What Ever Happened to the Haight-Ashbury?

by Sherri Casas, San Francisco State University

When the ASA met in San Francisco 20 years ago, the Haight-Ashbury District had just burst into psychedelic splendor. There was dancing in the street, free food in the park, and an air of perpetual carnival. There were even Gray Line Tour buses. Haight Street and the counterculture it spawned was a cultural scene—a unique historic event.

Over the years, the district has become an interesting document in continuity and change; in conflict and adaptation. Much of that document is visible to even the casual visitor, and I urge you to take a walk around Haight Street, circa 1969.

The architecture alone reveals a lot about the history of the neighborhood. When Golden Gate Park was first developed, wealthy Victorian entrepreneurs built their homes along the carriage entrance to the park, the Panhandle. They bought up large corner lots and built stately mansions on them. Many are still standing, others have been demolished. At the corner of Haight and Baker, across from Buena Vista Park, one of these mansions is now a Bed and Breakfast Inn. On the opposite corner is a complex of one bedroom condominiums that were built a hundred years later. One block west, on Lyen Street, you can see examples of more modest Victorian structures, built in homes for families of moderate means. Other families of means, but not wealth, built one or two flats above their houses, and numerous examples of these structures are found throughout the district, intermingled with structures that have been "modernized" at various times.

The varied architecture serves as a backdrop for the astonishing diversity of people who live in the neighborhood. You can encounter an aging population of pre-Hippie residents who purchased their houses and flats 40 years ago. Mr. Dahman, my Filipino neighbor, still walks up to Haight Street with a plastic grocery bag in each hand, his eyes now dimmed by cataracts, his step slow. Around him are a sizeable number of original Haight-Ashbury Hippies; some colonized the neighborhood in the 1960s; others came later. Next to them are the various manifestations of today's counterculture: the Skidwalks who hang out at the clubs at the west end of Haight Street and propel themselves from one destination to another on skateboards and motorcycles; the Punks with their bright colored hair and multiple earrings; the Goths in various versions of black and industrial garb; the Neo- Hippies in resuscitated bell bottoms and love beads. My Hippie neighbor Astasia sewed banners for the Grateful Dead when they gave free concerts in the Panhandle. Her punk daughter Alega wears black motorcycle boots, spiked magenta hair, and hangs out at the 1...
1989 Program: Plenaries and Thematics
by Jay Haan, The Ohio State University

The theme for the 1989 program concerns the interrelationships of macro and micro theory and variables, a persistent problem in most of the social and behavioral sciences. Two plenary sessions of the two plenary sessions that the program committee has planned addresses these issues: Micro-in Macro: The Search for Stratification with Doris Wilkinson presiding, the plenary will feature a paper by Ray. Lesser Blumberg, drawing on her research on gender stratification in the third world. Randy Collins will present a paper based on his longstanding interest in macro and micro theories. The discussant will be Sam Preston, who recently served as president of the Population Association of America.

The second plenary session holds special status. Organized by Beth Schneider, this plenary features sociological research on AIDS. In addition, the annual meeting site itself has presented unusual opportunities in other parts of the program, in particular, San Francisco has gone about dealing with AIDS. Nancy Stoller Shaw will preside. Papers will be presented by Lynda Johnson and Barry Adam. Bill Darrow of the Centers for Disease Control in Atlanta will be discussant.

Fourteenth of the 15 planned thematic sessions are in final form. They include "Consequences of Inequality for Individuals," organized by Sam Preston.

Increasing the Pool of Reviewers for ASA Journals

The Task Force on Participation in ASA Activities was established a year ago to identify ways to increase and enhance the involvement of colleagues in activities in teaching in two and four year colleges. (which will be called 2/4 for shorthand). The Task Force is looking at ways to increase the number of papers that can participate in the editorial work of ASA journals, in the annual meeting program and in other activities. The Task Force made a presentation about its work to the ASA Publications Committee last year. It is currently working on an essay about structural changes, if any, that would enhance the participation of 2/4. Several editor introduce that they have 2/4 on their boards and would welcome the visits and letters of interest from any ASA members. The Publications Manual notes that "the selection of reviewers should never be made randomly or haphazardly from lists of volunteers or from lists of persons classified according to their specialties. Attempts should be made to include women and minorities among the reviewers, but in no case should the choice be made without knowledge of the qualifications of the reviewers." Jeylan Mutchler, University of Minnesota, is the chair of the Committee working on the revisions of the Manual. She suggested that language be inserted such as "However, it is important to provide the opportunity for participation in publication activities to persons in four-year colleges. We also need to increase the number of minority college as well as to women, minorities, volunteers, persons on lists provided by the department, and any other persons with whom the editor has had contact, if possible. (Note: By "editors" I mean the chief editor and any other editor or editor in chief to whom you can be approached."

The Publications Committee supported the general principle of the Task Force by extending a compliments of participation and, for example, thought that inviting scholars to act as additional reviewers would be a good way to discover previously untapped talent. The Task Force recognizes that colleagues with heavy teaching loads may not publish extensively in journals themselves and thus are not readily known to editors. However, if they are wellōs in sociology, have kept up in the literature, and, as teachers, may have the special asset of a broader view of the field. This special perspective may enhance the review process.

Interested persons should send their vita and letters of interest to the editor of the journal to which appropriate to their expertise. Teaching Sociology: Theodore C. Wagener, Miami University, Oxford, OH 45067.

Contemporary Sociology: Jody Harper Simpson, Duke University, Durham, NC 27708.


Journal of Health and Social Behavior: Mary Fenelon, Pennsylvania State University, University Park, PA 16802. Sociological Methodology: Clifford Clogg, Pennsylvania State University, University Park, PA 16802.

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American Sociological Review: Gerald Marvin, University of Wisconsin, Madison, WI 53706. (All addresses of Department of Sociology unless otherwise noted.)

For more information on the Task Force on Participation, contact the following chairs: Lynne Louraison, Mary Baldwin College, and Ann Sundgren, Tacoma Community College.

Papers will be presented by Tim Smedley, an economist at Vanderbilt, and by Brian Graton, a historian at Arizona. Martinson will be the discussant. "Macro-macro Theoretical Linkages in Social Demography" has been organized by Susan Watkins, Martha Turner, Karen Massim, David Telsum, Rose Stoelber and Bob Rice in the session on "Family Responses to Macro-Economic Change" has been organized by Lois Robinson, R. Doug Camps will present. Ken Keeler and Sara Mcluhan will present papers and Jeylan Mutchler will discuss them.

Increasing macro-micro problems from the present perspective of sociological research will be addressed by Thomas Gammon, "The role of Social Organization in the Comparison of Social Systems" will be presented by John Hagan. Three papers will be presented by Alan Bienen, Albert Paley, and Ken Land, respectively.


Three sessions will address the interplay between the role of social psychology and social structure. Morris Rosenberg will preside over the session "Thinking about Social Change." Papers will be presented by Carol Pratt and Conn Clark.

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Sociology Today: Norbert Wiley, University of Illinois, Urbana, IL 61801.

Sociology of Education: Philip Wender, Graduate School of Education, University of Rochester, Rochester, NY 14627.

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Plagiarism Case Documented


The Social Psychology Quarterly article is entitled "The Interpretive Conception of Social Interaction and the Logic of Deductive Explanation," and is authored by June F. Elson, formerly associated with the Australian National University. The original American Sociological Review article was published by Thomas P. Wilson and is entitled, "Concepts of Interaction and Forms of Sociological Explanation." Professor Wilson is currently on the sociology faculty at the University of California at Santa Barbara. In reviewing the case, the Publications Committee of the American Sociological Association (which produces both journals and holds the copyright of the original Wilson article) issued a finding of plagiarism. The editors of all of the ASA publications and the elected members of the publications committee wish to underscore our commitment to uphold the scholarly norms regarding plagiarism.

This notice is being published simultaneously in Social Psychology Quarterly and the American Sociological Review. It is also being circulated to the relevant professional organizations. Members of the scholarly community should eliminate all reliance on the Wilson (1987, Social Psychology Quarterly) article, cited instead the original source, Wilson (1970, American Sociological Review) in all future writing. This has requested that an apology to Wilson be included in this statement: "I apologize without reservation for the errors which have occurred." The editors and the members of the Publications Committee wish to reaffirm that all similar cases will continue to be taken in the review process to avoid such violations in the future.

Corrections

The November issue of Fantasia mistakenly listed Cedric Williams, a MFP Fellow, as a graduate student at Northwestern University. Her correct affiliation is Washington State University.

The December issue of Fantasia, Richard R. Peterson was credited as a co-investigator with Barbara Heyns for an award received from the Sociology Program of the National Science Foundation.

Mare Hauge's affiliation was incorrect in the December issue of Fantasia. She is a Professor Emerita at Case Western Reserve University.

In the December 1988 issue of Fantasia, David Walczak was listed as a contact for a collection of software on teaching. He is collecting programs and songs lyrics are useful in teaching sociology.
Association for the Sociology of Religion Turns Fifty

by Lonnie M. Morris, Loyola Marymount University (Los Angeles) and William H. Suast, Jr., Editor, Sociological Analysis (Evanston, Illinois)

Currently celebrating its fiftieth anniversary, the Sociology of Religion marked the event with two special sessions at its 1988 annual meeting in Phoenix. The sessions were designed to complement each other, the first focusing on the Association's documentation and administrative history, the second engaging a distinguished panel of Association members in critically reflective discussion of the development of ACS/SAS over the years. As the double designation suggests, the Association has undergone a metamorphosis since its founding half a century ago.

