Mirra Komarovsky on Family and Work

A college professor of mine, William F. Ogden, once used an unforgettable metaphor. He likened mankind to passengers in a bus hurtling through space at a great speed. Oddly, all the passengers’ seats are turned backward and so is the seat of the driver. They can only look back!

The powerlessness of mankind to foresee the future may be an ace up our sleeve. But whereas to cope with the ongoing ills of our society is not, how to account for the global pace at which American society, so powerful democracy, is beginning to face the problem of working parents?

First of all, the gravity of a problem does not guarantee its recognition. As a former recipient of the Common Wealth Award, sociologist Robert K. Merton, observed, those occupying positions of power and authority carry most weight in deciding that a problem exists. Persons in positions of power are still overwhelmingly men and women experience worst in combining work and family life. It is not surprising, therefore, that the Women’s Movement is turning the tide, for both male and female scientists and women in the labor force are being urged to discontinue this trend.

"To the liberty of illustrating this point by a personal experience. In 1953 in my book, Women in the Modern World: Their Education and Their Diaries, I documented the situation of college-educated all-time homemakers, as well as women facing injustices in combining family life and a career who were undergoing a similar experience that these were not a personality but social problems. The authors of major textbooks on the family were predominantly men and I shall cite the review of my book by one of them. William M. Kephart, in the February 1953 issue of the New York Times and Family Living edition of the New York Times and Family Living. Kephart states: 'The women that Mirra Komarovsky has written about seems to have little in common with the other-taunted, often-endured, often-devoted women who comprise our wives, mothers, and daughters but the clarity and vigor of presentation gives the reader the overall impression that a fair-sized social problem is involved.'

In his own 1961 textbook on the family, Kephart gives short shrift to this particular social problem. If it exists, it is caused. Kephart claims, by the unwarried low status accorded the housewife, "even though it may take a high level of skill to run a house properly." (Kephart 1961:238)

See Komarovsky, page 7.

Report on the Undergraduate Major

The Association of American Colleges (AAC) has operated a major project on the undergraduate major in the liberal arts. Funded by the Ford Foundation, the AAC project asked 12 disciplines, including sociology, to select a task force and write guidelines for its major. The effort was a way to articulate what is meant by "study in depth"—intensive work in a discipline building on course and experience upon the other, rather than a mere accumulation of credits.

ASA’s Task Force included: Peter Ables; Cornell University, scribe: Catherine White Beresford; Stanford University, Robert Davis, North Carolina & T; Kathleen C. Ireland; University of Illinois-Chicago; Theodore C. Wages; Miami University; Zaida Gam- sex, University of Massachusetts-Boston; and Carla B. Howey, ASA chair. The Task Force met several times and went through many drafts, benefitting from comments from the ASA Committee on Teaching and many colleagues who attended a "town meeting" at the 1989 Annual Meeting. The final draft was submitted to ASA Council at its August meeting. A copy of the report will be sent to all departments in a fall mailing.

Individuals who are interested in a copy should write to the ASA Teaching Services Program. There will be many other occasions to read about and think about the recommendations in future Forum stories, in Teaching Sociology, in presentations at professional meetings.

Lionel Maldonado Leaves ASA, Heads West

Lionel A. Maldonado, Director of the Minority Fellowship Program (MFP), has taken a new position in the Ethnic Studies Department at California State University- San Marcos. This is the newest campus of the California system, located near San Diego. He will have the rare opportunity to build a program from the ground up, hiring faculty, ordering library books, and designing the department, all within the setting of sending the campus for its scheduled opening in the fall of 1992.

Lionel has been part of the ASA staff for five years. During his stewardship of the MFP, he has revitalized and expanded the program to support students in graduate programs in sociology. As active Director, he often visited trainees at their institutions, met with department and university colleagues, finding new professional opportunities for students, and helping young scholars launch their careers. He also worked closely with the Directors of Minority Fellowship programs in other disciplines in expanding trainee funding for Fellows, meeting often with Congressional staff, federal agency representatives, and foundation officers. He also sought to develop closer ties with other professional organizations.

ASA Begins New Phone System

During the ASA Annual Meeting, the phone crew was in the office installing a new phone system, designed to handle calls more quickly. When you dial the ASA’s number, your call will be answered by our receptionist, Nancy Sylvester. If she is on another line, you will hear a recording asking you to indicate which of the major ASA programs or services you are trying to reach. Press 1 to talk with someone about membership; press 2 for the annual meeting; 3 for the Teaching Services Program; 4 for the Professional Development Program and Public.

Minority Roster Ready for Use

The response to the Minority Roster Project has been gratifying. Almost 1,900 persons have sent in information about themselves to be included in the Roster of Minority Sociologists. The roster is designed to provide a list of minority sociologists for use by departments and organizations for job recruitment, identification of review and editorial board members, visiting scholars, participants in professional societies’ programs, committees, and activities.

The roster is available in hard copy for $10. Or, it may be ordered as ginned mailing label with a hard copy included for $50. Using the hard copy and the label, a department or organization could do a targeted mailing, e.g., to persons in a specialty area.

The project began a year ago at the Sociologists for Women in Society mid-year meeting where discussion focused on how to reduce barriers to (or excesses for) affirmative action, SWS and ASA worked on the project to gather names for this first printing of a roster. The roster will be updated biannually. ASA intern Sherry Marshall, Anne Arundel Community College, was primarily responsible for the data entry. Other ASA staff involved included Carla Howery, Marc Corrada, Lionel Maldonado, and Frances Foster. Thanks to everyone who sent in information!

Profile of New ASA President Stanley Lieberson

See page 2
Profile of the President

Stanley Lieberson: No Shortage of Interesting Questions

by Mary C. Waters, Harvard University

The routine has been enacted countless times. The scene is the ASA Annual Meeting. A young graduate student or junior faculty member standing along the corridor, where people are meeting and talking and seeing an exuberantly friendly man, whom she or he may or may not know is Stanley Lieberson. Stan is surrounded by people who are obviously enjoying his seemingly endless reservoir of jokes. Young people step and are drawn into the conversation, but before they can speak so much as introduce themselves to Stanley, his name tags and proudly tells them the name of their home community college and proudly proclaims, "How are things in Lancaster County?" Or, "Nice to meet you. How long have you lived here in Nebraska?" Or, "How are things in Lancaster County?" Or, "The young scholars don't know any better—or are just having a good time. They may not catch in the game of trying to stump the professor with more and more unusual locations, generally because among Stanley Lieberson's numerous talents and many impressive accomplishments, knowing the names of U.S. counties is one of the skills he seems particularly proud of.

Stanley Lieberson's impressive knowledge of U.S. counties and his proclivity for demonstrating at the ASA are actually much more than just amusing entertainment at conventions. They are also keys to understanding and characterizing people and their wide-ranging interests and abilities. The fact that Stan knows all of these counties and the variety of jokes he tells about them is a particularly creative and rigorous way to yield knowledge about questions that previous researchers had abandoned because there were no data, so they thought, to address their concerns. The combination of Stan's fascination and enjoyment of the empirical world in all its complexity and irregularity, together with his intense curiosity and desire to see the world around him really going on, is a potentional combination in his work. Stan is that rare combination of a meticulous and sophisticated analyst of empirical data and an original theoretical thinker. That Stan will share his knowledge about counties with everyone near and far also shows that Stan loves to be around people, to communicate with sociologists alike. He likes to be where they live, understand what they think, what they do in life. He is constantly quizsing cab drivers and restaurant workers about their lives and their perceptions of political phenomena, and constantly making notes about new avenues of work to pursue with data on the result of his everyday conversations with people.

We turn our attention to the ASA as well as his day to day contact with students, friends and co-workers also attest to the fact that, as many people know, he has a great sense of humor. Whether he is teaching a class, hanging out in the halls at the ASA convention in back and forth with fellow staff, Stan is always clowning around and seems to dip into a never-ending reservoir of jokes.

And finally, Stan's knowledge of the counties also is a clue to something that many of his friends and colleagues have noticed and teased him about: he has been quite mobile in his career. (He once confessed to me when I admitted to being almost awed at his ability to match cities and towns to counties, that it was not that difficult for him because most people he met at the ASA lived in university towns or areas, and he had lived in an awfully large percentage of them.)

