Time Personnel of the Professional Staff Congress of the City University of New York. We have achieved many of these rights and benefits enumerated in the guidelines such as health insurance (for adjuncts who have taught six hours for one year), travel funds, etc., and the right to have an arrange whose framework established by our collective bargaining agreement allows us to constantly strive to do this.

Susan B. Prager, Vice President, Professional Staff Congress-CLINY, Adjunct Assistant Pro- fessor, Kingsborough Community College-CLINY

Candidate Qualifications

Our department of sociology recently completed interviews candidate at the assistant professor level. Some of them were, if the letters of recommendation are to be believed, among the best recent graduates of the leading sociology departments. From the perspective of an employer of sociologists, however, the experience was a depressing one, as it has been every time we have recruited new PhDs in recent years.

None of these had been taught how to make a thirty minute verbal presentation with a beginning, middle, and end. None of them had been taught that a successful presentation depends on showing the audience the importance and relevance of the topic and findings. None of them had been taught how to make the presentation interesting to members of the audience not in the specialty involved, as would be the case in teaching.

The PhD degree is a professional degree. It prepares the graduate to enter a livelihood and should include preparation in teaching proficiency. The rebellious to this argument used by the best sociology departments is that they prepare their graduates to do research, which will be their primary professional activity. This claim is a rationalization for slighting graduate education. Every PhD in sociology will have to communicate research results verbally to an audience of non-sociologists. Every sociologist, therefore, must be taught how to make verbal presentations.

Our department’s best candidates in recent years have been trained at less well funded departments that had a research emphasis and involved graduate students in teaching. Not only were their candidates better teachers, but they were also better methodological teachers because they usually were involved in developing their own instruments and gathering their own data. Methodological sophistication is opposed to statistical skills are slanted in the best departments because the students’ time is spent on the secondary analysis of large data sets.

The ASA should be more concerned with the quality of graduate education. I suggest that the Guide to Graduate Departments of Sociology list whether each graduate department provided supervised teaching experiences for graduate students. In fact, I suggest that the Guide be revised to take as a model the annual AACC Curriculum Directory for medical schools, which describes a wide variety of programs present or absent at different medical schools. Name withheld by request.

Gender Bias Paranoia

I recently assigned the task to Sociol- ogy 101 students of evaluating the effect of domed stadium on home field advantage in terms of the wins and losses of major league baseball teams. This assignment required each student to use a relatively sophisticated technique on a sociological problem of some theoretical and practical interest. Specifically, the assignment required that the students use a quasi-experimental research design to evaluate the effects of crowd encouragement on team performance. The class responded to this assignment with enthusiasm.

Encouraged by the success of the assignment in a classroom setting, I wrote a pedagogical article on the assignment and submitted it for publication. The reviewers identified some problems with the paper and made useful suggestions concerning revision. The editor decided not to publish the article but to handle the problems identified by the reviewers.

As an assignment by one reviewer, however, represented what I suspected was “gender-bias paranoia.” This reviewer said, “This assignment has a male bias.” The review indicated a strongly held but empirically unsupported belief that the assignment would help the performance of male students and hinder the performance of female students. Thus, it was inherently unfair and academic and should not be used “balanced” by a “gender-neutral” or a “female biased” assignment. The reviewer’s assertion of the reviewer’s gender-bias fear in this situation justified or irrational? I believe the stance taken by the reviewer is irrational. I believe that the reviewer is gender-bias paranoid. The reviewer would have us believe that an assignment concerning the use of sociological tools addressing interesting sociological concepts is a gender-bias fear.

The question is: Is the reviewer’s gender-bias fear in this situation justified or irrational? I believe the stance taken by the reviewer is irrational. I believe that the reviewer is gender-bias paranoid. The reviewer would have us believe that an assignment concerning the use of sociological tools addressing interesting sociological concepts is a gender-bias fear.

To the Editor

In your December 1987 issue of Footnotes you published two articles and a letter favorable to “gender-bias paranoia” (cont. on next page)
Open Forum, from page 11

sociability with the School of Sociology of the University. The new college is, however, going to be a state college. As far as the ASA is concerned, the new college will not be the same as the old college, but a new one. The ASA has decided that the new college will be a state college.

From the motion carried at the ASA meeting on 31st December 1988, the ASA Council has decided to support the basic line of the new college. The ASA Council has decided to give the new college the same support as it gave to the old college.

Sharon Gammie, Settle Pacific University

Image and Conviction in Sociology

Three contributions to the January 1988 Footnotes have prompted these reflections. They were Arnaul Elton’s article on the family and sociology; Michel Richard’s piece on Michel Richard’s sociological work; and Kathleen McKinnon’s recommendations about teaching controversial topics and the sociology of Michel Richard’s record of a comic sociological song. In an odd way, these pieces both resonated with the British experience as well as confounded a historical perspective on the ups-and-downs of sociology.

It is possible to be able to see, through the simple citation of one article by Loebel, that the tendency towards “oversight” is still very present in economics. For sociology, where the tendency is even more pronounced, it is a telling way of looking at it. My own position is that it is sociology which gets singled out for this criticism (amongst many others). What is the problem with sociology? It is the problem of problems involved in teaching “value-laden” topics such as sexuality, class, and gender. Sociology as an exercise was as encouraging as it was admirable. It showed a level of sensitivity and self-criticism in dealing with particularly threatening or embarrassing subjects which is much more evident in many other social scientists in neighboring disciplines. These important and well-expressed observations are, however, only poignantly contemporary examples of the general problems which have faced sociology since its inception. Sociology has all been shaped and regarded as a threat in some quarters, representing a discipline to be treated cautiously.

The reasons for this are not hard to discover. Being part of the society which it studies, it is traditionally tied to social diagnosis in the wider sense. Sociology inevitably gets caught up in the political conflicts of which the society in which it has developed a tenacious hold. It competes with one-sided ideologies for an explanation of society and impinges upon all the pat prescriptive nostrums offered by politicians. In addition, sociologists investigate society on any and every level, in principle there are no “No-Go” areas in sociology. We can barely therefore make a move without stepping on someone’s toes. So it is not surprising that sociology makes everybody’s hackles rise. Left, Right, and Center, because it exposes political myths and the unenlightened public. It also undermines people’s comfortable prejudices and chartered beliefs. In Peter Berger’s words, sociology is a “way of seeing” which can threaten people in many ways. Their fears induce the responses of scapegoating sociologists and/or undermining their credibility.

There is thus a continuous minority of topics that sociologists have chosen to study in society identified by McIverney. The ones that she mentions are just among the most delicate: the many other areas, such as religion, political beliefs, unemployment, ethnic rivalry, and working class culture, one has also to be tactful because of the pre-sociological commitments people bring to their study of sociology.

For sociologists, whether teachers or learners, to face the reification of their own prejudices and beliefs more than practitioners of any other discipline, except perhaps psychoanalysis. But there is a world of difference between the extent to which sociologists can handle this and the level of detachment most of this kind attained elsewhere by other groups in the sociological group at large. For all these reasons there has been in the history of sociology wave after wave of attacks upon the discipline, of varying degrees of shrillness and from various quarters. They run from those on the Dorkomisian in the French Third Republic, to Weimar Germany and up to the Sixties in the West (by the Left) and into the Seventies and Eighties (by the Right). In 1963, Meron began articles in the New York Times denouncing sociology against the usual misplaced attacks with the throwaway words “Once again, the illusion of the anti-sociologists is upon us.” In recent years British sociologists have experienced a definite feeling of potential danger.