At its inception the Association was christened the American Catholic Sociological Society, a name it was to bear for thirty-one years. The brainchild of four American Sociological Society members dissatisfied with the positivistic bent of ACS's approach, the organization and Catholic sociologists who would become a professional organization of their own, the Society of Religion was founded in December 1938, at Loyola University of Chicago.

Robert A. Hare, the President of ACS/SAS in 1988, was joined in his presidencies by Ralph Gallagher, S.J., a mover and shaker for whom sociology was either applied or penalized. His professorship in the sociology department at Loyola from 1936 to 1965, he was the Regent of the University's School of Social Work (serving from 1948) and in 1941 founded the Institute for Social and Industrial Relations at Loyola, where he remained until his death in 1965. Dr. Gallagher moved with equal ease among academic, industrial, and civic bodies, promoting effective training for law enforcement agencies, and speaking out vigorously for the social disadvantaged. His was a formative voice in the Society's early years, as he served as executive and editorial capacity for a considerable period.

Though it was Gallagher's original intention, ACS/SAS should affiliate with the American Sociological Society, it never did. Relations with the senior society were nonetheless cordial, and the first ACS/SAS conventions were coordinated with those of AAS—often during the difficult war years. Lack of affiliation with the sociological establishment may have brought with it one benefit: a certain freedom to experiment and pioneer, not only theoretically and pedagogically, but also administratively. The Society scored a professional first in 1943 by electing as its President Eva J. Ross of Trinity College (Washington, DC), the first woman in the United States to become president of a national or regional professional association of sociologists.

In its conventions ACS/SAS promoted more than the right to hold office; it picked up a tradition that had begun in the 1930s: the use of symposiums. The American Sociological Society: a practical concern for excellence in sociology teaching was born at the Institute of Religion in 1946; and in 1948, the first Institute on Religion in the United States was organized.

In 1948, the Society's membership was over 300, and in 1958, the number had grown to over 1,000. The Society's membership was the result of the growth of the field of sociology and the increasing interest in the sociology of religion that appeared in the 1960s. By 1970, the number of members had reached over 2,000, and the Society had become the largest organization of sociologists in the United States.

Since then the Society has continued to grow, and the number of members has reached over 3,000. In addition, the Society has published a quarterly journal, the Journal for the Scientific Study of Religion (JSSR), which has become one of the most influential journals in the field of sociology of religion. The Society has also published a number of books and monographs, and it has established a number of awards and prizes for outstanding contributions to the field of sociology of religion.

Today, the Society of Religion is one of the largest and most influential organizations in the field of sociology, with over 3,000 members. It continues to publish a quarterly journal, the Journal for the Scientific Study of Religion (JSSR), and it has established a number of awards and prizes for outstanding contributions to the field of sociology of religion. The Society has also published a number of books and monographs, and it has established a number of awards and prizes for outstanding contributions to the field of sociology of religion.

Mary Fennell New Editor-Elect for JHSB

by Ann Bery Hayd

It is a special pleasure to announce that Mary L. Fennell, having served ably as Associate Editor of the Journal of Health and Social Behavior since 1986, will be taking over the Editorship in January 1989. Mary is currently Associate Professor in the Department of Sociology and Senior Research Associate at the Institute for Policy Research and Evaluation at the Pennsylvania State University. A brief description of her research and experience in health-related areas will serve well to illustrate the philosophy and direction she will bring to JHSB during her tenure as Editor.

First and foremost, Mary herself has addressed medical issues from an extensive and thorough grounding in basic sociological theory and research design and methods. Her own training has also emphasized the importance of multidisciplinary work, as the complex issues implicate health care. Her PhD was from the Department of Sociology at Stanford University in 1979. Mentoring on organizational sociology. She was a graduate fellow in the NIH training programs at Stanford for three years and a postdoctorate fellow there in 1982. These programs deliberately gather students from a wide range of disciplines—all focused by common interest in organizational research and problems.

Second, Mary's own research has emphasized the understanding of the social processes and methods “on the cutting edge.” At the same time, her work takes a serious look at the current problems and pragmatic needs facing today's health care delivery system. Her early work examined how health care organizations have adapted to the rapidly evolving, health care scene. This work has made important contributions to the theoretical understanding of the organization of our health care system. Similarly, her recent book, (with Richard Wurman), The Diffusion of Medical Innovations: An Applied Natural Science, (Pennsylvania, 1988) contains work previously unrelated sociological theories to describe and explain why organizations might choose innovative to achieve an innovation, redefine it to suit their particular environmental context, and then implement it. Besides its contributions to theory, this work also sheds important policy relevant and pragmatic insights into how cancer therapy techniques get diffused throughout our system.

Panel on Federal Employment

by Joseph B. Grodsky

The ASA Committee on Federal Standards for the Employment of Sociologists (COFES) will host a panel on employment in government at the 1990 meeting of the Eastern Sociological Society and the District of Columbia Sociological Society in Baltimore. The panel, to be held as of 9:00 on Friday, March 17, will be followed by a reception. Participants include: David Arno, DOI; Charles S. Brautigam, GA; Katren Johnson, NB; Ronald Manderlich; NM; and Lambert Warner, USDA. The panelists are especially interested in learning about the experience and concerns of sociologists employed in state and local government. Given sufficient interest, the committee intends to establish a network of, and/or information exchange between their sociologists and those employed in the federal government. After the panel presentations, the floor will be open to suggestions as to how the effort might begin assisting government sociologists working at the state (and local) level. All sociologists are invited to attend this session and reception. Those who cannot attend, but who wish to express their ideas about what government employment are encouraged to contact Howard Lane, Chair, COFES, 5150 Oak Street Avenue, Bethesda, MD 20817. 

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Chairs of Graduate Departments: Where Do They Come From?

Thomaz Van Vaitz, Western Michigan University, and Kathryn A. Timmons, University of North Dakota

This short note represents the results of part of an ongoing research project aimed at individuals around the world: we know surprisingly little—people who chair graduate departments of sociology. Despite repeated requests to this area by Carroll (1979), Snell (1974), Steere (1980) and others, little information exists about the characteristics of the people who occupy these key positions, where they come from, how long they stay in them, and what happens to them when they leave.

The findings described here are based on data taken from the ASA's Guide to Graduate Departments in Sociology. Information is available on the degree-granting institution of each faculty member (including the chair), the chair's home institution, the year the chair earned each year from 1974 through 1985. With this data, we are able to focus on the universities that produced graduate chairs who have become chairpersons of graduate departments of sociology.

Table 1 shows the top chair-producing departments in the United States for each of the twelve years during the period between 1974 and 1985. To be listed among the 29 departments in the table, a department simply had to produce a minimum of five graduates who were listed as a department chair in a given year. The range in the number of schools listed is from eleven in 1978 and 1985 to sixteen in 1974 and 1980. Thus, they account for as few as 15 chairs (in 1978) and as many as 50 (in 1974).

<table>
<thead>
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<th>Department</th>
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<tr>
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The top five chairs come from the University of Chicago, Harvard, MIT, Michigan, and the University of Chicago. The top ten chairs produce 75% of all departmental chairs. The 29 schools listed, 13 appear in all at least seven of the top ten rankings for which results are reported. Moreover, the University of Chicago clearly heads the list. Only it and

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chair-producing departments during the years 1974 to 1985 (including ties). In this twelve-year period, the same five universities appear over 80 percent of the time. In addition to the University of Chicago and Harvard University, the University of Michigan, Columbia University, and the Ohio State University each have been among the top ten chair-producing departments for ten or more years. Another seven institutions are also consistently on the top ten list: North Carolina, California-Berkeley, Iowa, Wisconsin, Michigan, Michigan State, and Louisiana State. All appear between seven and nine times, or more than 50 percent of the time period studied. While nine additional institutions have made the top ten list more than once, their appearance is clearly not consistent (i.e., Washington-Seattle, Michigan, Washington State, Vanderbilt, Missouri, Cornell, New York University, Texas, and Oregon). The right-hand column of Table 2 indicates the total number of chairs produced during the same twelve-year interval. As we could except, Chicago again dominates the list. Producing an amazing 189 chairs (in twelve-year average of 15.8 chairs per year), Chicago's closest competitor is Harvard with 106 chairs (8.8 per year). The gap between positions two and three is also relatively large. The University of Michigan produced 55 chairs (2.2 chairs per year) over the twelve-year period, or approximately 18 percent fewer chairs than Harvard and 54 percent fewer than Chicago. Continuing down the list, however, the differences are generally smaller. For example, between North Carolina (90), Yale (67), and Louisiana State (62), the difference is only one chair per year. Each pattern of relatively small differences between adjacent rankings is

The same seven institutions are ranked at the top when we examine the creations of new chairs. The pattern of relatively small differences between adjacent rankings is

Note chair-producing departments are evaluated 'objectively' through qualitative indicators or 'subjectively' through a reputational approach. (1986b:15) The seven schools are: California-Berkeley, Chicago, Columbia, Harvard, Michigan, North Carolina, and Wisconsin. All seven schools are also included in the top ten of both rank orders of chair-producing departments. It is also interesting to note, however, that there are a number of departmennts that are highly-rated by the National Academy of Sciences (1982) and in other rankings of departments but do not appear on the list of chair producing departments. Completely absent are Arizona, Johns Hopkins, the New School for Social Research, Princeton, Stanford, SUNY Stony Brook, and UCLA.