As a former student, co-author, and current colleague of Stan's, I have had the opportunity over the past decade to enjoy his sense of humor and learn from his wide-ranging knowledge and interest in the social world. Stan hired me over the phone from Tucson, Arizona, to be his research assistant after his move to the University of California Berkeley the following academic year. I still remember the first day I met him, he was so engaging and interesting was the conversation we had in the car when we met. "Doctor's Office," I teased him about where I was from. "(Brooklyn, I said, "Kings County", he replied.) He also later after I had a paper due about data and data analysis and I suspect that when he was happy we were both from Brooklyn, it was because I gave the right answers about the data and the care I would take with them that I was hired. Stan ended up advising my dissertation at Berkeley, and we also collaborated on the census monograph From Many Strands (New York: Russell Sage Foundation, 1988). Now I have the joy of having Stan as a colleague at Harvard and can still learn from him and his company. I also have the privilege of not having to wait until the ASA each year to hear Stan's latest jokes or to watch as he meets new graduate and undergraduate students in his department and tells them tall tales of his Bostom Bubale past or his total commitment to defeating Yale in football.

Stan was born in Montreal, Canada, but grew up in the Bright Beach section of Brooklyn, New York. He attended Brooklyn College but left after two years at 19 to attend graduate school at the University of Chicago. This explains why Stan's co-eds "IB, None." Stan studied at Chicago with O'n Dudley Dunham, and his work was on metropolitan and regional growth. He was the co-author, while still in graduate school of, Metropolitan and Regional (Baltimore house Hopkins University Press, 1960) with O'D. Dunham, Willard and Richard Scott, Beverly Dunsec, and Hal Winsborough. Stan's major work in this collaborative venture was on patterns of old bank loans and temporal changes of funds, a topic on which he later published papers in the American Journal of Sociology. 1959-1960 and was later revised and published as a monograph entitled Ethnic Patterns in American Cities (New York: The Free Press of Glencoe, 1963). The Colver-Rosenberger prize holds a special place in Stan and his wife Pat's heart, the money from the prize arrived just in time to pay for their honeymoon. Only the odd of mixed marriages Stan is very much a product of his immi- nent years in Brooklyn, New York, a Jewish refugee through and through, and Pat was raised as a Protestant in Monta Ave, Iowa, the county seat of Ringgold county, speaking at the time a population at 1900-

Stan and Pat have been married for thirty years and have four children—Rebecca, David, Mirei, and Rachel. Stan likes to point out that because he is foreign born, his name really would be classified as an ethnic white native of mixed or parental race or second generation. However Pat's family is a long established American family of Scottish and English origin and Pat is actually eligible for membership in Daughters of the American Revolution. The Lieberson offspring are thus second generation immigrants eligible for membership in the DAR.

While Stan has produced important work in a surprisingly wide variety of subfields within sociology, his contributions are mostly concentrated in three areas: race and ethnic relations, methods of social research, and legalities and sociol- ogy diversity. True to form, Stan has recently begun a major new project in a new area of interest to him—what he calls an "empirical study of changes in taste": the patterns in parents' choices of first names for their children over time and across classes, ethnic groups, and nations. Also true to form, Stanley is eager to report his most important research findings and recommendation. He tells students and colleagues who are expecting children that he has determined through rigorous scientific analysis that if it is a boy the children should be named Stanley, and if it is a girl the child should be named Stanleya.

Spending some time with Stan inmoranously enlightening for a graduate student wondering how it is people come up with topics for research in sociology. For Stan daily life and normal activity in the social world are also a wellspring of research topics. For instance Stan wrote that while shopping in Tuesday's El Con Shopping Center he had a "powerful impulsion in to quite parents speaking Spanish to their offspring in order to find out the number of generations their families have resided in the United States, whether they are bila-

gual, when they use English, what their level of education is, and the like." He also noted that when his children were in Canada his ten-year-old daughter "spoke American English to my wife and me but Canadian English to her teachers and others." He wrote A FUR of the site because he was very anxious and he could not answer his students' questions in race and ethnic relations courses about why white immigrants and black American immigrants had different rates of social mobility. His ideas for his current research on first names were a topic from rna's observation that they would never have named there daughter Rebecca, she thought they would have named her Pat. Since his research on the study of language diversity in society. In a postscript to a collection of his essays on immigration edited by Anwar S. Dill entitled Language Diversity and Language Choice: Essays by Stanley Cohen (Stanford: Stanford University Press, 1981) Stanleyuminates on some of the sources of his interest in the study of language. With the benefit of hindsight it is not hard to see why I developed an interest in language diversity and bilingualism. Both of my parents were trilingual, as were my aunts and uncles and grandparents. In addition to his mother tongue, Yiddish, my father learned Polish in his native Warsaw, and he was acquired English after migrating to North America. Throughout his life, my father insisted that he spoke English without an accent—a major source of great amusement to my mother, who was a native speaker of English but who also knew Yiddish and had a modest ability in French. "Growing up in Brooklyn," Stan writes, "was also a source of his interest in language and immigrant adaptation as the "settled adults in his life." He added that he was interested in the "demography and the history of the entire United States and in Canada as well as the book. Language and Ethnic Relations in Canada by Lieberson, page 11
Soviet Sociologists and Students Speak on Capitol Hill

By Stephen A. Buft

Reflecting the remarkable changes in the world situation, a senior sociologist and four aspirant sociologists from the Soviet Union were given a number of platforms in the nation's capital on March 30. A Congressional Seminar and luncheon on Capitol Hill featured Professor Boris Grushin, Director and founder of Vav Popul, the Foundation for Social Innovation (the only independent public opinion research service in the Soviet Union), and four Soviet sociology graduate students. The students, representatives of the first group of any academic discipline to apply directly to U.S. universities, were: Anousa Janka from Lithuania, studying at the University of Pennsylvania; Evgeny A. Levingas from Leningrad (University of Pennsylvania) and the Institute of Social Sciences; and Yuri Starkov from the University of Washington.

Earlier that morning, the students spoke at an internal briefing for the U.S. Information Agency (USIA) as a part of a successful, ongoing series of seminars for Federal Agencies which the USIA Committee for Soviet Affairs has organized since 1966. The students also visited the United Nations and the Library of Congress. Later in the day, the students spoke at a Congressional Seminar and luncheon on Capitol Hill.

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Universities Bestow Honors on Tatiana Zaslavskaya

By Stephen A. Buft

Tatiana Zaslavskaya, President of the Soviet Sociological Association, an advisor to Soviet leader Mikhail Gorbachev, one of the architects of perestroika, and a leader of public opinion polling in the USSR, visited the United States in May to receive honorary degrees from Georgetown University, the University of Pennsylvania, and Oberlin College.

In her two- and one-half week whirlwind tour of the U.S., Professor Zaslavskaya attended meetings in New York arranged by the USIA. She participated in a panel on "Reforming the Soviet Economy" as part of a conference on international trade and investment. She also participated in a panel on "Pervenetsiya and Public Opinion" with Boris Grushin (Visit Popul), Vladimir Shlapentokh (Michigan State University), and chaired by Albert Collin (Newspaper Advertising Bureau) for the American Association for Public Opinion Research meeting in Los Angeles.

American Chemical Society Releases Data

The American Chemical Society (ACS) is encouraging faculty and graduate students in academic departments to study chemists and chemical engineering to increase their understanding of academic, government, and industrial use of data collected by the ACS in past and future annual surveys of the ACS membership and new graduates in chemistry.

These surveys deal with a variety of employment and career issues and provide a wealth of data that can be used to understand the career paths of ACS members who are engaged in chemistry.

The Committee on Economic Status, the governing body responsible for the Annual Survey, is seeking to broaden the scope of the survey to include a focus on career issues that may impact the professional and economic status of ACS members. To this end, the ACS offers tapes of earlier data files and is willing to provide preliminary data on issues that may impact the professional and economic status of ACS members.

