Profile of the ASA President

Seymour Martin Lipset: The World Is His Oyster

by Mildred A. Schwartz, University of Illinois at Chicago

I was a student at the University of Toronto and later at Columbia after Martyn Lipset had left; but I still feel he has been my teacher, both through his writings and, more importantly, his friendship. As a friend, I can share some of my impressions and introduce him to those who have not yet had the pleasure of meeting him.

Lipset's energy is boundless; the world is his oyster. He operates well beyond the confines of a single discipline or of the limits of the United States. He has been president of the American Political Science Association, the International Society for Political Psychology, and the World Association of Public Opinion Research, and vice president of the International Political Science Association and, for the social sciences, of the American Academy of Arts and Sciences. From the publication of his dissertation in 1950, well known to us as Agrarian Socialism, The Cooperative Commonwealth of Saskatchewan to what at the moment of writing is his most recent work in Columbia, his works have dominated the scholarly world. Political Man, for example, has foreign editions in Britain, France, Italy, Turkey, Argentina, Germany, Sweden, Japan, Brazil, Norway, India, Yugoslavia, Bangladesh, Lebanon, Israel, and Vietnam. In 1949, Political Man was acclaimed a "class classic" by the Social Science Citation Index because it had been cited in more than 1,400 publications. The latter, similarly designated as classics after more than 350 citations, include Unions in America (co-authored with Martin Trow and James S. Coleman), The New Society, and New Class Structure, Parties System, and Voter Alignments: An Introduction.

Unlike many graduate students who struggle to find a suitable dissertation topic, Martyn in that situation at Columbia was turned between two brilliant ones. The one he chose, as I have already mentioned, became Agrarian Socialism. The second, which began as a paper for a graduate course, became Union Democracy. His former teacher, Robert E. Morison, recalls telling Martyn shortly after he received his doctorate that his scholarly work was bound to be of consequence even if he elected to publish only a fraction of his eager scholarship. Now Morison admits to understimating just how far Martyn's passion for work and his capacity to generate exciting ideas would take him.

Martyn has written about socialism, democracy, voting behavior, social stratification, ethnic prejudice, trade unions, political movements, universities, and more. His scholarship is broad enough to allow him to comment about the United States, Canada, Israel, Japan, Britain, Latin America, and the former Soviet Union, and you can be sure that he has visited all those countries, and more. He has become a public figure who can test the stamina of his interests in different settings and present them to different audiences through television appearances, public lectures, and articles in popular journals.

Yet even the remarkable volume of work does not obscure its essential coherence. Methodologically, Martyn has an affinity for searching out critical cases. He can use this to ask the telling question of a phenomenon: why was the EU able to sustain a democratic culture? Why has there been no socialism in the United States? Without ever becoming repetitious or predictable, Martyn is nonetheless single-minded in his concern with accounting for American exceptionalism.

Martyn is also an unusually good-humored person. I don't mean by it that he is likely to tell jokes or funny stories; he is like a professional comedian. He has a quick wit and a sense of the absurd, and he is not above using these traits to good effect in his writing and teaching. He is a brilliant and witty writer, and his books are always full of surprises. He is also a great storyteller, and he often uses his stories to illustrate his points. He is a master of the anecdotal approach, and he is always able to find an anecdote that will make his point in a way that is both funny and insightful.

Berthe New Congressional Fellow

by Carl H. Hawley, Director, Spalding Program on Applied Social Research and Social Policy

The new Spring Program on Applied Social Research and Social Policy includes a Congressional Fellowship, funded by the American Sociological Foundation. The Program's advisory board met in July and selected Dr. Catherine White Berthe as the 1992-93 Congressional Fellowship awardee.

Update on San Diego State University

by Carla H. Hawley, Deputy Executive Officer

Potentially severe budget cuts at San Diego State University continue to threaten tenured faculty, including members of the Department of Sociology. At press time, the Cal State legislature has not yet passed a budget. Therefore, exact budget figures and the resulting cuts are still up in the air. The situation at SDSU was particularly acute (see August Footnotes) because the President, Thomas Eay, chose to meet the stringent budget cuts by eliminating some departments (including anthropology and sociological theory) and making "narrow and deep" cuts in others. Sociology's 23 person department was cut by seven tenured faculty, while other departments were cut to tenure and even eliminated.

The actual date of faculty layoffs has been postponed until January, but an AAUP investigation is pending. The situation remains serious. Unless this decision is rescinded, SDSU-L faculty positions, and a total of 146 tenured faculty campus-wide, will be terminated at the end of the semester.

Thus far, the response to the San Diego State University (SDSU) Defense Fund (exceeds $250,000) has come from individuals and departments of political science, anthropology and other disciplines, and Canadian colleagues. The ASA and the SDSU Defense Fund are grateful for the response. The SDSU Defense Fund is accepting contributions to the Defense Fund. Checks should be made out to ASA, with the notation SDSU-L, and sent to the ASA address.

A Continued Vigilance on Campus Issues

The ASA annual meeting included a special session on "The State of Sociology in the Academy." Panelists included Paul C. Maginn, Princeton University, and several of Yale describing the events at Yale (see Enfisk letter, August Footnotes); Ruben Ramirez, San Diego State University, Mike Otten, San Jose State University, and Joan Haver, Provost, The Ohio State University. James S. Coleman, University of Chicago and ASA President, and Terence Levine, ASA Executive Officer, presided and commented. Often and Huber described strategies for strategically positioning departments. The ASA Council heard a presentation from Dr. Rombaut and discussed the general issues of budget reductions on campuses.

The ASA Legislative Committee has reviewed proposals from departments. Dr. Lavine and Dr. Coleman have written letters to administrators, made personal visits, sent documentation about the state of the field, and coordinated with the Consortium of Social Science Associations (CSSA) and the American Association of University Professors (AAUP) to organize support for departments in trouble. ASA's own Committee on Research and Teaching (COPRT) has received and investigated cases of alleged improper termination of faculty or programs.

1993 Call for Papers to Appear in October Issue

The Call for Papers for the 1993 Annual Meeting (August 17-19, 1993, in Miami Beach, Florida) will appear in the October 1992 issue of Footnotes. By changing the publication date of the Call for Papers to October, we will be able to include a more complete and accurate list of sessions and workshops.

Look for the 1993 Call for Papers in the next issue of Footnotes. Plan ahead for Miami.
The Executive Officer's Column

Keep the ASF Congressional Fellowship Thriving

As we depart for the Annual Meeting, I am writing my Open Window Column as an "Open Letter."

Our page 1 story reports on the selection of Dr. Berthebe as the next ASA Congressional Fellowship recipient. Her presence in Washington and in this office will be catalytic to a range of activities. Along with COSSA and our own efforts, she can be our eyes and ears on the Hill, identifying ways in which sociological concepts and data can be brought to bear on important issues. Her own work on work and family linkages will exemplify the reality of those connections.

ASA sponsored three Congressional Fellows in past years: Carol Weiss, Bernard Bailyn and William Freisburg. Their work was extremely important in the areas of education, employee-owned companies, and the environment, respectively. Because resources did not permit funding these fellowships from the general ASA budget, the program was suspended pending additional funding through the American Sociological Foundation (ASF). This year, ASF has provided the stipend. ASF is actively working to meet a challenge grant to more effectively establish the Congressional Fellowship Program.

When you receive your ASF dues statement, please add an additional contribution to ASF. Regardless of who occupies the White House in November, sociological work needs to be well represented. The trial of ASF, COSSA, and Congressional Fellows can do just that. Congressional Fellows are vital to bringing the perspective of Sociology to policy audiences and the policy-making process. In so doing we educate important constituents about the relevance and value of our field.

Contributed to the Congressional Fellowship and Sociology's National Voice. When you receive your dues renewal this fall, please give whatever you can.

Felix L. Levine, Executive Officer

Marrett Organizes New Directorate

Cora Marrett, the first Assistant Director of NSF's new Directorate in Social, Behavioral, and Economic Sciences has announced the organization of the Directorate into five clusters for the research division. Five research program clusters are: (1) Anthropological and Geographic Sciences—includes support for Anthropology and Geography and Regional Science; (2) Cognitive Psychological and Language Sciences—includes support for Human Cognition and Perception, Social Psychology, and Linguistics; (3) Economics, Development, and National Security—includes support for Economics and Decision, Risk, and Management Science; (4) Social and Political Sciences—includes support for Sociology, Political Science, Law and Social Science, and Measurement and Methods, and (5) Environment, Technology, and Society—includes support for Ethics and Values in Science and Engineering, History and Philosophy of Science and Engineering, and Research in Science and Technology. Coordination of Cross-Division and Cross-Directorate Programs will also be handled in this cluster.

In thinking about the structure of the directorate, the key according to Marrett, is to achieve intellectual integration through an emphasis on shared approaches and common problems researched from a multidisciplinary perspective. This does not negate the importance of disciplines as broad communities, but the notion of program "clusters" similar to the Language, Cognition and Human Behavior program in the Behavioral and Cognitive Science Division or the new program structure in the Biology directorate, is the structural approach she sees. Marrett also sees an increased role for the Measurement Methods and Statistics program.

