Lipset Elected President, Quadagno VP; Daniels Secretary

Seymour Martin Lipset, Haass Professor of Public Policy and Sociology, George Mason University, and Caroline Muroz Professor of Political Science and Sociology, Stanford University, has been elected the 84th President of the ASA. Lipset will assume office in August of 1992 following a year's service as President-Elect.

Jill S. Quadagno, who holds the Mildred and Claude Pepper Chair in Social Gerontology at Florida State University, has been elected Vice-President. Arlene Kaplan Daniels, Professor of Sociology at Northwestern University, will assume the three-year post as ASA Secretary for 1992-94.

Two new Council members are elected. Walter R. Allen, Earl R. Babbie, Janet Saltzman Chaet, and Evelyn Nakano Glenn, Paul Burrell and John A. Biddle were elected to the Committee on Publications. In accords with the election districts adopted in 1989, eight rather than six new members were elected each to the Committee on Committees and the Committee on Nominations.

The term ends on changing the status of student membership passed by a margin of three to one. The change gives students full membership privileges.

The total number of ballots cast was 3222, representing 6.8 percent of the 45,303 members eligible to vote. Following Council policy adopted in January 1989, vote totals per candidate are not published.

Electoral results follow:

President-Elect
Seymour Martin Lipset, George Mason University and Stanford University

Vice-President-Elect
Jill S. Quadagno, Florida State University

Secretary
Arlene Kaplan Daniels, Northwestern University

Council
Walter R. Allen, University of California-Los Angeles
Earl Babbie, Chapman College
Janet Saltzman Chaet, University of Houston

See Elections, page 5

New CS, SOE

Editorial Offices
Effective on the listed dates, all submissions to Contemporary Sociology and Sociology of Education should be sent to the editors-elect.

Contemporary Sociology (August 15: Walter Powell, Department of Sociology, University of Arizona, Tucson, AZ 85721; Sociology of Education (September 1: Julia Wightman, PhD Program in Sociology, Box 375, Graduate Center, CUNY, 33 West 4th Street, New York, NY 10036-4099.

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We’ll see you in Cincinnati!

A panoramic view of Cincinnati’s Ohio River waterfront.
Executive Officer's Report

Bidding a Fond Farewell to ASA and its Staff

By William V. D'Alonzo

This is my ninth and final report to the Association as Executive Officer. In preparation, I reviewed my prior reports, looking for common themes and special items. Thus, this final report is an overview, summary and reflection upon my nine years in office.

Membership

I noted in 1983 that membership had been declining since 1980 (12,886); it reached its low point in 1985 and has climbed steadily if slowly for the past six years. The ASA ended the year 1990 with 15,250 members, an increase of 2,384 from the previous calendar year. Regular membership growth now only under 0.1% per year.

The number of members, representing less than half the number of graduate students enrolled in U.S. MA and PhD programs, has grown, accom- plishing a number of new programs and programs (the Professional Development Program, the Sociological Earning Review, and Teaching Sociology to name three examples).

A remarkable amount of time, energy and financial support have been invested in Association publications during the past year. The new Journal is in good shape and the financial support of the new Journal is needed to maintain and improve the Journal. The new Journal is not as successful as hoped, but it has made significant progress.

In addition to the above enhancements, the Association took on full responsibility for three other journals: Teaching Sociology, Sociological Theory, and Sociological Methodology. It bought Teaching Sociology from Sage Publications, and under the aggressive leadership of Theodore Wagoner, it has achieved a membership growth of more than 1,000. The new Journal is in good shape and the financial support of the new Journal is needed to maintain and improve the Journal. The new Journal is not as successful as hoped, but it has made significant progress.

1990 ASA Audit

The 1990 Audit of the Association’s Accounts was conducted in 1989, is reproduced in full on this and following pages. Once again, record attendance at Washington, D.C., continued growth in membership, mailing list rentals, and sta- bility in other revenue items helped the Association further its goal of rebuilding its financial strength.

In 1980, the Association’s reserves stood at $395,345; approximately 34% of that year’s expenses was the result of an inflation-driven loss of membership; and revenue of the early 1980s reduced reserves to a low of $319,817 in 1983. By 1989, membership and rental increased by more than 20% (from 971,000 in 1983 to 2,050,000 in 1989). The number in the low dues category, under $1,000, has remained steady at about 1,000.

We may expect the number of enrollees to continue to grow, as it has in less than 426 in 1984 to 7,152 in 1990. Insurers as retiree benefits are replaced by new programs or faculty and appointments in business and government, the process of slow growth should continue through the decade.

Finances and Journals

Journals

in the process of expansion, the growth has been achieved not primarily by people dropping one to join another, but rather by an absolute increase in the number of section memberships from 8,500 in 1987 to 13,000 in 1990. This has been accomplished by having many sections conducting multiple meeting sessions, more taking on multiple memberships. Sections are perhaps the most important group in the ASA, and should be strengthened by the addition of new sections and by the support of existing sections.

In the selection of Council of Members, President, I would like to invite you to consider this statement. Council has agreed to support the Association for a three-year period, in 1990, 1991 and 1992, by the provision of the portion of the subsidy for which the Journal is to be supported. In the minutes of Council of Members, I would like to invite you to consider this statement. Council has agreed to support the Association for a three-year period, in 1990, 1991 and 1992, by the provision of the portion of the subsidy for which the Journal is to be supported. In the minutes of Council of Members, I would like to invite you to consider this statement. Council has agreed to support the Association for a three-year period, in 1990, 1991 and 1992, by the provision of the portion of the subsidy for which the Journal is to be supported. In the minutes of Council of Members, I would like to invite you to consider this statement. Council has agreed to support the Association for a three-year period, in 1990, 1991 and 1992, by the provision of the portion of the subsidy for which the Journal is to be supported. In the minutes of Council of Members, I would like to invite you to consider this statement. Council has agreed to support the Association for a three-year period, in 1990, 1991 and 1992, by the provision of the portion of the subsidy for which the Journal is to be supported. In the minutes of Council of Members, I would like to invite you to consider this statement. Council has agreed to support the Association for a three-year period, in 1990, 1991 and 1992, by the provision of the portion of the subsidy for which the Journal is to be supported. In the minutes of Council of Members, I would like to invite you to consider this statement. Council has agreed to support the Association for a three-year period, in 1990, 1991 and 1992, by the provision of the portion of the subsidy for which the Journal is to be supported.
New Executive Office Staff, from page 1

The University of Hawaii before travelling to the other end of the states to attend Brandeis University. After completing her PhD, she received a postdoctoral research fellowship on Women and Work at CUNY Graduate Center, another on Urban Studies and Race Relations at the University of Chicago, and a Rockefeller Foundation Fellowship at the W.E.B. DuBois Institute at Harvard University.

Active in the Eastern Sociological Society, Tahí is also an enthusiastic officer of the Section on Collective Behavior and Social Movements and a member of the Section on Racial and Ethnic Minorities. She has been a faculty member, a researcher, a practitioner and an activist working with community organizations. She has taught in both African-American Studies and Sociology, an experience which she says has strengthened her ability to advance the teaching of sociology through a multi-disciplinary perspective.

My coordination of a team of historians and social psychologists in research at Radcliffe placed me on the cutting edge of multi-disciplinary research on careers of minority group members and the life course, combining qualitative and quantitative methods. I have worked on large campuses with extensive graduate programs and at a four-year liberal arts college and have experienced the unique circumstances of each. In addition, I am keenly interested in teaching and advising, multi-disciplinary and multi-ethnic work, and eclectic research approaches, Tahí's leadership can only enhance the Minority Affairs Program.

Evelyn Nakano Glenn
University of California, Irvine (Visiting) and SUNY-Binghamton

The Teaching Resources Center Needs Your Help!
The ASA Teaching Resources Center is looking for editors to work on revisions of two of its projects. Any of the material from previous editions can be used in the revision, with proper crediting of earlier authors and editors. The purpose of the revisions, of course, is to update books, get new ideas, add new material, involve new teachers, and generally review and upgrade materials.
The two products in need of a revision editor are:

1. Film Guide for Sociology Courses—a listing of films, with annotations on content, that are appropriate for sociology courses.
2. Curriculum Collections for Comparative-Historical Sociologies—a set of syllabi, course assignments and projects, films and other aids for teaching comparative-historical sociology as a separate course, or as a module within other courses.

In addition, the Center is commissioning a new product, a Catalogue of Software for Sociology Courses, which would list, with annotations, software from sociological and from any other discipline that pertains to instructional use in sociology courses. If you are interested in working on any of these projects, please contact Carla B. Howery, Director, Teaching Services Program, ASA, 1722 S Street NW, Washington, DC 20006.

Consider a Teaching Endowment Fund Memorial

The ASA Teaching Endowment Fund (TEF) is part of the Teaching Services Program, a multifaceted effort to improve teaching of sociology. The Fund is a source of support for teaching-related projects that do not get funded from other sources.

When a colleague dies, many friends wish to remember him or her with a memorial. However, it is cumbersome and difficult to establish, manage, and maintain an endowment within a department. One alternative is to memorialize a colleague with contributions to the Teaching Endowment Fund. All contributions will be acknowledged.

Consider this special way to remember a colleague while supporting the effective teaching of our discipline. Contributions should be sent to the ASA Teaching Endowment Fund c/o the Executive Office.

Good Ideas

In order to impress upon students the variety of successful careers of Illinois State University alumni, the Department of Sociology asks for the business cards of alumni. They post the cards on a bulletin board outside the department's lounge. The volume of cards makes a visual impression, and students can use the information on the card to make contacts for internships and jobs.

The department also keeps a notebook of resumes of recent graduates to show how a resume is written and the jobs the people behind the resumes now hold. For more information, contact Robert Walsh, Chair, Department of Sociology, Illinois State University, Normal, IL 61761.
Update on ASA Sections

New Section on Latina/o Sociology

The interest in Latino issues is increasing rapidly among sociologists and non-sociologists alike due to the evolving characteristics of Latinos in the United States. It is a rapidly growing population comprising a diversity of groups and an array of social, economic, and political problems—fertile ground for sociological inquiry. Additionally, the status of Latinos in this country can be linked to social, economic, and political problems of their increasingly diverse countries of origin, adding an international dimension to our research.

Since 1989, a group of sociologists concerned with Latino issues has been meeting at the American Sociological Association annual conferences to socialize and share information. Three years ago, in Atlanta, this group was formalized into the Association for Latina/o Sociology (ALS), which has subsequently continued to meet yearly. In 1990 in San Francisco, an executive board was elected, and for the last two years, a newsletter and directory have been distributed to dues-paying ALS members. During last year’s meeting in Washington, the ALS membership decided that the organization should take formal section status in the ASA. Section-in-formation status was granted this past January.

We invite you to become members of the new ASA Section on Latina/o Sociology. Our goal is to make the Section as inclusive as the ALS has been. We want to include Latinos and non-Latinos, scholars and practitioners, students and professionals with their formal education—all of you interested in the sociological study of Latinos.

We wish to create a section which will bring Latinos and those who focus on Latino research more firmly within the family of the ASA. We also hope to facilitate increasing interest in Latino issues, to promote increased Latino participation in the ASA, and to encourage networking of Latinos and non-Latinos in research.