In addition, the ACS will bear the cost of coding the data and provide them to researchers in machine-readable form which preserves the confidentiality of the survey. The data are available from the Office of the Annual Survey.

Researchers wishing to use the archived data or questionnaires for scientific purposes must submit a formal request to the address below for review by the ACS's Advisory Panel on Social Research.

Although no direct financial assistance is available, researchers are provided with information on the availability of financial support.

To submit a proposal for consideration, follow the instructions below to contact the Research Program Manager, Office of Professional Services, American Chemical Society, 11561 North Street NW, Washington, DC 20036.
Daniel Monti: Working for Civil Rights by Linking Research to Politics

by Carla R. Haney

Daniel J. Monti, University of Missouri, is excited about being appointed to a committee: the Missouri Advisory Committee to the Commission on Civil Rights. Each state has an advisory committee to the U.S. Commission, the national organization that oversees the implementation of civil rights laws and attempts to assess what items should be placed on the “civil rights agenda.”

How a Sociologist Gets a Political Appointment

The appointments to the state committees often are made by state politicians and usually go to private citizens who have well placed corporate and political contacts. But the source of Monti's appointment was intellectual, he was recommended directly by the U.S. Commission. Several commissioners were overjoyed to hear of such school desegregation, public housing and inner city redevelopment. He is the author of A Sense of Justice: St. Louis School Desegregation and Order in America (1985), a book that received the 1987 Critics Choice Award of the American Educational Studies Association.

In Missouri the committee is made up of 12 fairly evenly balanced by race with three women. Political party affiliation is balanced. For issues of such seriousness, Monti insists that, as in research on sensitive matters, the attributions of bias to committee members can be a problem. “There are always going to be questions about one’s politics. The perception that you are in one case or another direction cannot be avoided. On any issue, there are always two or more sides and people take stands on one another. One acquires a thick skin or finds another avenue of research to pursue.”

How the State Advisory Committees Work

Each committee is encouraged to pick an issue it will study for a year or two—sometimes suggested by the U.S. Commission or by locals themselves. In Missouri, very real issues are gangs and educational financing. Monti seized the moment and made some proposals for the next eighteen months. Two thrusts were endorsed by his colleagues:

1. The administration of justice, particularly for youth gangs and drug-related crimes—are new laws discriminatory?

2. Monti was asked to chair the subcommittee on gangs and drugs. Everyone agreed that drugs and gangs are important issues, but, he says, “They didn’t know how to approach the problem. They didn’t understand how gangs were organized and how they dealt drugs. Without this knowledge, public policy was missing the mark. As a sociologist, I was able to point out some of the stumbling blocks. My training mattered a lot.”

From the $5.7 million budget allotted to the state’s 26 committees, the committee members’ expenses are covered. The committee has only limited research budgets but this puts an added burden on committee members who seek timely information on a range of tough issues.

Linking Sociological Practice/Service to Publish or Perish

Monti’s colleagues and administration have been supportive of his participation in the committee. That the committee is working on topics on which he has done and will do research, “is a happy coincidence, blending timely topics with my own writing interests.”

Monti has just finished a book called Race, Redevelopment, and the New Company Town (SUNY, 1990) and has a contract to write an edited book on youth gangs. Monti seems to have taken the position of the activist-researcher, rather than the political partisan. He translates sociology to policymakers and uses his activist research for his own professional writings, bringing fresh data to the sociological community. This process is not without pitfalls. On controversial topics, there is always confrontation. “Everyone seems free and open exchange of ideas, especially in academia, but in a situation like an advisory committee, there is no ‘cheap grace.’ He’s optimistic that, even on a convoluted path, the work of the various advisory committees and the Commission will bring about constructive social change. “If we can push the frontiers of intolerance back a little farther, then it’s worth the personal grief it causes us in the meantime.”

As a sociologist who lives out his proclamations, Monti’s next serendipitous challenge is in South Africa. Foundation is in that country investigating the abolition of apartheid. He has his hands on the handle of the work of the project and perhaps to help them avoid repeating our mistakes, he’s asked to help and brainstorm to think that one’s work sometimes can make a difference.

Center for Machine-Readable Texts in the Humanities

Rutgers and Princeton Universities have received grants from the National Endowment for the Humanities. Andrew W. Mellon Foundation, and the New Jersey Committee for the Humanities to undertake jointly the planning for a Center for Machine-Readable Texts in the Humanities. During the course of the planning period project staff will be investigating issues related to the establishment of a cooperative center which will act as a central source of information on humanities databases themselves. The initial goals of the Center as outlined in the project proposal are: the cataloging of an ongoing inventory of machine-readable texts; the cataloging and disseminating of inventory information to the broader scholarly community; the acquisition, preservation, and servicing of textual data files which would otherwise become generally unavailability; the distribution of such data files in an appropriate manner; and the establishment of a resource center/specialized for information concerning other textual data. Organizational issues, technical issues, intellectual ownership issues, and dissemination, and physical facilities are broad areas of investigation for the planning process.

The Center does not propose to duplicate on a grand scale the archives and repositories that are being created for the collection and dissemination of textual data, but rather to complement data collection and to bring bibliographic control to existing databases. To that end, project staff will be networking with existing projects to establish appropriate means of collecting inventory data for the cataloging of archival holdings. Progress reports will be sent to public scholars associations and announced in Humanities. A newsletter has also been set up for communication among those interested in the project; and invites inquiry and advice.ئت غينمان may be sent to

Good Ideas

At the University of Georgia, the Dean of Arts and Sciences has structured teaching assignments so that junior faculty have smaller classes and relatively easier teaching assignments. The intent is to make teaching a positive rather than terrifying experience for new faculty and to make full use of the wisdom and experience of senior professors. The latter are asked to teach undergraduate courses, especially introductory classes with large enrollments.

Announcing the birth of a new sociology department: Centre College in Danville, Kentucky, has created a new department of sociology and anthropology. For more information, contact the chair: William J. (Bill) Worthington, Department of Anthropology and Sociology, Centre College, Danville, KY.

David Matthews, with diverse work experiences, David's quiet, gracious, and friendly manner nicely complement his competence; these make him a valued employee both to ASA and PAA.

This team makes a smooth-running department that offers a nice contrast to the organized chaos of other activity centers in the building. They also carry out their work at the ASA Annual Meetings with the same amount of good cheer and efficiency. We feel quite fortunate in having Stanley and David at 1722—LAM

Inside 1722

Everything You Ordered is in the Mail

"So what’s the big deal about the mail room? Nothing, of course, unless you want it carefully organized, efficiently run, and the sort of place where attention to seemingly small and insignificant changes in postal and shipping costs translates into a $10,000 difference in the budget. These characteristics reflect the orientation of the ASA’s mail room personnel, Dan Stanley and David Matthews.

Stanley, as he prefers to be called, came to ASA two and a half years ago, as a then-recently retired government employee with 36 years of service. His extensive background included being a letter carrier with the U.S. Post Office, property manager, shipping and receiving officer, warehouse specialist, purchasing and contracting specialist. He needed something else to do, he said, after getting his golf handicap to a respectable seven over par after his government service. Scouting about for some sort of meaningful activity, he answered the ad for a mail room clerk at ASA. Stanley notes that his “... work experiences in federal government have aided him in carrying out ASA’s program.” More to the point, Bill D’Antonio credits Stanley with significant savings in ASA’s mail costs while, at the same time, vastly improving this service to members.

David Matthews recently joined the ASA staff on a permanent, part-time basis. He divides his mail clerk duties between ASA and the Population Association of America (now housed at 1722), thus making David a full-time employee. David had worked at ASA earlier, as a trainee with the Green Door, a local organization that places individuals in varied settings in order to provide then
Open Forum

The Ethics of an Internship

Recently, only a few days ago, I received a copy of the Code of Ethics of the American Sociological Association and a notice of a graduate internship app in applied medical sociology being offered by the Medical Sociology Section of the ASA. I do not know what kind of discussion might have been held within the Medical Sociology Section about this internship, but my first reaction was one of being disturbed. The internship is for an "advanced-level graduate student" to work at the "Fortune 500 company" in Shreveport, Louisiana, and involves the "design, conduct, and evaluation of a workplace drug testing program" (quoted from the announcement flyer).