ASA Executive Officer, Grace J. Levine and the executive officers of the other COSSA organizations have held several meetings with Marrett. Marrett expressed her basic belief that science should be concerned with and related to the condition and welfare of human beings. These comments echo those of the NSF Director, Walter Massey, who stressed that "people remain a Foundation-wide priority." Marrett underscored the importance of coordinating with the other directorates and making clear the role and importance of social science to all of science.

Huber VP and Provost at Ohio State University

by William Martinez, Executive Associate

The Ohio State University's Board of Trustees has appointed Joan Huber as Senior Vice-President for Academic Affairs and Provost. If that weren't enough, Huber has been asked to lead a reorganization of the university's academic structure as it prepares for the 21st century. Huber has served as dean of Ohio State's College of Social and Behavioral Sciences since 1984 and coordinating dean of the College of the Arts and Sciences since 1987. In making the appointment, OSU President E. Gordon Gee said that "Joan Huber is considered by her colleagues as a distinguished academic leader and a demonstrated scholar."

It was this reputation that won Huber the ASA Presidency in 1989. Earlier, she also served as ASA Vice-President and on Council. Since joining a late career in sociology with a PhD from Michigan State in 1967, Huber has continued to distinguish herself as a premier sociologist. She has received numerous awards (including the ASA Jessie Bernard Award and Distinguished Alumni Awards from both Western Michigan University and the Pennsylvania State University), served in a host of editorial capacities, and been honored by elective office to several sociological associations, including the Presidency of the Midwest Sociological Society. Her list of publications is lengthy, chiefly in the areas of poverty, social stratification, and women's issues. Her writing has been seminal, linking together themes in each of these areas.

Prior to coming to Ohio State, Huber spent thirteen years at the University of Illinois where she served as Director of Women's Studies and then Head of the Sociology department. Her first appointment in sociology was at the University of Notre Dame.

Joan is known personally to many in the ASA and has touched the careers of a nearly equal number. Those of us who have been regaled by her verbal accounts of her own career path into sociology have shared some special moments. Now, on behalf of all members, we in the Executive Office wish her well as she takes another step in an already rich and distinguished career.

ASA Research Program Progresses

by Carla B. Haurer, Director, Program for Research on the Profession

In early fall, each ASA member will receive a survey asking about career history, professional activities, professional memberships, and commentary about the ASA Annual Meeting. The survey also asks important demographic information to update our membership records. Please return your survey as soon as possible. The surveys are coded with your name and are not anonymous. Having your names allows us to link the information to membership files; you need not fill out the same information twice. All data, however, are kept confidential. No names will be released, and all data analyses are presented in aggregate figures.

What might we learn from the survey? For example, we are interested in:

- career patterns of sociologists from sociological practice positions to the academy and back, from one type of academic institution to another;
- how often do sociologists change jobs?
- the training and degrees of sociologists, which schools educate the majority of sociologists, how long it takes for sociologists to complete their degrees;
- what are the patterns of professional association memberships? Do colleagues belong to state, regional, specialty, and national associations?
- what features make an ASA Annual Meeting attractive?

What kinds and levels of disabilities do sociologists have which limit their professional work? And lastly on the list, what is the range of incomes of sociologists and from what sources?

The biennial membership survey will contain some standard questions each round but will also tap some new areas. These data will provide useful information on the profession for ASA's strategic planning. The Research Program plans to make available public use files in accordance with protocol for confidentiality and privacy.

Chair Survey

Last May, each department chair received a survey asking about the department as a unit, its resources, its faculty composition and changes, its curriculum, enrollment patterns, and its concerns for the future. Thus far, the response rate is 36% for the undergraduate institutions and 43% for graduate programs. Department chairs are encouraged to respond.

These data will help ASA and all departments understand the status, needs, and concerns of different types of institutions. The data will be linked to Department of Education data tapes, providing an additional set of institutional variables for analysis.

Please return your survey if you have not done so.

Tienda to Lead NSF Advisory Board

Marta Tienda, Professor of Sociology at the University of Chicago, has been selected to chair the Advisory Board for the new Directorate for Social, Behavioral, and Economic Sciences. Tienda is a noted demographer. She has served the ASA most recently on its Executive Office and Budget Committee and in many other capacities. She currently serves on the boards of the Russell Sage Foundation and the Social Science Research Council.

Other members of the Advisory Board include: Nobel Laureate in economics, Robert Solow of the Massachusetts Institute of Technology, and former Bureau of Labor Statistics Commissioner, Janet Norwood. In addition, committee member James Gibson, political science professor at the University of Houston, served on the first task force that examined the idea of a separate directorate for the social and behavioral sciences. John Almamer, professor of ecology at the University of Chicago, who served on the subsequent BBS Task Force that recommended the creation of the new directorate, also was named to the advisory committee.

Marrett hopes to convene the committee for the first time this month.
American Academy of Arts and Sciences Awards Prize to Daniel Bell

The American Academy of Arts and Sciences, one of the oldest honorary societies in the United States—founded in 1780—this year is awarding the Talbot Parsons Prize for Social Science to Daniel Bell, Emeritus Professor of Sociology at Harvard University, and currently resident scholar at the American Academy.

The Talbot Parsons Prize, awarded every second or fourth year, is one of the four prizes given by the Academy; the other three are the Emerson-Thomas Prize for the Humanities, the Annye Prize in the biological sciences, and the Rumford Prize in the physical sciences. The previous winners of the social science prize, named for the eminent sociologist and founder of the Academy, have been Clifford Geertz, Robert Dahl, Robert K. Merton, Albert Hirschman, and C. Vann Woodward.

In referring to the nominating committee stated: “Daniel Bell is notable among social scientists, indeed amongst contemporary intellectuals in general, for his scope of his knowledge, for depth of analysis, for exemplarity of judgment, for breadth of ideas and perspicacity in identifying the main trends in modern social development, and, last but not least, for his felicity and clarity of his style. His work, is a rare combination of the rigorous theory and the social science with the lucid clarity and objectivity of philosophical analysis, and the human sensitivity to value.”

The committee identified four fields in which Bell has worked—the role of ideas and ideologies, culture and social structure, social forecasting, and the consequences of technological innovation. In these fields, Bell has written pioneering works which for many years set the agenda for discussion and analysis and an essential social scientific commentary on some of the most important intellectual and political problems of the United States and Europe.

Born in 1919, Bell was educated in New York City schools, including the City College of New York and received a Ph.D. in Sociology from Columbia University. He taught at the University of Chicago, Columbia, and Harvard, where he was, before retirement, Henry Field II Professor of Social Sciences. He is the author/editor of more than 20 books, including The Cultural Contradictions of Capitalism, which along with several volumes that have a common theme, have formed the basis for Bell’s lectures given at the University of Chicago, Stanford University, and Harvard University. Bell’s work has been edited by Bell and has been translated into more than 20 languages.

In 1965, he initiated and chaired the Commission on the Year 2000, of the American Academy of Arts and Sciences, and edited several volumes that arise from its work. His main report, “Toward the Year 2000,” was published in 1966 as an issue of Daedalus, the journal of the Academy, and later in book form.

The Committee that nominated Bell for the present crop was chaired by Alex Inkeles of Stanford University, and included Ken- neth Menon (Massachusetts Institute of Technology), William Wraight (University of Chicago), Eileen Macoby (Stanford University), Marshall Sahlins (University of Chicago), Michael Walzer (Institute for Advanced Study), and C. Vann Woodward (Yale University).}

Colle New Editor of Sociological Forum

Stephen Cole, SUNY-Stony Brook, has been appointed the new editor of Sociological Forum, the official journal of the Eastern Sociological Society. The journal, published by Taylor & Francis, was founded by Robin Willams (SUNY-Buffalo) in 1966 and has been edited by Williams since its founding. In its first six years, Forum has earned a reputation as a high-quality journal and has succeeded in attracting submissions from leading sociologists. It is received by all ESS members; non-members can also subscribe.

Cole intends to continue the editorial policies introduced by Williams. He would like the journal to continue to publish controversial articles of interest to a broad segment of the sociological community. He will also continue the successful book review essay section, currently edited by Gary Marx, University of Colorado.

Cole, who received his PhD at Columbia and has taught at Stony Brook for 24 years, is a specialist in the sociology of science. His monograph, Making Science: Between Nation and Nature, was published in August by the Harvard University Press. During 1992-93, Cole will be a visiting fellow at the National Academy of Sciences, where he will work on a book on the history of scientific research.

The journal is published quarterly and is available to members of the Eastern Sociological Society. For more information, write to the journal at 360 Huntington Avenue, Boston, Massachusetts 02115.}

Riley Dunlap Named Gallup Fellow

A Washington State University sociologist, Riley E. Dunlap, has been appointed Gallup Fellow in Environment at the George H. Gallup International Institute in Princeton, New Jersey.

For the past 30 years, Dunlap has been serving as Project Director for the “Health of the Planet,” an international survey begun in 1972, which is conducted by the Gallup International Institute to determine the state of global awareness and concern over environment and conservation issues. Dunlap is a member of the World Values Survey, a permanent international panel of 1,000 citizens in each of 27 nations who are being surveyed by Gallup affiliates around the world, making this the largest environmental opinion survey ever conducted.