ALS wants to create an additional, not an exclusive, avenue for the exchange of ideas on Latinos in the United States and abroad. We are advising our members and those who have supported us to maintain their memberships in sections which have traditionally encouraged research in our areas of interest, specifically the Section on Race and Ethnic Minorities. Our goal is to complement and cooperate with existing sections, not to isolate ourselves in any way.

It is our hope that by creating a section focusing on Latina/o Sociology, we can strengthen the ASA and discipline of sociology as a whole.

Please come join us. For more information, please contact Homer D.C. Garcia, Division of Sociology, Baylor University, Waco, TX 76798-7286.

New Sections Hold Meetings in Cincinnati

The three new Sections-in-formation will hold organizational meetings in Cincinnati.

Section on Alcohol and Drugs—Sunday, August 25 at 7:30 p.m. Contact: Helene Rakison White, Rutgers University

Survey of Senior Sociologists

by Janet G. Hoengy, Jr., University of Kentucky and Joyce Lofland, Keckney University Research Corporation for the ASA Membership Committee

It will not surprise any social demographer that one of the changes confronting ASA is an increasing number of members who have reached retirement age. Reaching retirement age, of course, does not necessarily signify an end to paid employment. Many sociologists are delaying their retirement from their original job, or are engaging in new careers. Regardless of the specific situation being faced by an individual member, however, it is unlikely that the member’s needs at age 65 or beyond are identical to what they were as a graduate student or a young Ph.D. The American Sociological Association hopes to be able to respond to these changing needs. As a first step, the Membership Committee is surveying samples of sociologists who have either retired or reached advanced stages of their careers. The survey covers a number of topics, including the value of various ASA services, membership in other professional organizations, and the potential attractiveness of several possible innovations in the format of the annual meeting as well as other services offered by ASA.

The survey will be an invaluable first step in taking a careful look at the array of ASA services and their ability to speak to the needs of all segments of the membership. While ASA certainly will not be decreasing its commitment to the professional development of sociologists at earlier points in their careers, it cannot afford to overlook the needs of the growing numbers of senior sociologists. After decades of loyal support of ASA, senior sociologists should expect their professional organization to be aware of and responsive to their needs and concerns.

The Membership Committee is attempting to insure that this will be the case.

Correction

Committee on Membership Constituency Survey #1

Racial and Ethnic Minority Members of ASA

by Gregory Wynn, Brown University, and Dennis Rome, Wright State University

An obvious objective of ASA’s Committee on Membership is the recruitment and retention of members for the Association. A key strategy for achieving this objective is to ensure that ASA offers significant benefits to its members and that these benefits are recognized by members. Implementation of this strategy requires the Committee to constantly to have its antennae activated to ascertain member satisfactions and dissatisfactions and to apply its collective abilities in strengthening the membership program. As one might guess, this activity is simultaneously intriguing, fun, frustrating, and challenging.

In recent years the Membership Committee has discussed formalizing this information collection process in the form of various “constituency surveys.” These surveys reside in the form of questionnaires and are distributed to the Association to generate specific ways that the Association could better serve its members. It was determined at the January 1990 Membership Committee meeting that the initial survey would focus on racial and ethnic minority members of ASA.

During the last several months, we conducted this research project in two phases.

Child Care Corner

by Joan Chemis, Child Care Coordinator

We feel fortunate to announce that the location of "Kidventures' 91" has been changed from the Clarion Hotel to the "Green Rooms" in the Convention Center. This room is in the "Meeting Room 301," giving parents more convenient access to their children and the direct access to the "Green Rooms" where we can really get into the sand and water and paint!

We would also like to gratefully acknowledge the cooperation and support of various organizations who have contributed so generously to our program: Martin Fashion Group, National Sociological Abstracts, Jack and Jane Casey, Greenwood Publishing, Mutual Insurance Company, IRB Press, City National Bank of Washington, Contracting, Worth Publishing, Cincinnatian Convention Center, Gumpy Copy Center. We appreciate all of them and hope they will be able to visit us in the Green Rooms in August.

Please remember that you and/or your companion can also be part of "Kidventures '91." Just let me know if you have a 2-hour block that you would like to spend with the children and we will work around your schedule. The phone number for ASA is (202) 835-3410, extension 321 (note he new extension). See you in Cincinnati.

A Clarification on ASA's Investment Policy

Some years ago the Council ruled that no investments should be made in companies doing business in South Africa. Whatever one's personal view is about investing in such companies, the policy established by the ASA should be followed. Based on the data supplied in their response to the survey, we find $170,000 of ASA funds invested in three companies actively doing business in South Africa. These companies are: British Airways, provides excellent international airline connections with South Africa; another company, British Telecom, manufactures cables, lights and a wide variety of other products in South Africa. The third company, American Express, provides travel services to tourists, sells its travelers checks to some of the banks in South Africa, and maintains bank accounts with South African banks. Its credit card is also available for use in South Africa. These assertions are conservative, since my figures exclude stock in companies that we directly own stock in. It gives me no pleasure to additionally report that the accounting firm used by the ASA, Grant Thornton, also has an affiliate operating in South Africa.

I am writing this letter to set the record straight and start a dialogue, not to alarm members of our Association. The investment policies set out by the committee some years ago are prudent and proper, and probably reflect an ethical outlook shared by many members of the Association.

Stanley Lieberson, President

ASA investment policy is set by Council and approved by the Committee on Executive Office and Budget, chaired by the Secretary of the Association. The guidelines were last reviewed by Council in 1987 and were conveyed to our broker, John Rudolf, Managing Director of the Seattle Office of Commerce & Co., Phillips Noyce, Secretary Michael Aikens, and then reiterated by me in 1990.

There are two sets of guidelines: one concerns the types of holdings—roughly 20 percent money market funds; 30 percent equity-oriented investments; and 50 percent high-yield bonds, preferred stock and the like. The other constraints cover the type of companies in which we should invest, the subject of President Lieberson's letter, namely: those doing business in South Africa, those with "notorious" anti-labor policies, and those primarily engaged in defense contracting (excluding the U.S. government itself).

In our 1990 review, it was noted that some investments appear to breach the guidelines, and we requested that they be sold. We also looked closely at the wording of our original prescription, which turned out to be less clear than we anticipated at first glance and a clarifying memo for John Rudolf. We undoubtedly erred in not making a greater effort to find a list of acceptable and unacceptable investments as additional assistance to our members.

But even Homer nods. John Rudolf fully acknowledges the error of purchasing the Phillips stock and has said he will acquire no new stocks. Certainly, we both should have been more alert. I am satisfied that neither this investment nor the other two mentioned by Lieberson constitutes a willful departure from our guidelines. To the contrary, EOB has on several occasions commended John Rudolf for his stewardship of our funds. Nevertheless, the investment policy, as customary, will once again be reviewed with John Rudolf at the August 1991 meeting of EOB.

Ruth H. Hays, ASA Secretary

Give an ASA Gift Membership

Do you have a student who was elected president of the sociology club, who is finishing a thesis as an assistant, or who is receiving his/her degree? Consider giving a gift membership in the ASA. For only $25, student members receive Footnotes, one journal, and other ASA benefits given to active members. Students join 13,000 other sociologists in their national professional organization. Send a check for $25 for each gift with the student's name and address. ASA will acknowledge all gifts.
More on the Seville Statement: Three Views

In response to Robert M. Marsh’s “Critique of the Seville Statement on Violence,” Open Forum (August 1991 Footnotes), I would like to make three points:

(1) Robert Marsh missed the point of why the Peace and War Section “enthusiastically endorsed” the Seville Statement on Violence. According to research conducted in the United States and in Europe, forty percent of college students believe that war is inherent in human nature. One way to change the im- pline to join other scientists in educating the public about this subject. Does it not occur to you that the word “violent” in the first line of the statement on violence is one of the critical variables that influence the opinion of a nonviolent majority?

(2) Of course, any determination of such information for educational pur- poses does not preclude us from continuing to do violence to help us understand the dynamics of our violence. However, it is not a priori clear how violence is related to the dynamics of the study of violence in terms of the study of violence.

(3) The members of the Peace and War Section are quite aware of the “reassertion of the nonviolent point of view.”

Robert M. Marsh, in his letter in the April 1991 Footnotes quotes me, but the reported words in quotation marks are not mine nor are the interpretations attributed to me.

Lewie Kriebel, Department of Sociology, Manassas School of Citizenship and Public Affairs, 100 St. Mary’s University, Sydney, NC 1324-1370

Why Are All ASA Managing Editors Women?

The old Chinese adage has it that a picture is worth 10,000 words. The one on page 6 of the April Footnotes (“First Meeting of Managing Editors Held in Albany”) is worth at least that much—more—in reflecting reality in the real world of sociological publishers. All the ASA managing editors are women. One can note that in the American Journal of Sociology’s equivalent post in the field, and also held by a woman. Only Social Forces breaks the mold with a male managing editor (but he has two assistants, who are women.) That makes it 100% female in ASA and 50% in this ten national journals. I include Social Problems (SSSP always creates problems), we find that after a decade of female managing editors, a new editor who is female has a male managing editor. Actually, to be just, Social Forces for many years had many male associate editors who doubled as business managers.

When I entered sociology, Helen Hughes was managing editor of AJA and was so for a long time... but we know about Chicago Women and women editors in those older days. Is the exclusively female ASA managing editors club the result of affirmative action, discrimination or benign sexism? Can it be that there is a pattern in this? Are there no males who seek such rewarding positions? John L. Orbach

Winning the Peace

In the perspective of my lifetime career as a social scientist and active par- ticipant in Middle East affairs, I wish to commend and fully support your editorial, “War in the Gulf: A Challenge for the Social Sciences” (Footnotes, March 1991). Your call upon us to proclaim the profound knowledge of our discipline, to observe the lessons of international conflict and other global crises is indeed timely. I do hope, therefore, that you will receive an overwhelming supportive response.

As the “Gulf War” has taken its bruit- cal course, and we social scientists were unable to turn around to be indicted by the horror of destruction of human life, material wealth and natural environ- ment. Nevertheless, as you observe, we have the challenge of winning the peace and thus redefining ourselves. It must be a creative peace, reaching deeply into the roots of the Middle East, not again the false peace of the “War and Peace” mentality. It must be a peace anchored on international normative principles, in the light and spirit of the “Hopefulness” emerging “New World Order.”

I recommend the following steps toward this noble objective: (1) Give top priority to the main source of the Middle East malaise and crises—the Arab-Israeli conflict; 43 years of waging violence and four wars, resulting in three million homeless Palestinians; (2) At the same time, aim at the liberation of Lebanon. This is a most worthy cause, for Lebanon was unique in the Arab world as a pluralistic democracy, where Islam and Christianity met on the basis of equality and creative interaction; (3) Provide for an equitable redistribution of the great regional wealth through sound programs of socio-economic development; (4) With the authority of our comprehensive knowledge as social scientists, with our substantial numbers, and with our dedication to human well-being at the center of our scientific endeavors, let us reach out to our centuries of national power and to the recently empowered United Nations, and offer to make our positive contributions.

Like you, I don’t take a burn-out as a result of this venture. In fact, I could amount to a historical breakthrough. Also, like you, I have made my call along similar lines in my article “New Paradigm Manifesto” (AEP, February, November 1989), hoping that the Association of American Psychologists would take the lead. I was much encouraged, therefore, when AJHP’s President-elect Marilyn O’Hara came forward with her challenging article, “In Search of a New Story: AHP’s Mission in the Post-Modern Era,” in the December 1990 Perspectives. Now I hope that the ASA will join hands with AHP on this breakthrough trail.