The task of communicating the usefulness and importance of sociology, rightly bemoaned by Elton, firstly has to devise a way of explaining the prejudice of the popular and negative stereotypes of sociology which has in part suffered from the acceptance of the important contribution of sociology. Humour is one option. For a Departmental exhibition at a University Open Day at Leeds a couple of years ago, we anticipated Michael Richard’s song and sent up the public image of sociology and sociologists. We noted the amorous and stereotypical by a sign outside our exhibits which read “Sociology: The Unapproachable in the Unimaginable”. Our boards said do we really look like the trendies, ranting militants, crazed feminists and smug self-righteous creatures of the moral fibre of the young which you expect? We also distributed a free badge which announced “I’ve shaken hands with a sociologist.” Then followed a serious exhibition of Departmental research projects into religious communities, ethnic minorities, social mobility, and so on.

The point of this exercise is to raise the issue of how best to promote sociology’s importance when its practitioners face scepticism, jokes and hostility. We close to send up our public image, but does this only reinforce the stereotypes? Is it preferable rather to remain aloof from the reactions and not bother with them, on the principle that even to ridicule the reactions of the puerile is to give them credence? There is an old Polish proverb which says that if you meet shit in the street don’t fight it, because whether you win or lose you come away smelling of it. There is a real problem of strategy here the way forward clearly depends on the nature of the content, i.e., for example, on the actual level of public credibility of the discipline, its degree of institutional autonomy, the strength of its professional organisation, cultural expectations, and so on. In the current climate and American and British experiences may be very different.

For the most part British sociologists have staunchly defended their discipline in recent years when faced with shrinking departments, dwindling resources, dwindling graduate schools, mergers with other departments and calls for sociology to become the hardman of the academic world. But there is another tendency which can be detected which has very important consequences. When faced with fundamental challenges to their discipline (even with its very institutional existence in some cases on the line) some groups of academics have felt that the struggle has failed and to close ranks to meet the challenge. What has alarming surfaced, albeit unevenly and indistinctly, has been an indifference in some quarters towards the discipline itself, a longer-term tradition concerning a core of general theory and cumulative findings, associated with the classics. Sociologists revealed a great and overwhelming commitment to, for example, area studies of one kind or another (for East, Africa, Canada, Caribbean, Soviet Russia), or cultural studies or women’s studies, into which sociology was only a minor discipline. (Others believed that their political social involvements provided the role guiding thread for their choice of research areas, whilst a sifting of others still doubted even the possibility of sociology, on ethnohistorical or philosophical grounds or from a Marxists’ point of view. And there are always some who pursue a generalised social theory, whose social-philosophical orientation gives them no particular allegiance to sociology.

Whatever the reasons, the result often has been a failure by sociologists to unite against the common enemy. As long as sociology is still forced to live a precarious existence, it will be more probable to have for the foreseeable future (in the advanced societies), then the consistent commitment of its practitioners is crucial. Under conditions of institutional expansion and disciplinary health, the mixed involvements of sociologists in the enterprise can pass unnoticed; but under conditions of contraction and disciplinary retreatment, they become a profound liability indeed.

Ricard C. Kitzhaber, Department of Sociology, University of Leeds, LS2 9JT West York England

Footnotes


Give a Gift of Sociology to Your Students!

Do you have an honors student writing a thesis, or someone fishing a master’s degree or passing their dissertation defense? Give them a gift of ASA membership. What better way to acquaint them with the profession. Student memberships are just $27 and include one journal subscription (the Employment Bulletin, perhaps?).

You’ve helped your students learn some of the field of sociology. Honor their accomplishments by launching them into the Association through a gift membership, send a letter with the student’s name and address, and include a check for $27 to the Membership Manager, ASA, 172 N Street NW, Washington, DC 20036. We’ll acknowledge your gift to the student.
Human Society in South Africa

by David O. Friedlaender, University of Scranton

I spent three weeks this summer as a visiting lecturer in the Department of Sociology at the University of South Africa (previously UJ and Wits) and the University of Stellenbosch. These three universities are part of a much larger network of institutions that make up the University of the Western Cape. The network itself is part of a larger network of institutions that make up the University of the Western Cape. The network itself is part of a larger network of institutions that make up the University of the Western Cape. The network itself is part of a larger network of institutions that make up the University of the Western Cape. The network itself is part of a larger network of institutions that make up the University of the Western Cape. The network itself is part of a larger network of institutions that make up the University of the Western Cape.

I have spent several weeks in South Africa. It is a country with a rich history and culture, but it is also a country that has faced many challenges in recent years. The government is trying to make progress in many areas, but there is still much work to be done. I have been impressed by the resilience of the people I have met and the dedication to improving the lives of others. I have also been struck by the diversity of the population, with many different cultures and languages represented. I have been fortunate to have had many opportunities to interact with people from all walks of life, and I have been deeply touched by their kindness and generosity.

In many ways, the situation in South Africa is similar to that of other countries that have undergone significant political and social change in recent years. The challenges are complex, and they require a long-term commitment to addressing them. But there are also reasons for hope, as people continue to work together to build a better future for all.

I hope that this experience will provide me with a deeper understanding of the issues facing South Africa, and that it will also help me to see new possibilities for positive change.

Ideas and Commentary

Should the ASA Offer Commercial Benefits?

Commercial benefits offered by professional organizations range from insurance and credit cards to travel and luggage. Before the question of benefits can be addressed, we need to determine whether ASA considers itself a professional association that serves the interest of its members, or a trade association with the goal of promoting the discipline's knowledge base. While knowledge and benefits are mutually exclusive, there is an image of a learned society not mucking about with extraneous matters, while the professional association has license to provide whatever might benefit the members.

I believe the ASA is attempting to reach out to all sociologists in all types of work and settings with a diversification of programs and services. However, this raises two questions: how much heresy is there in the definition of services or "benefits to membership," and does offering services hurt the image of the organization or anyone in it?

Those questions suggest some guidelines on which services we wish to receive would be helpful; perhaps a survey of members or a committee to determine boundaries could answer this question. I would like to see included only those services which impact positively on members as sociologists, and perhaps as professionals.

Most of these services cost nothing or bring a slight return to the association. Some services such as liability insurance are difficult for individuals to obtain, but possible with a group. Therefore, in principle, services help those in colleges and organizations which cannot offer the same benefits and they seem to hurt no one. The main disadvantage I can see is the proliferation of mail.

Because the ASA already offers a number of services through commercial dealers, it would be helpful to have a summary of existing services with pertinent information. As long as services help the organization and members, let's set guidelines and serve the members of our professional association.

Joanne Ballantine, Wright State University

The ASA MasterCard

A few days ago, the announcement came for the "ASA Gold MasterCard." On the same day, a simple message came into my inbox, perhaps the only such school present in South Africa. And one youth, "non-white" in the traditional South African classification, quite passionately articulated his belief that a high quality education was one of the principal needs for salvation for his peers and his nation. An across-the-board academic boycott—an expression aimed at one specifically directed at contacts enhancing the power of the state—has the potential to diminish the quality of higher education and research in South Africa. And there can be little question that the post-apartheid nation will want the academic and educational institutions if it is to contend successfully with the immense challenges it will face.

I will leave for another occasion an account of what I saw and observed in South Africa, including my efforts to explore what some would call the "heart of darkness" (i.e., my visit to a maximum security prison and my encounter with a South African police brigade). For the present, I would simply urge avoidance of judiciously biased accounts and assertions which may contribute more to our sense of well-being than to the desired obliteration of gross injustices in the current South Africa. As a sociologist with a leftist bias, I am proud to contribute to the promulgation of a positive sociological perspective and to observe accurately as possible the current realities of the South African situation. Simpleminded polemics about South Africa do not, in my view, make an especially useful contribution.