A major objective of the survey is to compare views on environmental issues, including global environmental problems, held by citizens in developed nations with those in developing nations. Results have been presented to policy-makers involved in the United Nations Conference on Environment and Development to be held in Rio de Janeiro in June.

A member of the WSU faculty since 1972, Dunlap has published widely on environmental attitudes and activities, including a detailed “polls report” on public opinion in the Winter 1991 Public Opinion Quarterly. He is also senior editor of American Environmentalism: The U.S. Environmental Movement, 1970-1980 (Taylor and Francis).

Dunlap is the past chair of the ASA Section on Environment and Technology, and a member of the U.S. Environmental Protection Agency’s Socioeconomic Review Panel. He was recently invited to attend the May 1992 National Conference on the National Institutes for the Environment, designed to help develop a strategy for establishing and organizing the proposed NIE.

The Gallup International Institute, established to house the work of George H. Gallup, Jr. in public opinion research, is a nonprofit organization that seeks to enhance the public’s understanding of the role of public opinion in democratic policy-making. Its primary areas of concern are higher education, environment, religion, and human values. Another sociologist, Robert Warholic of Princeton University, was previously named Gallup Fellow in Religion.
International News and Notes

Gender and Perestroika: A Personal Account
by Barbara Ryan, North Carolina State University

I recently returned from a conference on Gender and Restructuring (in Helsinki) and a trip to Moscow. I offer my impressions to others who, like me, are interested in the prospects for women and gender equality in a previously state socialist society. The World Institute for Development Economics Research (WIDER) of the United Nations University sponsored a conference in September 1991 entitled “Gender and Restructuring in Russia, the 1990 Revolutions and Women.” Approximately 15 Western analysts and social scientists were invited; the countries now undergoing change were invited. Social scientists from Finland, the USSR, Bulgaria, Finland, England, Czecho-Slovakia, and the United States were in attendance. Most of the participants delivered papers which will be published in a future volume to be edited by Val Moghadam, director of WIDER’s Women’s Development Program. A remarkable mood at the start of the proceedings still rings in my ears as a common theme of the papers and informal conversations: “Women are going to hell in a handbag, and the U.N. has gathered its forces together to try to save the shape, size, width, and depth of the bag.” I heard no one object to such a characterization of the (at least short term) effects of restructuring on women.

Let me summarize my understanding of the common themes discussed in papers based on empirical evidence from different countries. There seemed to be general agreement that none of the previously state-socialist societies had much sex-segregation in their labor forces compared to capitalist societies, but women paid much more equitably. It is almost as if there is some magical lid on women’s earning power, no matter what other changes women face wherever they live.

Despite the rhetoric in support of female equality, most ex-socialist societies had never really dealt with issues of male privilege and power, including women’s equality. Women’s equality was primarily defined as labor force participation. Thus, institutions remained in place, feminism remained neglected, and women worked very hard. But they did, at least, have such structural supports to facilitate dual roles as state supported child-care and mandated maternity leaves.

The current rejection of communist ideology and rhetoric in ex-socialist societies appears to include a rejection of societal commitment to women’s equality. The goal of Women’s Equality is seen as one more instance of capitalist commodification. This provides an ideological rationalization for saving money on the “creches” (day care centers) which are now being closed in East Germany, Romania, and the Soviet Union. Women’s unemployment is considered “easy unemployment” they accept because women’s primary attachments are to the home. Are women better off? In one poll of Soviet women, most wanted even longer maternity leaves and opportunities for part-time work, but not to lose their jobs. And, yet, one researcher in Moscow told me that her research showed that 80% of the nun employed women were personal observations of those at the conference were that the disemployment of unemployment of women was widespread throughout ex-state socialist societies. Initial observations in Moscow were very limited—although my discussions with social scientists were quite extensive. In Moscow I spoke at a two-day conference of the Academy of Sciences, the Institute of Sociology, and the very new Centre for Gender Studies. Women’s lives are very difficult. Despite their nearly universal participation in the labor force, the “second shift” is much more burdensome in their contest than in our own. Shopping for food often means waiting in long lines and modern equipment to ease housework is not widely available. In addition, there is quite widespread belief, even among educated academic and political elites, that men and women are essentially different and women primarily are attached to and responsible for children. I heard only negative assessments of state-supported day care, with quite high teacher/chilrden ratios being cited as the reasons for developmental problems among infants. One scientist told me she knows of “creches” with 30 infants and one caretaker: not surprisingly, the infants’ development was delayed and preschool difficult. Given the reality that women hold both moral and practical responsibility for their children’s development and have few resources to secure appropriate non-parental care, some would prefer to remain at home during their children’s infancy. A new decree in Russia mandates three years maternal leave leaves vacate popular cultural role, but very surely make them less employable in a free marketplace.

In this context, a brand new Centre for Gender Studies is struggling to survive. USSR feminists organized the first ever national women’s movement conference last spring. The authorities attempted to shut it down by accusing the organizers of lesbianism (an illegal status). The conference happened anyway and wassuccessful. The Centre for Gender Studies exuded an aura of intellectual energy and excitement which reminded me of women’s centers in the United States in the early 1970’s. These women know that what they are doing is historically important, will not be done unless they do it, and is necessary for the very survival of independent women in their society. The Centre is only two years old, a true product of perestroika. Still, these women are isolated from the mainstream.

Feminism reminds many in Russia only of communist ideology. A scientist spoke about their situation: “Even our democrats are not behind us.” And these women are behind their democrats; some had put their lives on the line at the barricades during the attempted coup in 1991. An irony exists here. The very freedom to organize as feminists is a result of perestroika—which at the same time seems to be blind to concerns of gender equality.

The scientists at the Centre for Gender Studies were very open about needing help from us. “We will not survive with only psychological help from Western feminists. We need more than that,” she said. I guided from donations of funds, the Centre is in need of books. Send your own books or your favorite book directly to the Centre for Gender Studies, Institute for Socio-Economic Studies of Population, USSR Academy of Sciences, Kransk, Mos- cow 117218, USSR. Be aware that it may take months for the books to arrive. But when they do, they will be greatly appreciated.

Women at the Centre are also interested in joint research—particularly if it includes external funds which can help them survive.

International Funding Opportunities
by Lanya Saligman, ASA International Sociology Intern

The human dimensions of global issues such as AIDS, the greenhouse effect, and pollution are now being taken much more seriously. For social scientists this means an increase in funding opportunities for internationally focused research projects. In the May issue of Footnotes, we summarized several grants that are available to sociologists interested in international research; the listings are continued below. Please keep the list for future reference and contact agencies for exact deadlines in 1993 and 1994.

- The National Institute of Health (NHI), Fogarty International Center, provides funding for international postdoctoral research for U.S. and foreign scientists in all areas of biomedical and behavioral science. Although funds are not solely specified for sociological research, NHI offers several research and fellowship programs of interest to sociologists. (1) The Fogarty International Research Collaboration Award (FIRCA) offers small grants to foreign collaborators involved in joint initiatives between American and Central and Eastern European, Latin American, and Caribbean scientists. To be eligible, the U.S. principal investigator must be receiving NIH support in a biomedical or behavioral research topic. Deadline: October 1, January 1, and June 1. For more information on this program, contact: Dr. David A. Wolff or Dr. Danuta Krotoski, International Research and Awards Branch, Fogarty International Center, Building 31, Room B212, National Institutes of Health, Bethesda, MD 20892, (301) 496-3503. (2) The International Research Fellowship Program provides funding for scientists in the "formative years" (less than 10 years after the doctorate). The applicant is required to have a U.S. sponsor in a recognized institution who is willing to assist in the applicant’s research project. Deadline: August 1. International Research Fellowship Program, Fogarty International Center, Building 31, National Institutes of Health, Bethesda, MD 20892 (301) 496-1653. (3) The Senior International Fellowship Program offers funding for study or research to established American biomedical, behavioral, or health scientists. The duration of the grant is three to 12 months divided into as many as three sessions within a three-year period. To be eligible, applicants must have at least five years of postdoctoral experience as well as an invitation and curriculum vitae from a foreign host. Deadline: January 10, May 10, and September 10. Senior International Fellowship Program, Fogarty International Center, Building 31, National Institutes of Health, Bethesda, MD 20892 (301) 496-1653. (4) The AIDS International Training and Research Programs provide international training for epidemiological research related to AIDS. There are five programs available for applicants with all ranges of experiences. For more information contact: Kenneth Trubrid, M.D., Chief International Studies Branch, Fogarty International Center, Building 31, National Institutes of Health, Bethesda, MD 20892 (301) 496-1653.

- The Alcatraztau conference offers several programs of interest to sociologists, internationally focused projects include: The Program on Peace and International Cooperation, The Program on Peace and International Cooperation, The Population Program, and The World Environment and Resources Program. For more information contact: Office of Grants Management, Research, and Information, 140 South Dearborn Street, Chicago, IL 60603. (5) The National Science Foundation Human Dimensions of Global Change program funds international studies and research on global environmental change, the global dimensions of technology, the relationship between the physical and social environment, or the effects of the global interdependence of social, economic, or political institutions. Please see the April 1992 issue of Footnotes for a complete description. Deadline: January 1, 1993. For more information contact: The National Science Foundation Global Change Research Program, (202) 352-7666.