Affi J. Tannen, Social Scientist

Preserve Sociology’s History

Stephen Turner’s article about the impor- tance of historical archives of social scientists and sociological organizations raises important issues with regard to the earlier “field" history" level at which many events in the history of sociology have existed. For some reason, sociologists have remained relaxed about the proper historical research of their own profession. The absence of access to official records and documents (often with disregard for their importance) have been of much help. For example, a few years ago, I wrote the Executive Officer inquiring for information regarding a former ASA member whose name as a full member I had found in numerus early lists of the 1920s (as well as on the pro- gram of a national meeting), only to be told that there was no record of this person ever having been a member. The essential non-existence of Archives of the European completed collective works of significant sociologists (or other social sciences) at an early stage of its history is an anomaly and concern with the “newest and latest model.”

To add to Stephen Turner’s record of current materials and work, I would like to note, as Chair of the Society for the Study of Social Problems, at the Annual Meeting of the Society for the Study of Social Problems (1870-1990), that, after evaluation by a professional archivist, the archival records of the SSIP are now deposited in the Brooklyn College Library’s Special Collections along with the papers of Alfred McClure, Edward Hull and Francis Lyden- bert Lea. To make the historical record more useful and accessible, former officers of SSSP are also being encouraged to deposit their own records pertaining to the SSIP at the Brooklyn College Library. Joseph Garland is making his presence available.

Turner’s list of important archives should be expanded, like either of the other important ones: Herbert Blumer, Ernest W. Burgess, Charles H. Cooley, C. Wright Mills, Robert B. Park, E. A. Ross, Louis Wirth, and Florian Znaniecki, to mention some of the most prominent past figures. But the list should include that there are published historical studies and studies based on the comprehensive collection and personal materials, and are and are publishing valuable unpublished manuscripts, papers, and research reports. Many are now being published and so will no doubt effect currently accepted views of historical developments in the field.

In addition to the records of individual sociologists, all sociological organizations should strive to make and make available their records to suitable archival depositories. We should, for all time, heed, however, that most records and archives are “paralyzed” at varying degrees, either by the original individuals, by assistants, secretaries, family members, friends and significant others. Few archives are “complete” and organized as they were during the lifetime of the individual or the group’s archives, but this is not true. We did live to the point of having the luxury to call our papers and eliminators. We have therefore have found “embarrassing,” “indiscrinate” or “impossible.” We all have the problem of "missing data."

Harold Orbach
Teaching

The Backlash Against Democratic Education: The Illiberal Construction of Imaginary Enemies

by Becky Wanggaard Thompson, Brandeis College

In her new classic article "Problems of Language and Genetic State," Jane Jordan describes a timely parable about living in the land of Polyphemus. Polyphemus was a one-eyed Cyclops who was blinded by Ulysses. When Polyphemus demanded to know the name of the man who had blinded him, Ulysses answered, "My name is No One." Accepting this answer without question, Polyphemus told Ulysses that in the land that No One did this to him, since No One had done it, it didn’t occur to anyone that anything could be done. Ulysses escaped never to be held accountable for his unvillified deed.

The reason I retell this parable is that this confusion about agency reminds me of the current conservative construction of the academic debates about multicultural curricula and pedagogy. The arguments of Dionne H. Hearn, a frequent leader writing in the New York Times, are typical. Hearn seems to have a mistaken notion of what the historical assumption that, historically, No One is responsible for racism or sexism in general and educational practices in particular. In Ulysses’ case, Hearn and others have failed to hold institutions responsible for such exclusionary practices and instead have created a new, imaginary entity—the "politicized thought on race and gender," which frames "an affair of pretense, a claim that according to the argument of the Nosone, flat earths, and other states, [and] so that the stories and the stories of their world are constructed[ed] on the margins in terms of the power they hold. The stories of the state college, of their own, even to the point that, although some deans, presidents, and faculty have embraced the rich[ness] of multiracial visions.

There are many implications regarding the backlash against democratizing education for sociologists, particularly for teachers whose work has been shaped by the scholarship of people of color. In this respect, the NAACP, which has a long history of fighting for educational justice, is important. When Hearn’s article first appeared, the American Sociological Association received two or three calls each day from the media (The New Republic, The Chronicle of Higher Education, Christian Science Monitor, Wall Street Journal, etc.) inquiring about my academic credentials and affiliation. Until the beginning of the 1991 year, I was a graduate student and had not been a member of the ASA, which meant that ASA had a difficult time realizing who was responsible. In my opinion, it is a good sign that ASA continued to claim me as one of their own. Although they could not locate me personally, this stance is useful not only for me as an individual, but also because it upholds the profession’s commitment to politically engaged, critical sociological inquiry (developed by such sociologists as C.W. Mills, J. E. Du Bois, W. E. Burghardt Jellicoe, Stein, Jesse Berlin, Karl Marx, and many others).

From an empirical perspective, the labeling "politically correct" on teachers and writers attempts to silence timely and critical issues. The use of this label undermines the freedom of speech that D’Souza and the National Association of Scholars protest to support. By creating this monolithic label, conservatives continue to, in Alexander Cockburn’s words, "which air at affirmative action, racial justice and civil rights while claiming that they are open to the name of toler[ence], and free speech. ("Bush and C.P.— A Conspiracy so Immense..."). The Nature, May 7, 1991, page 764). To me, sociological imagination requires upholding what existing free speech is there while simultaneously problematizing who, to date, has been granted the possibilities of speech. This imagination goes far beyond the artificial confines of the label politically correct.

Footnotes


3. Commitments to a democratic educational system are illuminating. However, I cannot tell you about the composition of the student body and faculty so that it more clearly reflects the demographics of the population and understanding that Western civilization includes Latin American, Asian American, African American, Native American, gay and lesbian cultures, among others.


6. For an insightful analysis of unexamined privileges granted while based on the assumption that race is a consequence of racism see Peggy McIntosh, 1988, White Privilege and Male Privilege: A Personal Account of Coming to Consciousness Through Work in Women’s Studies, Working Paper No. 189, Wellesley, MA: Center for Research on Women, Wellesley College (Editor’s note: The curriculum collection "An Inclusive Curriculum: Race, Class, and Gender" listed in this article’s footnotes is available for $10 to ASA members, $15.00 to non-members, from the ASA Teaching Resources Center. Payment is required.)

Inmates Graduate from Oklahoma Colleges

On May 16, 13, Oklahoma Department of Corrections inmates received degrees in a graduation ceremony at the Lexington Assessment and Reception Center. The degree program is possible through cooperation of the Television Instruction System of the Oklahoma Regents for Higher Education, Central State University, Oklahoma City Community College, United Methodist Church Prison Ministries (Rev. William Henry Bentley), and the Oklahoma Department of Corrections.

Sidney A. Worthen, who received his Master’s degree in Criminal Justice Management and Administration, says that he “would like to continue my education to the PhD or Juris Doctor level. With membership in the American Correctional Association, American Society of Criminology, and the American Sociological Association, staying up to date with the profession requires time and dedication, which I have to consider for my own well-being.” Ten other graduates received degrees in Sociology and Business at both the Associate and Bachelor levels. All degrees were awarded by professionals from the cooperating colleges. □
Is There Sufficient Interest to Establish a Sociology of Childhood?

by Gertrud Lemar, Brooklyn College and the Graduate Center, CUNY

In recent years it has become apparent that children have increasingly come to occupy a focal position in scholarly as well as social interest and concern. Research data and an increasing number of scholars in the social sciences, law and the public health sectors are intoing into the cultural, social, economic and political circumstances that shape infant development and the lives of children in our society. This is a strong relationship to a growing awareness in the public at large of the victims of childhood. Virtually no days pass in which such concerns are not manifestly clear in the national media. The first week in June alone provides a good example of the issues relating to children as an item before the national public in a variety of its public forms. On June 4th, NBC televised the first of five hour-long reports by the former Under-Secretary of Health, Dr. C. Everett Koop, on "Children at Risk" this first program addresses the extreme inadequacies of health care for American children. In the same week, SCIENCE reported on recent sociological and psychological research in England and the U.S. on children and divorce. On virtually every day, the New York Times carries a front-page article on issues that have children as a primary focus. One of these is the social and biological implications of the increasing number of children who are conceived for the first time by single parents. Another article reported on sociological research dealing with fundaments changes in American households according to this report, 15.8 million children (or 25.9 percent) today are living in a single-parent household. Other issues and research findings discussed regularly in the media involve the increasing rates of poverty and homelessness among children, the failures of our public school system to educate our children in ways that will maximize their future and occupational chances, and the particularly severe plight of inner-city children. Even an impressionistic survey of current social science research and public discussion shows that there is an increased need for a comprehensive knowledge of childhood. Hence, sociologically relevant research findings in the area of children remain scattered and are less accessible than they should be. The Sociology of Children would allow many colleagues to share their findings and to combine their efforts. As far as the introduction of courses on the Sociology of Children in our curricula is concerned. My own experience over the last few years has been very encouraging. Students appear to be interested and did splendid work in two seminars with an interdisciplinary emphasis on the topic of "The Sociology of Children: Children and Social Responsibility." Moreover, and in the long run, we have to expect that college who will be teaching courses in the Sociology of Children will also be able to join forces with scholars from other disciplines in cross-disciplinary endeavors and courses on children.

The purpose then of this communication is to inquire from colleagues whether indeed there exists sufficient completed or ongoing research on as well as expressed interests in the topic of children to warrant the establishment of the Sociology of Children both as a special utter and a new section within the American Sociological Association. Preliminary discussions with colleagues in sociology and other social sciences have been extremely positive and encouraging and I have suggested that this be spearheaded by the ASA to provide sign-up sheets at the meetings in Cincinnati for all those colleagues who wish to indicate their interest in founding the Sociology of Children. In addition, I would like to encourage interested colleagues to get in touch with me directly (39 Claremont Avenue, New York, New York 10027).
Highlighting the AAC Report: Levels in Sequenced Major

This article summarizes a section of the report of ASA’s Task Force on the Undergraduate Major in Sociology, a project sponsored by the Association of American Colleges (AAC) and funded by the Ford Foundation. The members of the Task Force include: Catherine White Berholtz, Skidmore College; Kathleen Cotton, University of Illinois-Chicago; Robert Davis, North Carolina State University; Paul Santos, Cornell University; and Theodore C. Wagner, Miami University. All contributors will receive a copy of the complete report. Footnotes will highlight other sections in future issues.

by Carla B. Hinsey

[January 1991] Footnote's synopsis of the AAC report describes the importance of a sequenced major. Although the subject matter of sociology does not have an inherent sequence, all departments should develop a sequence based on their own collective goals. The fourth program of the AAC sociology report states: Departments should have at least four levels in a sequence of courses in the major.

Current Practices: The Ferris Wheel

Our review of current practices shows a "feris wheel" model of sequencing. Anyone, freshman to senior, who has the "ticket" (the introductory course prerequisite) can hop on at any point. The few courses required for the major (usually methods, statistics, and theory) require this single prerequisite and rarely are students expected to take the required courses in any order. It seems sociology programs sequence even fewer courses than our sister disciplines. As Goldstein and Wilson (1980:12) note, "Our scanning of college and university catalogs suggests that sociology has far fewer prerequisites for advanced courses than do psychology and economics."