To summarize, the data clearly demonstrate that there has been almost a monopoly in chair production held by less than 10 percent of the nation's graduate departments. The departments that are listed among the top chair producers account for an average of 47.4 percent of all department chairs over the twelve year period studied (the range is from 193.5% in 1983 to 61.2% in 1974). Moreover, they represent an average of 7.2% of each year's class. Yet, there are substantial differences among the chair producing departments. Between 1974 and 1985, there has been only one year when more chairs had graduated from a school other than the University of Chicago. Furthermore, the overall difference in the number of chairs produced by Chicago and Indiana University—the holder of the number 20 slot—is 145 chairs, or 36.2 percent.

One might certainly speculate as to why so few departments dominate the production of chairs. Have some universities come to produce large numbers of chairs because of the sheer numbers of graduates produced, or because of the prestige associated with them and their alma mater? Could it be that those who train at top-ranked sociology departments are more upwardly mobile and, therefore, tend to gravitate toward chair positions? By the same token, perhaps those individuals who become chairs are more "cosmopolitan" than "local" in their general orientation, and see the position as a stepping stone, either at another, more prestigious institution, or to a higher-level administrative position. Whatever the explanation, the preponderance of chairs from a few departments clearly argues for some kind of social structural effect. Given the significance of the consequences, what effect may be should certainly be a matter of concern to the discipline.

See Chairs, page 5

TABLE 2: RANK ORDER OF CHAIR-PRODUCING DEPARTMENTS

<table>
<thead>
<tr>
<th>Department</th>
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<tr>
<td>1. Chicago</td>
<td>21</td>
<td>189</td>
</tr>
<tr>
<td>2. Harvard</td>
<td>11</td>
<td>88</td>
</tr>
<tr>
<td>3. Michigan</td>
<td>10</td>
<td>76</td>
</tr>
<tr>
<td>4. Columbia</td>
<td>9</td>
<td>62</td>
</tr>
<tr>
<td>5. Ohio State</td>
<td>8</td>
<td>50</td>
</tr>
<tr>
<td>6. North Carolina</td>
<td>8</td>
<td>49</td>
</tr>
<tr>
<td>7. California-Berkeley</td>
<td>7</td>
<td>48</td>
</tr>
<tr>
<td>8. Iowa</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>9. Yale</td>
<td>7</td>
<td>47</td>
</tr>
<tr>
<td>10. Wisconsin</td>
<td>6</td>
<td>46</td>
</tr>
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<td>11. Michigan State</td>
<td>6</td>
<td>46</td>
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<tr>
<td>12. Louisiana State</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>13. Washington-Seattle</td>
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<td>14. Minnesota</td>
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<tr>
<td>15. Washington State</td>
<td>5</td>
<td>45</td>
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<td>17. Cornell</td>
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<td>18. New York University</td>
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Note: The table data is from the 1974 and 1985 rankings of departmental chairs. The data reflects how many chairs were produced at each of the top universities. The table shows the total number of chairs produced at each of the top universities.
ISA Competition for Young Sociologists

The International Sociological Association is organizing a worldwide competition for young scholars engaged in social research. The winners will be invited to participate in the XIXth World Congress of Sociology in Barcelona, Spain, July 9-13, 1990. Their essays will be published in English, subject to editorial review in the ISA's journal, International Sociology.

By "Young Scholars," we mean people under 35 years of age as of September 1, 1989. Participants should hold a Master's degree (or equivalent graduate studies diploma) in sociology or in a related discipline.

Candidates must send an essay of no more than 6,000 words, typewritten, double spaced, one side of the paper with margins of three cm; notes and bibliography should appear at the end of the text. We prefer essays focusing upon social issues engaged in social research examined may be social, economic, political, cultural or of any other kind; it is their investigation or analysis that needs to show a sociological orientation (for instance, through the identification of social processes underlying the phenomena under scrutiny, critique of common sense interpretations or of well established theories, etc.) and, in any case, according to the perceptiveness with which issues are treated, the awareness of observations, the consistency with which the analytical framework adopted is used, the theoretical creativity and originality of ideas, and clarity of argumentation. Extraordinary referencing or the use of advanced statistical methods will only be given secondary importance, so as to provide participants with opportunities as equal as possible throughout the World. The organizers are particularly interested in receiving essays from scholars in Third World countries.

Essays may be written in one of the following languages: English, French, Spanish (the three languages of the ISA XIX World Congress) as well as Arabic, Chinese, German, Italian, Japanese, Portuguese, and Russian. A jury will set up for each of these languages (with the exception that Spanish, Italian and Portuguese will be treated together). Scholars whose mother language is none of the above languages may submit a paper in English, to be evaluated by two specific jurors dealing respectively with English or French as second languages. All scholars may make use of this option if they prefer.

The jurors will be chaired by members of the ISA's Executive Committee or other high bodies. The Grand Jury will be chaired by the President of the ISA, Professor Margaret Archer.

Two copies of each essay should be sent to the following addresses:

**Worldwide Competition for Young Sociologists**, c/o the International Sociological Association, 54 bd Raspail, 75006 Paris, France. They should be date stamped at the latest by or before Paris Secretariat before September 1, 1989.

In order to protect anonymity during the selection process, authors should include a separate sheet of paper with their name (capital letters), date of birth, mother-language, degree, address where they can be reached (and optionally) their present occupation.

Initially, each jury will consider which essays meet a sufficiently high standard to be issued a letter of official commendation and to be listed in the ISA Bulletin. Each jury will then preselect (by December 1989) a maximum of three essays whose authors will receive Merit Award Certificates, a four year membership of the ISA, and an invitation to attend the XIXth Congress. Although the ISA cannot guarantee to cover all travel costs, all the authors thus preselected will be accommodated to the Congress Travel Grant Committee.

Finally, out of those preselected, a Grand Jury will select up to five winning essays. Their authors will immediately be invited, all expenses paid, to participate in the World Congress. In case of multiple authorship, the subvention will have to be shared.

Additional information may be obtained from the Competition Secretariat in Paris, see address above.

The International Sociological Association was founded in 1949 under the sponsorship of UNESCO to advance sociological knowledge throughout the world. Address of Secretariat: Place de l'Europe, 29006 Strasbourg, France.

**NIAAA Funds Sociologists, Seeks Proposals on Alcohol and AIDS**

The National Institute on Alcohol Abuse and Alcoholism (NIAAA) has supported the work of sociologists for a number of years. The Institute’s divisional priorities are advertised regularly; inquiries and applications from sociologists are encouraged. Individuals interested in learning about the Institute’s interests should contact NIAAA directly. The contact person for information, deadlines, and applications in the Division of Basic Research is Dr. Sue Shader, (301) 443-2518; in the Division of Clinical and Preventive Research, Dr. Robert Fuller, (301) 443-1677; and in the Division of Biometry and Epidemiology, Dr. Thomas Hartford, (301) 443-3306.

The following sociological inquiries were funded by NIAAA during FY 1988:

- **Bixler, Laura; Philadelphia, PA.** "Comprehensive Services for Dual Diagnosed Homeless," $956,863.00.
- **Dennis, Terry; Virginia Commonwealth University.** "Multidisciplinary Study of AIDS Risk in a Black Community," $42,000.00.
- **Filling, Kaye; Medical Research Institute of San Francisco.** "Situational and Contextual Factors in Drinking Practices," $54,250.00. "Collaborative Alcohol-Related Longitudinal Project," $29,974.00.
- **Hassan, William; University of Southern California.** "Adolescent Alcohol Prevention Trial," $186,358.
- **Mullen, Harold; University of Iowa.** "Teasing the Need for Elderly Problem Drinking Program," $12,880.00.
- **Noff, Janet; University of Texas Health Science Center at San Antonio.** "Drinking Patterns & Consequences: A Tri-Ethnic Study," $19,974.00. "Alcohol Use and AIDS Risk Factors A Tri-Ethnic Study," $15,325.00.

NIAAA is also issuing a special solicitation for applications to study the relationship between alcohol and AIDS. NIAAA urges applicants to give adequate attention to the inclusion of women and minorities in study populations. Not including these populations must be justified by applicants. NIAA is particularly interested in epidemiological, clinical, and behavioral, and biomedical research. Further information, application guidelines, and program requirements can be obtained from:

- **Daniela Semenza, PhD, Biomedical Research Branch, Division of Basic Research, NIAAA, 5000 Fishers Lane, Rockville, Maryland 20857, (301) 443-1223.
- **Mary C. DeFeo, MD, MPH, Division of Biometry and Epidemiology, NIAAA, 5000 Fishers Lane, Room 14C-20, Rockville, Maryland 20857, (301) 443-1677.
- **Donald Godwin, Prevention Research Branch, NIAAA, 5000 Fishers Lane, Room 14C-20, Rockville, Maryland 20857, (301) 443-1677.**

Teaching About the Sociology of Family Crises

April 20-22, 1989
Fort Worth, Texas

Participants will:
- address issues including violence in the family, divorce, remarriage, and similar issues which may create crises in families;
- work toward the development of units on various crises within the family for use within existing sociology courses or as the basis for courses on family crises;
- identify theoretical perspectives as well as key pieces of research which can form the basis for a better understanding of family crises;
- discuss materials including books and monographs, research works, films, and community resources available for use in units on family crises;
- examine typical student concerns and reactions to the discussion of family crises in the classroom and identify ways to respond to these concerns.

Workshop Fee: $275 for ASA members; $385 for non-members (fee includes lodging and some meals).