Would a bank offer these so-called "affirmative cards"? Checking accounts mean profit for the sponsoring bank, as some banks report 3 percent on every sale using such a card. Still, the competition among banks to "sell" cards, American Express reported that "affirmative cards" are the largest source of bank credit card marketing today, with more than 1,000 programs already under way. The advantage to the bank of an "affirmative card" is a higher source rate to a promotional mailing. As a Promotional Adviser puts it, "mailings endorsed by an organization have a better chance of being opened and read than an unsponsored credit card offer." Then the group's logo and the chance of a small kick-back to the organization may clinch the sale. Knowing how the bank gains the next question is, how would I gain by switching from my present bank? My inclination is to say, not much. The savings in one year's fees would be nice, but to have any lasting effect one would have to switch banks yearly, with all the risks of computer glitches in transfers. How would ASA gain? Unless our members who join are big credit card spenders, the bank gains over ASA would be minimal. That's probably an old but attitude. More likely is the same bias that all the obscure (to me) banks offering me and countless others all kinds of apparent credit goodies, the day of reckoning must sometime come, and when it comes my old home town bank seems a better place to be.
Nominations Requested for 1990 ASA Awards

Please note that, in compliance with recent policy, ASA awards are selected each year in secret by each respective award committee.

Career of Distinguished Scholarship Award

This award recognizes scholars who have shown outstanding commitment to the profession of sociology and whose cumulative work contributed significantly to the advancement of the discipline. Members of the Association and other interested parties may submit nominations to Carol A. Benz, Chair, Department of Sociology, University of California, Irvine 92717. Deadline for the 1990 Award is March 1, 1989.

Award for A Distinguished Scholarly Publication

This award is given for a single work, such as an article, book, or monograph, published in the three calendar years preceding the award year. The winner of this award will be selected by a committee known as the Sociological Section, Regional and state sociological associations/societies may apply for A Distinguished Scholarly Publication at ASA expense after the award recipient is announced. Members of the Association or other interested or knowledgeable parties may submit nominations to Ronald G. Petersen, 4217 South Avenue East, Minneapolis, MN 55405. Deadline for nominations is February 28, 1989.

Distinguished Contributions to Teaching Award

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology. The award may recognize either a career contribution or a specific product, and individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee, a statement explaining the basis of the nomination, and appropriate supporting materials, such as a letter, a statement of the nominee’s contributions to sociology, and letters of support. Nominations should be sent to the ASA, 1200 17th Street, N.W., Suite 600, Washington, D.C. 20036. Deadline for nominations is February 15, 1989.

Mental Health Services Research Conference Held at UCLA

The delivery of services to the severely mentally ill and the homeless is a major social problem that plagues both rural and urban areas in the United States. This conference addressed the systems currently provide services to an estimated million seriously mentally ill. Service delivery problems include lack of continuity in care, lack of knowledge about which treatments are most effective for particular populations, lack of needed services, inadequacy to adequately link clients to appropriate services, the length of time clients receive care, and the lack of comprehensive evaluations.

Several distinguished sociologists presented the results of their research programs including: (1) Robert Fenton, a professor in the Department of Sociology, University of California, San Diego, who was “Mental Health Services for the Seriously Mentally Ill: An Historical Perspective.” (2) Vincent L. Price, a professor in the Department of Sociology, University of California, Los Angeles, who was “The Delivery of Services to the Severely Mentally Ill.” (3) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (4) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (5) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (6) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (7) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (8) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (9) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (10) John H. M骖, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (11) John H. M参谋, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.” (12) John H. M参谋, a professor in the Department of Sociology, University of California, Berkeley, who was “The Delivery of Services to the Severely Mentally Ill.”

New Concerns Surface Over Imprisoned South Korean Sociologist

by Carole B. Dewey

Arrests International and the American Association for the Advancement of Science have updated information about South Korean sociologist Soh Sang, a Korean graduate student in sociology who has been imprisoned for 17 years for allegedly violating the Anti-Communist and National Security Laws. These groups are concerned that he may be tortured during his interrogations, that he may be prevented from communicating with his family, and that he has been imprisoned for the peaceful expression of his political views.

South Korea was a major concern during the course of the investigation and trial. In fall 1971, Soh Sang was sentenced to death by the South Korean government (by a toe print while he was in the comatose state). The sentence was later reduced to life imprisonment and he is now serving his sentence in a small cell, allowed out for about one hour a day. He is able to read in Korean, Japanese, Chinese, English, and Korean, and is occasionally released for short periods of time. He is not allowed to write to or receive mail from his family.

Anxiety and International AASL asks that its members avoid contact with the government of South Korea to reconsider the release of Soh Sang; inquiring about his current condition is; and send literature on sociology to Soh Sang at Daegu Prison in an effort to assist his academic pursuits.

President Pak Yoo-In—President of South Korea: The Blue House, 1 Seong-dong, Cheong-gwagung, Seoul, Republic of Korea. (00421-1561) Homepage: E-mail: yin@bluehouse.go.kr

Soh Sang—43600, Daegu 26, Cheong-dong, Chung-ku, Daegu City, Chungcheongnam-do, Republic of Korea.
Media Beat

The Sociologist as Television Commentator

by Brian S. Vogus, Public Opinion Laboratory, Indiana University-Purdue University

As academics, we frequently condemn television for its banality, while we lament the lack of attention to social policy and controversy in the political arena. (Briner, 1988) The subject makes me a bit schizoid because I am employed as a "political analyst" by WSB-TV (Channel 6) in Indianapolis. I serve as an on-the-air "expert" on things political and as a consultant to reporters working on local issues.

How did I get the job? My television appearances began when Professor David Ford and I thought students ought to have experience with survey research. Our political poll was "news" and I was asked by the media to explain it. The lack of scholar-analysts to discuss politics, in 1980, we expanded the WSB-TV Poll to a sample of all 102 cities. That year we identiﬁed some of the drifts in voter sentiment to the right and that made "news." There were many others who decried this and predicted this. This led to election-night live appearances as an "analyst." These were all good, but instructive to me as a scholar interested in public opinion. Also, the more appearances I made, the more outside agencies seemed to come to me to do survey research.

By 1984, two local outlets were bidding for my "exclusive" services, especially on election nights. I chose WSB-TV because they knew me, had some social science opportunities, wanted me to serve as a research backup to reporters, and seemed interested in my sociological insights as my access to polling data. Thus, I came to be "television" by having a real news story (the WSB-TV Poll) and then being a satisfactory live analyst. This provided me the entry to the ﬁeld through production and decision-making.

What I do on television. Television now is as much entertainment as news. This is not any different from newspapers. After all, most read their headline stories and then scan the rest. (Hennessey, 1985, Graber, 1986) When scholars and the television are present, it is the main source of information (Robinson et al, 1986) and low on social science content. (Singelis, 1996) My experience is that this is less the case than we think. Part of the problem is sociologists rarely forget to consider television as a "teaching" medium. The audience is vast and, normally, less well educated than a class of sophomores in sociology. As Hunt (1987) reports, television screens the substance of political campaigns. It also diminishes the substance of much that is "news." It is a "misleading" service. Consequently, I found myself most effective when taking a sociological viewpoint and remembering to reduce it to a 10 to 20 second sound bite. That means no-gaffers, "no "co-ver," and no citations. It means getting to the main point, e.g., polls are good only if the day they are taken, the data show the ﬁrmly is changing but not dis- ingenuously, studies show some alcoholism is genetically based. This is hard to do when I am giving a live election night analysis. I often have to rely on my people voted the way they did often. What I do is this, as a colleague at "Novel-S" calls it, "information dumps." At an example or two. Last Christmas I wanted to do a story on computer simul- lations of a political campaign. How did I package it? We did a simulation with a reporter running one campaign while I ran another. From the more than one hour of tape the photographer added about 40 seconds of video and sound were explained what we were doing. From the simulation and a candidate watching, We then ran another simulation with a liberal (Santa Clara) against a conservative (San Jose) for emphasis. Class war, but Scrogne carried Kentucky. This fact was not our source or ending statement because it highlighted the story with an audience that is more interested in basketball than politics. Trivial? Perhaps, but we showed a social research advance, i.e., simulations, and used it. Most of our audience remember ed it and, judging from their responses, saw a "value" for such social science applications. A second example is provided by the many debates we have had, each the 1988 campaign. Asked to "analyze" several, I have cited evidence that debates have little impact on voters without high interest. I cannot take the time to refer ence the literature, but I can serve to do more expansive and analyses and conclusions. Charles E. Murrow said, "[W]e can read but do they understand?" My job on television is to put things in context and highlight signiﬁcant points—some done in teaching introductory sociology—rather than to be analytical. I must serve two masters and often the one I serve is not easy. I would not have accepted when I articulate important sociological principles and provide background to reporting unschooled in the social sciences.