See Figure 1 for a visual presentation of current practices.

The Four Level Sequence

The first level

The first level consists of introductory level courses designed to give an overview of the discipline, including basic questions asked, basic concepts, and typical answers to the questions. The Task Force recognizes the difficulty and importance of teaching this course. We recommend that departments:

- include introductory sociology as a lab course, with some small group experience (e.g., discussion groups or other experiences with quality interaction among students) especially for courses taught in a mass class setting;
- use case studies and role-playing as part of their teaching assignments;
- provide a minimum level of support and feedback that should be accorded part-time, temporary instructors, who should be used as infrequently as possible.

Move the introductory course toward an understanding of society and its interrelated parts more than an explanation of the intricacies of the discipline of sociology. The course should be less encyclopedic in fact and name oriented. Instead, faculty should identify the powerful ideas and concepts in sociology and show the empirical generalizations that explain society. The courses should have repeated illustrations of and active learning experiences using and developing the general sociological perspective. Such emphasis comes at the expense of coverage. Our best estimate is that 90% of students in introductory sociology never take another sociology course. While we'd like to lower that number, departments need to consider the non-major as the audience for the introductory course.

- model "sociological thinking," preferably through active learning. In every introductory course, students should be asked to read some original writing (even in addition to a textbook), do some writing (even short answers), and should create and/or evaluate a piece of sociological work. Paul Baker, Illinois State University, has students contrast a sociological view on a social problem with a journalistic account and with common sense.

Other faculty pose a question at the beginning of a class period and then walk through how sociologists might pursue it. James Davis, Harvard University, poses questions that can be addressed with data on a personal computer (a subset of the General Social Survey). Students test out suggestions for intervening variables and these models can be projected almost instantly on a large screen for discussion (Diane Bartholomew, SUNY, shows architectural slides as evidence for cultural assumptions (Bartholomew, 1987). In short, how do students that sociology is a creative process.

The second level

The second level in the sequence includes (a) required courses in basic sociological skills (statistics, methods, and theory), and (b) substantive courses (e.g., sociology of the family, social stratification) designed to provide breadth of knowledge without assuming prior exposure to research training or sociological theory. These substantive courses enroll a lot of non-majors, some of whom enjoyed introductory sociology and others for whom these courses are required for another major. The Task Force considers Level 1 and Level 2 courses to be lower division courses.

The third level

At the third level are advanced substantive courses that continue to develop breadth and depth. These courses assume a background in social research methods and theory they ask students to apply and develop the analytical skills they have acquired at Level 2, at the same time that they are increasing their substantive information. In short, Level 2 courses are firm prerequisites for those upper division courses. Students in these courses are mostly majors, minors, and fellow travelers.

The fourth level

The fourth level includes one or more capstone courses in which students are encouraged to integrate the diverse elements of the coursework into a coherent and mature conception of sociology as an approach to inquiry and to life. Figure 2 depicts the four level sequence and the shift in proportions of non-majors to majors.

Implications of the Four Levels

The fact that many students commit themselves to the sociology major late in their undergraduate careers limits the time to meet sequences and requirements. Thus department faculty must sequence

FIGURE 2: FOUR LEVELS OF SEQUENCING

The vertical dimension, shown by the four levels, implies increasing involvement in the community of discourse, methodological sophistication, theoretical sophistication, intellectual functioning and critical thinking skills, substantive knowledge about sociology.
On Raising Hopes on Raising Sociology: ASA Membership in the 90's and Beyond

by Stephen F. Steble, Chair, ASA Committee on Membership

The end of sociology? If ASA membership data are indicators of the discipline's health, the facts simply do not substantiate such an assertion. In fact, we have every reason to be optimistic about growth in the organization and in the field in general. After a dip in the mid-1980s, total ASA membership by November 1990 was 12,541, rebounding to a point not reached since the early 80s. While part of this resurgence may be explained by a grand membership cycle, credit needs to be extended to the ASA Committee on Membership and supportive ASA staff who have actively recruited new members, retained old ones and researched the factors which influence membership in general. For some six years the committee has tackled a variety of tough issues with apparent success. What "membership" challenges face the ASA in the '90s and beyond?

Where are we going and what do we need to do to enhance the growth of our professional organization? What are the challenges? There are at least six, let's take them in turn.

The Reunion... The ASA Committee in Membership openly uses the "B" word and its likely impact on our operations. Responsible fiscal management and committee reorganization are initial responses. The Committee emphasizes the importance of keeping members "in" when cash is short. We encourage Associate Membership on a temporary basis. The Committee will emphasize retention, but will not suspend its recruitment efforts.

The Old... ASA will not escape the impact of an aging American population.

Retirement (Figure 1) from the workforce will pose a challenge to ASA membership. This demographic factor is certain, but its impact may be muted by skillful integration of emeritus members into the organization. ASA Council has already moved to make emeritus membership more attractive. The 1990s and 2000s will demand increased attention to older sociologists. The Committee on membership is currently addressing pre-retirement work shops and a new assessment of emeritus members.

The Young... As members retire and/or become emeritus members at a time, "youth" recruitment campaign makes sense. Growth in student membership figures over the last four years is an encouraging sign (Figure 2). The Committee encourages student membership in the ASA at early in an academic career as reasonable. Across the next two decades we must make a concrete effort to introduce sociology as a professional pursuit as early as high school and certainly through the freshman and sophomore college years. The Committee supports departmental recruitment efforts at all post-secondary institutions (universities, four year and two-year). In addition, Committee members support sociology mentoring and sociology clubs (Sociology On Campus, SOC for example) as avenues for socialization in sociology.

Guiding and Strengthening for Professional Identity. Encouraging steps have been taken to enhance professional development and identity. The perspective the practice of sociology must be articulated more directly, perhaps "packaged", more clearly for understanding. Few of us would doubt the validity of our perspective, but expressing it clearly will continue to be a challenge. The Committee has created a variety of brochures which communicate sociology's message to an audience of audiences.

Broadening and Opening: Sociology is characterized by its breadth. This may be a strength and a weakness, but to the extent that we maintain a healthy growing pluralism within the ASA, we provide portals for entry, systematic development. The Committee encourages involvement among women and minorities. Recruitment initiatives among two-year college faculty and applied sociologists have opened the organization to these segments of the discipline.

The horizon: a view toward further expansion of the range of eligible college faculty. Monitoring and Addressing Needs. A more diverse membership will need constant monitoring. Dynamic social and political needs of sociologists in and outside the ASA are essential if old and new members are to derive benefit from their association. The Committee is only beginning to monitor and evaluate ASA data. After one-half decade, the ASA Membership Committee is off to a good start; yet, the ASA membership challenges of the future are extraordinary. The Committee needs the help of each ASA member in recruiting new members, retaining old ones, and making the Committee aware of areas which need attention. The Membership effort is ably directed at the Washington office by Carla Howery. Your comments, ideas, and concerns should be directed to her attention c/o the ASA by phone on (202) 335-8410, ext. 323.

AAC Report

A program and impose requirements that students can realistically complete. The Task Force takes the hard noosed approach that students who declare a major may have to add a semester or two to their education to fulfill requirements in the required sequence.

This recommendation suggests a second modification of the sequencing found in most programs: the organization of advanced topics courses. Departments must consider which courses are required and which are optional. Require enough courses to immerse students in course areas at a higher level. For example, a historical minor in sociology should be allowed in courses unless they meet prerequisites.

Non-majors who need upper-division credits would need to meet the prerequisites for upper division material. In most departments, this reality means that upper division courses required or the major would have very few non-majors in them (because they could not meet the prerequisites, except possibly part-time majors). If an upper division course is designed with a service function in mind (e.g., sociology of work and occupations for business students) then the material would be rigorous enough to include additional review of principles of sociology given the high percentage of non-majors. Those courses should not be required for majors, although majors could take them as electives.

A third modification is the capstone course for senior majors. Few programs currently offer such a course. Some departments offer internships (optional or required), internship seminars, independent study, honors seminars, career seminars, research assistantships or special topics courses. All of these opportunities have merit, but frequently are not a capstone experience. The capstone course should be a regular required seminar course, in the catalogue, with credit to students and faculty loads, focusing on synthesizing information. The capstone experience should emphasize pulling the disparate pieces of the sociology major together rather than pursuing a narrow specialty, as might occur in a special topics course. Students may concentrate on certain monographs or write on a specific topic, but their work should not be their only preparation in the major to be relevant to the topic in hand. As part of the capstone, students should write a senior project or thesis or complete another kind of a professional "product" (e.g., a videotape or photo display). The capstone should be required of all majors.

The ASA Teaching Resources Center is collecting examples of capstone courses. If you have a capstone course in place, please send the syllabus and description to: Theodore C. Wagerman, Department of Sociology, Miami University, Oxford, OH 45056.

The AAC report on the twelve undergraduates majors is in print and for sale. The volume is entitled Report from the Faculty on Undergraduate Sociology. It can be purchased for $7.7 from the Association of American Colleges, 1101 15th Street, N.W., Washington, DC 20005. Prepaid orders only, please.

The Association of American Colleges held its annual meeting last January. Carla Howery (ASA), Theodore C. Wagerman (Miami University), and Zelda Gerson (University of Massachusetts) presented the sociology task force at a number of presentations and meetings.

Sociology departments should know that many dean's and presidents, should the primary constituency of the AAC, have received the Reports from the Field and heard many sessions about its at the annual meeting. They may well inquire into your department before they agree or diverge from the report and why. The sociology report is not intended to be prescriptive. Please call on the ASA Teaching Resources Program for assistance in setting and meeting your department's goals, while cognizant that this report is out and on the desk of most deans.

References


Open Forum

A Response to Van Valey

It is hard to disagree with Van Valey's thesis that sociologists often show a lack of professionalism by submitting papers filled with spelling errors and grammatical mistakes. Typographical errors I can understand—we all make and read over them—yet writers lose face when they use “affect” and “effect” interchangeably, when they say “complimentary” when they mean “complimentary,” when they use “empy” and “nely,” and when they overuse sociological buzzwords (such as “articulate” as a verb) to the point that the words have become nearly vacuous.

I am nonetheless wary of Van Valey's proposal that submitted manuscripts that “have not been properly edited” should be “rejected out-of-hand,” and returned to the author without a review. How many mistakes are allowed?

More importantly, the policy Van Valey proposes would place an added English as a second language. It is an important and necessary involvement in a faculty recruitment effort that a growing number of our better graduate students are international students, most of whom are from the Arabic, Spanish, and Portuguese-speaking world. I have met some of these students, and found them to be enthusiastic, intelligent, and committed to the field of sociology.

In short, though we are all annoyed by ungrammatical prose, I fear that the proposed cure may be worse than the disease. If sociologists don't write well, then, ultimately those of us involved in training graduate students in this field are not taking some of the responsibility. Perhaps we should encourage our international students—or at least those in our program who are serious about the career path to take undergraduate writing courses. And all entering graduate students should be given a copy of The Elements of Style (Strunk and White, 1979).