Sociology and Change in the Former USSR

by Michael Saufford, Institute for Russian, European, and Eurasian Studies, George Washington University

Since late 1989, it has been my good fortune to spend approximately two years in various parts of the former USSR. I originally went to lecture to sociologists (on statistics) on a Fulbright Award. However, delayed by regulatory machinations, my research in the region, I soon found myself engaged in large-scale academic, governmental, and community service activities.

Having first lived in the USSR in 1973-74 as a graduate student, I can only marvel at the physical changes which appear at every turn. For example, until recently, reselling an item at a profit (speculation) was strictly illegal. Prices were even engraved on many items to help enforce the law. Now, it is commonplace to see streets densely lined with youths and pensioners trying to turn a profit by reselling, say, a half dozen eggs, two liters of milk, or a bottle of vodka.

Once, advertising was denounced as a capitalist ploy; now, one is assailed by TV commercials advertising exchanges. Once, the Young Communist League (KOMSOOMOL) was exceedingly rich. Now it no longer exists. Former KOMSOOMOL leaders have joined the ranks of the most successful entrepreneurs in the new economic order, though a few remaining devotes seek donations to be sent to the street to pay for the right to register KOMSOOMOL as a local branch.

Sociologically, I am most fascinated by the fact that the social change seems to be out of control, despite the efforts of leaders to manage the process. It seems to me that leaders’ conscious efforts to Continued on next page
transform society are greatly hampered by several factors — so much so that the outcome of some former republics is larg- erly unpredictable.

In the first place, very few reliable social indicators are available on which to base policies. For example, in consult- ing for the Russian government’s statistical or- ganization, Gorkov, I found that the monthly budget survey of 49,000 families, conducted for almost 30 years, is based on such a skewed sample that it is virtu- ally worthless. Furthermore, regional branches of Goskomstat have long doc- tored statistics forwarded to the center to make their regional leaders look good. Consequently, no agency can describe the actual situation with reasonable confidence.

Second, because social science has been so long suppressed, there is little appreci- ation for the interrelationship of institu- tions. Consequently, as the government attempts to put our fires in a failing institution, it starts fires in others. For example, a methodological approach adopted to help make the Ruble converti- ble in international trade has rendered wages less significant. With the assumption that a full professor’s official wages cannot even purchase groceries for two people, as of 1991, wages were reduced to algo- nosed as almost every faculty member moonlights — usually on company time. A mass brain drain is underway. Science and industry are being ignored and the framework of a society and other countries is underway, and major educational institutions are viably collapsing.

A third factor impeding efforts to man- age change is that law cannot be seen as an effective tool to control people. Laws—once they are no longer laws, as one bureaucrat put it, as explained why he was violating terms of his contract to use his institute’s facilities for survey work. "Unfortunately," he said, "we don’t really have laws; we have no use for them. Since law enjoys so little respect, as the Supreme Soviet passes laws in intro- duce, for instance, wholesale markets or private homes, the laws are simply ignored by bureaucrats who find them objectionable.

Interestingly, government leaders now place more emphasis on personal relationships to deal with social problems. In fact, many senior sociologists have (understandably) been selected for their backgrounds. The dia- logue of our membership’s disciplinary inter- ests shows many social psychologists, econo- mists, computer scientists, and family studies scholars, with a good representa- tion of researchers from women’s studies and child developmental. In many ways it is encouraging that our membership is both broad and able to communicate across disciplinary boundaries. Yet we are clearly missing the input of experts from other disciplines. For example, sociologists studying involuntary relationships have not yet added their expertise to our group. In fact, we presently have sociologists on sociologists studying emotion, social networks, friendship, gender relationships, rituals, childhood, and the politics of culture and social structure on relational forms. This deficiency in our coverage is one we need to correct.

As the field of social and personal rela- tionships develops and becomes a sub- discipline, it develops its own right, we want to maximize representation of constituent disciplines so that we all benefit from mutual interactions that can help to foster and shape the field. We welcome inputs from sociologists and wish to encourage sociologists to join the Network. We believe that our scholarship will be enhanced by such increased interaction and mutual recognition. Ultimately we hope that such collegiality will offer a richer and expanded view of the pro- cesses, constraints, and dynamics involved in relationships. Also, because the growth of the field is strongly interdisci- plinary, sociology should have an impact on other members of this multidiscipli- nary community.

The Network is also closely associated with the Journal of Social and Person- al Relationships (JSIPR), which is published by 15 members as a part of their membership dues. For August 1992, JSIPR has sched- uled a special issue on "Social Networks," edited by Bob Milardo and Barry Wellman.

The Network is strongly committed to the development and support of new social issues, and it has instituted competitive travel awards to our conferences. We will hold another international conference in Milwaukee in 1993 and hope for a good representation of sociologists on the pro- gram (Becky Adams is an invited speaker). We have a reduced rate for graduate students (at a $14 discount) which includes a subscription to JSIPR. However, we also have an excellent record of support for women and minorities, and have secured a formal organizational- political structure for an open type of committee work and decision making about major issues: (all different members have served on committees since 1987).

As a special offer to encourage input from sociology, we are accepting new members from ASA at the current Net- work Member renewal discount rate ($42) which includes a full year’s subscription to JSIPR for 1992 and access to the accumulated pub- lishers’ discounts for the year.

Information about Network can be obtained from Steve Dock, 151-CSI, Communication Studies, University of Iowa, Iowa City, IA 52242, or the listserve of IAS.

Sociologists Respond to Call for International Teaching Opportunity by Janet Marcini Billian, Assistant Executive Officer

As we reported in ASA Footnotes (Janu- ary 1991), The Civic Education Project (CEP) was seeking advanced graduate students (ABDs) who would like to teach social studies undergraduate courses for one year in Czechoslovakia, Bulgaria, Hun- gary, Romania, Ukraine, or the Baltic states.

Many sociologists responded to that announce and are beginning their terms this month. All positions are filled for 1992-93, but those who are interested in applying for 1993-94, may fax a resume and cover letter to CEP Coor- dinator, P.O. Box 5454, Yale Station, New Haven, CT 06520 (telephone needed for same number for both): (203) 432-3128.

Each graduate instructor teaches in Europe for two to twenty weeks to two sections of students: sections of Introductory Sociology in the fall and sections of Political Sociology in the spring. Classes are generally limited to 25 students; some faculty members may attend. CEP assists instructors in developing course designs that fit the needs of host institutions.

CEP provides instructors with a base stipend in US dollars, one round-trip air- line, health insurance, shipping costs, and teaching materials/books. The host institu- tions provide housing (modest) and a sti- pendi in local currency.

This year, instructors have the opportu- nity to meet with each other in Prague for a retreat; they received some language train- ing for their daily living needs.

The purpose of the program is to pro- vide an opportunity for direct and personal relationships between Eastern European scholars to exchange information, discover courses into departmental curricula that offer information and personal relationships in the social sciences, to introduce courses into departmental curricula, to develop and promote; to observe various Western approaches and teaching methods; and to instill a true academic dialog between East and West.

The Civic Education Project was founded in 1990 by two American gradu- ate students. It is assisted by the Central European University, Yale University, and the Charter 77 Foundation-New York (affiliated with the Soros Foundation). Scott Baily, on-site program coordinator, characterizes the project as "a Peace Corps for academics" and says that the East Europeans are very excited about the American sociologists coming to teach at their universities.

IIS Centenary Congress at the Sorbonne

by William V. D’Antonio, IIS President

The International Institute of Sociology (IIS) will hold its Centennial Congress at the Sorbonne, June 21-25, 1993. The Insti- tute was founded in 1893 by Rene Worrno, and included such noted scholars as Georg Simmel, Gabriel Tarde, Ferdinand Toennies, Lester Frank Ward, and E.A. Ross. It is the oldest sociological sociologi- cal association in existence.

The main activity of the IIS has been the organization of international meetings designed as intellectual exchanges focusing on plenary sessions and working ses- sions (rondtables, parallel, paper session) proposed and organized by members at large. Currently, members from 32 countries meet in annual con- gress to hear and exchange formal papers and to interact on a more informal basis. The size of the congresses, averaging no more than 500, permits the partici- pants to develop a sense of community within the membership. The papers from the plenary sessions are published in an Annual, an annual publication, which also publishes a selection of the best papers from the other sessions.

The theme of the 1993 Centenary Congress is "30 Years of Sociology: Retrospect and Prospect." Since 1993 also coincides with the centenary of Durkheim’s publication of the Law, it will be featured in a plenary ses- sion with speakers J. Prades (Montreal), F. Ferrarotti (Roma), and J.M. Berthelot (Lousanne). A second plenary will feature the work of Georg Simmel, including as speakers P. Waker (Strasbourg), G. Ram- stedt (Bielefeld), and S. Moscovici (Paris).