Response—pay and professional. The responses to being a visible television commentator vary by the audience. The general public, including students, fre quently greet me with "I saw you on last night." As Sam Donaldson (1987) writes, the places often in an odd position. Now I think for watching though I used to think of if I "made sense." A large number responded that they didn't know since they only watch television and do not listen. That some what raunchy response made me understand reporters' aversions to "talking heads" in news stories. Many faculty members agree with how uninteresting is the television with respect to running commentary. Some administrators like it if I have been identified as from the university. There is also a magical quality from television. It becomes legitimate. Thus, faculty from other campuses ask me if I am going to win an election or what kind of political developments they should expect. These appear to be serious questions. Political leaders ask questions about all of the political science, because they have "seen me on tv." This "legitimacy" has led to several research contracts. Some advice. The key to television is to remember five things. First, speak in concrete, not abstract terms. Second, listen to the professionals—the reporters and cameramen about what they need. Third, do your homework. For example, I know much as about the general subject as your special area. Fourth, remember television is audio with pictures. Make descriptive statements that fit pictures of the subject matter. Finally, teach the audience as you might a lower level class. Be prepared to handle negative reactions. You cannot handle statements about your ancestry, political extremism or stupidity, you do not belong on tele vision. Also, maintain a sense of humor about your own fallibility. I learned how hazardous live television can be when I attributed an illegitimate child to President McKinley instead of President Cleveland. I am still old by people who remember my live analysis that "race will be a factor in this race." Conclusion. Becoming a television commentator has been a "waltz Milty dream." Currently I am developing a feature on sampling to answer a frequent question: "Why wasn't I ever interviewed about the election?" I want to do a "key person's guide to social science reports." If either makes the air—problematic given demands for time—the rewards will be in the response from the audience. I have not satisfied everyone, but I have learned a great deal about news, media and media impact—subjects of scholarly interest to me. I wouldn't trade what I am doing now for a chair at Harvard or the editorship of SSR. And so it goes . . .

Works Cited


Malaysian Sociologists Arrested; Letters of Protest Requested

The American Association for the Advancement of Science and Human Rights Program has noticed AAS of the arrest and detention of at least 94 persons under the provisions of the Internal Security Act, which allows for detention without trial. On October 28, 1987, Malaysian Prime Minister Dr. Mahathir Mohamad announced a ban on public rallies and assemblies and revoked the publishing licenses of at least three major newspapers.

Among those arrested in the recent crackdown were members of the ruling coalition government and the opposition, including members of Parliament and leaders of political parties and educators, businesspersons, members of social and environmental groups, and representatives of religious groups. These sociologists are detained.

The Malaysian government has cited the threat of racial conflict, particularly between Malay and Chinese ethnic groups, the prevention of "Communist" infiltration, religious fanaticism and the poor economic situation in Malaysia as reasons for the implementation of such harsh measures.

The sociologists detained are:

Teresa Lim Chin Choo, 31, who received a master's degree in social work from the Asian Social Institute, the Philippines. She currently works for the Council of Churches in Malaysia and since 1985 has headed the Research, Research and Communications Unit. She is active in women's development issues and is a member of ALPRA

Kua Keo Soon, 38, who received his doctorate in sociology from the University of Manchester (England) in 1981 and has taught sociology at the University of Singapore. He has served as an advisor on higher education to the United Chinese School Committee's Association of Malaysia. Mr. Kua has written several books and is an advocate for native language instruction in multi-ethnic societies.

Mohamed Yunus bin Lahit Ali, 35, who is currently working on a master's degree in sociology at the Institute of Political Science, University of Malaysia. He received his B.A in sociology at the North East London Polytechnic. A student activist, he is also concerned with economic and social issues in Malaysia.

The AAAS Science and Human Rights Program recommends that you send letters to the following officials asking that the above-mentioned individuals either be charged publicly or released and that all legal safeguards and a fair and open trial, or that they be immediately released from jail.

Amnesty International considers many of these people to be prisoners of conscience as they are known for their non-violent and legitimate social, legal, or political activities and have been arrested against them and no evidence has been produced which indicates that they have used or advocated violence.

If you would like further information on the situation in Malaysia, please feel free to contact the AAAS Science and Human Rights Program at (202) 326-6790.

Please send your letters to:

Prime Minister of Malaysia Dakri Seri Dr. Mohdah Mahamed, Prime Minister's Department, Jalan Dato Onn, Kuala Lumpur 11-1, Malaysia

Malaysian Ambassador to the U.S. His Excellency Albert S. Talib, Embassy of Malaysia, 2401 Massachusetts Avenue NW, Washington, D.C. 20008


You may wish to send copies to us and to BRACON, Indonesian Affairs, Bureau of Human Rights, U.S. Department of State, 2205 C Street NW, Washington, D.C. 20520.

December 1988 Footnotes
Sociology Department Damaged by Fire

By Patrick G. Doherty, University of Dayton

On Tuesday, December 21, 1987, the first semester at the University of Dayton as faculty members finished reading term papers and turned in final grades. Faculty members and students in the sociology department, who was finalists in the class, pulled out research materials or began work on the following terms syllabus. That afternoon faculty left the offices intending to roll the next day to continue their work.

On Wednesday morning, the unthinkable and unmentionable happened. As we approached campus, flames could be seen shooting thirty feet into the sky above the roof of the four-story St. Joseph's building on East Ninth Street.

The 104-year-old building housed the Sociology and Anthropology departments as well as the Center for the Study of Family Development and the Center for International Studies. Under construction on the fourth floor at the time of the fire was a Social Science Research Center. This center had already suffered a blow when the Department of Anthropology was located, suffered heavy water and smoke damage.

The second floor was on fire in the building when the fire broke out, and there were no physical injuries resulting from the fire. Since the fall semester had ended, grades had already been turned in, and no classes had to be canceled. Since classes resumed on January 4, university officials had about ten days to find space for 45 faculty offices, 150 faculty and graduate student offices, and over 150 classes scheduled for rooms in St. Joe's. While some departments had their offices relocated into as many as five different buildings on campus, our department was fortunate to remain together in one building. One problem is a loss of privacy as we had to assign two faculty per office. The 150 classes normally held in St. Joe's were assigned to other classroom buildings, the student union, and even one of the new residence centers.

The bad news is that many faculty lost teaching notes, research materials, and significant portions of their libraries. On the day after the fire, our faculty members met in each affected department and tentatively allowed into the safe parts of the building to begin salvaging operations. Understanding the practical and theoretical rule-breaking behavior, the Sociology Department was able to get two of its members, Patrick Doherty and Dan Miller, into the building to rescue contents from the sociology offices.

On entering the building at 8:30 a.m., the sociology area was very wet but we were hopeful that we could save much of the material. Everything that had been put on desks, tables, or on the floor was burned. We were not able to find it or save it. Vague.

Material in file cabinets or desk drawers was almost completely dry. As the last of everything was cleared out, we were not able to fully assess our losses. The frozen material was then moved to a 45-foot-long mobile vacuum chamber cleaning unit that removed the moisture from the documents at high temperatures over a ten day period. It was not until the middle of February before we had access to the material that went through the freeze drying process.

Throughout the whole term, confusion reigned. We were told soon after the fire that the University did not have insurance for personal property of employees, including books, equipment, and furniture. Most of us know that there is little that we can do in a situation like this. We lost everything we owned. We lost the things that we needed to complete our work.