Glenn Firebaugh, Pennsylvania State University

From the University of Central America

Many thanks for your letter of January 31 in which you commended the solidarity of the American Sociological Association, headed by President Stanley Lieberman and Executive Officer William V. D'Arista, and your promise of assistance in strengthening our sociology department which authored the loss of its chair, Segundo Moreno, SJ, in the assassination of November 16, 1989.

We are grateful for the news that you will be forwarding back issues of your major journals. Our department and our library will be happy to receive such resources. I am sending your correspondence to Professor Zolla di Innocenti who now heads the department. She will be in touch with you shortly about your request.

Czechoslovak Sociological Association News

I would like to let you know that owing
to the political changes that have taken place in the Czechoslovakia recently, the structure, name, and administration of the Czechoslovak Sociological Association have changed. Our new name is called "The Masaryk's Czech Sociological Association." Its address remains the 1 Husova 4. The new President of the association is the underdiredt Dr. Milosov.

ASA's International Outreach

The internationalization of sociology is proceeding rapidly, as evidenced by the increasing number of International Research projects undertaken by U.S. sociologists, the growing number of international graduate students being trained in the U.S. and the expanding use of sociology as a tool in non-profit, non-governmental organizations, and businesses around the globe.

In the last year the Association has responded to this development by funding mid-year meetings of the Committee on International Sociology (formerly the Committee on World Sociology). The chair's term has also been extended (to three years), and the size of the committee decreased so that it could become a more active and effective working group.

In the committee's recent mid-year meeting, it increased the number of area liaison coordinators to 16. Each liaison coordinator is responsible for subdividing her or his area of the world into appropriate regions and appointing representatives for those regions. The liaison coordinators and the representatives are ready to advise the Association and its individual members by (1) providing information on opportunities for participation in professional and scholarly activities to U.S. sociologists going abroad (2) notifying the Association and relevant institutions about visits of international sociologists to the U.S. and (3) advising the Association on any developments affecting sociology or sociologists in their home area, including human rights concerns.

The new liaison coordinators for the following areas are:
- Africa: David S. Wiley, African Studies Center, 100 MIT, Cambridge, Massachusetts 02139; Canada: Daphne H. McCormick, 201 Chapel Crescent, Toronto, Ontario M6A 3B6, Canada.
- East Asia: Gary G. Hamilton, Department of Sociology, University of California, Davis, CA 95616.
- Europe, Eastern: Marilyn R. Ruebenmeyer, Division of Liberal Arts, Rhodes Island School of Design, Providence, RI 02903.
- Europe, Western: Rohn Ammon, Department of Political Science, University of Wisconsin, Madison, 53706.
- Latin America: Cornelio Floro, Department of Sociology, College of Arts and Sciences, Virginia Polytechnic Institute, Blacksburg, VA 24061.
- Latin America: Cornelia Floro, Department of Sociology, College of Arts and Sciences, Virginia Polytechnic Institute, Blacksburg, VA 24061-0377.
- South Asia: Joseph W. Klein, Department of Sociology, Sociology Building, 1180 Ninth Street, Berkeley, CA 94720.
- South America: NORMA SOLE CHIACCHIA, California State University—Long Beach; Linda O. Fuller, University of Oregon, Archibald Hall, University of Wisconsin-Madison; Carla B. Howery, ASA, Marilyn Rauschner, Rhodes Island School of Design and Vera L. Zolberg, New School for Social Research.

Fulbright Winners

The following sociologists received Fulbright Awards.

The country where each will work is noted after the name and affiliation.

- Patricia A. Aronson, University of Connecticut: Vietnam and South Korea.
- Richard J. Blalock, George Mason University: India.
- Michael L. Brown, University of California at San Diego, Germany and United Kingdom.
- Julia Sklar, University of California at Berkeley, Sweden.
- Robert P. Blendon, Indiana University: Swaziland.
- Donald T. Hinkson, Southern Illinois University at Carbondale: Japan.
- John D. Westmore, University of Wisconsin: University of California, Los Angeles.
- Donald J. Shoemaker, Virginia Polytechnic Institute and State University: Ireland.
- Stanley J. Korn, University of Maryland at Baltimore: Finland.
- Carol A. Rios, University of Massachusetts at Amherst: Thailand.
- Janet H. Goren, Pacific Lutheran University: India.

Good Ideas

■ The Department of Sociology at the Illinois State University sends letters of congratulation to the graduating seniors who receive an "A" grade in introductory Sociology. The letter encourages the students to take additional sociology courses to obtain a better understanding of the ASA Code of Ethics and its implications for teaching assistants and sociologists generally. The letters also mention the role of the professional organization in the public domain for which the department has been responsible. For more information, contact: Department of Sociology, Illinois State University, Normal, IL 61761.

■ Graduate students enrolled in a seminar on teaching sociology at Indiana University have done a critical review of the ASA Code of Ethics and its implications for teaching assistants and sociologists generally. The review of the Code in a public domain for which the department has been responsible. For more information, contact: Department of Sociology, Indiana University, Bloomington, IN 47409.

■ The Sociological Society of America gives an annual award for mentoring. Winners are credited for helping students through advising, teaching placement advice, writing critiques, etc.

■ Columbia University's Institute for Research on Women and Gender received a full foundation grant to develop a more "diverse and less eurocentric multicultural curricula." The staff of the institute "set out to compile a master syllabus which would emphasize the experiences and scholarship of women from a variety of cultural backgrounds." The institution's mission is to create a "model for a department in which the primary focus is on the role of women in society and how their experiences have been marginalized or, on the contrary, integrated into the western tradition." Faculty members from humanities and social sciences came up with "an indescribable mixture of questions and readings to familiarize students with the experiences of women/s and gender, race, and class hierarchies which straddle the western model." The curriculum will include courses in the "two social scientific experiences of the world, the first in three new course offerings, Social Hierarchies in the Contemporary World." One is taught by the humanities and two from the sciences; they can be taken to fulfill Columbia University's core requirements. The sociology department is an active participant in these courses and the faculty teams teach the new courses. For more information, contact: Sue A. Rosenstock, Institute for Research on Women and Gender, Columbia University, New York, NY 10027; (212) 854-3275.

■ The Center for the Study of Local Areas ( Autism, University of Rhode Island) plays an important role in the elections in the county. The Center conducts a community survey, asking voters about key issues in the county. They compile the data into graphs and charts, and offer the data to candidates for office. At the end of October, the Center sponsored a "Fest Evening with the Candidates," where the candidates for county executive met to discuss the survey results and their positions on these issues. Two year college students do the survey and write up the results. For more information, contact: Stephen F. Steele, Assistant Community College, Arnold, MD 21012.

strong efforts made by ASA and individual departments. Meanwhile, the number of women in sociology has continued to grow, with more than 50% of all PhDs now awarded to women. The Executive Office has documented the still significant under-representation of minorities and women in the affairs of the Association. The decade was one of significant accomplishments.

Sociological Practice

The other area of major growth and development during the decade is that which the Association calls "Sociological Practice." The term refers to all those sociological activities that are conducted by government, non-profit associations, or self-employed. Some are high level administration of an office position, and others are run agencies which dispense funds for research; still others carry on survey research, developing tables and charts, or work in personnel. A growing number are self-employed as clinical or applied sociologists. One single term such as applied or policy-oriented quite covers their work, so the term Practice is used to describe this growing category of members. In 1983, the Executive Office Russell Dyner organized a conference on Applied Sociology, and it is an enlarged version of this concept with a large number of the membership now qualified as members of the Practice category. That contrasts with a 1975 figure of only 30.

With the growth of practice has come acknowledgment of the need for a new award for a Career of Contributions to the Practice of Sociology, the Citation Program, the establishment of a line item in the budget for the Professional Development Program with an Assistant Executive Officer, and the recognition that sociological practice is an area of legitimate Association activity, just as it teaching and research.

I find most encouraging the idea that these three facets of our discipline are close and inevitably intertwined. Whether sociologists focus their energies on one or the other, or in some combination, they are seen as part of a larger whole. Dr. William Darrow, Chief of the Behavioral and Preventive Research Branch of the Centers for Disease Control, and one of the key researchers in the AIDS Program at CDC, commented recently on the positive change in attitude towards those who work in applied settings. He no longer feels he has to either hold his identity as a sociologist in those settings, or feel that his work is somehow less valuable because it is not "basic." Amen!

The Image of Sociology

On numerous occasions during recent years I have reminded readers and listeners of the changing attitudes in the general and in the academic societies and engineers to tackle the major problems of our times? This challenge is indeed enormous when compared with the accomplishments of the past decade.

We've seen a great deal of growth of our professional practices in the Administration and the profession. In sociology, we've made great advances in the last decade in the production of books and articles. We've seen a great deal of growth in the number of women in sociology and in the preparation of graduate students for a demanding world of research, policy, and teaching.
Audit, from page 2

increases reflect both the cost-of-living inflation factor and membership growth. In the case of subscriptions, the increase reflects very small growth plus the inflation factor. The annual meeting increase reflected the record attendance.

On the expenditures side, journal printing costs declined slightly at some costs were transferred to clerical costs in the journal editorial office. The increased printing costs also included the addition of Sociology Practice Newsletter to the list of ASA publications, and increased page allocations to several journals. A detailed comparative statement of General and Administrative Expenditures from the Operating Fund is found in Table 4.

Executive Office salaries increased by an average of 6%, during the year, one full-time and two part-time employees were added to accommodate the growing workload. Building maintenance costs were lower, but membership-related services were substantially higher, as were a number of governance expenses. Table 5 presents an overview of the Association’s Restricted Funds Activities.

The two largest expenditures in 1990 involved the NIMH funds in support of the Minority Fellowship Program and the Ford funds for the Minority Opportunities Summer Training Program (MOST). The two largest restricted funds from which only interest is used are the U.S. Fund, valued at $865,126, and the Ford Fund for the Advancement of the Discipline (FAD), valued at $315,388. Many of the sections have developed small, restricted funds for their own use.

Overall, it is fair to say that the financial health of the Association is good. Nevertheless, the fiscal constraints facing so many colleges and universities in the 1990s must be a cause for concern, as 75% of ASA members draw their income from these sources. Of course, the 25% in government, business, nonprofit, and self-employment face even greater uncertainties.

I end my final commentary on the Auditor’s Report with the happy thought that the ASA, along with the other social science associations, has lived through a difficult decade and is ready to face the remaining years of the 20th century in good shape financially.

We have audited the accompanying balance sheets of the American Sociological Association (a District of Columbia non-profit corporation) as of December 31, 1990 and 1989, and the related statements of revenue and expenditure, operating fund balance and cash flows for the years then ended. These financial statements are the responsibility of the Association. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with generally accepted auditing standards. These standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examing, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as assessing the overall financial statement presentation. We believe our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the American Sociological Association as of December 31, 1990 and 1989, and the results of its operations and cash flows for the years then ended in conformity with generally accepted accounting principles.