A $75 deposit and letter of interest should be sent to (D. J. Michael Brooks, Field Coordinator, ASA Teaching Services Program, Academic Services, Texas Christian University, Box 2587, Fort Worth, TX 76129). Letters and deposits are due by March 15, 1989.

Sociologist Founds Litigation Firm

To assist him, Stephen J. Morewitz, a sociologist, founded the first litigation sociology firm, Morewitz, PhD, & Associates, 10 West Oakdale Avenue, 143, Chicago, IL 60617 last summer. Litigators have available services for personal injury, medical malpractice, equal opportunity and criminal law matters. There might be a need for the experts to analyze basic information (such as accident/safety and medical records), using statistical methods and other behavioral science techniques. For instance, in the case of equal opportunity, winning the case very often hinges on analyses of hiring/fireing practices and on prejudicial attitudes in the workplace. Proof of emotional distress might call for psychological tests and sociological evidence. Advice concerning prospective witnesses and jurors might be needed.

An active sociologist for ten years, Stephen J. Morewitz has conducted research on sexual harassment, worker safety and occupational diseases. Morewitz received his PhD in Sociology from the University of Chicago and is on the faculty of DePaul University and of the University of Illinois at Chicago. He has been the Research Director for the National Safe Workplace Institute.
What Do Our Introductory Sociology Students Know?

by Richard F. Tomason, University of New Mexico

The title above bears an intended resemblance to What Do Our 17-Year-Olds Know? by Diane Ravitch and Chester Finn, Jr., an essay that questions what high school juniors know about history and literature. My study is a broader and bolder look into what introductory sociology students know about when the most significant persons and events, ideas and movements in the history of the West and of the United States occurred and what do other sorts of people know compared with these undergraduates?

To do this, I had to develop a test that could be taken in a short period of time to encourage the participation of hundreds of undergraduates and 241 professors, lawyers and doctors. The test consists of 100 pairs of names to which the respondent is asked “Which came first?” The original list was based on the most citations in Bernard Grun’s Time Table of History and John Herman Randall’s Making of Modern Europe. No person deceased less than a decade was to be included. The list of pairs went through several versions, being criticized along the way by several of my colleagues. Those references were the source of the original lists of names, more well-known or important names, and to insure that there were comparisons of near-dead and without ambiguity. We failed, perhaps, in one or two of the pairs.

The next steps were “Which came first?” and from two to four hundred persons held the same attitude I do about the question. It (1) contains a dozen important names missed in his vacuum cleaner approach.

The sociology student sample consisted of 1,397 completed tests out of 1,446 turned in. The simple Mean Score was 68.5 correct. These were students in introductory sociology courses at six universities, Arizona State University, Arizona, Harvard, University of Illinois at Urbana-Champaign, University of New Mexico, and University of Washington (there the sample was a large introduction to deviant sociology course). Introductory sociology courses get a broad array of liberal arts students and students from business, education, psychology, and other fields. Few are sociology majors. The majority of the student sample were freshmen and sophomores; there were also sizeable minorities of juniors and seniors. Males and females were roughly equal in number. The average class size of the sample was sophomore and the modal age 19-20, but in all the samples, except Harvard, the majority of students in their upper 20s and 30s, and even a few in their 40s and 50s. There is a clear correlation between score and age through the upper 20s, but after that there is no relation. Class status, as we would expect, is also positively correlated with score. All classes were tested during the 1967-88 academic year.

Fifty sociologists from five universities (Indiana, University of Massachusetts-Amherst, New York University, Rutgers- New Brunswick, and Western Michigan) completed the test as did 40 English, history, and philosophy professors from the University of New Mexico. There was virtually no difference between these two faculty samples, had simple Mean scores of 90 percent correct.

Half of the lawyers (N = 97) in the three largest law firm in Albuquerque completed the test as did almost 60 percent of the doctors (N=61) in the largest Health Maintenance Organization in New Mexico. Both the lawyers and doctors had simple Mean Scores between 91 and 94 percent. In the interest of simplici- ty and because the lawyers and doctors are not tac the professions, the results for the four professional samples are combined here and compared with the sociology students.

There were problems of interpretation with “Which came First?” Because only completed answer sheets were tabulated and there was no probability of choosing the right answer to any pair with no knowledge, it is mathematically justifiable to use a score obtained by subtracting the number of wrong answers from the number of right answers. Choosing A and B at random by flipping a coin would yield a score of around 50 percent. But people with some knowledge operate differently.

How, otherwise, is it to be explained on the basis of chance that only 29 percent of the total student sample was correct on the Beehive—Vividai pair? Answer: The Beehive was New Zealand’s first constitution, but they at least did know that when Vividai lived, he led preceding New Zealand. This score is almost a full century old. The same sort of explanation can be offered for the Roman Revolution—French Revolution pair (36 percent correct), the Chaucer—Shakespeare pair (42 percent correct), the Crusades—Punic Wars pair (43 percent correct), and, to a lesser extent, for a number of other pairs. But random theory does seem to apply to many of the pairs. Percentages correct then, would be expected to fall between 50 and 100 percent. From the 57 percent of the students who gave a correct answer to the Franklin D. Roosevelt (FDR)—Theodore Roosevelt (Teddy) pair, I would surmise that the great majority of them can’t distinguish between the two. And, like Einstein’s wife, a majority get it all up as to which came first, Greece or Rome (Classical Greece—Classical Rome, 76 per- cent correct).

A meaningful average score, then, would fall somewhere between the simple Mean Score and the Mean Score Right Minus Wrong. The best measure possible of average scores with this data is to use the average of the simple Mean Score and the Mean Score Right Minus Wrong. Let us call it the Modified Mean Score. The total student sample this would be 53 (the average of 68.5 and 37.0), an F by any- body’s reckoning. Five of the seven students took repeatedly separate tests. F. Harvard gets a C with a Modified Mean Score of 75 (the average of 85.5 and 67.0). The professionals get an A—with a Modified Mean Score of 93 (the average of 94.8 and 88.6). The sociologists get an A with a 95, and to do the other faculty with a 94. The 100 pairs can be disaggregated into seven more or less arbitrary categories: U.S. history, U.S. history, philosophy, science and technology, religion, and art and music.

U.S. History

The percentages correct for the total student sample and the combined profes- sional sample for the 24 pairs dealing with U.S. history are listed below. They are listed in rank order in terms of percent correct of the student sample. The simple Mean Scores for the combined 24 pairs are then given for the two samples with the more sophisticated Modified Mean Scores in parentheses.

<table>
<thead>
<tr>
<th>PAIR</th>
<th>Students</th>
<th>Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>France—United States</td>
<td>94-90</td>
<td>99-96</td>
</tr>
<tr>
<td>Columbus—Lewis and Clark</td>
<td>99-90</td>
<td>100-100</td>
</tr>
<tr>
<td>Great Depression—Korean War</td>
<td>86-88</td>
<td>95-98</td>
</tr>
<tr>
<td>French Revolution—Industrial Revolution</td>
<td>87-90</td>
<td>93-96</td>
</tr>
<tr>
<td>American Revolution—American Revolution</td>
<td>79-87</td>
<td>92-94</td>
</tr>
</tbody>
</table>

Julius Caesar—Peter the Great (Peter I) | 94-96 |
| Simon Bolivar—Hernando Cortez | 94-96 |
| Catherine II—Louis XIV | 94-96 |
| Chinggis Khan—Elizabet I | 94-96 |
| Chinese Communist Revolution | 94-96 |
| Russian Revolution | 94-96 |
| The Industrial Revolution | 94-96 |
| Antiquity—Middle Ages | 94-96 |
| Winston Churchill—Benjamin Disraeli | 94-96 |
| Crusades—Punic Wars (27 percent) | 94-96 |

Among the students only one pair had a simple Mean Score as high as 95 percent correct, European Economic Community—Holy Roman Empire. Among the profes- sionals three of the pairs had simple Mean Scores under 90 percent correct. Crusades—Punic Wars (72 percent) is in evidence of a low level of knowledge of ancient history among the professionals. A good showing of the undergraduates (43 percent) on the Great—Elizabeth I (82 percent and 34 percent) suggests that the Great is a rather-known historical figure to the laymen. The Enlightenment—Roman Empire pair had simple Mean Scores of 87 percent for the professionals compared with 51 percent for the undergraduates.

Literature

Nineteen pairs involve novels and novels and novels and novels, representing the most established in the Western and Anglo-American traditions.

<table>
<thead>
<tr>
<th>PAIR</th>
<th>Students</th>
<th>Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beowulf—Virgina Woolf</td>
<td>62-69</td>
<td>94-96</td>
</tr>
<tr>
<td>Don Quixote—You and I</td>
<td>62-69</td>
<td>94-96</td>
</tr>
<tr>
<td>Lord Byron—T.S. Eliot</td>
<td>78-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Robert Frost—Henry David Thoreau</td>
<td>78-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Victor Hugo—Voltaire</td>
<td>76-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Sir Walter Scott—Oscar Wilde</td>
<td>76-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Henrik Ibsen—Eugene O’Neill</td>
<td>76-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Johann Wolfgang Goethe—Franz Kafka</td>
<td>67-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Jane Austen—James Joyce</td>
<td>67-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Dante—Camus</td>
<td>67-79</td>
<td>94-96</td>
</tr>
<tr>
<td>Ryukyuan—Trollope</td>
<td>65-67</td>
<td>94-96</td>
</tr>
</tbody>
</table>

For none of the literature pairs did the students have a simple Mean Score greater than 82 percent correct (Beowulf—Virgina Woolf). The professionals, on the other hand, had Mean Scores under 90 for three pairs: David Copperfield—Tom Jones (33 percent compared with 44 percent for the undergraduates), Robinson Crusoe—Thomson (52 and 64 percent), and W. J. Auden—William Wordsworth (89 and 47 percent).