The opening day’s plenary speakers are: W. D’Antonio (USA), M. Della- riva (Rome), E. Morr (Paris), and N. Luhmann (Biele- feld). Treated a range of issues regarding sociology in the 21st century will be J.A. Hedley (Victoria), A. Touraine (Paris), A. Giddens (Cambridge), S. Giner (Barcelona), M.W. Riley and J. Wiley (Washington, DC), W. Form (The Ohio State Uni- versity), M. Crozier (Paris), and T. Zaslavskaya (Moscow).

A special plenary session on European sociology will include: C. Mongerdi (Rome), R. Nedelmann (Mainz), A. Vavali (Peru), M. Archer (Coventry), J. Israel (Lund), P. Fetterman (Cape Town), F.H. Ten- frick (Tbingen), and P. Gerfich (Vienna).

A range of topics has already emerged for the working sessions, dealing with intermediate associations like corpora- tions, professions, and universities; science and civil society; health care and the state; human rights and social justice; to liberal democracy in West- ern Europe, and citizenship and displacement; changing family structures; long term care for the elderly; work and retirement; unemployment, poverty and homelessness; and minori- ty classes. The emphasis will be on develop- ing comparative perspectives.

An extended working session on sociology in Eastern Europe is also being planned.
International News and Notes, continued

Papers reflecting empirical research, as well as theoretical and methodological issues, are encouraged.

Persons interested in submitting proposals or sessions should write at once to: David Brown, Section Chair, Social Science, Texas A&M University College Station, TX 77843-4500.

For information about membership in the ISS, please write R. Alan Hedley, Secretary, Center for International Development of Sociology, University of Victoria, Victoria, B.C. V8W 2Y2 Canada.

This is a list of linguistic events of the Centennial Congress are English and French. All plenary sessions will be simultaneously translated. The registration fee is U.S. $100 if paid before April 15, 1990, and U.S. $150 if paid after that date. Brochures with full details about the program, registration, and hotels will be mailed in September 1992 to all members and to all persons who have written to Drs. Sciulli, Maffesoli, or D'Atonio, requesting further information.

Suggestions for International Donations

by S. "Mama" Mamdouh, ASA intern for International Sociology

The following information may be of interest to ASA members who would like to ship sociology books to institutions in other countries, especially the newly emerging democracies in Eastern Europe.

There is a serious shortage of sociology texts in English and academic journals in these regions. Books and sociology journals can support sociologists as they attempt to build strong departments.

Generally, books can be sent on a small scale or a large scale basis through agencies such as the United States Information Agency (USAID), the Smithsonian Institution, and some private foundations. Agencies who are concerned that books are "classics" in the field or recent editions of newer books, that periodical sequences be complete (e.g., AEG, 1945-1979), are more than happy to ship books to the recipient country. A brief description of the procedures one must follow with these agencies is included below.

The United States Information Agency—Contact: Maria O’Keefe, Room 306, 301 4th Street, SW, Washington, DC 20547; (202) 639-5643

USAID is an independent foreign affairs agency, within the executive branch of the US government. USAID’s mission is to explain and support American foreign policy and promote US national interests through a wide range of overseas information programs. The agency provides substantial mutual understanding between the United States and other nations by conducting informational and cultural activities. USAID has 205 posts in 128 countries, where it is known as USIS (United States Information Service). USAID was established in August 1953. It is principally an overseas agency whose work is carried out by the overseas personnel assigned to American Missions Overseas.

There are provisions for funding assistance to those who wish to arrange for the shipping of program. If the number of books is small (one or two boxes), then the informal "diplomatic" approach may be used. If the books are used by a large-scale program, the "Institution to Institution" book program can be utilized. Large-scale program

International Library Exchange Center, Box 26, Park College, 8700 Riverpark Drive, Kansas City, MO 64153-3975 or the University Serials and Books Exchange, 3353 Y Street, NW, Washington, DC 20018.

USAID can provide a letter of acknowledgement for donations of scholarly books (up to 25 books per request) that includes acknowledgment from the recipient institution), but does not serve as a receipt through.

If you need further information on scholarly book donations, please write Janet Marciniec Bilson, ASA Assistant Executive Officer, or call her at (202) 833-3410, ext. 317.

Recently the ASA has been approached by several institutions in the emerging democracies of Eastern Europe and the former Soviet Union to assist in building their sociological libraries. The ASA Executive Office has been working with the Committee on International Sociology, chaired by Craig Calhoun of the University of North Carolina, to fulfill these requests and to develop future strategies for providing resources relevant to international sociology.

During the fall of 1991, the ASA Teaching Resource Center donated selected syllabi to the newly formed Department of Sociology at the University of Timisoara, Romania. Professor Petre Fodor’s chair was able to take these teaching materials back to Albania to share with other faculty and graduate students. Recently, a donation of methodology books by Earl Rabbie (Chapman University) was made by Wadsworth Publishing Company to the new Department of Sociology at the University of Bucharest in Romania. In both cases, the United States Information Agency played a facilitative role—Janet Marciniec Bilson

News from Abroad

About A Special Relationship

by Vassula-Marie D’Atonno, Oxford Center for Staff Development, and Kevin Rakes, University of Westminster

During this decade, many of us will participate in a significant development in sociology as we explore not only cultural diversity but communications among the world’s societies. The main benefit of doing so will be recognizing that what is happening here is happening there (and vice versa) (MacRae, 1991).

Increasing the global perspective of our work has become a serious issue for American sociologists in recent years (Levine, 1992). For some of us it has included the opportunity to live and work abroad. The various options for becoming involved in global exchanges range from fully funded Fulbright grants to teaching in a study abroad program. In whatever way we have managed to bring a more global perspective to our focal sociological endeavors it remains that most of us return "true believers" to the power of the experience in our lives whether we have been to India or Quebec or Mexico or Britain. The impact on our own work is significant and most of us want to share this view with others. Unfortunately, when we come back, we find that homebase academia is about to share our new insights (whether academically relevant or personally moving) our stories are often described as exciting as sitting home viewing home video of a summer vacation. At best, living! Understanding that risk, that fear has compelled to share our experiences as U.S. sociologists abroad. At the moment we are both in London. Doesn’t sound very exotic does it? Nevertheless it is a place which can be challenging. Maybe because British and Americans closely related we often take many things for granted that we should not: especially, the English language. However, the British took for granted that they have a "special relationship" with the USA, yet how many of us are aware of the political and social, even in a familiar culture, with a common language base, we need to be carefully aware of the unique qualities of the people with whom we have chosen to spend part of our working life. Consider for a moment the "Special Relationship." From the second world war to the war this is the theme of Anglo-American relations, at least from the British perspective, has been the "Special Relationship" between our two countries. It is a phrase of much currency but little specificity, yet most British and American observers agree that special respect and regard in which they are sure Americans hold their work. But when this process of the "Special Relationship" meets complete American ignorance (no one told me we were going steady?), it is going to be the best comic, and at worst unfortunate. Our primary goal in writing this piece is to draw attention to the need for increased communication and concrete information on how to become more global sociologists. As a follow-up to this article we are revising a series of reports in Footnotes on the status of research and teaching opportunities from countries around the world. We imagine that there are others like ourselves who could prepare a brief review of the conditions whenever they are presently working. We will begin the series by discussing the involvement of students and faculty (and sociologists in general) in cultural education in Britain.

Teaching Sociology Abroad

The opportunities to teach abroad center on one of two major options, either to teach as a study abroad program from our home institution or to arrange an exchange or visitation at a cooperating host institution. Other more unusual alternatives exist, such as the semesters-at-sea option described by Macrane (1991). However, for this discussion we will focus on the options that offer the study abroad program.

Study Abroad

Generally speaking, it is fairly safe to say that little is known about the state of sociology in the Study Abroad curricula of U.S. institutions of higher education. Neither the Research on the Field of Study Abroad concerns the role of sociology in the curriculum nor does the literature on teaching sociology.

What we do know is that currently there are about 50,000 students, less than two percent of all American college and university students, enrolled in study abroad programs. However, this is about to change quite dramatically (The Lavonne Group, 1989). The National Association of Foreign Study Advisors estimates that this number will increase to ten percent by the year 2000 and to nearly twenty to twenty-five percent by 2006 (Monaghan, 1990). If this document is correct, the opportunity time to begin to make ourselves known to the study abroad community.