Appointed Washington, DC

April 22, 1991

TABLE 2. BALANCE SHEETS

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</tbody>
</table>

PROPERTY, PLANT AND EQUIPMENT—At cost, net of accumulated depreciation (notes A1 and D) | $2,195,828 | $722,039 | $2,917,867 |

CURRENT LIABILITIES

<table>
<thead>
<tr>
<th></th>
<th>December 31, 1990</th>
<th>December 31, 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operating</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>(note A)</td>
<td>(note B)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Operating</td>
</tr>
<tr>
<td></td>
<td>(note A)</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>Accounts payable—trade</td>
<td>$328,413</td>
<td></td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>$68,733</td>
<td></td>
</tr>
<tr>
<td>Deferred income (note A2)</td>
<td>$324,073</td>
<td></td>
</tr>
<tr>
<td>Deferred revenue</td>
<td>$708,099</td>
<td></td>
</tr>
<tr>
<td>Income taxes payable (note A2)</td>
<td>$708,099</td>
<td></td>
</tr>
<tr>
<td>TOTAL CURRENT LIABILITIES</td>
<td>$1,544,195</td>
<td>$722,039</td>
</tr>
</tbody>
</table>

FUND BALANCE | $2,195,828 | $722,039 | $2,917,867 |

TABLE 3. STATEMENTS OF REVENUE AND EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>December 31, 1990</th>
<th>December 31, 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operating</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>(note A)</td>
<td>(note B)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Operating</td>
</tr>
<tr>
<td></td>
<td>(note A)</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>REVENUE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Memberships</td>
<td>$835,211</td>
<td></td>
</tr>
<tr>
<td>Sections</td>
<td>$700,009</td>
<td></td>
</tr>
<tr>
<td>Subscriptions</td>
<td>$35,925</td>
<td></td>
</tr>
<tr>
<td>Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Bulletin listings</td>
<td>$84,122</td>
<td></td>
</tr>
<tr>
<td>Grain and Goats Listings</td>
<td>$55,050</td>
<td></td>
</tr>
<tr>
<td>Reprint permissions</td>
<td>$3,877</td>
<td></td>
</tr>
<tr>
<td>Processing fees and voluntary page charges</td>
<td>$14,839</td>
<td></td>
</tr>
<tr>
<td>Mail Room contributions—SAYM</td>
<td>$17,128</td>
<td></td>
</tr>
<tr>
<td>Sales—back issues</td>
<td>$12,717</td>
<td></td>
</tr>
<tr>
<td>Sales—other publications</td>
<td>$84,349</td>
<td></td>
</tr>
<tr>
<td>Annual meeting</td>
<td>$332,725</td>
<td></td>
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<tr>
<td>Workshops/conferences</td>
<td>$5,195</td>
<td></td>
</tr>
<tr>
<td>Restitution of administrative costs</td>
<td>$32,891</td>
<td></td>
</tr>
<tr>
<td>Mailing list rentals</td>
<td>$65,663</td>
<td></td>
</tr>
<tr>
<td>Interest</td>
<td>$1,105,776</td>
<td></td>
</tr>
<tr>
<td>Consultant fees</td>
<td>$10,030</td>
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<tr>
<td>Rental income</td>
<td>$4,220</td>
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<tr>
<td>Contributions</td>
<td>$14,799</td>
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<tr>
<td>Gain on sale of investments</td>
<td>$10,375</td>
<td></td>
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<tr>
<td>Other income</td>
<td></td>
<td></td>
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<tr>
<td>TOTAL REVENUE</td>
<td>$2,032,449</td>
<td>$508,681</td>
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EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>December 31, 1990</th>
<th>December 31, 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Operating</td>
<td>Restricted</td>
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</tr>
<tr>
<td></td>
<td>(note A)</td>
<td>Restricted</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>Total</td>
</tr>
<tr>
<td>Publications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal printing and mailing</td>
<td>$455,222</td>
<td></td>
</tr>
<tr>
<td>Journal clerical</td>
<td>$180,591</td>
<td></td>
</tr>
<tr>
<td>Other editorial and publication cost</td>
<td>$148,671</td>
<td></td>
</tr>
<tr>
<td>TOTAL EXPENDITURES</td>
<td>$1,084,484</td>
<td>$330,561</td>
</tr>
</tbody>
</table>

TABLE 1. STATEMENTS OF OPERATING FUND BALANCE

<table>
<thead>
<tr>
<th></th>
<th>Years ended December 31, 1990 and 1989</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Balance at January 1, 1989</td>
</tr>
<tr>
<td></td>
<td>Excess of revenue over expenditures</td>
</tr>
<tr>
<td></td>
<td>Balance at December 31, 1989</td>
</tr>
<tr>
<td></td>
<td>Excess of revenue over expenditures</td>
</tr>
<tr>
<td></td>
<td>Balance at December 31, 1990</td>
</tr>
</tbody>
</table>

NOTES TO FINANCIAL STATEMENTS

NOTE A—SUMMARY OF ACCOUNTING POLICIES

A summary of the Association’s significant accounting policies applied in the preparation

See Audit, page 14
Audit, page 13

of the accompanying financial statements follows:

1. Property, Plant and Equipment
Depreciation is provided for in amounts sufficient to write off the cost of depreciable assets over their estimated useful lives ranging from three to 25 years, principally on a straight-line basis without regard to salvage values.

2. Deferred Income
Deferred income represents amounts received in advance for the following:

1. Membership and service charges which are applicable to programs planned for subsequent periods.

3. Investments
The Association records investments at the lower of cost or market value as of the balance sheet date. In the current year, the Association changed its method for recording zero coupon bond investments, and began recognizing accrued interest earned. Amounts of accrued interest earned in prior years for investments in the operating fund were not recognized in the current year.

4. Income Taxes
The Association is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, except for unrelated business income (trading list rentals, advertising, etc.) that resulted in federal and District of Columbia income taxes of approximately $7,000 and $1,000, for the years ended December 31, 1990 and 1989, respectively.

5. Inventories
The Association values its inventories at the lower of cost or market using specific identification.

For purposes of the statement of cash flows, the Association considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

7. Reclassifications
Certain reclassifications have been made to the 1989 financial statements in order to conform to the presentation in the 1990 financial statements.

NOTE B—RESTRICTED FUNDS

These funds are held by the American Sociological Association (ASA) as custodian, to be used for specified purposes and are, therefore, restricted.

Certain grants and funds administered by ASA committees provide for the actual expenses by budget categories as set forth in the grant awards or fund documents. The expenditures made by the Association under the terms of these grants are subject to audit.

To date, the Association has not experienced any unallowable expenses relating to grants or funds in force. The expenses include reimbursements to the unrestricted operating expenses for administrative expenses of $15,451 and $25,929 for the years ended December 31, 1990 and 1989, respectively.

During the current year, accrued interest in zero coupon bonds was added to the capital fund.

NOTE C—RETIREMENT PLAN

The Association has a voluntary retirement plan for its eligible employees. All executive office staff members who work at least 1,000 hours per year are eligible. Under the program, the Association contributes 3% of the employees' salary to the Employee Retirement Income Security Act. In addition, if the employee contributes 4% or more of his/her salary to the retirement plan, the Association will contribute an additional 4% to the plan. Contributions by the Association on behalf of the employees amounted to $55,953 and $57,706 for the years ended December 31, 1990 and 1989, respectively.

NOTE D—PROPERTY, PLANT AND EQUIPMENT

Following are the components of property, plant and equipment:

- Building
- Office furniture and equipment
- Land
- Less accumulated depreciation

No asset is given to the fair market value of the land and building in these financial statements.

NOTE E—SUPPLEMENTAL CASH FLOWS INFORMATION

- Supplemental Disclosure of Cash Flow Information

The company paid the following for interest and estimated income taxes during the years ended December 31, 1990 and 1989.

- Interest
- Income taxes

NOTE F—LEASES

The Association currently leases a portion of the building to another association. This association has signed a five-year non-cancelable lease calling for monthly rental payments of $800 plus $9,500 annual advertising fee. Future minimum income is as follows:

- Year ended December 31, 1990
- 1991
- 1992
- 1993
- 1994
- 1995
- Total

NOTE G—SUBSEQUENT EVENT

In March 1991, the Association received a sizable fund for which it is presently acting as trustee. At the annual meeting in August 1991, the fund will be formally presented to the Association.

TABLE 4. SCHEDULES OF GENERAL AND ADMINISTRATIVE EXPENSES—OPERATING FUND

<table>
<thead>
<tr>
<th>Item</th>
<th>1990</th>
<th>1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>$52,300</td>
<td>$30,100</td>
</tr>
<tr>
<td>Reimbursements</td>
<td>208,129</td>
<td>105,110</td>
</tr>
<tr>
<td>Office furniture and equipment</td>
<td>406,034</td>
<td>352,550</td>
</tr>
<tr>
<td>Expenses</td>
<td>8,145,000</td>
<td>7,805,800</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>43,339</td>
<td>37,914</td>
</tr>
<tr>
<td>Land (7272 N Street NW, Washington, DC)</td>
<td>30,000</td>
<td>30,000</td>
</tr>
<tr>
<td>Telephone</td>
<td>214,425</td>
<td>214,095</td>
</tr>
</tbody>
</table>

No asset is given to the fair market value of the land and building in these financial statements.

TABLE 5. SCHEDULE OF RESTRICTED FUND ACTIVITY—YEAR ENDED DECEMBER 31, 1990

<table>
<thead>
<tr>
<th>Item</th>
<th>1990</th>
<th>1989</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receipts and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquired Interest</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 6. SCHEDULE OF GENERAL AND ADMINISTRATIVE EXPENSES—OPERATING FUND

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<th>1989</th>
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TABLE 7. SCHEDULE OF GENERAL AND ADMINISTRATIVE EXPENSES—OPERATING FUND

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<tr>
<th>Item</th>
<th>1990</th>
<th>1989</th>
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TABLE 8. SCHEDULE OF GENERAL AND ADMINISTRATIVE EXPENSES—OPERATING FUND

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<th>1990</th>
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TABLE 9. SCHEDULE OF GENERAL AND ADMINISTRATIVE EXPENSES—OPERATING FUND

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</tr>
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<tbody>
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<td>214,095</td>
</tr>
</tbody>
</table>

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TABLE 10. SCHEDULE OF GENERAL AND ADMINISTRATIVE EXPENSES—OPERATING FUND

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<th>1989</th>
</tr>
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<tbody>
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TABLE 11. SCHEDULE OF GENERAL AND ADMINISTRATIVE EXPENSES—OPERATING FUND

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</tr>
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<tbody>
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</tr>
</tbody>
</table>

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Mechanic, Wilson Elected to National Academy of Sciences

The National Academy of Sciences elected David Mechanic, Rene Dubos Professor of Behavioral Sciences and Director, Institute for Health, Health Care Policy, and Aging Research at Rutgers University and William Julius Wilson, Lucy Flower Professor of Sociology and Social Policy, University of Chicago, to its membership.

David Mechanic grew up in New York City and graduated from City College. After receiving his M.A. and Ph.D. (1959) from Stanford University, he did postdoctoral work at UN-Chapel Hill and then joined the University of Wisconsin faculty in 1960. He was invited in 1979 to reorganize the Rutgers faculty as its first Dean of the Faculty of Arts and Sciences (1980-84) and established the Rutgers Institute for Health, Health Care Policy, and Aging Research which he directs.