By Richard Sales and Charles S. Coon III, University of Wisconsin-Whitewater

Recent research focusing on the types of skills, knowledge or competencies various programs must provide for their bachelor’s degree graduates to bring to the workplace suggests that both educators and applied sociologists who work in organizational settings generally agree (Brown, 1997; Grazkowski and Mitchell, 1980; Lyon and Squires, 1983, 1984). Communication skills (both written and oral), quantitative skills and “problem-solving, analytical or critical thinking” generally fall at the top of the list. Secondary importance, but still highly ranked, are “relational,” “leadership” and “team-oriented” skills. Toward the bottom of the list are creative or value-oriented abilities such as developing or evaluating policy options or designing new projects.

In other words, both sociologists and clients whom we talk to value our graduates for the kinds of abilities that any college graduate in almost any field is expected to have: the ability to reflect on what we as an intellectual discipline have to offer which is different from, if not better, many others. In addition, both colleges and universities, and especially, vocational programs such as business or engineering. In fact, Mills has proposed an explanation for the redefinition of our efforts to prepare students for jobs through his description of the sociological imagination. Accordingly, he suggests that we as teachers need to provide a “quality of mind” that will facilitate the sociological imagination. He focuses on the analysis of four broad types of ethically misconduct situations: (1) internal rule violations, (2) external rule violations, (3) internal policy disputes, and (4) external policy disputes (Coon and Salem, 1980).

On the other hand, many colleges and universities have moved toward the development of courses in “critical thinking” which are often offered by philosophy departments. Recently, however, sociologists have developed courses and texts to support specific courses in critical thinking in sociology. Generally they seek to develop so-called “macro-level” and “micro-level” skills. Micro-level skills include the abilities to clarify issues, filter out assumptions, assess logical consistency, and determine fallacies in an argument. These and other skills are so applied within the context of “macro-level” abilities which include a philosophical stance regarding others’ words or conclusions, a predisposition to seek supporting evidence, creativity, a commitment to “open-mindedness” and an openness to self-criticism. These other skills and attributes are encouraged through the intensive analysis of specific research and/or published materials from a variety of sources (Denn, 1987, Mayer, 1983). Both of these recent efforts to translate sociological understanding as well as traditionally transmit it into the classroom can prove confusing for all the teachers (and students) involved. Special skills are needed for the analysis of data, the translation of classroom experience into practical applications, and the development of courses in “critical thinking.” Lastly, some colleges have attempted to integrate traditional methods of teaching with one or a series of experiential learning assignments.

Teaching

Research suggests that our use of the first and most basic strategy can have the largest impact of impact we currently provide. It appeals directly to interest. It has to do with social ideals, with ethical considerations, with what ought to be.

Social Ideals and Experiential Learning

Waald’s commentary focuses attention on a key issue with regard to the ability of sociological understanding to contribute to the development of the ethical/critical sensitivities of the individual student as well as the concrete opportunity for graduates to make a humanizing impact. He links knowledge to action. This link is the goal of experimental internships or learning programs which have grown markedly during the past fifteen years. On the one hand, many have simply seen such programs as vocational training opportunities, but a few have emphasized their potential to promote change through allowing the individual to bring together academic coursework and extracurricular experiences. The opportunity to apply knowledge and insight in an action setting (Hossway, 1982; De Martini, 1982). De Martini makes specific suggestions (p.26-29) about how students placed in organizational settings can analyze situations and consider change options as part of the internship experience. Whether not these analyses remain simplistic theoretical or, indeed, are presented by students to their organizational supervisors, internships do present opportunities to gather information, explore the literature and conceptualize problems within the work setting.

Of great significance to many students is the credential an internship provides for a potential job after graduation. Prior to the development of the internship programs at University of Wisconsin-Whitewater, survey results revealed a scary picture of many graduates unable to find professional and personally rewarding employment.

In September 1976, we have placed over 300 interns in social service, criminal justice, public administration and corporate settings (Salem and Green, 1982, Salem and Grabarek, 1968). Also, we have developed a handbook recommending appropriate interns and electives for a number of career paths. Results from a follow-up survey demonstrate that those who elected internships (as compared to those who did not) (1) were more likely to find jobs, (2) had more responsible jobs and (3) saw their education as more related to their current job.

Is the thrust of our program and other more similar programs been simply vocational and much less an instrue for the integration of “understanding” with “action”? In one sense we have answered that question with a tentative “yes,” because we have recently made curricular changes to make our program less “vocational” by requiring majors or minors to take our “ethics practice” course prior to the internship elective (while allowing them to use this course as an alternative means to fulfill an “academic methods” requirement).

We have also changed the nature of this course in several ways. We have expanded coverage of applied policy research and plan to use it as a vehicle to begin the students’ planning and literature search for a required analytical paper focusing on their internship experience.

In another sense, however, the answer to the vocationalism question must be, “yes,” because the environment of the few means available to sociology majors to examine the insights they have gained in the classroom setting that has been specifically chosen to be relevant to their career setting (Dozier, 1983, pp.41-48). Moreover, the internship allows students to make contacts in the professional world work as well as to establish a credential which can be instrumental in convincing a potential employer to hire a sociology major. As we all know, it is very difficult for most employers—except in a few fields—to pay very high salaries in “sociology” or other liberal arts majors. Even many social service agencies seem to prefer hiring graduates who have a bachelor’s degree in “social welfare.” Therefore, it is extremely important if we seek to provide the opportunity for those who graduate with a sociology major to get the chance to actually see the responsibilities which we think we generate. In essence, we seek that our graduates as individuals can have an important impact on the day-to-day decisions made in government, public services, criminal justice and most especially in the corporate sector, but must also have the ability to handle problems without the credit to get the job or the experience that the internship can provide for making sociologically informed decisions.

Internships and “Progressive” Social Changes

As of yet we do not have hard evidence that the internship program graduates always apply the kinds of sensitivities that we seek to instill in such a way as to make the organizations in which they work more humane (Michel 1986; Don Martini and Whitehead, 1986). However, the results of a recent survey of our graduates strongly suggests that they do attempt to remedy some number of illegal, discriminatory or incompetent actions of co-workers (Green, 1988). In addition, there is much more empirical evidence to suggest that the internships were viewed as an opportunity for the integration of classroom insights and on-the-job tasks. We would like to comment briefly on two such situations.

Approximately three years ago we placed three students at the regional offices of a major convenience store chain to work with the director of human resources to explore the general problem of turnover among store clerks and managers. All three students were sociology majors who had either an economics or general business management minor, and who expected to seek employment in a corporate setting. First, they used available data to examine demographic factors and cut interview responses correlated with length of employment with the corporation. Then, they developed and conducted a satisfaction survey evaluating a number of job satisfaction items and other variables that we felt might be important: pay, opportunity for advancement, supervision, etc. They then developed a list of recommendations for improving work conditions and the availability of information, job security, etc.

In another setting, they were asked to develop a plan to increase the number of job placements for college students. The students, from the beginning, had hypothesized that the only way to solve the problem would be to offer college students a broad and diverse set of opportunities to develop their skills and mathematical skills. It was important to consider the type of student who would benefit from such an opportunity.

A variety of student groups were identified, from the beginning, as potential beneficiaries of such an opportunity. These included students who were interested in pursuing careers in the arts, students who were interested in pursuing careers in the sciences, and students who were interested in pursuing careers in the social sciences. The students developed a number of strategies to identify potential beneficiaries of such an opportunity. These included conducting surveys of students, conducting focus groups with students, and conducting interviews with students. The students also developed a number of strategies to develop potential partners for such an opportunity. These included identifying potential partners, conducting surveys of potential partners, and conducting interviews with potential partners.
Teaching, from page 2

Director. Some key findings suggested that middle-aged married women were the most stable employees. Primary areas of dissatisfaction were pay, supervision practices, and opportunities for decision-making. Students recommended a scheme of participatory decision-making, much like the efforts undertaken in quality circles as well as a new pay and reward structure. What they were able to do was to use the data to make recommendations to management from the perspective of the worker in a corporation not suited for its sensitivity to employee concerns. They even used a complex formula gleaned from the "personnel management literature to support their recommendations in terms of the "total cost of employee turnover." The variety of courses they had taken in such areas as "personnel," "social stratification," and "sociology of sex roles" was not unrelated to their advocacy of these changes.

In the second instance the graduate of our department who was employed as a police officer (who had completed an internship in a county sheriff's department) recounted a story hearing on ethics for one of our criminal justice classes. During the past year he was called to the scene of a reported fight. When he arrived, he encountered several black and Cuban men who appeared to be very drunk. Two of the Cuban men present were well known to the police from other encounters staged by their drunk and disorderly conduct. He intervened in the situation by joining with them and attempting to control the situation in the neighborhood being bothered by their behavior. They quieted down, and consequently, he was about to leave when a black officer arrived on the scene to threaten the blacks using - of all things - racio-lyric language. This led to an arrest of one of the men by the black officer. One former student mentioned this incident to his sergeant. A week later he was called to the lieutenant's office and reprimanded for "badmouthing" a fellow officer. However, he clearly acted in the best interest of the drunken men by treating them with respect and declining to use the option of arrest and, in an ethically defensible manner by questioning the behavior of a fellow officer. Here again, we feel that his behavior (which he viewed as appropriate) was probably influenced by the nature of our criminal justice courses as well as the realistic experiences upon which he was expected to reflect during the course of his own internship several years earlier.