The salvage operation continued for three full days. After Christmas, faculty examined the boxes in the fieldhouse. The Department library was completely destroyed by water and the books from it were immediately discarded. Faculty discovered their own books that could easily be replaced. Most brought many items that could easily be replaced. The University employed the remaining materials, furniture, and equipment and to the now, the smaller offices. Faculty spent January 2 and 3 getting their new offices ready for the start of classes on the 4th. They also spent most of the low-lying work cleaning books, sorting through files and trying to find their reloc- ated classrooms.

In the middle of January, we traveled to the freezer facility where the wet materials had been shipped. We again attempted to sort through materials.

Faculty began to get a better idea of the extent of teaching and research materials that were destroyed. However, since many of our papers were together, we were not able to fully assess our losses. The frozen material was then moved to a 45-foot-long mobile vacuum chamber cleaning unit that removed the moisture from the documents at high temperatures over a ten day period. It was not until the middle of February before we had access to the material that went through the freeze drying process.

This high tech process was partially successful. It seemed to many of us to work best on basic instruction books and to work less well on rare or out-of-print books. We did not realize how selectively high tech could be. Books that had been on the top shelves of the bookcases and, what had only been dust and dirt. The freeze drying process took all the moisture out, many were badly damaged. The bindings of many of the books were destroyed.

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Call for Papers

CONFERENCES

American Sociological Association Section on Racial and Ethnic Minorities invites papers for three sessions at the 1989 Annual Meeting, August 9-12, 1989, San Francisco, CA. Theme: "Diversity and Discrimination in the Context of Interdependent Social Systems." Papers on race and ethnicity regardless of methodological approach or theoretical perspective are welcome. Deadline: January 15, 1989. Send abstracts to Todd J. Alvarez, Department of Sociology, University of California, Los Angeles, CA 90024-1595.

The Institute of Culture and Communication, Temple University, invites papers and panel submissions for its Second International Conference, October 4-7, 1989, Philadelphia, PA. The ICC is an interdisciplinary forum hosting approximately 30 presentations of theory and research regarding the following topics: communication theory/methodology and the philosophy of social science/international governance, capitalism, consumerism and modernity, ideology and mass media and multiculturalism. Deadline for proposals is February 10, 1989. Contact: Dr. Thomas J. W. Breslin, Coordinator, Institute of Culture and Communication, Temple University, Philadelphia, PA 19122.

The International Association for Conflict Management's Second Biennial Conference will be held at the University of Georgia, Athens, Georgia, June 11-14. Selected papers will be published by Praeger Publishers in Theory and Research on Conflict Management. Other excellent papers not chosen for the conference will be considered for a special issue of the new Journal of Conflict Management. Contact: Tom Duffie, Chair, Second Biennial Conference, IAM Conference, 7620 Forbes Quain- ter, University of Pittsburgh, Pittsburgh, PA 15260.


National Recreation and Park Association Symposium on Leisure Research, October 20-24, 1989, San Antonio, TX. The purpose of the Symposium is to advance the state of knowledge about leisure through the exchange of research findings. For complete copy of the call for paper guidelines, contact the chair of the symposium, LeRoy Kennedy, Division of Recreation, School of Leisure Services, University of Illinois, 106 Conference Center, Urbana, IL 61801.

Publications

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Call for Papers, continued

The ASA Teaching Resources Center seeks to publish Michael Ammer’s Syllabi and Resources for Internationalizing Courses in Sociology during the coming year. If you have incorporated international, comparative or global perspectives in any undergraduate courses you have taught, please send a copy of your course syllabus along with other relevant materials to Mike at: Department of Sociology, Florida State University, Tallahassee, FL 32306. Especially valuable would be syllabi for standard sociology and courses like Introductory Sociology, Social Problems, Social Psychology, Marriage and the Family, Social Stratification, Race and Ethnic Relations, Social Research Methods, etc. Also, if you know of videos, publications, programs, conferences, or other resources that might be useful for instructors in strengthening the international content of their courses, please send this information as well.

Meetings
March 1-4: National Conference for Women in Correction and Jails/Ohio State, Hill Road, Columbus, OH 43201/953-931-092.
March 30-April 1: The Radios of the Social Sciences Conference, University of Maryland, Contact: Richard D. Bowers, Department of Sociology, University of Maryland, College Park, MD 20742, (301) 454-5166.
April 15-17: Undergraduate Research Conference in Sociology, Providence College, Contact: Nicholas Seldes, Conference Chair, Providence College, Providence, RI 02908/401-845-2210.
April 15-17: The 56th Annual Western Anthropology/ Sociological Research Graduate Conference, Santa Clara University, Contact: Paul Verhelst, Department of Anthropology/ Sociology, Santa Clara University, Santa Clara, CA 95053.

Funding
American Foundation for the Blind, Inc., Social/Research and Department of the Americas, Inc., offer a competitive fellowship in partial funding of doctoral dissertation research. The total amount to be awarded in 1989 is $400. Preference will be given to those providing proposals whose research may have national policy significance with APA priorities such as Problems of visual impairments as related to aging or severe Minority Status, Improving Education and Employment of Blind and visually impaired people. Provision of low vision aids and other services. Other considerations will be made based on the submitted proposal. Applicants who have completed all the requirements for the PhD except the dissertation. The primary purpose of the fellowship is to provide advanced graduate students with the opportunity to complete their dissertations before taking on the instructional and institutional responsibilities of a full-time teaching position. Fellowships are available for two fellowship years with a stipend of $20,000 plus fringe benefits. Deadline: October 15, 1988. Application forms are available to potential applicants; contact APA before submitting a proposal. Contact: Katharine A. Nelson, Senior Research Associate, Social Research Department, American Foundation for the Blind, 15 West 10th Street, New York, NY 10011, (212) 932-2142.
The Boston University Center for Alcohol and Addictions Studies offers a one- and two-year postdoctoral fellowship for research that relates to early intervention and treatment of alcohol and drug abuse. Stipends are $75,000-$100,000 per year depending on experience. Application deadline: February 23, 1989. Contact: Professor Joseph A. Volpicelli, Department of Psychiatry, Boston University Medical Center, Boston, MA 02118.
The First College Fellowship Program has been established to bring the following disciplines (African studies, Hampton, Mount Holyoke, Smith Colleges and the University of Massachusetts minority students: have completed all the requirements for the PhD except the dissertation. The primary purpose of the fellowship is to provide advanced graduate students with the opportunity to complete their dissertations before taking on the instructional and institutional responsibilities of a full-time teaching position. Fellowships are available for two fellowship years with a stipend of $20,000 plus fringe benefits. Deadline: October 15, 1988. Application forms are available to potential applicants; contact APA before submitting a proposal. Contact: Lorna M. Peterson, Associate Coordinator, First College Fellowship Program for Minority Scholars, Five Colleges, Inc., Box 748, Amherst, MA 01004, (413) 545-8730.

Harvard Medical School Department of Psychiatry, Department of Health Sciences Center, offers two year-long independent research fellowships for postdoctoral training under the supervision of an experienced clinical researcher, participation in a collaborative research setting. Fellowships are awarded to individuals who have completed a Demonstrative or Clinical track in the predoctoral clinical training program. Application deadline: May 1, 1989. Contact: Department of Psychiatry, Harvard Medical School, 256 Longwood Avenue, Boston, MA 02115.

The NIOSP fellowship is intended for thescatterology of sociology, given in the broadest sense. The program supports research that is "sociological", that is research that can be described in sociological terms. The program is designed to provide research support for sociological research in the broadest sense. The program supports research that is "sociological", that is research that can be described in sociological terms. The program is designed to provide research support for sociological research in the broadest sense.