He has served on many national commissions with capacities under federal agencies, particularly with the Department of Health, Education, and Welfare (now the Department of Education and Human Services), the National Institutes of Health, and the National Institute of Mental Health. In 1971, Mechanic was elected to the Institute of Medicine of the National Academy of Sciences, served on its governing council, and serves on an editorial committee, and more than a dozen special study and other committees. He is a member of the committees of both the National and Social Sciences and Education of the National Research Council, a fellow of the American Association for the Advancement of Science, and was the chair of the section on Social, Economic, and Political Sciences. In 1990, he received the first Charles Tansey Award of the Mental Health Section of the American Public Health Association. Other awards include the Distinguished Medical Sociologist Award from the ASA's Medical Sociology Section, a Guggenheim Fellowship, and a fellowship at the Center for Advanced Study in the Behavioral Sciences at Stanford. He is President-elect of the Sociological Research Association and chair of the ASA's Committee on Publications.

As a consultant, Mechanic has worked with many non-profit organizations. He is a member of the Robert Wood Johnson Foundation Commission on Medical Education, and has been on several Robert Wood Johnson advisory panels. He has also consulted or served on advisory panels of the William T. Grant Foundation, the John D. and Katherine T. MacArthur Foundation, the Hogg Foundation for Mental Health, the Mary foundation, the Alan Guttmacher Institute, and the National Bureau for Economic Research. He has written or edited 23 books and more than 250 research articles, chapters, and other publications in the fields of medical sociology, health policy, health services research, and the social and behavioral sciences.

William Julius Wilson is the past president of the American Sociological Association. He currently holds the Lucius Flower University Professor of Sociology and Public Affairs and Director of the Center for the Study of Urban Inequality at the University of Chicago. He is former chair of that department. He was a Fellow (1981-82) at the Center for the Advanced Study in the Behavioral Sciences at Stanford University. During the 1989-90 academic year he was the holder of the French-American Foundation's American Studies Chair at the École des Hautes Études en Sciences Sociales in Paris. Professor Wilson previously taught at the University of Massachusetts-Amherst where he received the Distinguished Teacher Award of the City College of New York in 1970. In 1982 he was awarded an honorary doctorate at that university. He has also been awarded honorary doctorates at Columbia University, Chicago, Loyola College in Maryland, Marquette University, Holyoke College, and DePaul University. In 1988 he received the Regents Distinguished Alumni Award at Washington State University, where he received his Ph.D. in 1966. Wilson is a MacArthur Prize Fellow, a Fellow of the American Academy of Arts and Sciences, a fellow of the American Association of the Advancement of Science, and a member of the American Philosophical Society.

Late Breaking News about the Annual Meeting

Special Events for Students

The ASA Honors Program Student Associates and the Membership Committee have made some special efforts to make undergraduate and graduate students feel welcome at the Annual Meeting.

- Students will enjoy a special hospitality room—Convention Center Room 235—as their headquarters. It’s the place to relax, meet other students, have some refreshments, and plan your convention activities. The student hospitality room will be open from 8:00 a.m. to 8:00 p.m. Friday through Monday, and from 8:00 a.m. to 6:00 p.m. on Tuesday. Refreshments will be provided each day. In addition, students can look through graduate student newsletters from various sociology programs around the country. If you wish to go to dinner with other students, please come by to sign up for group dinners at interesting and inexpensive restaurants.
- Students are invited to attend the ASA welcoming and orientation party on Sunday, August 23 at 6:30 p.m. to learn about the ASA governance and opportunities to become more involved.
- Many sections have special programs for students, including "dissertation-in-progress" seminars and poster sessions on topics of their choosing. Feel free to attend any of these sessions.
- The exhibit hall displays from major book publishers, computer vendors, non-profit groups, and other companies that supply products and services for your professional work. Stop by and see what’s new.
- The student services table, staffed by students, is located in the registration area.

Meet other students, ask questions, make dinner plans, and find your niche!

- The APA and the Student Members' Committee will host a reception for students on Sunday, August 23 from 6:30 to 8:00 p.m. in Convention Center Room 235, where you can meet other students attending the meeting. All students registered to attend the Annual Meeting are welcome to use Room 235.
- Professional workshops relating to the job market will again be an important part of the Annual Meeting. Students are encouraged to attend one or more of these workshops, as they provide valuable insights into the many facets of today's job market and can better prepare you for your own job search. Most workshops are open to all convention registrants; however, some are limited to only paid registrants. Check your program for complete details on times and applicable fees.
- An annual feature of the ASA meeting, the Employment Service lists job openings in academic and sociological practice sectors. While this service is only open to paid registrants (515 members, 90 non-member students), you may want to participate to see what types of positions are currently available to those with sociology degrees. Attending the Annual Meeting is important to your growth as a future sociologist. Plan to be an active participant!

Special Session on Participatory Research

Edna Bonacich, University of California-Riverside and Randy Stoecker, University of Toledo have organized a major effort within the ASA to promote participatory research. They are interested in hearing from colleagues who do research with community groups. In Cincinnati, a special session called "Participatory Research with Community Groups" is slated from Sunday, August 23 at 10:30 a.m. (session 142). Join them to hear from community groups and to make contacts for future directions in participatory research.

Sociology on Campus— Student Clubs

Join Stephen F. Steele to talk about a national network of student sociology clubs. Students and students at James Madison College, Community College have put together a model for student clubs around the country. Learn about what they have done and how to start an SOC chapter yourself. Meet on Sunday, August 25 at 8:30 p.m.

Welcoming & Orientation Party

Everyone attending the meeting is invited to the Welcoming and Orientation Party on Sunday, August 23 from 6:30 to 8:00 p.m. in the Convention Center Ballroom. Around the perimeter of the room you'll find booths for all the ASA Sections. Find out what the sections are doing and how you can become involved. In addition, we'll have booths for the ASA journal editors, the Membership Committee, the Task Force on Participation and the Committee on Committees, and information on the 90th annual meeting. Learn more about the ASA, meet your colleagues, and get the meeting off to a good start.

Perrucci Named 1991 Distinguished Alumnus

Robert Perrucci, professor of sociology/anthropology at Purdue University, has been selected by Purdue's Liberal Arts Alumni Group as a 1991 Distinguished Alumnus.

Perrucci was presented this award at the Annual Awards Banquet at Purdue University in April.

"Perrucci's contributions to the university, the sociology profession, and the Lafayette community during his 25 year tenure have been outstanding in every respect," says Perrucci's nominator, a fellow student.

After earning an undergraduate degree in education from the State University of New York, Perrucci earned an M.S. in 1959 and Ph.D. in 1962 from Purdue University. From 1957-1967 he served as head of the Department of Sociology/Anthropology at Purdue.

Perrucci's major interests include social stratification, organizations, social networks, and political economy. He has published 56 chapters and articles, 11 books, and presented 35 papers at various meetings. In addition, Perrucci has been an associate editor of several professional journals and has written numerous book reviews.

Active in the Lafayette community, Perrucci has served on the board of the Indiana Lighthouse Center for the Blind. He is a consultant to the Northwest Indiana Central Labor Council for the Development of Jobs clubs for displaced workers.

"I have personally experienced the quality of his teaching, the depth of his research, and his commitment to the ongoing welfare of his students for decades beyond their graduation," states Perrucci's nominator.
Meetings, continued

18 AUGUST 1991 FOOTNOTES


Plenum Books

STIRLING FORWARD IN SOCIOLOGY

HANDBOOK OF CLINICAL SOCIOLOGY


edited by Howard M. Rachach and John G. Butje

This handbook provides a comprehensive source of information on the study of clinical sociology, including recent developments in the field.

PROBLEMS AS POLISHER

by Hans Tuck and J. Douglas Grice

This volume explores the psychological and social aspects of problem solving.

THE PSYCHOLOGY OF WAR AND PEACE

The Image of the Enemy edited by Robert W. Rieber

This book examines the psychological and social aspects of war and peace.

LIFE AND DEATH AT WORK

Industrial Accidents as a Case of Sociocognitive Error by Tom Dowar

This volume discusses the psychological and social aspects of industrial accidents.

Environment, Development, and Public Policy

Series Editor: Gary Marx

HISPANICS IN THE LABOR FORCE edited by Edwin Melendez, Olga Rodriguez, and Janice Barry-Pigott

This book explores the social, economic, and political aspects of Hispanics in the labor force.

ACME ABROAD

A Comparative Study of American Education from the United States by Arnold Dobbels, Jan Deumier, Robert Lepan, and Ephraim Tooby

This book examines the social, economic, and political aspects of American education abroad.

For further information contact

Plenum Publishing Corporation

1230 Avenue of the Americas

New York, NY 10020

Telephone: 212-463-8230

Fax: 212-463-8222

Continued on next page
Funding continued

Theodore Roosevelt National Park, is dedicated to preserving and interpreting the history of the park. The park's exhibits are displayed in a combination of a museum and a visitor center. The museum features exhibits on the early history of the park, including photographs and artifacts. The visitor center provides information on the park's natural and cultural resources. The park also offers outdoor activities such as hiking, birdwatching, and wildlife viewing.

The park is located near the town of Medora, North Dakota, and is easily accessible from the surrounding area. The park's facilities include a campground, a visitor center, and restrooms. The park's official website provides information on park hours, fees, and other important details. The Theodore Roosevelt National Park is a great destination for anyone interested in history, nature, and outdoor activities.

The park is open year-round, but the visitor center is closed from November 1 to April 15. The park's website provides information on the hours of the visitor center and the campground.

Theodore Roosevelt National Park is a beautiful and historic place to visit. Visitors can explore the park's exhibits and learn about the history of the area, while also enjoying the natural beauty of the park. The park's outdoor activities are a great way to get some exercise and enjoy the outdoors. The park is a wonderful destination for anyone interested in history, nature, or outdoor activities.

Theodore Roosevelt National Park is a great place to visit, and the park's exhibits and facilities are well-maintained. The park is easily accessible from the surrounding area, and the park's website provides a wealth of information on the park's hours, fees, and other important details. The park is open year-round, but the visitor center is closed from November 1 to April 15. The park's website provides information on the hours of the visitor center and the campground.

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Obituaries, continued

to fields as diverse as sociology, history, philosophy, and the humanities. As a result his scholarship was ambitious and wide-ranging. In recent years, Professor CASSEY has maintained an active role in the journals of Research in Cine and Drama. He also served as an editor for the journal of Social Research. In addition, he has been a consultant to the Institute of Social Research at the University of Michigan. Throughout his career, Professor CASSEY has published extensively in the field of sociology, and his impact and contribution to the discipline cannot be forgotten.

In 1990, a brilliant scholar who truly enriched the lives of many, CASSEY died of a heart attack on the last day of the spring term. This article is a tribute to his memory and his contributions to the field of sociology.


eem of the Southern Sociology Society in 1953-54. He was best known as a tireless worker for the betterment of sociological education. He served as executive director of the Southern Regional Council from 1944-47, as a trustee of Howard University from 1939-47, as a trustee of the Johns Hopkins Foundation from 1948-75, and as an officer of the North Carolina General Assembly on human relations. He received the Anisfield Award for Research in Race Relations in 1957 and the Carnegie-Chase Committee for Social Work in Human Relations in 1948. In 1975, the University of North Carolina at Chapel Hill honored him with his own name given him by the university. It included a series of 100 lectures on the history of sociological thought. Dr. Peter's career exemplifies a life of scholarly pursuit and public service in both academic and applied settings, which is the unique hallmark of DCBS. In this he carried a standard of excellence and leaves behind an ideal for younger sociologists to whom he has mentored. His contributions to the field of sociology will be remembered for years to come.