We also know that students chose to study abroad. Not surprisingly more students go to Britain than to Africa, Asia, Latin America or the Pacific East combined (Monaghan, 1990). In the face of recommendations from the Task Force on International Organizations to expand study abroad programs to areas where students (Continued on next page)
do not go in great numbers and where they must learn a language as part of their experience. This can be seen as very dis- couraging. However, while it is important to support the goal to broaden the over- seas experience of American undergraduates, we should not miss the obvious opportunities that already exist. Rather than bemoan the situation as a failure of the system to expand students’ horizons beyond an Anglo-based cultural/linguistic system, we see this as a chance to prepare students for a two-step move in an on- going process of understanding other cul- tures. Aid administrators com- monly note that students frequently express a fearlessness of the “foreign.” Thus, when choosing to go abroad they pick a place like Britain because it is less frightening while still being different. Incremental movement from the home country can provide a useful transition to further explorations from home. We have a number of anecdotal reports of this occurring but systematic studies of the actual numbers of students who take the second step are needed. In any case, we need to begin where we are and find ways to make the most out of the situation. As Halsey has noted with regard to the SUNY-Frankfort program in London: “The experience of living abroad forces students to confront their ethnocentrism, and to develop ‘a world orientation.’ And, integrating students’ experiences with their study of sociology is at the heart of teaching in a foreign setting (1990:398).” Yet, what seems surprising to us is that when study abroad programs in Britain are scrutinized for their sociological content they come up lacking. A cursory review of the programs listed in The Council on International Educational Exchange, brochure for American Study Abroad Programmes in the United Kingdom for 1991 reveals that sociology is listed as an offer by only three of the 312 programs in the directory (See Table 1). Typically the focus of the programs is on history, literature, art, drama, and architecture. Granted most of these courses and many of those listed in the highest categories of Table 1 do consider various aspects of British society, but where are those with a specific sociological perspective? Here is an obvious place where sociologists can make a dif- ference. Changes in social attitudes need to be guided and sociology does this well. Another place where our disciplinary expertise can be useful is in creating effec- tive orientation sessions, especially adding information about current social condi- tions in the country to be visited. The latter can best be accomplished if the role of the teacher in study abroad includes that of administrator (Kain and D’Andreus, 1992). But we can also offer our expertise in other ways as well, more on this in the list of suggestions we include below.

**Exchange of Visitation Teaching**

The most popular faculty exchange pro- gram is run by the Fulbright Commission. Others can be obtained informally through negotiations with specific departments. The major problem with both of these is that unless you know someone who is interested in making the exchange it is nearly impossible to do so. For example, if you want to request a Ful- bright not only do you have to apply for it but you also have to have someone in the country who want you to teach apply for you. And you cannot do it in the coun- try, you have spent time there recently, when the application is made. This is a system which either needs to be changed or at least responded to in creative ways. One way might be to create a central list of people who are seeking a match—a kind of academic match-maker service. Sociologist from small liberal arts college seeks like-minded colleagues for exchange of posts. Must enjoy long talks with departmental colleagues and have a strong interest in teaching. Areas of interest include: gender roles, research methods and introductory sociology. Available September 1, 1992—May 15, 1993.

Of course, the only problem with this is the difference in the way that an undergraduate degree is organized in other aca- demic systems. For example, in Britain this would pose a problem in translation because academic departments that employ sociologists are often not social departments, the areas of specialization are much more narrow and the academic calendar generally runs from October to July. All things considered, a matching service would be a great help and could easily be maintained on someone’s E-M ail account.

Once the exchange is arranged more needs to be taken into account as we make the transition from the U.S. to the UK. We often believe that because we are all part of the great worldwide discipline of sociology, the sociologists of all coun- tries are operating in approximately the same way. Yet, nothing could be further from the truth. In the same way that our students experience culture-shock when first abroad, most sociologists are rudely awakened by their experiences in foreign countries. If we do not actually suffer the same level of shock that our students do, let’s remember that may be due to as much as to the teaching and patiently adjusting to cultural arro- gance as to our nationality and worldliness.

Certainly the gentlest yet profound differ- ences in sociology in Britain are enough to make your head spin. One American sociologist has admitted that only after a full year of teaching in Britain did he come to realize his full extent of his ignorance, and only after five years did he think he was getting the hang of the British sociology as it is practiced in Brit- ain. To enlarge on just two points to illus- trate these differences, let’s look at the nature of the students and graduate stu- dents; and the teaching and research methods.

In some ways the British higher educa- tion system is the reverse of the American system: virtually all undergraduates receive a government grant for their tuition and living expenses; only a handful of graduate students receive grants. Virtually all students have focused their studies down to one or two areas by the time they are sixteen, and a freshman sociology major will enter university with a knowledge and understanding of sociology equal to that of an American in their jun- ior year. Of chemistry, art, history, biology, or any other “elective” the British sociol- ogy graduate will be innocent and ignor- ant, but that breadth of education is not considered important. Perhaps the key difference is about access: only 15 percent of British eighteen year olds go on to higher education (com- pared with nearly 50 percent in the U.S.) and most of this 15 percent are chosen by nationally standardized competitive tests (the A-Level examination) in each subject area. The resulting educational products are very high quality, but narrowly focused students. And since the multiple choice exam is unknown here, these are also students who can write and speak well in class, seminar, and research paper.

Consider for a moment the quality of graduate student this produces at the age of 21. A well-spoken, clear writing person who has been studying sociology inten- sely all his life is sixteen. But that’s usually the end of the line for even the most promising of these students. The role of Graduate Assistant or Teaching Assistant is all but unknown in British higher edu- cation. There are no regular awards of sti- pends to humanities, except a few endowed scholarships. The small amount of post- graduate funding that exists comes from the government aided and supported Economic and Social Research Council and is often linked to specific research projects in specific departments. The result is that most highly motivated and talented sociology graduate give up any hope of post-graduate training, to

their own disappointment and ultimately that of the discipline as well. This is espe- cially true of students from Polytechnics, which are the equivalent of American state universities, and who suffer in the race for the few scholarships that exist because they are all aimed at the more famous and prestigious universities. Remarkably, given the propensity of British educators to admin- ister nationally standardized tests throughout the educational process, there is not even the Graduate Record Examina- tion to help sort potential graduate students.

Obviously, if you’ve ever wondered where you might find high quality graduate students, you can see the potential for recruiting in Britain. But if you do so it’s implied that you need to be prepared to design programs for American students; even the best British students find its multiple chio- ce format totally alien to their experience and completely baffling. To recruit a gradu- ate student, scholarships are necessary. If you adjust your yardsticks and grapple with the interpretation of distinctly foreign grade placements, that do not recognize the concept of the GPA. And here is the key lesson about internationalizing our cur- riculum: it takes a little more time, education, and effort. It requires thinking in new ways about new issues, but the potential rewards far out- weigh the effort.

Another area of contrast is post- graduate training, especially in research methods. The techniques and methods is a growing area in British soci- ology. It is an area in which Britain lags behind the U.S. In Applied Social Research is still a subject in its early development. The number of Master’s degrees concentrating on methodology are increasing in number. The Economic and Social Research Council has recently placed a special emphasis on methods training, in its recently launched initiatives. The number of Master’s degrees concentrating on methodology recently increased from one per year to one per five years. At the University of Westminster in London, for example, the M.A. in Applied Social Research is incorporating its first two cohorts (one part-time and one full-time) totaling about twenty stu- dents. Demand is brisk for places on the degree, and this without any assistan- tship, scholarships, or internships. A similar degree at the City University (also in London) is likewise experiencing rapid growth.

This demand grows, in part, from the nature of British post-graduate education. The highly specialized curriculum described above can, in traditional post-graduate programs, avoid ever sitting in another class through the completion of their PhD. In fact, there is little that may actually be described as graduate "programs." A PhD can be achieved through the basic development and research devoted to the doc- toral thesis—very often this means no further coursework past the BA, no advanced methods training, no teacher training, no writing workshops, and very little that one considers "community good." The system seems to be based on research performance, dedication to research methods, and to complete their doctoral research. Once again, this is a system which is not suited to the needs of a BA student with the careful training of the PhD student in the American setting is obviously.

There are many other ways in which British and American sociology can benefit each other, of course—study abroad, comparative research, exchange of staff.

(Continued on next page)
International News and Notes, continued

Steady Abroad in Britain, please send them to Vernetta D’Andrea (5 Sheelers Meadow, London, N03 4RJ) by November 30, 1992. They will be edited and collated in a packet to be available from the Teaching Resources Center.

Anyone interested in an academic exchange in Britain, send your C.V. to Vernetta D’Andrea at the same address. Names and addresses will regularly be made available to sociologists in Britain, but it will be up to American sociologists to negotiate their own exchange.

Bibliography


A strategizing way to help students avoid reverse culture shock on their return from abroad.

Encourage your students to go abroad.

Apply to direct a semester abroad program for your institution.

Keep a file on study abroad programs offered by institutions that take students from any campus such as Beaver, Marymount and others. Make the file available to interested students.

Designate a section of the department newsletter for news from students who have gone abroad.

There are no courses in sociology in the study abroad options to sponsor as an independent study project for majors.

Promote global research projects on campuses as a means of preparing students to go abroad.

Consider sending graduate student recruitment materials to sociology departments in Britain (those listed in the ASA’s Guide to Graduate Departments).

Have your department take out a membership subscription to the British Sociological Association (7th Floor, Columbia House, 69 Aldwych, London, WC2B 4DX). You’ll receive the journal, newsletter, and the annual conference is always in the spring, a great time to visit Britain.

Our aim is to get more sociology into Study Abroad and to get more sociologists involved. Our knowledge as sociologists of institutions, organizations and groups is particularly useful in Britain but we also know that we are applicable to any other place in the world and by the same token, never to be unnoticed at home in 2000.