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Competition
American Sociological Association Section on Education and the U.S. Department of Health and Human Services are sponsoring the eighth competition for those who have conducted research on poverty-related topics during the period July 1, 1985 to June 30, 1986. Guidelines are available from Elizabeth Evans, Research Fellowships, 110 Observatory Drive, Madison, WI 53706. Application deadline is January 25, 1988.

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The Aspen Institute's Rural Economic Policy Program has announced a research competition for grants to support studies of the rural poor in the United States. The purpose of the competition is to fund the development of innovative research projects that will help to reduce the poverty rate among rural residents. Proposals are due by March 15, 1989, and the winners will be announced in June. For more information, contact: Cindy Dianec, Rural Economic Policy Program, Aspen Institute, PO Box 949, Durham, NH 03824.

The law and Society Association is seeking nominations for its Student Awards, which will be given at the Association's Annual Meeting in Madison, WI, June 6-9, 1989. Awards will be made to the undergraduate and graduate student whose nominated paper best represents outstanding and original research in law and society. Nomination forms and information can be obtained from the Association at: 400 Market Street, Suite 402, Baltimore, MD 21201.

Awards

Bret Adams, University of Wisconsin, Madison, was honored by the Illinois Institute of Technology, University of Illinois at Chicago, and the University of Illinois at Chicago Circle for his contributions to the study of Symbolic Interaction. He received the best paper award in the category of Symbolic Interaction for his paper, "The Self in Symbolic Interaction," presented at the annual meeting of the American Sociological Society, New Orleans, LA, 1988.

Contact

At the ASA Annual Meeting, a woman's watch was left in a room during a session. The owner was identified by a friend who had seen her at the same session. The watch is of a particular brand and is marked with the owner's initials. If you believe you may have found it, please contact the program chair, Dr. G. B. Miller, University of Wisconsin-Madison, 1100 University Ave., Madison, WI 53706.

The Society for the Study of Social Problems, an international organization devoted to the study of social problems, is seeking nominations for its annual awards. The awards are given to individuals who have made significant contributions to the field of social problems. For more information, contact: Dr. J. W. Brown, Department of Sociology, University of Wisconsin-Madison, 1100 University Ave., Madison, WI 53706.

EXPERT SAMPLING

EX-SAMPLE 1.4: An artificial intelligence program, UC2M, samples size for comparing means, proportions, and variances. The program uses random sampling tables, regression, prediction, correlation, analysis, logistic regression, factor analysis, and SEMREL... compares with maximum sample size given time, money, personnel. Adjusts for response rate, contamination, and exclusions. FEATURES: helps screen, change/eval, ASCII text file report.

EX-SAMPLE 2.4: The ideal works, Inc., is a research and management consulting firm located in Atlanta, GA. It provides services in the areas of econometrics, market research, and data analysis. The firm has a staff of 20 professionals and is headed by Dr. J. W. Brown, Department of Sociology, University of Wisconsin-Madison, 1100 University Ave., Madison, WI 53706.
People, continued

George Ritzer, University of Maryland, will be visiting Professor at Shanghai and Peking Universities in the fall 1988 and will be in residence at the State University of New York at Stony Brook. He is now working on an Advanced Study in the Social Sciences at April 1989.

Harvey J. Schwartz, Professor of Rural Sociology and Agricultural Economics, Assistant Director, Illinois Agricultural Experiment Station, Urbana, participated in a symposium on The Future of Female Farming at Lake Michigan National Agricultural Biologists’ Conference. His paper was titled A Calypso for American Agriculture: Commemorating the Hatch Act of 1867.

Matthew Spiegel, has joined the Department of Rural Sociology at the University of Wisconsin-Madison.

Charles T. Waller, II, is a new Associate Professor of Sociology at Florida State University. His father, Charles H. Waller, is retiring as Chair of the Department of Sociology at Florida State University.

Ralph Wabhum, Bowling Green State University, is the new editor of Sociolog- ical Theory, the North Central Sociological Association.

Orin Walls, has joined the Department of Sociology at the University of Texas.

Kristen Wendt, has been appointed Executive Assistant to the President of the University of Texas.

Franklin Wilson, and Charles Camic, now have the Chair and Associate Chair responsibilities, respectively, of the Department of Soci- ology at the University of Wisconsin-Madison.

Lawrence Wu, Karen Barkey and Denis O’Hearne have joined the faculty of the Department of Sociology at the University of Wisconsin-Madison.

Mass Media

Penelope Casan, University of Denver, was named the 1987 winner of California Magazine’s award for her study on Stu- dents Living Against Political Op- position.

Gordy J. Dimmick, University of Delaware, was quoted in news stories on voter apathy, in the presidential elec- tion in the Wilmington News, Delaware Union Journal, papers in September, 1988. He was also interviewed on a few TV and radio shows about his research on the rela- tionship of the personality of voters and the perceived personality of pres- idential candidates.

Vaneeta D’Arends’s Political Sociology and Cultural Sociology seminar was the first one in a series of the most in- teresting for a second presi- dential election. She guest-edited the RSS 2, the AIDS fulfill- ing in Greenfield, NC.


Bernard Fidler, Michigan State University, was interviewed in the September 18 The Atlantic, “The Problem of Poverty in an article on Americans residing in Australia. Fidler and his colleagues, Alan W. Fid- ler, both in the Michigan Department, Mich- igan State University, are currently writ- ing a book about the subject.

Donna Gaines, State University of New York at Stony Brook, was interviewed in The Daily Princetonian “Thought about T-shirts and mass culture. She also spoke on campus, and was later interviewed by, “Dawn Mckie,” in the September 15 issue of Village Voice.

A. Godskesen, University of Wisconsin-La Crosse, was cited in a August 24 article in the Wisconsin State Journal about an outbreak of head lice and envi- ronmentalism which is emerging as a 21st century concern.


Robert L. Hauer and Jeanette C. Cauer, had an excerpt from their new book, Watermelon Master: Liyis’ Unpublished Crew, published in the September issue of Reader’s Digest. They were also interviewed on a number of radio stations throughout the country. Robert L. Hau- er was also quoted in an article on the marriage of movie stars in the July issue of McCalls.

Janet Lever, had her article on “Con- sumers and Colleges” published in the September issue of Playboy.

Susan Lock, Florida State University, was cited for her research on the pub- lic’s belief in teleology in several Flor- ida media, including the Sarasota Herald-Tribune, The Jacksonville, The Sun Sentinel, and WCFC 1410.

Thomas McCormack, York University, was quoted in the August 6 issue of the Toronto Star in an article on ethics of biotechnolgists.

Mildred Duley Puglisi, California State University, Fullerton, has been inter- viewed and quoted by numerous publica- tions and TV and radio programs for books and research on family-related topics.

Juan Riosman, Brown University Memorial Hospital, wrote an article for Octo- ber 31 issue of Montrón on Children’s fight against cancer. H. Laurence Ross, Department of Health and Human Services, was featured on CBS television in the Tonight Show discussing the lectures he delivered on the power of love to a group of children with terminal diseases in Ireland and the Republic of South Africa. Ross was also featured in the Cap Times Argus, and Milwaukee Sentinel.

David Smith, Tulane University, was quoted in an article on black on black crime in the August 22 U.S. News and World Report.

Jill Swiler and Karl Piémillier, University of New Hampshire, were cited in the August 9 Family Circle for their research on adult children returning to their parents.

Peter Szank, was featured in the Au- gust 7 issue of the Orlando World-Telegram for his personal experience and profession research on U.S. repatriations for Japanese-American survivors of internment camps during World War II.

Ronald L. Taylor, University of Con- necticut, was quoted in a series of arti- cles appearing in the Atlantic Monthly, July 7, and the Providence Sunday Journal, July 31, on the plight of black Maine educators.

Eric A. Wagner, Ohio University, was quoted in an article of the editors of The Ohioan, on his call for encor- aging more black head, football coaches.

Irvind K Fuchs, University of Colo- rado, was quoted in a September 9 issue of the Journal of American Medical Asso- ciation, on the high rates of smoking among mental health professionals and political candidates.