Norman Wattenbarger, 1927-1994

Norman Wattenbarger was born in New York on January 23, 1927, and received his Ph.D. in sociology from Columbia University in 1951. He taught at the University of Illinois until 1958, when he joined the faculty of Harvard University. In 1960, he moved to the University of California at Berkeley, where he became a full professor in 1965. In 1969, he was appointed to the chairmanship of the department of sociology at the University of California at Berkeley, and remained there until his death. Dr. Wattenbarger's research focused on the sociology of social change and the sociology of the family. He published extensively on these topics, and his work had a significant impact on the field of sociology.

Other Organizations

California State University-Fullerton offers a range of programs for graduate students interested in sociology. The Graduate Certificate in Sociology is a program that provides opportunities for students to continue their education in the field of sociology. The program is designed to meet the needs of students who are interested in pursuing advanced degrees in sociology or in related fields. The program is also suitable for students who wish to earn a graduate degree in sociology.

The School of Social Sciences at the University of California at Los Angeles offers a range of programs in sociology. The program is designed to provide students with a comprehensive understanding of the field of sociology, and to prepare them for careers in a variety of fields, including sociology, social work, psychology, and public policy.

The sociology program at the University of Illinois at Urbana-Champaign offers a range of programs in sociology, including a master's degree and a Ph.D. program. The program is designed to provide students with a comprehensive understanding of the field of sociology, and to prepare them for careers in a variety of fields, including sociology, social work, psychology, and public policy.

The sociology program at the University of Michigan offers a range of programs in sociology, including a master's degree and a Ph.D. program. The program is designed to provide students with a comprehensive understanding of the field of sociology, and to prepare them for careers in a variety of fields, including sociology, social work, psychology, and public policy.

For additional information on these programs, contact the sociology departments at the respective universities.
Teaching Sociology presents a special issue on Graduate Education

This special issue on the state of graduate education in sociology is offered, in part, as a modest contribution to bringing down the barriers to good teaching. It is based on the idea that the best place to begin improving undergraduate teaching is graduate school, where the faculty of the future both consciously and unconsciously develop their initial attitudes and commitments. It is also based on the idea that good teaching at the graduate level requires an attentive nurturing, and critical look at graduate policies, programs, and curricula. In essence, as we enter the decade of the 90s, the purpose of this special issue is to focus the gaze of the discipline and the profession on improving both teaching and graduate education.

Featured articles include:

"Revising the Canon: Graduate Training in the Two Sociologies," by James D. Dowd
"The Sociology of the Professions and the Profession of Sociology: Professional Responsibility, Teaching, and Graduate Training," by Benjamin A. Pesscoscello
"Making the Graduate Curriculum Explicit," by Teresa A. Sullivan
"Creating Opportunities for Disciplined Creativity," by Hubert M. Blalock, Jr.

To order, send $8 per copy ($10 non-members, $16 institutions) to:
ASA Publications Center
4 Sherman Avenue
Albany, NY 12210

To subscribe for 1991, send $16 (S2 non-members, $30 institutions) to:
ASA Executive Office
1722 N Street NW
Washington, DC 20006

SUMMARY OF EDITORIAL ACTIVITY: SOCIOLOGICAL METHODOLOGY

January 1-December 31, 1990

A. Manuscripts Considered

Submitted in 1990

Carried over

B. Review Process

1. Screened by editor/accepted for review

a. Reviewed outright

b. Reviewed/rejected

2. Conditional acceptance

3. Outright acceptance

4. Withdrawn

5. Pending

6. Screened by editor/rejected

C. Editorial Lead (weeks)

D. Production Lag (months)

E. Items Published

Articles

Book reviews

Symposium reviews

Review essays

Comments

Other

F. Reviews received

Males

Females

Minorities

G. Editorial Board Members

Males

Females

Minorities

A statement was prepared and will appear at the beginning of 1991.

Research practice. Sociological methodology seeks contributions that address full range of problems confronted by empirical work in the contemporary social sciences, including conceptualisation, building and testing, research design, data collection, measurement, and data analysis. Work on the methodological problems involved in any approach to empirical social science is appropriate for Sociological Methodology. The content and format of this volume of Sociological Methodology is determined by submissions initiated by authors or the volumes do not have specific annual themes. Edits and decisions regarding manuscripts submitted are based heavily on the advice of expert referees. Each article submitted for consideration is read by two or more editorial consultants. Criteria for evaluation include originality, breadth of interest and applicability, and expository clarity. Discussions of implications for research practice are vital, and authors are urged to include empirical illustrations of the methods they discuss. Authors should submit four copies of each manuscript to the Editor. Manuscripts should include an informative abstract of not more than one double-spaced page, and should not identify the author within the text. Submission of a manuscript for review by Sociological Methodology implies that it has been prepared for publication, and that it is not under review elsewhere.

Inquiries concerning the appropriateness of material and/or other aspects of editorial policies and procedures are welcomed; prospective authors should circulate a usable title page to all authors.

ASA members wishing to contact SM can write to the Department of Sociology, Harvard University, 615 William James Hall, 33 Kirkland Street, Cambridge, MA 02138; phone: (617) 495-5823, FAX: (617) 495-5974; E-mail: SOC-METH@HARVARD.BITNET.

Peter V. Morss, Editor

Classified Ads

Editor-Specializing in social sciences and humanities, from articles to auto- graphs, timely, dependable, and thorough editing at competitive rates. Currently managing editing/encyclopedia editors of Contemporary Sociology, previous editing for other journals and scholarly processes. References available: Martha Binosn, PhD, 5607 7th Street, Northwest, Washington, DC 20012; (202) 668-0336.

Bring out the best in your book or paper. Expert editing for clarity, mechanics. Twenty years' experience with sociological material. Karen Foerberg, 5705 Nanham, Cincinnati, OH 45201; (513) 542-4320.

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ASA Bulletin Board

Keeping in Touch with ASA

To volunteer to serve on a committee, contact: Lawrence B. Weis, Chair, Committee on Committees, Department of Sociology, University of Wisconsin, Madison, WI 53706; (608) 262-1017.

For a catalogue of career materials, contact: Professional Development Program, ASA Executive Office.

For a Teaching Resources Center catalogue, contact: Teaching Services Program, ASA Executive Office.

For information and applications on the Minority Fellowship Program and the Minority Opportunity Subgrant Program, contact: Minority Opportunity Subgrant Program, ASA Executive Office.

For a poster for the upcoming Annual Meeting, contact: ASA Executive Office.

NEW TRC PRODUCTS


D Syllabi and Instructional Materials for Science and Technology, compiled by Stephen Zehr. A project of the Section on Science, Technology, and Society, 217 pages. 1991. $10.00 to ASA members; $13.50 to non-members (10% discount for SKAT Section members)

D Environmental Sociology: A Collection of Course Syllabi, compiled by Jorda F. Lewine in cooperation with the ASA Section on Environment and Technology. 248 pages. 1989, Previous editions: 1988, 1986, $10.00 to ASA members, $13.50 to non-members. (10% discount for Environ and Technology Section members)

D Teaching Popul and Society: A Library of Syllabi and Instructional Materials, edited by William Whitt and Vennie Lockwood for the Association for the Study of Popul and Society. 125 pages, 1993. 75.00 to ASA members, $95.00 to non-members.


D Teaching Sociology from a Marvin Perspective, compiled by Rhonda F. Lewine in cooperation with the Marvin Sociology Section. 341 pages, 1991. $14.00 to ASA members, $17.50 to non-members (10% discount for members of the Marvin Sociology Section)

D Teaching Sociology of Aging, third edition, edited by Diana K. Harris and Edman Palmare. A project of the ASA Section on Aging. 285 pages, 1991. $13.00 to ASA members, $16.00 to non-members (10% discount for members of the Section on Sociology of Aging).

New from the ASA

$3.00 members/students
$5.00 non-members

Free to ASA Sociological Practice Members

The directory includes a roster of members of the ASA Section on Sociological Practice, as well as other sociological practitioners. The section group indicates their willingness to consult with students, speak at seminars, or discuss their work with others. A list of major Sociological Practice organizations is also included.

Integrating Race, Class, and Gender throughout the Sociology Curriculum

September 22-26, 1991
Dayton, Ohio

Participants will:
- Discuss how to use race, class, gender, and ethnicity as the central categories of analysis in sociology courses.
- Develop strategies for overcoming classroom resistance to new materials on race, class, and gender.
- Examine guidelines for reviewing existing courses and building a more inclusive sociology curriculum.
- Share resources for teaching inclusive courses.

Staff: Catherine Beichle, Skidmore College; Elizabeth Higginbotham, Memphis State University; Maria Siegel, Indiana University-Southwestern; Carla Howery, Americas Sociological Association.

Workshop fee: $250.00 ASA members $375.00 non-members, including lodging.

Travel: Participants are responsible for their own transportation. Non-refundable tickets should not be purchased until participants receive confirmation that the workshop will occur as scheduled.

For more information and registration forms, contact:
Rebecca August, 1991. Michael Brooks, ASA Field Coordinator, Center for Academic Services, Texas Christian University, Ft. Worth, TX 76129, (817) 971-7485
After August 1, 1991: Jeneve Ballantine, ASA Field Coordinator, Department of Sociology and Anthropology, Wright State University, Dayton, OH 45435, (513) 877-2667

ASA Teaching Workshop

Future ASA Annual Meetings

1991—August 23-27 Cincinnati! Convention Center Cincinnati, OH
1992—August 20-24 David Lawrence Convention/Exposition Center Pittsburgh, PA
1993—August 13-17 Fontainebleau Hilton Miami Beach, FL

Your Voice in Washington, DC

The ASA Executive Office staff meets frequently with representatives from other professional societies, federal agencies, and advocacy groups. Staff attend Congressional briefings and meet with funding agency representatives to reaffirm the value of sociological work. Recently, the ASA applied for and received funds to support travel grants for sociologists attending the international Sociological Association meetings. Staff responded to calls from the Washington press corps, from other organizations, and from Congressional offices warning referrals to sociological exports on a range of topics. In short, the Washington location carries a lot of action and the chance to be in the right place at the right time to make the case for our discipline. ASA—alone and in networks—to your voices in Washington!

Membership in ASA benefits you!

Footnotes

Published monthly except June and July. Distributed to all ASA members. Subscriptions to non-members: $1.00. Single copies: $3.00.

Editor: William V. Fyson
Assistant Editor: Carla Income, William Martin, Stephens A. Boff
Editorial: Karen Gay Edwards, Michelle Walzak
Secretary: Beth F. Rice

Article citations are limited to 100 words. If a set must have periodicity (i.e., a newspaper, magazine, or book), it will be included in a separate list. Articles cannot include full articles and must be written in English language. Articles must be original works and must be reviewed by editorial board for possible publication. "Open Forum" contributions are limited to 400 words. "Obituaries," "Letters to the Editors," and "Departments" announcements are limited to 200 words. Accepted material must appear within six months of receipt. Copyright for all material is retained by ASA. Copyright for all text and layout is retained by ASA. Copyright for all graphics and charts is retained by ASA. All material published is subject to all ethical standards of the Code of Ethics (see pg. 7 for full text). Copyright 1991, ASA, Third class postage paid at Albany, NY. Membership, 822-556-0198.

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