Anyone willing to share either their program proposals or syllabi sets for

Sociologists Play Key Roles with U.S. Commission on Women in the Military

by H. Lloyd Smith, ASA Intern

This spring several sociologists appeared before the President’s Commission on Women in the Military to address topics relating to women in combat. The impetus for the Commission was a growing concern among those both inside and outside the military community, "who view the combat exclusion rule as a glass ceiling for women in the services," says Charles Moskos, Northwestern University, a Commission member on the panel and its only professor. Assembled in February 1992 and armed with a $4 million budget, the fifteen member Commission has been authorized by the U.S. Congress to consider testimony on the inclusion of women in combat on ships, in planes, and on the ground. To date, four sociologists have been invited to testify: M.C. Devlin, Stephen Goldberg, Helena Lopata, and Mady Wechslar Segal. The Commission, which meets once a month, has addressed topics ranging from military families, child development, voluntary versus compulsory assignment of women into combat, and cohesion of military personnel.

The sociologists appearing before the Commission were selected from a list of recommendations provided by Moskos, who was nominated to the position by Senator Sam Nunn, Chairman of the Armed Services Committee. According to Moskos, in pushing to increase the presence of sociologists among testers, "I wanted the Commission to understand that sociology is an enlightening discipline that doesn’t always come up with preconceived answers, but gives people the data and the concepts to make up their own mind."

Mady Segal, University of Maryland, explains that her intention was to impress upon the committee that research in military sociology suggests "the gender of the service member is not likely to be the most important variable in family adjustment to segregation or to other military lifestyle characteristics." She notes that factors which are more important include the existence of support networks, aspects of the family’s interpersonal dynamics and resources, and various policies and practices of the military organization.

While generally feeling that her comments were well received, Segal, who has previously testified before congressional committees, points out that speaking before the Commission is very different from the typical forums to which sociologists are accustomed. "On the one hand, the format doesn’t permit complicated answers. At the same time, one must be mindful that one is presenting information that is contributing to policy decisions."

As such, one is compelled to present authoritative statements on topics for which the literature is incipient. As "a matter of fact," says Segal, "I was initially going to emphasize to the Commission that we needed more research on military family dynamics. I changed my testimony to stress what we do know as so not to delay policy recommendations."

M.C. Connie Devlin has published over ten years on topics relating to women in the military. Devlin points out that whereas methodology is a central concern among sociologists it is distracting on the Hill. What policy makers want to hear are findings. Those she presented before the Commission addressed the general concern that the inclusion of more women in combat would make men less cohesive. Devlin’s reports testifying that "One of the most important findings of any cohesion research was at least the suggestion . . . that cohesion is based on familiarity of experience, shared risk, and mutual experience of hardship—not on gender distinctions."

Devlin says that the real issue is that the growing presence of women in combat challenges the "iconic representation of the troops. That is, the very idea of what a warrior is."

As a sitting member of the Commission on the Assignment of Women in the Military, Moskos maintains that each sociologist to a person..." made a good impression... on the left and the right of the Commission! Each had facts, and could place those facts in context.” Their success caused Moskos to ponder why sociology seems to be so vulnerable on college campuses when we do so well in the public forum. When sociologists appear on the Hill, says Moskos, “policy makers are generally impressed with what the discipline has to offer.”

Devlin proposes that for the profession to take a larger role in affecting public policy concerns it should do a better job of selling itself. According to Devlin, “The trick of the matter is that other people don’t know what it is that we do. There was a time when professional sociologists would have had broad media attention... for fear of having their work considered not being real research... I think that it is incumbent upon us as good scientists... to be able to speak at a world and into a world that we hope to affect.”

Last month is completing his PhD at the University of Michigan, where he is a Minority Fellowship Program student. He is working at the ASA as a Special Projects Intern.


MSA Becomes New England Sociological Association

by Walter F. Carroll, Bridgewater State College

After 25 years as the Massachusetts Sociological Association (MSA), the membership of that organization voted in fall 1991 to change the organization’s name to the New England Sociological Association (NESA). Massachusetts was the only New England state with a sociological association, but members from three other states have belonged to MSA and often served as officers. Now the organization will explicitly include sociologists in the New England region. The topic of NESA’s Fall 1991 Conference, “Learning and the Sociology Major: Reflections on the Curriculum,” reflects this interest, as well as a desire to appeal to a broader spectrum of sociologists. The topic refers to the role of the ASA section of the report Liberal Learning and the Arts and Sciences Major carried out by the Association of American Colleges (AAC) in collaboration with twelve other scholarly associations, including ASA. The report, entitled “The Sociology Major, A Report to the Profession: Liberal Arts and Sciences Major,” contains 31 specific recommendations for Sociology departments. Cairo has published summaries of the report and Teaching Sociology has published several articles on the report, which may well be the most important document on the Sociology major ever produced. The report and its recommendations deserve widespread thought, discussion, and debate.

Given the importance of the report and its presumed broad appeal to sociologists, regardless of specialty, NESA will devote its fall 1992 meeting to the report, and to issues and questions arising from the report. Sociologists will, no doubt, respond to the report in a variety of ways. NESA intends to continue to focus on the related topic of the sociology major in general.

NESA encourages the submission of types of papers, presentations, and sessions from sociologists in and outside of New England, and from academics, practitioners, and students. Please send ideas, proposals, papers, and panels to Walter F. Carroll, Chair, AACS, NESA, Department of Sociology/Anthropology, Bridgewater State College, Bridgewater, Massachusetts 02324, (508) 586-1895.
Teaching

Think Science Education, Think NSF!

by Carla R. Haasen, Director, Educational Affairs Program

Think of the National Science Foundation and you think "basic research." But the educational directorate is a very active part of the Foundation. It has some well-funded programs to which sociologists should apply. All of the conversations and reports on the state of education (secondary, undergraduate, and graduate) paint a picture of decline in student knowledge, in test scores, in economic competitiveness, and in teacher quality. The Foundation responds to these concerns by some targeted programs to enhance math and science education.

I have the pleasure to sit on several review panels for proposals in the Educational Directorate. Here are the observations I have:

1. (Although the proposals are greatly tipped to math, natural sciences, and engineering, there is a sincere effort to stimulate more social science proposals. There is a social science grantees review and a social science proposals guide.)

2. (Sociologists who have not submitted grants should give it a try. A good idea is the central quality of a proposal, so if you have an educational vision, write it out. Some of the proposals I read were short on vision and seemed to be saying "Give me some money." Some of the authors in Teaching Sociology, for example, have the vision to write more creative proposals."

3. (Sociology of the programs are particularly targeted or responsive to projects from small schools, community and junior colleges, and to collaborations among schools in an area.)

4. (The NSF staff are very helpful and can answer any questions regarding proposals. The websites for the programs are good sources of information. The materials are available on the NSF website.)

5. (Proposals must be submitted by the investigator's home institution in accordance with the target dates or deadlines, if any, of the program. NSF usually has project deadlines in August and December for the entire fiscal year. The deadlines may vary by program. See the proposal for specific deadlines."

6. (Teacher Preparation and Enhancement Program (NSF 91-515). The Division of Teacher Preparation and Enhancement supports all programs designed to enhance the teaching of science, mathematics, and engineering.)

7. (NSF's Teacher Preparation and Enhancement programs support projects that:)

8. (The Teacher Preparation and Enhancement Program and the Teacher Preparation and Enhancement Program have established two target dates for the submission of proposals."

Exciting programs are targeted or responsive to projects from small schools, community and junior colleges, and to collaborations among schools in an area. The websites for the programs are good sources of information. The materials are available on the NSF website."

State, national, and international level assessments with the levels of skills, knowledge, and task performances for students to achieve so they may meet present and future demands of society; to improve the quality of learning and teaching in science and mathematics in precollege classrooms; and to advance the general state of science education."

September 1992 Footnotes

Congratulations to Departmental Prize Winning Students

The ASA Membership Committee continues to initiate a Departmental Prize for Outstanding Sociology Students. Any department, using its own criteria, can name the students for whom the prizes are awarded. The names of the students are announced in the ASA Executive Office and the Department Chair. Each department purchases an ASA student membership (NS) for the students.