Deaths

David Dodge, University of Notre Dame, died August 6, 1988.

H. Ross Geiger, Wisconsin-Madison (Emeritus), died on No- vember 30, 1987 in Madison, WI.

Morris Janowitz, University of Chica- go, died November 6, 1988.


Obituaries

William Davis Quinn Chantrick (1916-1987) (William Davis Quinn Chantrick died De- cember 31, 1987. Twenty-seven years of service and commitment to the pro- fession of sociology had brought many con- tributions. The impact of his teach- ing, research and service will continue to be felt by all who met him and worked with him. As a leader in rural sociology, he saw the first attempt to put rural social change into a sociological con- text. His early work with ethnic migration and settlement continues to be sought out by historians and the general public alike. He was at the fore- front of research pertaining to rural school organization from the 1950s and 1960s. While school re- organization was a controversial topic, Doug brought an objective perspective to understanding the conse- quences of such decisions.

Professor Chantrick’s contributions to an understanding of rural life began as a rural school teacher and administra- tor in the 1950s. In the 1960s he became the Deputy State Superintendent of Schools for the State of South Dakota. In 1966 he joined the Depart- ment of Rural Sociology at South Dakota State University where he served until retirement in 1973.

That which he taught in his classes, he also practiced in his own personal life. Involved in community and civic organizations, he was often looked to for his unique perspectives. As a city commissioner and member of many boards and commissions, he practiced his sociology. In his retirement years he taught for a short time at the University of South Dakota and he continued his support of the education of youth.

In these and many other ways Doug left his mark on Sociology, for his students and admirers. We were all enriched by his optimism, his humanity, his wisdom, along with Berenson, will miss him deeply.

Our very fortunate to have been close to such an exceedingly brilliant, yet practical and loving man.

Jon Sateliter, South Dakota State University


Burton R. Fisher, 70, University of Wisconsin-Madison, Professor Emeri- tus, died August 17, 1988. Dr. Fisher joined the University of Wisconsin- Madison faculty in 1954 and served full-time until 1985 when he was granted emeritus status. He had received his B.S., M.S. and Ph.D. degrees from Yale, and a master’s from the University of Kan- sas (1939). Before coming to Madison, Fisher taught psychology at Brooklyn College and was program director of the University of Michigan Survey Re- search Center.

In 1954, Fisher received a Fullbright grant to complete research on social psychology at the University of Minnesota of 1960. Two years later he led a study of problems faced by the Mexican-American tribe in Wisconsin and in, 1963, did research for the Institute of Technology, India. He was appointed to the University of Pennsylvania as a Visiting Student. Committee on Selective Ser- vice in 1943.

He was a member of the American Psychological Association, the American Statistical Association, the Sociological Association, Phi Beta Kappa and the Society for the Psychological Study of Social Issues.

From Wisconsin Week, August 24, 1988

Sally Hacket (1926-1988)

Sally Hacket, a professor of sociology at Oregon State University, died in 1988 after a struggle with cancer. "A going away" party followed her memorial services at her request: a characteristic Sally gesture. She always wanted to capture the joy in any occasion and share it with everyone.

Sally’s life was far too short. She sought to understand both the kinds of social, work, and political organizations and technologies which shape that work. Her purpose was to make them more democratic, useful and just. For Sally, sociology and politics were insepara- ble. She was in a sense an apostle of a politics that was less in her, she was an explicit activist. Her sympathies and antagonisms were more than just expressions of her own cultural and political identity. She believed that working with others for the system of potential- ized social freedom was a way to find a kind of transcendent, even redemptive creativity. The result was a unique sociologist.

Sally grew up in a small town in downstate Illinois, and always identi- fied herself first and foremost as a sociologist and a career as a psychoanalyst. Her plans changed abruptly in the late 1940s when she was excelled from high school, she moved to New York City, where at a junior college, she discovered soci- ology. On the advice of one of her teachers, she went, teacher in hand, to the University of Chicago to as a scholar- ship student, where she was to earn her BA and later her PhD. Sally never quite shed her working class identity, or forgave the lives of rural women. She was always somewhat wary of the need to become a university professor. Whatever she did—mar- ried her first husband, earned her MA, got a PhD in sociology, and did a tour in the army—she felt like an ordinary woman and ordinary man.

In March, 1988 Sally received the Northwest Women’s Studies Award for her contributions to sociological leadership. Among her achievements, she helped founded an early chapter of the National Organization for Women in Houston. On behalf of NOW, she studied the experiences of black women. As a sociologist, Sally was interested in how the social system led to knowledge which was oppressive to women.
Obituaries, continued

and undermined the possibilities of work. However, she withdrew from administrative responsibilities, but continued teaching. Her "excuse" was that she had malicious problems to solve in the college. That she had no talent to deal with the problem was in the academic community. The magazine started to call itself "critical edukation," making technical work for those who had no resources or talents in this area.

Recently she applied her understanding of sociology to the battle for gender equality in the feminist sexual-political debates about audio-machination and female sexuality.

Her most recent fieldwork, a study of women's recent experiences in the legal system, was prepared for The Basque region in Spain, is included in her new book, Phoenix, Power and Technology: Two Books of Eng- gineering, Gender and the Cooperative Workforce,

"It is a theme on which Bar- bara was much more of a political and social reality and writing, it is the impact of modernization and change on religion. It has been published in many of her articles published in scholarly journals and in her two sociology of religion textbooks, Reformerative and Modernity: Classical and Contemporary Approaches, (1989). She also influenced many tribes in the book she was, Adema, in 3 and 4, a co-authored work, The Emerging New Class, (1989). Characteristic of the modernity in the subject, the number of recent published articles, which she reminded others, was in "Religion, Development, and Changing Paradigms." In her books, both focused on cultural tradition, also looked at the impact of change and religion. At the time of her death, she was engaged in research on theological education for women, looking over issues of the project for the women of the West. She had been working on a second edition of her book, including gender role, family, community, masculinity, and new social movements.

Barbara's published works, and I have only mentioned a small sample, she is being held much of her political influence in the church. Her works are great gift for using sociology to analyze the complex issues and sociological issues for a sociological audience. In this, she was a popularizer of sociological knowledge to the best of the world. Religious leaders in particular treasured her, she was immensely helpful, and she was much in demand as a leader for church audiences. At the same time, she brought fresh insights to the issues that made her work of interest to sociologists as well. There was no mean finet!

Her contributions to the sociological profession were considerable. At the time of her death, Barbara was editor of several sociological journals, as well as the editor of the Association of the Sociology of Religion's journal, which she had also served as vice president. From 1979-79, she was president-elect and president of the Association for the Study of Religion in Education. She had been selected by that association to deliver the 31st Philip Douglas Lecture at its 1988 meeting. The lecture honors scholars who have made distinctive contributions to the understanding of the role of religion in society. Sadly, her death prevented her from delivering the lecture. She also served for those years as a member of the Council of the Society for the Scientific Study of Religion. In addition to her contributions to the profession, she served on numerous church and civic committees and task forces at the local and national level.

Barbara's keen intellect was admired by many, and her passion for honesty and integrity, and a family lived on their own. She deeply loved her family, her students, her friends and colleagues, and all the social and intellectual worlds in which she lived. The president of the Bill School of Sociology, Donald D. Moore, expressed great pain. She was an elegant scholar, a beautiful person and a woman of tremendous charm. Barbara, we will sorely miss you.