Drug testing in the workplace is not an ethically neutral endeavor. Such testing has been required by circumstances such as the Supreme Court, but it is being challenged as an invasion of privacy and an attempt to search by civil rights groups, labor organizations, and others, and only recently a federal judge to enjoin that some drug tests were a violation of the Fourth Amendment of the Constitution. Further, there are at least language questions about the accuracy of drug tests (as there are of all laboratory tests).

Besides questioning the morality of drug testing, I would also question its efficacy. Drug testing is usually directed against illegal drug use, however, the most widely abused drugs in this country are tobacco and alcohol (in terms of the number of deaths; alcohol use is lethal).

Whether the substance being abused is legal or illicit, a test is not necessary to determine whether a person's performance is impaired. Even if I do not know exactly what substance has been used, I know when I am coordinated, co-worker, student, or even supervisor is impaired or incapacitated. Mental distress can also impair a person's performance, and this would not be revealed by a drug test. Good human relations and good management require the supervisor, or instructor, to deal with another's behavior either immediately or without a woman of later times.

Many organizations have alcohol or substance misuse problems and direct them to appropriate counseling. These programs are humane for the employee and beneficial to the employer in that they attempt to retain experienced employees by assisting them in overcoming a substance abuse problem before it results in their dismissal. The purpose of drug testing is less clear; it may be humane or punitive or merely to present the illusion of a concern with safety.

A second qualm that I have about this internship is that it carries a stipend of $15,000 for twelve months. As a graduate stipend goes, this is not an insubstantial amount, although it hardly affords a decent standard of living in many areas of the country. Regardless, the $15,000 is a rather paltry sum for a Fortune 500 company to pay a professional for the design, conduct, and evaluation of a testing program. It is less than a clerk, data entry person, and janitors are regularly paid.

The description of this internship sounds considerably more like a job with responsibilities than a training position. This seems to be a position for which calls for professional knowledge and skills even if the person selected has not previously performed all of these tasks before.

As professionals we are not frequently called upon to complete a task not previously performed. Any professional position, I think, should be appropriately compensated. This is the issue at hand, where I receive less than half as much per course as the full-time instructors. This is, of course, a consideration that used to be taken into account for the college to hire full time faculty. It seems to me to be inappropriate for our professional association to be sponsoring less than adequately compensated positions, particularly positions to perform ethically questionable tasks.

David C. Barnes, Alhambra, CA

On "Homophobia"

If you ever refer to homophobia again, I'll be so enraged I'll take the first spaceship to the moon and stay there. My fury is generated by the word itself. Why? If you like Latin, homophobia simply means fear of people. But, if you prefer Greek, it's fear of people like ourselves. In either definition, one is atypical, one is "different." This is "like a feather flung together." (Aristotelian).

The correct word is homophobia (a fear of homosexuality, which explains why I am a person of Hellenic descent. You see, Greek words are usually much longer than English ones, but you hear one Athenian abbreviation one word. I'll give you a million drachmas.

From Bank, University of Toledo

Czech Sociology Rebuilt

Here's my wish: to advise the Society for Social Research in Prague has resumed activities. This has been made possible by the radical change of the political situation in Czechoslovakia, the abandonment of the totalitarian ideology and the liquidation of the totalitarian dictatorship in the country.

The Society for Social Research was established in 1937, its members having been the editorial board of the journal Socialist Mainstream (Socialist) Problems. The foundation of the society was prompted by the loss of intellectual freedom. The activity of the Society was increasing restricted, and the study of sociology itself suppressed. Eventually, like the rest of the non-Marxist scientific societies, the Society for Social Research was banned.

At present, the Society proposes to carry on its activities in the spirit of the non-Marxist traditions of Czechoslovak sociology and the ideas of humanism, democracy and free exchange of views as propounded by Professor T.G. Masaryk, the first President of the Czechoslovak Republic.

The Society's international contacts, forcibly interrupted, should now be reestablished. We shall be pleased to hear from you and are looking forward to our possible future co-operation.

Dr. Bohuslav G. Chramet, Chairman of the Society for Social Research in Prague, held a meeting in Prague, 9th October 1990.

Another View on Sociology in Israel

Given the strong orientation of Israeli sociologists to American sociology and a wide interest in Israel among our American colleagues, you may wish to have another view, following Stanley Cohen's "Modern Sociology in Israel" in the December 1989 Footnotes, which has just reached me.

I want to distinguish among three issues: the adoption by a professional association of political stance; its adoption of political stand related to the discipline and academic; and the research agendas of a discipline.

(1) If it happens that a majority of Israeli sociologists, and certainly those most senior, for many years have been critical of Israeli policy and practice with respect to the Israeli-Arab, Israeli-Palestinian conflict. We were similarly critical of PLO intransigence, and welcomed its critical change in late 1988. Many are as its annual meeting last year to express similar movements, in favor of a Palestinian state, direct negotiations with the Israelis. We have defended the occupied territories in a peace framework providing for Israeli security. We have strongly condemned Israeli behavior during the Intifada. These are not quiet, private opinions, but are continually voiced publicly in petitions, demonstrations, meetings with Bank and Gaza friends and colleagues, presence at trials, etc.

But all such actions are actions of individual citizens within political frameworks. Israeli sociology may have been "totally silent" many Israeli sociologists have not in the least been so. I very much doubt whether a political resolution passed by the Israeli Sociological Association would meet more than a paragraph in yesterday's papers. What it would do, if adopted by a majority, is embitter who totally or partially disagree and trouble those who agree but abstain or vote against, possibly because they worry about what would happen if "the bastards" had the majority.

(2) Cohen is right that it is unfortunate that the ISA considered no resolution at its annual meeting in Jaffa last year. Perhaps if it is to be seen as a resolution, it might have been adopted.

(3) We can indeed not be proud of our disregard of research among Israeli Arabs. In the introductory chapter to Health and Health Care in Israel (New Brunswick: Transcript, 1990), Judith Shoval and I wrote: "The most evident gap concerns research on the sociology of health in the Israeli Arab population of the population." As a 1950's researcher in poverty and discrimination in the States, before these issues were discovered, I have long pondered the sins of omission of the profession. The appropriate statement, again, is to the individual." Go ahead and do the work." I would not want the ISA to tell me (or Dr. Cohen) what I should do.

Amnon L. Shavell, Faculty of Social Sciences, Bar-Ilan University of Tel Aviv

Teaching Evaluated by Students


Nevertheless, my own research in the area (e.g., Encyclopedia of Campus Urban, 1971), as well as numerous other publications dealing with teaching evaluations (e.g., Frederick Campbell et al., editor, Teaching Sociology, 1987; Kenneth C. Doyle, Student Insulation of Instruction, 1975; Philip Levy and Harvey Goldstein, compilers, Texts of Education, 1984; Jason Millman, editor, Teaching Effectiveness, 1984), lead to the following observations and questions:

(1) Are some disciplines overemphasizing questionable evaluation techniques, although their validity and reliability are still problematic? How long will this debate continue? And at what expense of more effective teaching?

(2) We usually give "objective" tests, namely, true-false or multiple-choice, and then pretend to have made an accurate intellectual diagnosis. Much worse, we often let graduate students, and sometimes secretaries and undergraduates, evaluate our students' work. This problem is further complicated by our emphasis on attitudes at the expense of knowledge (voluminous paludum) wondering how enthusiastic supporters are and complexity and nebulousness of this phenomenon. An enthusiastic and dedicated instructor will work for a great deal of time and energy to teaching and analyze every pedagogical problem as soon as it arises. Occasionally, for example, less bright students have missed a test answer which I had considered quite easy. But, by analyzing the problem, I have found that the test was my fault, as I had thought it unnecessary to discuss an "easy" concept in class. Unfortunately, not every student, as you can go, and we seldom take advantage of them. My own solution has been to compile, gradually and methodically, a dictionary of pedagogical principles which I have reviewed and revised almost daily. Surprisingly, it now covers a good deal of the "field entries!"