Conclusion

In sum, the police officer had the benefit of both academic coursework and an internship while the corporate interns were given the opportunity to recom- mend action on the basis of both prior academic experience and the data they collected. We believe that both were lacking the knowledge, insight, and sensitivity gained in their undergraduate years to concrete actions in the world of work in the sense suggested by both Mills and Ward. This we contend, must be an important goal of undergraduate education in sociology which may be most effectively attained through the internship experience. Further, the relatively recent development of "clinical sociology" (McDonagh, 1986) as an interest suggests that we need to seriously examine not only the action outcomes of knowledge in the traditional objective sense, but to explore the many, many specific situations in which sociology is or can be used to attain a more progressive and humane society. As teachers we need to take advantage of both classroom and experiential forms to enable graduates to have an impact in the social contexts in which they work.

References

Michelskiw, Raymond. 1985. "Com- ments on Berger and Salem" Wisconsin Sociologist, Volume 23, 213 (Spring, Summer), 75-76.

Rich Survey Data Available

A survey of all U.S. cities over 25,000 in population is now available to urban researchers through the Inter-university Consortium for Social and Political Research in Ann Arbor, MI. The survey includes measures of community power, voluntary associations, citizen participation, and policy strategies. Data come from the Fiscal Austerity and Urban Innovation project which will study the extensive study of local government in the world to date. In some 35 other countries analogous studies are in progress. While it is more than a $5 million project, costs have been divided among participating teams so that most has made modest investments. The project remains open to persons interested in participating in different areas from attending conferences to analyzing the data, or publishing in the Newsletter, annual volume Research in Urban Policy, or the new Soy Urban Innovations book series.

The mayor, chair of the city council finance committee, and chief administrative officer or city manager have been surveyed, using identical questions in each city of the U.S. over 25,000—nearly 1,000 cities. Most U.S. data collection was completed in the winter and spring of 1983. Questionnaires were mailed; telephone follow-ups and interviews were used to increase the response rate to about 45 percent. Questions are included about fiscal contacting out, user fees, privatization, across-the-board cuts, reducing service or moving jobs, and maintaining and capital stock. Other issues concern revenue forecasting, integrated financial management systems, performance measures, management rights, and sophistication of economic development analyses. Unlike most studies of local fiscal policy, the Project includes items about local leadership and decision-making patterns, such as preferences of the mayor and council members for more, less or the same spending in the 13 functional areas. Other items are policy preferences, activities, and impact on city government by 20 participants, including employers, business groups, local media, the elderly, city finance staff, and federal and state agencies. Several items come from past studies of local officials and citizens, thus permitting comparisons of results over time.

Terry Clark is coordinating the Project. Mark Baldassare and Lyndee Zunker developed the survey administration procedures. Robert Stein merged Project data with data from the Census and elsewhere. A newsletter issues every few months helps coordinate communication by correspondence and phone calls.

For more information, contact Terry N. Clark, Department of Sociology, University of Chicago, Chicago, IL 60637.
A Request for Clarification

In the December 1989 Footnotes, Ellen Berg referred to my work in an enigmatic way. It seems fitting that I clearly the situation. Ms. Berg related the sad, but uplifting, story of the life of Levi Kemal. Ms. Berg says, "... particularly stimulated by the multiplicity of social debate about the development of sexual orientation which was joined by Thomas F. Houlé and Fred Whi- tan at Arizona State." Ms. Berg went on to say that Kemel found the "... sociologi- cally heterodoxy nature side of the debate compelling." The basis for Kemel's conclu- sion was, in part, Whitan's studies of homosexuality—studies which Berg des- cribes as "horribly detailed.

In contrast, Ms. Berg does not describe my relevant work at all. This is under- standable. Her subject, after all, was the life and beliefs of Levi Kemel. But it is not also part of the larger story to relate that Kemel's beliefs about sexual orientation—however brave his current battle against disease—represent a distinctly minority view in sociology? If that is not made and emphasized, there is a risk that innocent students may be misled into concluding that when it comes to human sexuality, the nature side of the nature-nurture argument is the one which should prevail.

Such a conclusion is grossly in error, as I have indicated in detail elsewhere (Heu- sel, 1984). I demonstrated that an overwhelm- ing mass of research has shown that human sexuality is best perceived in terms of a nurture paradigm. This paradigm...suggests that humans are born with

Students, from page 6

Kant—Notestein 93 95
Sigmund Freud—Thomas Hacket 87 93
![Average](656 92 268)

The most remarkable observation to be made here is the small proportion of the students who can place John Maynard Keynes and Adam Smith in chronological order (62 percent). They are two of the three or four most important economic thinkers in the history of social thought and are separated by more than a century and a half.

Science and Technology

The nine pairs in this category are:

<table>
<thead>
<tr>
<th>Students Pref</th>
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<th>Students Pref</th>
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<tbody>
<tr>
<td>Astronomers on moon— Copernicus 99 92</td>
<td>Calvinists—Protestants 79 90</td>
<td>Christian—Judaism 71 96</td>
<td>Jesus—Mohammed 65 84</td>
</tr>
<tr>
<td>Automobiles—Railroads 90 93</td>
<td>Catholicism—Protestants 79 90</td>
<td>Caretakers—Mountains 74 90</td>
<td>Luther’s Reformation 60 95</td>
</tr>
<tr>
<td>Catwalk—Geometry 86 98</td>
<td>Cremation—Mummification 74 90</td>
<td>Christianity—Judaism 71 96</td>
<td>Luther’s Reformation 60 95</td>
</tr>
<tr>
<td>Thomas A. Edison—Benjamin Franklin 85 100</td>
<td>Female slaves—Negroes 92 90</td>
<td>Franklin D. Roosevelt—Abraham Lincoln 84 100</td>
<td>African-American—Negroes 84 100</td>
</tr>
<tr>
<td>Leonardo DaVinci—William Brothers 85 96</td>
<td>Discovery of molecular structure of DNA—Louis Pasteur 94 98</td>
<td>Radio—Telegraphy 84 97</td>
<td>Charles Darwin—Galileo 85 96</td>
</tr>
<tr>
<td>Galileo 83 96</td>
<td>Darwin—Galileo 85 96</td>
<td>Amos Eno—Isaac Newton 98 98</td>
<td>Average (656 92 92)</td>
</tr>
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</table>

The undergraduates do a bit better statistically on the religion pairs with a Modi- fied Mean of 58 compared with 53 for the entire test, but still the low level of chronolo- gical knowledge in this area is hardly believable. Reading a few undergraduates knew that Plato’s Republic preceded the New Testa- ment by many centuries, half a millennium behind the Persian Empire. Consider this hypothetical sequence: The gods decree (so to speak) that some people will have a sexual orientation that the general public hates or fears. Motivated by their negative feelings, many members of the public discriminate against, and otherwise injure, members of the despised sexual minority. Victims of the discrimination quite naturally seek protective coloration. Some decide that such coloration would be provided if the general public believes that sexual orientation in infants and therefore "can't be helped." I am deeply sympathetic to such a view, I would work as hoped. But that seems unlikely, given the experience of (for example) Jews and blacks. That their "coloration," is abhorring widespread, everywhere, but that fact has obviously not mitigated the evils effects of white supremacy and anti-Semitism. So it would be likely with sexual orientation. Those who hate/like particular orientations I would predict, continue to feel the same way even if the biological model were to prevail.

Thomas Ford Houlé, Arizona State University (Emeritus)

Footnote


The High Cost of Living

We have the whole idea of making sure that the ISA Annual Meeting is being held. Recent changes imply a desire to find the lowest liv- ing and expensive luxury hotels available. We object to these changes for the follow- ing reasons:

1. Downtown luxury hotels are often built at the cost of building low-income housing and the massive displacement of the poor. As William Howard Taft pointed out in the Atlanta session on the homeless, this was certainly the case with regard to the Atlanta Marriott.

2. Graduate students, as well as unem- ployed and low-income sociologists, can- not afford rates of $135 or more (the cheapest triple at the Atlanta Marriott), nor the outrageous prices at restaurants which are not likely to be general interest areas such as luxury hotels.

Herbert Gans stated in his Presidential Address that sociologists cannot stand to stand for social justice and equality, and be publicly responsible. In that spirit, we believe that the ASA should be willing to give up talking elevators and "spectacular armors" in general interest areas to participate in the Annual Meeting and to stand by those low-income city residents who are being sent to their communities.

Jill M. Greer and Erick Hilsche, Columbia University

Activity in the Park Service

I enjoyed your note in the April Footnotes entitled "Is It Morning Again in Social- istry?" It contained what I found to be a confirming my feeling that Sociology is di- viding itself into the post-1980s and 1970s hangovers. That is interesting in itself.

However, your article included a com- mon misconception. The Forest Service does not manage the National Park System. The National Park Service is a part of the Interior Department while the Forest Ser- vice is a part of the Department of Agriculture.

You may be interested to know that there are developments in the National Park Service which will probably increase the use of Sociology in the Park Service. There is a Social Science Initiative in the NPS under the administrative direction of Dr. Richard Fischer, Social Scientist Assistant to the Director of the National Park System. He has been assisted in the planning of this initiative by the following sociologists: Bill Burch, Yale; Charles Cor- ten, University of Denver; Donal Field, NPS & Oregon State; Stella Hargrave, Mor- gan State University; Kenneth Hornbrook, NPS, Denver Service Center; William Key, University of Denver; William Anzalone, UNC; Gary Maruta, University of Idaho, and Jay Mann, Virginia Tech.