Jackie W. Carr, Hartford Seminary

Official Reports and Proceedings

Minutes

MINUTES OF THE THIRD MEETING OF THE AD HOC COMMITTEE

The third meeting of the 1988-89 Ad Hoc Committee convened at 9:00 a.m., on Saturday, June 10, 1988 at the Sheraton Suiters Queens Marriott Hotel, Atlanta, Georgia. The following members were present: Sandy Allen, Judith R. Blau, Charles S. Blackburn, Richard C. Campbell, Randall Collins, Louis E. D’Amico, Nancy D. Foote, Helen E. Elder, Herbert J. Gain, Richard H. Hall, Marie R. Heng, Richard J. Hill, Edward S. Himes, John J. Hinde, Melanie L. Katen, Susan Miller, Valerie, K.Oppen- hammer, Nancy Nelles, and Karen N. Zald. Present from the Executive Officer about establishing the position of William V. D’Antonio, Carla B. Hower, Jamiel A. Maldonado, and Wollam H. Neff. Amendment of the Agenda. A motion to approve the agenda was carried.

Report of the President. This being his last Council session as President, Gans, through hisboat, a year of separation and occasional day- time, and for an educational year. Gans amicably at that he would report in advance of the meeting, to be reviewing here.

In the 1988 Presidential campaign underway, Gans noted that outside candidate received to secure any social change, akin to the often noted economic policies of the recent campaign to appoint one or more social advisors once elected president of the U.S. He asked Council for its recognition of the need for the social advisor role and for the social advisor to be present at the President’s Council.

MOOTION: That Council recommends the addition of a social advisor to the President’s Council, the President’s Council.)

Reapportion of the Senate. In this con- sideration of the President’s con- sideration of the Senate, the President’s Council. The Senate and the President’s Council’s con- sideration of the Senate, the President’s Council.

MOTION: That Council recommends to the Senate $10,000 to increase interest income in 1988-89. In June 30, 1989 to help under- write the inauguration of the new MPP Institute for Social Methodology program, cart. Report of the Ad Hoc Committee to the Board of Directors. The committee, emphasizing a review of sociological tech- nology and social change, began the discussion of membership in the current income categories. As well as anticipated trends, the committee’s recommendation includes the current ten income categories, and a new category in the group 3-4 increases based on the rate of inflation. It was suggested that the committee use a variety of data on salaries to decide if money for service purposes, and how to implement its annual budget. The committee noted that the increase in membership fees is, in fact, the amount of additional services provided, and how to implement its annual budget. It was suggested that the committee use a variety of data on salaries to decide if money for service purposes, and how to implement its annual budget. It was suggested that the committee increase the annual budget, and how to implement its annual budget. It was suggested that the committee increase the annual budget.
Minutes, continued

The Annual Meeting format, and the support that could be drawn on an annual basis, was the subject of a proposal to be developed by the Executive Officer and presented to the Board of Directors at its next meeting. 

When hiring professional staff, specific efforts were made to ensure that candidates would be developed by the Executive Officer and approved by the EOB. Initial appointments will be for a term of not more than three years, with the option for reappointment at the end of the term. Performance evaluations of the professional staff will be conducted by the Executive Director at least three years after their appointment, and after two years of satisfactory performance, the term of service for professional staff will be unspecified until the next executive search. The initial professional employment will be for a term of not more than five years. Should the decision be made to terminate a program, the professional staff will be given one final opportunity to continue the professional staff as it has been established. This policy has been in effect for at least two years, with a significant number of new positions filled.

The Association recognized the need for an adequate number of members to maintain the financial health of the organization. The Association noted that the Association had a history of providing financial support to various projects and programs, both at the national and local levels.

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Minutes, continued

Council decisions on appointments to committees and to various repre-
sentatives to other organizations were post-
poned until its January meeting.

Report of the Member Committee Section on Issues. Miller relayed several requests for permission, and the announcement of section awar-
dees in the Annual Meeting Program and for at the Section's September meeting. The number of years a new section must wait before its first meeting was also discussed, along with accounting information from the Execu-
tive Office, information on the sale of section mailing lists, and the reviews of the formula for determining number of annual meeting sessions per section. Issues discussed included inequities among sections, and the leadership of section membership, use of section income, section responsi-
bilities, and appropriate section over-
sight. Council asked the Executive Office to review all issues raised and report back to Council at its next meeting.

MOTION: that section awards shall not be part of the Awards Ceremony of the Annual Meeting, but otherwise receive publicity by the Association.

Report of the Membership Committee. Mantona reported that the enthusi-
asm and hard work of associate mem-
bers continues. In view of the near full-
ship membership total of 10,000, the Com-
mittee adopted a realistic target of 12,500 for 1989 — a slight increase over 1988. After reviewing a downward trend and realizing significant increases in the last few years, it appears that membership may continue in that direction. The commitment will continue to organize this year’s efforts around three goals: increasing numbers of newly data on journal experimentations (EPs). The last will include specific options aimed at in-
creased membership of student popula-
tions and evaluating the results.

Report on Certification Program. Maldonado reported that the work of the A.A. certification subcommit-
ttee on credentials and examinations was proceeding smoothly. Such essays are expected to be ready by the 1989 Annual Meeting.

Report of the Electronic Sociological Network Committee. Bell reported that the present copies of a bit of AAS members having the ESN service, and that it has also been published in the 1988 Directory of Members. The Committee also held a continuous demonstration project in the exhibit hall during the Meeting on how to access the major elec-
tronic network. Bell said that the Exec-
utive Director was expected to be linked to the BITNET system in the fall (addendum). Members are reminded to request to need new members to this ad hoc committee.

Report of the Committee on Federal Standards for the Employment of Soci-
ologists. Bell reported that the commit-
tee met for a monthly meeting during 1988, having accomplished the follow-
ing (1): review of the Federal Job

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December 1988 Footnotes

Sociology from Chicago

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Minutes, continued

gratitude to William E. Ewens for his outstanding efforts in serving as the first Field Coordinator for the ASA Teaching Resources Center. Gantt.

Report on the Professional Information Pro- gram. The ASF's Professional Information Program has been so successful that for the Annual Meetings had been better than in previous years, including a number of well-extended press conferences. He explained that the Sotterlntal Committee on Education began operations with a dozen ASA members ready to receive requests and articles in the form of press releases, contacts with public universities, information offices, and strategies to increase media coverage. Comparisons were drawn with media coverage in earlier years, and also with media coverage experienced by other associations. It was agreed to place the focus of the media on a future agenda for a more extended discussion.

Report on the Professional Development Program. Frank was asked to submit a written report on the POD and briefly reviewed progress on a number of initiatives including a proposed agreement with the American Association for the Advancement of Science. He expressed the need for acceptance of the Sociological Classification Society by the Office of Personnel Management, a trip to the Corporate Headquarters of the AFTRA with the idea that the Society participate in a national education program to plan and support a national conference on professional development. He also reported on career programs and other POD activities.

Report on Future Sites for the Annual Meeting. Arons reported that since sites had been reviewed in 1987 and identified the criteria for site compar- isons. He noted that the restricted framework for site selection was a product of ASA membership. The site selection was done by a group of social scientists. Extensive discussion dealt with the areas and center of sites, the Cook County, and the location of sites. Council voted the following order of sites for the 1990 Annual Meeting Pittsburgh, New York, Toronto, Washington, DC, and so on.

Miscellaneous Items. D'Antonio completed the Executive Officer report with several items.

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ASA Teaching Services Program

The ASA Teaching Services Program is a multi-faceted effort to support the professional work of high school and college teachers of sociology. The Program has three parts: (1) The Teaching Resources Center is a clearinghouse for written materials on teaching, including sets of syllabi and instructional materials for most courses. Write for a cate- logue. (2) The Teaching Resource Group is a network of over 60 consultants available for workshops and departmental visits on particular topics. (3) Teaching Workshops are held each year to provide additional training to teachers. For information also the conference or workshops, contact Dr. Michael Brocks, Academic Aptitude Testing Service, 1702 1/2, Fort Worth, TX 76107. This report was presented at the Teaching Sociology and the Section on Undergraduate Education complement the Teaching Services Program. Sociology teaching helps one another—is what the Teaching Services Program has fostered for over a decade.

Membership in ASA benefits you!