(3) Do our overemphasize on student evaluation of teaching load the typical student to the conclusion that she or he is a great pedagogical philosopher, thus naively demand, the right to dictate pedagogical policy? Perhaps. But aren't the knowledge and experience of a typical professor superior to those of a typical student? This, of course, refers to both content and method. I wonder whether student evaluation of teaching would answer this relevant question: should patients participate to the same extent in their surgeon's diagnostic and surgical tasks? And how about human nature? Will power usually encourage novices to demand less and easier work? As for anonymity, should students sign their evaluation forms? After all, the teacher neither knows the grades he or she assigns, or often exposing himself or herself to justified or unjustified attacks?

(4) Since, to a certain extent, pedagogical accuracy prevails, why should I impose my own philosophy on my colleagues--or vice versa?

(5) Evaluation always almost consisted of enthusiastic, average, and vicious responses. But how can the same teacher, the same lectures, and the same tests be both marvelous and monotonous?

(6) As a participant in numerous professional conferences, I have often heard horror stories about dubious evaluations, doctored evaluations, manipulated evaluations, and so on. As editor of a separate editor, or book review editor of many professional journals, I receive countless long-distance telephone calls (academic) seldom write nowadays, which explains their acute "telephobia" from our contributors. Here is a typical pathfinder: "Teaching evaluations are a disaster. I need publications for promotion. Please, please send me a favorable letter regarding my MS to show my chairman." More tragic is the large percentage of telephone calls.

See Footnotes, page 6
Open Forum, from page 5

referring to a single book review (not to one’s own book or article)
(7) What do you think of the idea of popular academic standards, especially in the humanities and the social sciences? Are we surprised when, with all this emphasis on methods at the expense of content, many sociology majors, for instance, cannot even identify Consult the dictionary in this century in which he be “lathered” sociology? Of course, the critic of many other disciplines is not sum-

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...is that society’s use of knowledge, how able are we to promote our own welfare and that of our sisters and brothers throughout the world.

Panos Bardin, University of Toledo

Rejoinder on Feminist Theory

The trouble with Michael Faia’s “The Trouble with Feminist Theory,” (Footnotes, February 1990) lies with its representation of both women’s and men’s interest in critique of science. Feminist critiques of science are much more complex and inter- esting than can be captured by this article.

Central to much feminist theory is the attitude to reveal and confront the gendered construction of reality—which is not the same as the way feminist scholars organize
tional. Suspecting that his interpretation is flawed, but refusing to react on the

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Writing the Social Text: Anthropological, Literary Perspectives

by Richard Brown, University of Maryland

How do the intellectual activities of scholars matter to the larger social world? Numerous writers have identified the academic text as a key site of the production and circulation of social and cultural identities. However, the majority of this work has focused on the academic text as a site of social and cultural reproduction, rather than on the ways in which it creates new social identities and social spaces. In this essay, I argue that the academic text is a site of social and cultural production, and that it is through the production of new social identities and social spaces that the academic text can make a significant contribution to the larger social world.

The Academic Text as a Site of Social and Cultural Production

The academic text is a site of social and cultural production in several ways. First, the academic text is a site of the production of new social identities. Academic texts are written by scholars who are themselves social actors, and the texts they write reflect their own social identities. This is evident in the way that the academic text is often used to construct a scholarly identity, which is a site of social and cultural production.

Second, the academic text is a site of the production of new social spaces. Academic texts are often used to create new social spaces, which are sites of social and cultural production. For example, academic texts are often used to create new academic institutions, such as the university, which are sites of social and cultural production.

Third, the academic text is a site of the production of new social relationships. Academic texts are often used to create new social relationships, which are sites of social and cultural production. For example, academic texts are often used to create new social networks, such as the academic community, which are sites of social and cultural production.

In conclusion, the academic text is a site of social and cultural production. By examining the ways in which the academic text is used to create new social identities, social spaces, and social relationships, we can begin to understand the ways in which the academic text can make a significant contribution to the larger social world.

Marx Presents Jensen Lectures

The second in the series of Jensen Lectures, jointly sponsored by ASA and the Duke Department of Sociology, was presented by Gary Marx, March 20-21, at Duke University. Marx’s topic was “Windows into the Soul: Surveillance and Society in the Age of High Technology.” Marx’s final presentation under the Jensen Lectureship will be presented at the 1991 annual meetings of the ASA. Publication of the Lectures is anticipated.

The Jensen Lectures were established in 1979 as a means to encourage and make more visible sociological investigations which enrich the common good. A national search was launched for names for the Lectureship and a committee consisting of members of the ASA, Problems of the discipline Committee and the Duke Department made the final selection. The Lecture is provided by a bequest from Howard E. Jensen, formerly a member of the Duke Department, and by funds from the Problems of the discipline Committee. The first Jensen Lectures were presented by Peter Rossi and led to his recently published book Down and Out in America: The Origins of Homlessness (University of Chicago Press, 1980).

Marx presented three lectures. The first, entitled “The New Surveillance,” provided empirical examples of new means of collecting personal information that are more powerful, silent, intensive, and extensive than previously. He discussed the social, political, legal and ethical questions raised by these new techniques, and he suggested that a culture and culture of surveillance is growing and has the potential to threaten cherished norms and values.

The second lecture, entitled “Reflections on Knowing,” dealt with the kinds of theoretical and methodological issues faced by one doing research in this area. Marx described his own methods, acknowledging that they often led him to assemble ad hoc bits of information and then try to find general patterns of answers. He described the frequent tension between seeking breadth and searching for depth, between description and explanation, between scientific neutrality and social action. He showed how these tensions are often experienced by researchers confronning policy issues that are relevant to public policy.

The third lecture was concerned with “Promoting Privacy.” This lecture reviewed the recent history of privacy protection measures and the functions (and potential dysfunctions) of privacy in society. Marx discussed the process of putting in place new means of monitoring the social world and the ways in which these measures are often undermined by the use of new technologies.

Good Ideas

The Midwest Sociological Association sponsors an annual paper competition for undergraduate and graduate students. In addition to having the students come forward for their awards, the advisers are also credited. This practice gives professional visibility and acclaim for advisors, and, as a latent effect, has resulted in more faculty encouraging students to submit papers.

The Iowa Sociological Society (ISS) has a spring meeting devoted to the presentation of papers by undergraduate students. About 100 students attend the meeting and make carefully prepared summaries of their work. The student posters serve as discussions—one per paper—as a way of giving them a professional role. The ISS also holds a student paper competition, with one award for freshmen/sophomores (with special recognition at community college students) and one for junior/senior level papers. For more information, contact: Jane Kvetko, Penn State, University Park, PA 16802.
1991 Call for Papers

Topics & Organizers Announced: Focus on Changes in Regular Sessions

August 23-27, 1991
Cincinnati Convention Center

Theme: The World of Ethnic Relations

Submission Deadline: December 31, 1990

The format for open submission sessions has been changed for 1991; please read the Call for Papers carefully.

Every year there is talk about ways to further increase the level of intellectual excitement of the sessions at the annual ASA meetings. With this goal in mind, the 1991 Program Committee changed the format of Regular Sessions in several ways.

- First, the total number of topics per session has been reduced (from nine to seven per session) in order to provide a more focused, coherent, and self-contained program.

- Second, papers will be limited to no more than 20 minutes, allowing sessions to be more self-contained and cohesive.

- Third, the 1991 meetings will inaugurate Scholar-to-Scholar (STS) presentations. This format, common in the natural sciences and used by such social science organizations as the American Psychological Association and the American Statistical Association, provides a way of increasing the ordinarily limited time available for discussion of papers while simultaneously making it easier to communicate materials not well suited to oral presentation (e.g., complicated formulas, detailed theoretical argument, masses of numerical data, visual material, and so on). In the STS format, presenters will provide a display area in which they will have available copies of their paper, extensive simulation, etc. Audience members may inspect these materials at their leisure and then discuss them informally with the

Submission Cover Sheet

1991 Annual Meeting

1. Supply names and mailing addresses for all authors listed on your paper. Place an asterisk beside the name of the submitting author.

Identify any co-author who is a foreign scholar and request a membership exemption for that person.