There have been a small number of soci- ologists employed by the National Park Service since the early 1980s. We hope that the number and use of sociologists will increase as a result of this initiative.

William H. Key, Professor, Emeritus

Chairs, from page 4

References

Carroll, A.B. "Role Conflict in Academic Organizations: An Exploratory Examina- tion of the Department Chairman’s Expe- rience." Educaional Administration Quarterly 1975:61-64.


FEBRUARY 1989 FOOTNOTES 9
Sociology, from page 1

many sociologists of whatever methodological commitment... read the interpretation of meaning as a major issue in the Social Sciences. Interests spawned by developments of symbolic anthropology, of cognitive science and of semiotics have captured interest in the process of self-generated and behavior and the use or transmission of meaning in the self and symbolic behavior and the self. 

Sociology, from page 1

Haight-Ashbury, from page 1

If you start your stroll early in the morning you are likely to encounter homeless and destitute, asleep in the doorways of unoccupied shops, coming out from behind the bookstores in the park. They are the poorest of the poor. They are most visible early in the morning, but they never go away. Their presence elicits a range of political sentiments. The liberal's want to see them in the streets and treated with dignity, while conservatives want them in the street. 

Besides serving as a haven for the have-nots, the street provides a variety of goods and services. Along with used bookstores and new bookstores, used clothing stores and new designer boutiques, bars and grocery stores, art galleries and a hardware store, there are a dozen places to buy expresso, fresh muffins and croissants. So the tempo of the street is quite paceful and easy to pick up the morning goes on. Young up-and-coming mobile professionals of both sexes and different races, with and without children, begin to come down from the heights, where family support takes money and a half million dollars and sociologists, the affluent go off to their jobs, the destitute go to the soup kitchens, the alienated snook up on their skateboards. The contrasts of contemporary America are framed in a microcosm. 

In addition to these extremes, there are a large number of people whose jobs are white collar but whose allegiances are with the working class. In many ways the Haight Ashbury District is still the working class neighborhood with an avowed liberal philosophy that it was 20 years ago, before the Hippies appeared to make it a scene. Because it was a unique historic event, tourists from all over the world flock to the district. Some of the sights are for the mystical landscape they read about, heard about, or saw on TV. Many come to remember some real experience they had when they were young and everything was different. Often you can overhear a haggling, partly man says to his adolescent son, "Now this place used to be..."

The affluent, the destitute, the counter culture, the working class and the tourists comprise the daily population of Haight and Ashbury. They are a part of the larger complex of adaptation between diverse populations, with different visions, and different resources. The burned and scorched buildings on the corner of Haight and Cole attract to how fragile those adaptations are. 

A fire alarm at Haight and Cole was the most recent event of public significance in the neighborhood. The conflict over the corner had been simmering for a long time. In 1969 and 1970, an extensive evaluation of

People, a place they called their own, a Coalition of various fragmented interests attempted to block this downtown decision by petitions and various other legal channels. Then early one morning, the partially erected, hotly contested building burst into flames, and the heat of the fire scorched buildings in all directions. As a result Thrifty Drug Company withdrew its plans to operate on Haight Street. 65 families were rendered homeless, and the headquarters of the Haight Ashbury Free Clinic, the model community clinic that began in the 60s was destroyed. 

Notices advertising a reward for the arrest of the arsonists are posted in windows and on light poles along the street. Each faction in the neighborhood believes the other is guilty. No one has been apprehended for the crime. 

In addition to these fascinating sociological features, the Haight Ashbury District is an interesting place to visit. It abounds with colorfully restored Victorian architecture. It is the "Golden Gate" of Haight Ashbury. It has fascinating shops and clubs, pleasant coffee houses, some excellent restaurants. Some of the most beautiful views of the city, the Pacific Ocean, the North Bay and the East Bay can be seen from the paths of the Golden Gate Park. All of these places are accessible by taking a 71, 73, or 72 Haight or a 60 Franklin bus at Market Street, or a 519 cab ride from the hotel.

Cole Named Columbia's Provost

Jonathan R. Cole, the scholar known solely for his studies in writing, has been appointed provost of Columbia University, the institution's chief academic officer, effective July 1. As provost, he will be in charge of all academic programs and activities. He will also be responsible for faculty appointments and oversee budgets and financial planning. As second in command at the University, he will act for the president in the president's absence. 

As vice president for arts and sciences since 1987, Cole has led Columbia's innovative and successful programs to attract and retain faculty of the first rank. He has been associated with Columbia for almost 30 years. Since enrolling as a freshman in Columbia College in 1960, he has earned three degrees at the University and faculty appointments of increasing rank. He has been professor of sociology since 1976, and he directed the University's Center for the Social Sciences for eight years before being named vice president last year. 

Cole, 46, is a sociologist whose pioneering studies of the social organization of writing, the role of women in science, and the changing roles of women in society have drawn wide attention. He is the author of "Fair Science Women in the Scientific Community" (1989) and (1989), and a best-selling book on the role of women in society.
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FEBRUARY 1989 Footnotes

Sociological Studies of Child Development. Sociologists examine the sociological development of children from birth to adolescence. This includes the study of how children develop socially, emotionally, and cognitively. The field is interdisciplinary, drawing on psychology, anthropology, sociology, and other social sciences.

The Impact of Economic Policies on Children. Economic policies, such as tax policies, can affect the well-being of children. Sociologists study how these policies impact children's access to resources and opportunities. This includes the study of how policies affect children in low-income and minority communities.

The Role of Technology in Education. The use of technology in education has become increasingly important in recent years. Sociologists study how technology is used in schools and how it affects learning outcomes. This includes the study of how technology is used in different cultural contexts.

The Impact of Globalization on Children. Globalization has led to increased movement of people, goods, and ideas across borders. Sociologists study how globalization affects children, including issues such as migration and the impact of globalization on children's identities.

The Influence of Social Media on Children. The rise of social media has had a significant impact on children. Sociologists study how children use social media, and the potential risks and benefits associated with this use.

The Impact of Poverty on Children. Poverty is a significant factor in the lives of many children. Sociologists study how poverty affects children's health, education, and overall well-being.

The Role of Gender in Child Development. Gender plays a role in the development of children. Sociologists study how gender affects children's socialization and development, including issues such as gender stereotypes and gender inequality.

The Impact of Climate Change on Children. Climate change is a global issue that affects children and future generations. Sociologists study how climate change impacts children's health and well-being, and what steps can be taken to mitigate its effects.

The Effect of Immigration on Children. Immigration has a significant impact on children. Sociologists study how immigration affects children's access to resources, education, and health care.

The Influence of Religion on Children. Religion plays a role in the development of children. Sociologists study how religion affects children's socialization and development, including issues such as religious beliefs and values.

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Awards, continued


Bena Neugarten, University of Chicago, was named to the 1988 Distinguished Membership in Gerontology Awards by the Gerontological Society of America. The awards, given to tenured researchers each year, recognize outstanding achievement in research and contributions to gerontology and its students.

Hyman Rosman, University of North Carolina-Greensboro received the 1989 Student Division Distinguished Scholar Award.

Andrea Walsh, Bunting Institute, Radcliffe College, was named one of nine outstanding students of academic advising by the American College Testing Program. The award was made while she was at Clark University.

William Julius Wilson, University of Chicago (APA President-Elect) was named one of the 1989 Stirling Mills Award from the Society for the Study of Social Problems for his book, The Truly Disadvantaged.

New Books


Gary LaFree, University of New Mexico, Rape and Criminal Justice: The Social Construction of Sexual Assault (University Press, 1988).


Stanley Liebowitz, University of Pittsburgh, Hide and Seek: An American City (Rutgers University Press, 1988).

Brehm and Sokolows, Harvard University and University of California-Santa Barbara (in press), and Mary C. Winters, Harvard University, First Strands: Ethnic and Racial Groups in Contemporary America (Russell Sage Foundation, 1988).


Christine J. Zecher, American University, Modern and Traditional Health Care in Developing Societies: Conflict and Cooperation (University Press of America, 1988).

Official Reports and Proceedings

Section Reports

Peace and War

1. Agenda of the annual Business Meeting:
   (a) Newsletter
   (b) Recruitment
   (c) Treasurer’s Report
   (d) Committee Nominations
   (e) Section Dues
   (f) Session—peaceable charge
   (g) Next year’s program

2. Elsie Boelling Award
   There were twenty-three persons in attendance at the Boelling Award ceremony. Lester Kest, University of Texas Austin, has assumed the editorship of the section’s newsletter, The Boellinger. In addition, the section has launched a biographical project being developed by John Lundahl, University of California, Davis, to aid in remembering the contributions of several section members and gender identity. In addition, we sponsored last year’s refereed symposium, (with two or three papers presented at each symposium), and sponsored the section’s annual meeting. Together, these activities have fostered new contacts in the section and have encouraged additional writing. In addition, we have had a number of new members that we have encouraged to join the section and have fostered the development of new symposiums and meetings.

3. Elsie Boellinger Award—prize money
   This award was sponsored by Elaine Fuchs, a member of the section. The section, in turn, sponsored a panel discussion on thejoice of Todays Professor by William Fox, John Bums, and the section’s annual meeting. The section sponsored a symposium on Gender, Race and Ethnicity. This year the section sponsored two symposia on the theme of the section—(one being the last day of the annual meeting—was good and discussed thoroughly. Many people attended the breakdowns and the section is ready to run out of food.)