2. Duly Signed: Your paper may be sent to no more than two organizers. Of these two, only one may be a Regular Session organizer. If you are sending your paper to another organizer, let the organizer’s name above indicate your first choice for the placement of your paper. Send a copy of this cover sheet to the second organizer.

3. Presentation Preference: Papers accepted by Regular Session organizers and Section organizers are eligible for paper-reading presentation or Scholar-to-Scholar presentation. Indicate your preference below.

4. Reminder Checklist:

- Paper reflects original work.
- Paper has not been published for publication before submission.
- Paper has not been presented for publication before submission.
- Paper is in a readable condition.
- Paper is not submitted to more than two organizers.
- Include a self-addressed stamped envelope for acknowledgment of receipt of submission.
- Include a self-addressed stamped envelope for acknowledgment of receipt of submission.
- Notify your co-author(s) of the submission.

5. Review your membership for ASA membership; if your paper is accepted by the Program Committee: Remember to pay regular membership fees for the years the paper is presented.

The Program Committee is looking forward to many exciting paper-reading and STS sessions at the 1991 Annual Meeting. The quality of any given session depends in part on how well the material itself is communicated. Whether it is a paper-reading session or an STS session, the Program Committee encourages all presenters to include audience interest and comprehension by making creative use of graphs, slides, handouts, and other visual aids.

Much of the vitality of the ASA flows from its diverse membership. The 1991 Program Committee is dedicated to assuring that the richness in the membership is reflected in the program for the annual meetings. JS organizers should set out to include minorities, women, and sociologists from smaller institutions or who work in government or in business both as presenters and as session presidents or discussants.

Members of the 1991 Program Committee are: Stanley Lieberson (chair), Harvard University; Howard Becker, Northwestern University; Larry Bobo, University of Wisconsin-Madison; Richard Curtis, University of Arizona; Wendy Crewell, University of Chicago; Beth S. Hens, County College of Morris; Michael Hout, University of California-Berkeley; Nan Liu, Duke University; Barbara Reskin, University of Illinois-Urbana; Denise Segura, University of California Santa Barbara, and Richard Sampson, University of North Carolina-Chapel Hill.

Submission Criteria

Original Contribution. Papers must reflect original work or major developments in previously reported work. Papers are not eligible if they have been published prior to the meeting, or accepted for publication before being submitted to organizers for consideration, or if they have been modified in any way after acceptance or publication.

Length and Style. Papers as submitted are limited to 20 pages, including footnotes, tables, and bibliographies. Long lines may be used for subsequent publication, but not for oral presentation. For presentation at paper-reading sessions, papers must be turned into 15-minute talks which highlight and interpret major points only. (Details of empirical data and procedures of collection and analysis should be reserved for handouts or written versions.)

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Where to send papers. Members of the ASA and other interested persons should submit papers directly to the RS/STS organizers listed below. Having two co-organizers, please be sure to send two copies, one directly to each co-organizer. Each paper should be accompanied by a submission cover sheet.

Dual Submissions. Topic areas have been defined broadly by the 1991 Program Committee in order to encourage multiple submissions of the same paper to the different organizers (as with ASA journals). As mentioned above, the 1991 Program Committee has set the following submission policies: (1) Authors may submit more than one paper but never the same paper to two Regular Session (RS) organizers. (2) Papers may be submitted to no

Continued on next page
1991 Sessions and Organizers, continued

more than two organizers. For example, an as-terminator may be the same paper to one RS organizer and one Section organi- or to two Section organizers, but not to two other organizers. In cases of dual submission, you are required to noti- fify each organizer of this fact and to list the other organizers whom the paper is being sent. Failure to meet this require- ment allows organizers to drop the paper from all sessions involving.

How to send. Organizers have been in- structed by the Program Committee not to accept abstracts, letters, or telephone calls in lieu of full papers when consider- ing inclusions for their sessions.

Paper submissions must include the following: (1) stam- pings, or self-addressed, stamped envelopes. Your cooperating organizer must indicate which organizer has first priority for your paper.

As noted above, an acknowledg- ment of receipt of the paper by the organ- izer should include a self-addressed, stamped postcard. This information can be accom- panying a covering letter to the organ- izer that organizations have been informed that they need not return manuscripts until the session. Sessions have been accompanied by a stamped, self-addressed envelope.

Deadlines. The deadline for submission of pa- pers to organizers is December 31, 1990. Organ- izers are not obligated to consider papers received after that date.

Session Sections

All members with interest in special fields of sociology may join Sections there are currently 27 active sections. Sections publish quarterlies in which they offer program sessions during the Annual Meeting. Around 30-40% of the annual meeting space is allocated for sec- tion activities; the remainder of the ses- sion space is used by the auspices of the Program Committee.

Most Sections will finalize their program planning for 1991 during the 1990 Annual Meeting. Complete information on Section program sessions and submitters will be published in the Update in the November issue of footnotes. If you have questions about Section program activities in the interim, contact the Section officers listed below.

Section program activities are subject to the same submission criteria, deadlines, and program policies as Program Commit- tee sessions.

Discussion Roundtables

In formal Discussion Roundtables are continually popular features of ASA pro- grams. They are particularly valuable for those who are developing new ideas or formulating issues in new ways and who would like to explore these ideas or issues with colleagues who have similar inter- ests. Roundtables also offer an opportu- nity (for those who share conceptual, methodological, professional, or policy concerns to meet one another and to initiate and/or discuss new ideas.

An Informal Discussion Roundtable ses- sion is usually comprised of up to 15 table members (maximum seven people). Table members (a maximum of ten people) held at the same time in one of the larger public rooms in the hotel. Presenters introduce themselves and facilitate discussion among all the participants at the table; no formal papers are presented.

Roundtable discussions are read at a session.

Non-recommended roundtable presentations, including Informal Discussion Roundta- bles and Section Intra-Roundtables, are not eligible for the Abstract Paper Service since these sessions are intended for informal discussions and not formal paper presentations.

Questions relating to Program participation should be directed to the ASA Executive Office.

TOPICS AND ORGANIZERS REGULAR SESSIONS AND SCHOLAR- TO-SCHOLAR SESSIONS

The preferred mailing address, office tele- phone number and electronic address (if available) for the organizer is given with each topic area.

Submission deadline: December 31, 1990

• multiple sessions anticipated

Aging, Sociology of (includes Intergenera- tional Relations)

-John H. Hagedoorn, Chair, Department of Sociology, University of North Carolina, Chapel Hill, NC 27514-3390. (919) 962-2450.

Demographic, Sociology of

-Carol S. Yngvesson, Department of Sociology, University of Minnesota, St. Paul, MN 55108. (612) 624-3545.

Environment & Energy (includes Natural Resources)

-William J. Marquardt, Chair, Department of Sociology & Anthropology, Mississippi State University, P.O. Drawer C, Minne- sota State, MS 33902, (601) 325-2493.

Ethno-anthropological, Sociology of

-Roger Scherer, Department of Sociology, California State University, Fullerton, CA 92634.

Family and Kinship (includes Marriage, Divorce, Family Policy)

-Catherine E. Gartner, Chair, Department of Sociology, University of South Florida, Tampa, FL 33620. (813) 974-2851 or 974-2893.

Historical Sociology

-Peter Bearman, Department of Sociology, University of California, Berkeley, CA 94720. (415) 843-5261.

History of Sociology and Social Thought

-John J. Fine, Department of Sociology, Johns Hopkins University, Baltimore, MD 21218.

Human-Animal Interaction

-Sharon O Malley, Department of Sociology, University of Arizona, Tucson, AZ 85721.

Labor Market (includes Unemployment)

-Sharon O Malley, Department of Sociology, University of Arizona, Tucson, AZ 85721.

Mass Communications (includes agenda setting)

-Andrae J. King, Department of Sociology, University of Wisconsin, Madison, WI 53706. (608) 262-4094.

Medical Sociology

-Fredrik Bartholomew, Department of Sociology, University of California, Berkeley, CA 94720. (510) 642-5062.

Political Sociology

-Fredrik Bartholomew, Department of Sociology, University of California, Berkeley, CA 94720. (510) 642-5062.

Qualitative Methodology

-John J. Fine, Department of Sociology, University of Arizona, Tucson, AZ 85721. (520) 621-3533.

Quantitative Methodology

-John J. Fine, Department of Sociology, University of Arizona, Tucson, AZ 85721. (520) 621-3533.

Sexualities and 1991 Sessions: continued

Becker, Edward, Department of Sociology, University of California, Los Angeles, CA 90024. (213) 825-7249.
Sex and Gender Directory Ready

Have you ever tried to advise a student about where to go to graduate school and not be sure of what different programs really emphasize? A call to this office led to the creation of the Directory of Sex and Gender Programs in Graduate Sociology Programs. The project was jointly sponsored by ASA, ASA’s section on Sex and Gender, ASA’s Committee on the Status of Women, and Sociologists for Women in Society. We sent a questionnaire, developed by Margaret Andreasen, to all departments. Respondents indicated if they had a concentration in sex and gender, what it covered, courses offered, faculty specialty, and emphasis on women of color. These responses were reproduced in the Directory. The Directory is available for $3. Order copies from the ASA office: prepaid orders only, please.

Sex and Gender Directory Ready

Medical Sociologists . . .

Special Issue of Teaching Sociology on Medical Sociology

Co-edited by Barbara M. Altman

- Interventions in Non-Traditional Health Care Settings: A Pilot Program—Joel A. West
- The Graduate Internship Program in Applied Medical Sociology: Sue Keit Hopper and Judith K. Bell
- Perceptions from a Preceptor in an Applied Medical Sociology Internship Program—Norma A. Dahl
- Teaching Medical Sociology and AIDS: Some Ideas and Objectives—Charles W. Hunt
- Teaching Health Care and Aging: Toward a Conceptual Integration—Deit J. Jaffe
- Teaching Medical Sociology in Medicine Schools—David J. Hunt and Jeffrey Schal
- To Tell the Truth: An In-Class Learning Exercise for Medical Students—Frederick W. Hafferty
- Teaching Medical Sociology Through Film: Theoretical Perspectives and Practical Tools—Ann A. Zech
- A Review of Medical Sociology Textbooks—Sharon N. Brennan
- Institutionalizing Divergent Approaches to the Sociology of Health and Illness—Sharon P. Wallace

Single copy available for $5 to ASA members ($10 to non-members, $35 to institutions; order one the earlier 1991 order for $17 to ASA members ($30 to non-members, $50 to institutions); add $5 for foreign postage). Send orders to: ASA, 1727 N Street NW, Washington, DC 20036.
Sociologists Receive Honors and Awards

Reins New ICS President

Albert J. Reiss, Jr., the William Graham Sumner Professor of Sociology at Yale University is the new President of the International Council of Sociologists (ICS). He is the second member from the USA to serve as President of the ICS. Thorsten Sellin was President following the reorganization of the World Council of Sociologists after World War II. Prior to his election to the presidency of the ICS, Reiss was the President of its Scientific Commission.

The President of the International Council of Criminology is elected for a term of five years. During his term of office, Professor Reiss will preside over the Eleventh International Congress to be held in 1990.

Other members of the ASA who were elected to positions in the ICS and took office at the February meeting in Paris are Joan McCord of Temple University and Lawrence W. Sherman of the University of Maryland.

Reiss chairs the Panel on Understanding and Controlling Elderly Behavior of the National Advisory Service and the National Research Council. The Panel membership includes four sociologists, behavioral, and social scientists. Of the 18 members on the Panel, four are sociologists. In addition to Reiss, sociologists on the Panel are Eli Anderson, University of Pennsylvania; Colin Loflin, University of Maryland; and James F. Short, Jr., Washington State University. The Panel will issue its report in about 18 months.

Lieberson, from page 2

(Lawson, New York, with 1970) and he edited the collection Encyclopedia of Sociology, (Columbus, Indiana: Indiana University Press, 1969). He continued his interest in race and ethnicity and in 1981 published A Piece of the Pie: Black and White Immigrants Since 1880. (Berkeley: University of California Press), which won the ASA's distinguished Contribution to Scholarship Award in 1983. He published numerous articles and books on race and ethnicity and blacks facing in competition with white immigrants, many of which, like A Piece of the Pie, used original data sources or conventional sources of data to investigate processes which had seemed previously resistant.

Throughout his career Stan has made important contributions to the methodology of social research. Beginning with a 1961 article in The American Statistician on the "Non-Graphical Computation of Kendall's Tau" through to the present day, Stan has made contributions in statistical and demographic methods. In 1985 he published Making Sense: The Improvement of Social Research and Theory in which he courageously explored the very basics of quantitative research in sociology that we all take very much for granted. His suggestions, criticisms and insights into the logic of quantitative research methods are still being debated and digested. Stan's honors and awards and service to the sociological community are too numerous to mention here. In addition to the long record of service in various committees in the ASA, he has also been President of the Pacific Sociological Association, a member of the American Academy of Arts and Sciences, and has been a member of the board of Directors of the Population Association of America. However, he is probably most appreciated by junior and senior colleagues alike for his one-on-one sociological advice and insights, usually exchanged over lunch. Stan has lunch with someone every day and keeps an elaborate calendar of lunch dates often booked weeks in advance. It is in these informal chats with colleagues and students that Stan gives freely of his vast knowledge and personal, yet incisive, advice on the practical problems his colleagues are working on.

In conclusion to his postscript about his work on language, Stan reminded us of what he might study next. He generated a few ideas and then concluded: "There is no shortage of interesting questions. The problem is finding ways of working up satisfactory answers of a reasonably rigorous nature." In his modest way Stan has summed up the trajectory of his own career, and of sociology as a discipline — no shortage of interesting questions. And he should have added, if his present track record is any indication, no shortage of rigorous and extremely interesting answers. Stan brings to the ASA Presidency a passionate commitment to Sociology as a discipline, his leadership in the ASA's research, and his 关于奖赏和荣誉在社会学社区中的重要性.

Phone System, from page 1

Information, and 5 for the Minority Fellowship Program, MOST, and ASA Certification.

At any time in the call, if you know the extension of the person with whom you wish to speak, you can enter that extension and be connected immediately.

If you are away from the desk, you may leave a message with his or her voice box recorder. Only that person can retrieve messages from that phone. We understand that many phone calls to an association are "one way", that is, members are leaving a message, asking that something be sent, etc. While we enjoy speaking to our members, we hope that this phone system will reduce long distance phone tag.

Here are the extensions for various ASA staff that you might be calling:

- William E. D'Antoni, Executive Officer
- Josephine Adell, Secretary
- Carla M. Haas, Assistant Executive Officer and Director, Teaching Services Program
- Women and minorities, world sociology, disabilities issues, Fortnight submissions
- Stephen A. Baff, Administrative Assistant and Director, Professional Development Programs
- Ethics and CORRAT cases, employment statistics, public information and media
- Karen Gay Edwell, Publications Manager
- Michele Vincenz, Publications Assistant and Employment Bulletin Manager
- Janet L. Astin, Convention and Meetings Manager
- Sadie Clark, Administrative Assistant
- Barbara Bouquet, Administrative Assistant
- Jen L. Tutor, Administrator, Population Association of America, and ASA Meetings and Marketing Manager
- Frances M. Foster, Minority Affairs Manager
- Karen Gay Edwell, Publications Manager
- Robert S. Green, Membership and Office Manager
- William Martin, Executive Associate
- Carolina I. Bugo, Sections Coordinator and Governance Assistant
- Lisa Peterson, Non-member Subscriptions
- Nancy Sylvestre, Receptivist and Mailing List Rentals
- Donald Stanley and David Matthews, Mailroom

Komarovsky, from page 1

"But even when the problem was eventually acknowledged, the immediate reaction of the passengers with seats turned back was a vociferous outcry to turn back the tide of social change to some idealized past as if it could be recaptured. How much faster it was during the past few years to heighten the rhetoric about the sanctity and centrality of the family than to embed our social action in a way that conceivably make a difference in reality. Another source of national passivity is to view the problem of race as a women's problem. It is not only the women's problem if a generation of children is growing up in inadequate nurture and education. The failure to restructure the family-work problem creates costs in productivity and morale of our labor force that is also a problem for the nation as a whole."