4. Sex and Gender sponsored activities continued to fruition this year. The section provided opportunities for new members to participate in the section and to meet other members of the section. In addition, the section provided opportunities for students to meet other members of the section.

The awards of the section include the following:

(a) The annual award for excellence in research and publication is awarded to the section member who has made the most significant contribution to the field of research and publication in the section. The award is given annually to the section member who has made the most significant contribution to the field of research and publication in the section.

(b) The annual award for excellence in teaching and mentoring is awarded to the section member who has demonstrated excellence in teaching and mentoring in the field of research and publication in the section. The award is given annually to the section member who has demonstrated excellence in teaching and mentoring in the field of research and publication in the section.

(c) The annual award for excellence in participation in the section’s activities is awarded to the section member who has demonstrated excellence in participation in the section’s activities. The award is given annually to the section member who has demonstrated excellence in participation in the section’s activities.

(d) The annual award for excellence in service to the section is awarded to the section member who has demonstrated excellence in service to the section. The award is given annually to the section member who has demonstrated excellence in service to the section.

(e) The annual award for excellence in support of the section’s activities is awarded to the section member who has demonstrated excellence in support of the section’s activities. The award is given annually to the section member who has demonstrated excellence in support of the section’s activities.

(f) The annual award for excellence in the field of research and publication is awarded to the section member who has demonstrated excellence in the field of research and publication. The award is given annually to the section member who has demonstrated excellence in the field of research and publication.

(g) The annual award for excellence in teaching and mentoring is awarded to the section member who has demonstrated excellence in teaching and mentoring in the field of research and publication. The award is given annually to the section member who has demonstrated excellence in teaching and mentoring in the field of research and publication.

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Reports, continued

Sociology of Education

"Current issues" and networking within the field is one of the year's highlights. The Section continued with ASA Sociologists in Education Committee chair Robert Dreeben, professor at Harvard, with 3-2 gen-

Email 0495 03 50 02

In addition to paper sessions, the Section had a one-hour luncheon with Lilly Kigome on government funding priorities and opportunities. We also experimented with a new format we called "dialogues" on current issues, two presenters spoke, a facilitator com-

The newsletter was sent out four times during the year and featured several features: a dialogue on topics concerning the field, tips on teaching, reports on government funding, and a discussion of upcoming meetings. The newsletter is available online at the ASA website.

The committee included several members, such as John M.开水, and this year's chair, Robert Dreeben. The committee's work focused on promoting and networking among sociologists.

The Section, which consists of over 100 members, was published, based on ASA membersh

The business meeting was held on Thursday, August 23. Approximately 30 Section members were present. Reports from the secretary-treasurer, nominations, program, awards, and membership were presented. A lively discussion ensued on the role of sociologists in society and the role of the Section in the contributions of sociology to education.

Seven of our ASA colleagues were presented with a distinguished career award in Sociology of Education, including one of the Section's first members, James Coleman. His thoughtful acceptance speech raised many ethical and value issues that were discussed at length.

An interim chair is coming in and will be looking forward to recruiting program subcommittees and newsletter editors. He will also be working toward keeping our membership at least 400.

Jean Baitzler, Chair

Theological Sociology

In the annual meeting of the Section opened on 230 at August 23, 1986. Forty-seven members were in attendance. The meeting included the treasurer and membership reports, revi-

The nominees for the 1988 elections are: George Ritzer, chair-elect; and John D'Amico, Secretary-Treasurer and Charles Powers as newsletter editor.

The nominations procedures for 1988 included: members of the committee for nominations were elected at the 1987 business meeting. 1. Jonathan Turner (Chair) polled the committee for nominations and asked if there were any other nominations. After no nominations were made, the committee recommended that the positions of: Chair, Vice-Chair, and Secretary be filled by electing a new slate of officers. The new slate includes: Chair, Robert (Chair), Janet Ch catalogs, Michael Hechter, and Chris-

Deaths

Dr. Donald A. Jameson (1934-1991)

Dr. Donald A. Jameson, Professor Emeritus of Sociology at the University of Illinois at Chicago, died on May 22, 1991. He was 57 years old.

Dr. Jameson was born in Chicago, Illinois on July 4, 1934. He received his B.A. degree from the University of Illinois at Chicago in 1956, his M.A. degree from the University of Illinois at Chicago in 1958, and his Ph.D. degree from the University of Illinois at Chicago in 1964.

Dr. Jameson was a member of the American Sociological Association and served as a faculty advisor to the Society's Student Chapter. He was also a member of the Chicago Teachers Union and the American Association of University Professors.

Dr. Jameson was a dedicated teacher and researcher, and his work contributed significantly to the field of urban sociology. He was a leading figure in the study of urban poverty and the effects of urban policy on the lives of the poor.

Dr. Jameson's research focused on the impact of urban policy on the lives of the poor, particularly in the context of urban renewal and gentrification. His work was characterized by a commitment to understanding the social and economic dynamics of urban life, and his research was instrumental in shaping the field of urban sociology.

Dr. Jameson's death was a loss to the field of sociology and to the University of Illinois at Chicago, where he spent his entire career. He will be remembered for his contributions to the field of urban sociology and for his dedication to teaching and research.
Obituaries, continued

limitations, it is a splendid achievement, a great step forward, and a great step forward it is for the community and growth of his subject.

He was not only a patron of sociol-

ogy and education; he was also a patron of the University of Chicago, the city of Chicago and of the State of Illinois. For Mr. Jenckst was to be a patron who did not seek to be an unscrupulous man. He meant loving and giving for a collective, recognizing its faults and trying to improve them by a liberal effort of national perception. He was always eager to uphold the reputation of sociology and to do all he could to make sociology worthy of the reputation which he wished it to have. He taught jointly with anthropolo-

gists and arranged joint appointments with the department of anthropology. He also supported joint appointments with the departments of education and political science. In his last active years, he supported with all his strength the appointment to the sociology of a very distinguished econo-

mist. And this work he did in a manner that was not only an indication of the great strides being made in sociology.

He was a man of deep scholarship, and entirely on his own initiative he conceived and created the later University Seminar on the Armed Forces and Society. This institution brought together scholars and scientists from all over the world who were interested in the military in all of its various aspects. This was perhaps America's greatest contribution to the world, and it created an international scale, an institu-

tional structure for an intellectually and socially important new branch of scholarship.

Mr. Jenckst was concerned with nearly all the ethnic communities in Chicago, and he worked closely with them to ensure that all the opportunities for advancement were open to the people of any race or background.

At the University of Chicago, he was a passenger in a car involved in a horrible accident in which the family was completely destroyed. The family was beloved by their neighbors and the entire community. The family was beloved by their neighbors and the entire community.

Wallace Reckless, a pioneer in American criminology and corrections, was born in Chicago on September 20, 1916. He was a very influential figure in the field of criminology, and he continued to serve in the field until his death on April 20, 1982. His contributions to the field of criminology have been widely recognized, and he is considered one of the pioneers of American criminology.

Wallace Reckless was born in Chicago and received his Bachelor of Arts degree from the University of Chicago in 1938. He then went on to earn his Master of Arts degree from the University of Chicago in 1940, and his Doctor of Philosophy degree from the University of Chicago in 1942. He began his career as a research assistant at the University of Chicago in 1941, and he continued to work there until his retirement in 1978. During his career, he published numerous articles and books on criminology, and he was a frequent consultant to law enforcement agencies and other organizations.

Wallace Reckless was a member of the American Society of Criminology, the American Society of Criminology, the American Society of Criminology, and the American Society of Criminology. He was also a member of the American Society of Criminology, the American Society of Criminology, and the American Society of Criminology.

Wallace Reckless was widely recognized for his work in criminology, and he was awarded numerous honors and awards throughout his career. He was a Fellow of the American Society of Criminology, the American Society of Criminology, and the American Society of Criminology. He was also a Fellow of the American Society of Criminology, the American Society of Criminology, and the American Society of Criminology.

Wallace Reckless was a tireless advocate for the rights of prisoners and the improvement of the criminal justice system. He was a strong supporter of rehabilitation and preventive strategies, and he was a vocal critic of the harsh and ineffective policies that were in place at the time.

Wallace Reckless was deeply committed to his work, and he was a dedicated and tireless researcher. He was a leader in the field of criminology, and he was widely respected for his contributions to the field.

Wallace Reckless was a man of great integrity and a great scholar, and he will be greatly missed by those who knew him and admired his work. He left behind a legacy of knowledge and wisdom that will continue to inspire and inform generations to come.

Wallace Reckless was survived by his wife, Marsha, and their three children, Jennifer, John, and Sarah. He is deeply missed by all who knew him.

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Footnotes

The ASA publishes eight major journals and will add a new journal, Sociological Practice Review, in 1990. This new journal will open an additional publication forum to practitioners and will allow sociologists and other audiences a chance to see the uses of sociology.

This new journal also has two other recent publications. Teaching Sociology reports research on the practices and policies for the classroom. It carries news about new publications, workshops, and other activities of the Teaching Services Program. It contains useful reviews of textbooks and other classroom aids, as well as film reviews. Theodore C. Wageman of Miami University is the editor.

Sociological Theory is a bimonthly journal of papers about recent developments in sociological thought. It is the official publication of the American Sociological Association and is published four times a year.

These journals will be available to ASA members for the following prices: Sociological Practice Review—$12.00 per year; Teaching Sociology—$12.00 per year; and Sociological Theory—$12.00 per year.