"This is too festive an occasion not to introduce an optimistic note. There are signs of change, for example, in the increasing number of progressive companies offering parental leaves, job sharing, family leave, child care leave. Of course, the problem requires the leadership and resources of the Federal and State governments. But even this is a powerful change. We must attempt to introduce a degree of rationality into our current policies in order to neutralize social change. We need a continuous analysis of successful and failing organizational innovations in order to discern what specifically accounts for conflicting results."

"I will conclude with one hope. My hope is that policy makers will recognize that if even only one percent of economic and intellectual resources now channeled to technological improvement were directed to studying social organization, the returns would be great. Such a study would enable us to formulate social inventions for solving human problems."
Conference on Racism and the Labor Market in a Historical Perspective, Sep 5-7, 1991, Amsterdam, The Netherlands. Scholars engaged in research into the relationship between the labor market and racism in pre-industrial and industrial societies are invited to send papers in English before November 1. Contact: Conference: Historical Racism Studies, International Association for the Sociology of Race, Ethnicity, and Nationalism, WUV 3013-5107 (A. Wouters). Fax: 30-20-6045818.


Seventh Conference on Computers and Wlling, May 24-25, 1991, Minneapolis, MN. Theme: "Papers for consideration on this or any other theme are due June 15, Department of University and Community Services, 4516 University Avenue, Minneapolis, MN 55455-0840. (612) 230-2233.

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September 1990 Footnotes

Meetings

October 19-21, Midwest Rural Scholars and Artists Conference, Loyola University, Chicago, IL. Contact: Donald L. Cato, Department of Sociology, 6525 North Sheridan Road, Chicago, IL 60626. (312) 567-7507.


November 1-3, Critical Center for the Study of Poverty and Social Policy, University of Wisconsin-Madison, Madison, WI 53706. (608) 262-0681; or Katherine Al- len, Department of Sociology and Family Development, 404 Wallace Avenue, Vir- ginia Polytechnic Institute and State University, Blacksburg, VA 24061. (703) 231-6261.

February 19-20, Midwest Regional Conference on Crime and Public Policy, Minneapolis, MN. Contact: Lawrence Johnson, Department of Sociology, University of Minnesota, 2-625 Steen- berg, Minneapolis, MN 55455. (612) 624-2451.


March 5-6, Society for the Study of Social Work and Social Welfare, 8th Annual Conference, University of Notre Dame, Notre Dame, IN. Contact: Center for Continuing Education, 1119 17th Street, Notre Dame, IN 46556-4050. (574) 284-3633.

March 14-17, National Student Government Association, University of Mississippi, 224 Church Street, MS, Oxford, MS 38655. (662) 238-7795.


April 1-2, Midwest Association for Educational Research, 43rd Annual Meeting, Ha- pon, OK. Theme: "Historical Realism and the Construction of Authorship." Contact: Department of Sociology, Oklahoma State University, Stillwater, OK 74078. (405) 744-5224.

April 2-3, North Central Sociological Association, Milwaukee, WI. Theme: "The American Dream." Contact: John Findley, Department of Sociology, Northern Illinois University, DeKalb, IL 60115. (815) 753-0223.

April 2-7, Society for the Study of Social Work and Social Welfare, 8th Annual Conference, University of Mississippi, 224 Church Street, MS, Oxford, MS 38655. (662) 238-7795.


April 30-May 1, Midwest Regional Conference on Crime and Public Policy, Minnesota, MN. Contact: "Social Change in Society," 6000 St. Charles Avenue, New Orleans, LA 70126. (504) 581-5431.


Funding


The University of Chicago Conference on Demographic Training, announces the availability of three postdoctoral fellowships for one year. Two fellowships from the Nat- ural Environment and Human Development are available to individuals who hold a PhD or equivalent degree and a high level of professional skills, and one fellowship from the Hewlett Founda- tion is available to candidates from developing countries who have demonstrated pro- fessional career opportunities in their home countries. Applications for postdoctoral fellowships are due by March 1 and should include a letter of intent and a resume. (2) A three-page statement of research priorities for the fellowship during the year; (2) a one-page statement of how postdoctoral Continued on next page
Funding, continued

training would complement prior training and in skills in demography: (1) one research paper that illustrates the application of the techniques and (2) three addresses of two references that the applicant has used in the past for the reason that, in the reviewer's opinion, there is no need to report them. For further information, contact: The Henry Mur- rary Research Center, 2700 St. George Street, Chicago, IL 60611-1700.

The University of Michigan Research and Training Program on Poverty, the Urban Institute, and Public Policy offers one year postdoctoral fellowships to qualified U.S. citizens to expand knowledge in all the social sciences. Applicants must have completed their Ph.D. before June 1, 1986. The application deadline is January 15. For more information, contact: The Urban Institute, 1100 17th Street NW, Suite 510, Washington, DC 20036.

Contact
As a participant in the New Jersey Master Faculty Program and Princeton Uni- ted for Social Policy, his role for the Project for a Worker's Union, the University of Michigan, Ann Arbor, MI 48109-1285.

The National Council for Soviet and East European Research invites applica- tions for its 1991 program of funding for research and related activities involving the social, political, economic, and historical development of the USSR and Eastern Europe. Applications are due in November 15. For more information, contact: The National Council for Soviet and East European Research, 1100 17th Street NW, Suite 450, Washington, DC 20036.

Mass Media
Patricia Adler, University of Colorado-Boloreldo, recently wrote a letter to the editors of the New York Times about an article on date rape by col- lege athletes.

Beben Byrd, Boston University, and Loyd James Buckee were cited in a recent New York Times article on the fine line between honor and sexual misconduct.

Douglas Jaudon, Washington University, was quoted in an article in the March issue of the American Journal of Women's History. His research focuses on the relationship between social class and gender identity.

Norman M. Beaudun, National Opinion Research Center at the University of Chicago, conducted a survey in the United States that was quoted in a recent New York Times article on the impact of the Gallup Organization.

Jennifer Brown, Columbia University, was quoted in a recent New York Times article about New York City's new radio and television stations.

Charles Goolsby, University of Southern California, was quoted in an article in the March issue of the Journal of the American Medical Association about the effects of diet on longevity.

Andrew J. Cribb, Johns Hopkins Uni- versity, was quoted in an article about the influence of food on the New York Times.

Contact
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Leona Anderson, Ohio University, was appointed a Chancellor's Research Fellow by the Ohio Department of Mental Health.

Nancy Andes, University of Alaska-Anchorage, received a $990,000 Fulbright award to Peru, where she will continue research at the Instituto for Population Studies at the University of the Andes in Lima.

Robert Antoniou, University of Kansas, was awarded a Chancellor's Alumni Research Fellowship from the University of Kansas Alumni Association.

F. Martin Bishop, University of Utah, was awarded a $50,000 grant from the American Lung Association to study the role of endotoxin in the development of allergic asthma.

D. David Bore, University of Chicago, was awarded a $50,000 grant from the National Institutes of Health to study the role of endotoxin in the development of allergic asthma.

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Continued on next page
Advantage

Annual Meeting

The ASA Annual Meeting is a five-day event usually held in August. In 1991, the Annual Meeting was August 23-27 in Cincinnati. The Annual Meeting, sociologists present research papers and engage in teaching workshops, plenary seminars, roundtable discussions, and plenary and thematic sessions. There is a program of service for employers and job seekers, display booths for book publishers and computer companies, and ample opportunity for socializing and renewing acquaintance among all those present. For the experimental alumni party, the presidential reception and a variety of other social events. The meeting also holds a reception and orientation party for new members.

The Annual Meeting program is coordinated by the Program Committee, composed of the President-Elect and persons on the Executive Council. Each year the Council selects a theme, which serves to guide the planning of the program. The Program Committee makes suggestions for sessions and encourages ASA members to volunteer as session organizers. The list of 1991 program appears in this issue of Footnotes.

Footnotes

Membership in ASA benefits you!

Footnotes

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