Congratulations to the following students who received Departmental Prizes for this spring:

- John A. Cuny, University of North Texas
- Stephen Baldwin, University of Massachusetts-Boston
- Ankit C. Bhat, San Francisco State University
- Elizabeth B. Byrns, Randolph-Macon Women's College
- Elizabeth A. Casar, Eastern Nazarene College
- Laura Chivay, Phillips University
- Michael D. Collins, Oklahoma State University
- Berend E. Dafos, Oklahoma State University
- James H. Davis, George Mason University
- Jeffrey Falen, Northern Michigan University
- John E. Glas, University of North Texas
- James Lee Goss, Northeastern University
- Leigh Hoge, University of North Texas
- Kimberly Elizabeth Jones, Virginia Wesleyan College
- Erwin L. Nunez, Mount Holyoke College
- Kei Mathews, Northern Michigan University
- R. Phillips McNamara, Northeastern University
- Jaye Olson, Northeastern University
- Golcapor O. Olukul, Oklahoma State University
- Constanza Quintana, Northeastern University
- David Rokhlin, George Mason University
- Paul P. B. Roy, University of Maine
- Mark Slocum, University of Illinois at Urbana-Champaign
- Catherine Suzor, Presbyterian College
- Michelle Terry, Skidmore College
- Amy Stevenson, Northeastern University
- Arvind Sethi, Northern Michigan University
- Steve Stinley, McMurtry University
- Leslie Staney-Swenson, University of North Texas
- Laura Stroh, Skidmore College
- Wendy Swanson, Southern Oregon State College
- Mary Blake Sturtevant, Wake Forest University
- Merik Tonnovski, The University of Massachusetts-Boston
- Michael R. Underhill, San Francisco State University
- Ann Marie Wood, University of California, Berkeley

Departmental prizes can be awarded anytime. If you wish to make an award, please complete a student membership application (available upon request) and send it with payment to the Executive Office. Mark the application or envelope "Departmental Prize."
1991 ASA Audit: Limited Resources, Good Financial Health

Key components of the 1991 Audit of the Association appear on the following two pages. The tables include comparative data from fiscal year 1990. In 1991, the Association (see Table 3) continued to show an excess of revenue over expenditures ($80,083). Approximately 27 percent of this excess is derived from revenue, however, due to the gains on sale of investments. Also, and as might be expected given the U.S. economy, the rate of growth slowed in 1991. This is evident from the decrease in interest income between 1990 and 1991 (approximately $40,000 lower in operating interest).

The fund balance representing our reserves now totals over $700,000, which is 27 percent of the 1991 operating expenses (see Table 1). The reserve amount is funded by cash and securities. The Association has a goal of increasing reserves to a reasonable proportion of annual operating expenses. Steady progress has been made over the years (1990 reserves totaled about one fifth; in 1991, they were slightly better than one fourth). As with other nonprofit professional associations, ASA needs to build reserve resources for capital expenditures, unforeseeable deficits, and unanticipated inflationary costs. For example, the acquisition of a new computer system in 1992 will result in a reserve of capital expenditures in the next several years as we upgrade our existing computer system and add new features.

In 1991, the Association’s income was $80,083 ($73,019 in 1990) and expenses were $53,224 ($53,679 in 1990). For the fiscal year ended December 31, 1991, the Financial Statements show an operating surplus of $26,859 ($19,340 in 1990). The surplus is primarily due to increases in unrelated operating income that were not available for operating expenses. The board of directors has invested the surplus in other operating income that will be available for operating expenses in 1992. The board of directors has also approved the establishment of an endowment fund to provide a steady source of income for future years.

The audit opinions for the financial statements for the fiscal years ended December 31, 1990 and 1991 were unqualified. The independent auditor, James E. Smith & Co., has expressed an opinion that the financial statements present fairly, in all material respects, the financial position of the American Sociological Association as of December 31, 1990 and 1991, and the results of its operations and its cash flows for the years then ended in conformity with generally accepted accounting principles.

Grant Thornton, Washington, DC
April 19, 1992

Continued on next page

### TABLE 1. STATEMENTS OF OPERATING FUND BALANCE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance at January 1, 1990</td>
<td>$46,992</td>
<td>$46,992</td>
<td></td>
</tr>
<tr>
<td>Excess of revenue over expenses</td>
<td>27,010</td>
<td>27,010</td>
<td></td>
</tr>
<tr>
<td>Balance at December 31, 1990</td>
<td>$74,002</td>
<td>$74,002</td>
<td></td>
</tr>
<tr>
<td>Excess of revenue over expenses</td>
<td>27,010</td>
<td>27,010</td>
<td></td>
</tr>
<tr>
<td>Balance at December 31, 1991</td>
<td>$101,012</td>
<td>$101,012</td>
<td></td>
</tr>
</tbody>
</table>

### TABLE 2. BALANCE SHEETS

<table>
<thead>
<tr>
<th></th>
<th>December 31, 1991</th>
<th>December 31, 1990</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CURRENT ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>$466,229</td>
<td>$469,113</td>
</tr>
<tr>
<td>Certificates of deposit &amp; accrued interest</td>
<td>696,113</td>
<td>696,113</td>
</tr>
<tr>
<td>Investments (Note A3)</td>
<td>682,768</td>
<td>1,348,074</td>
</tr>
<tr>
<td>Accounts receivable, net of allowance for doubtful accounts</td>
<td>131,700</td>
<td>123,700</td>
</tr>
<tr>
<td>Inventories (Note A5)</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Prepaid expenses</td>
<td>25,724</td>
<td>25,724</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT ASSETS</strong></td>
<td>1,085,264</td>
<td>2,000,077</td>
</tr>
<tr>
<td><strong>PROPERTY, PLANT AND EQUIPMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts of accumulated depreciation (Notes A1 and A3)</td>
<td>516,266</td>
<td>516,266</td>
</tr>
<tr>
<td><strong>TOTAL PROPERTY, PLANT AND EQUIPMENT</strong></td>
<td>516,266</td>
<td>516,266</td>
</tr>
<tr>
<td><strong>LIABILITIES AND FUND BALANCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounts payable</td>
<td>235,663</td>
<td>162,359</td>
</tr>
<tr>
<td>Accrued liabilities</td>
<td>204,939</td>
<td>204,939</td>
</tr>
<tr>
<td>Deferred revenue (Note A2)</td>
<td>1,286,566</td>
<td>1,286,566</td>
</tr>
<tr>
<td>Deferred revenue (Note A3)</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
<td><strong>TOTAL CURRENT LIABILITIES</strong></td>
<td>1,570,366</td>
<td>2,583,877</td>
</tr>
<tr>
<td><strong>FUND BALANCE</strong></td>
<td>735,185</td>
<td>716,200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$2,305,551</td>
<td>$2,299,577</td>
</tr>
</tbody>
</table>

### TABLE 3. STATEMENTS OF REVENUE AND EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>December 31, 1991</th>
<th>December 31, 1990</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membership dues</td>
<td>$875,182</td>
<td>$875,182</td>
</tr>
<tr>
<td>Subscription dues</td>
<td>99,997</td>
<td>73,023</td>
</tr>
<tr>
<td>Subscriptions</td>
<td>817,322</td>
<td>817,322</td>
</tr>
<tr>
<td>General</td>
<td>172,581</td>
<td>172,581</td>
</tr>
<tr>
<td>Advertising</td>
<td>971,998</td>
<td>971,998</td>
</tr>
<tr>
<td>Employment bulletin insertions</td>
<td>37,730</td>
<td>37,730</td>
</tr>
<tr>
<td>Conference &amp; Guide Book sales</td>
<td>33,720</td>
<td>33,720</td>
</tr>
<tr>
<td>Receipts from subscriptions</td>
<td>19,427</td>
<td>19,427</td>
</tr>
<tr>
<td>Retail contributions</td>
<td>13,043</td>
<td>13,043</td>
</tr>
<tr>
<td>Sales of goods</td>
<td>80,349</td>
<td>80,349</td>
</tr>
<tr>
<td>Sales of services other than publications</td>
<td>172,581</td>
<td>172,581</td>
</tr>
<tr>
<td>Workshops/conferences</td>
<td>4,480</td>
<td>4,480</td>
</tr>
<tr>
<td>Reimbursement of administrative costs</td>
<td>30,906</td>
<td>30,906</td>
</tr>
<tr>
<td>Mailing list rentals</td>
<td>69,888</td>
<td>69,888</td>
</tr>
<tr>
<td>Interest</td>
<td>7,203</td>
<td>7,203</td>
</tr>
<tr>
<td></td>
<td>77,037</td>
<td>77,037</td>
</tr>
<tr>
<td></td>
<td>779,057</td>
<td>779,057</td>
</tr>
<tr>
<td><strong>TOTAL REVENUE</strong></td>
<td>1,287,037</td>
<td>1,287,037</td>
</tr>
<tr>
<td><strong>EXPENDITURES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal printing and mailing</td>
<td>469,690</td>
<td>469,690</td>
</tr>
<tr>
<td>Journal editorial</td>
<td>207,894</td>
<td>207,894</td>
</tr>
<tr>
<td>Other editorial and publication costs</td>
<td>133,071</td>
<td>133,071</td>
</tr>
<tr>
<td></td>
<td>831,927</td>
<td>831,927</td>
</tr>
<tr>
<td>Program services</td>
<td>133,071</td>
<td>133,071</td>
</tr>
<tr>
<td>Annual Meeting</td>
<td>133,071</td>
<td>133,071</td>
</tr>
<tr>
<td>General and administrative</td>
<td>133,071</td>
<td>133,071</td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURES</strong></td>
<td>2,525,065</td>
<td>2,525,065</td>
</tr>
<tr>
<td></td>
<td>568,168</td>
<td>568,168</td>
</tr>
<tr>
<td></td>
<td>1,053,482</td>
<td>1,053,482</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 preparation of the accompanying financial statements follows.

Throughout this document, the terms ‘audit’ and ‘audit opinion’ are used for the professional services performed by the independent auditor. An audit is an examination, on a test basis, of the amounts and disclosures in the financial statements. An audit includes assessing the accounting principles used and significant estimates made by management, as well as evaluating 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 1991, and the results of its operations and its cash flows for the years then ended in conformity with generally accepted accounting principles.
Audit, continued

1. Property, Plant, and Equipment
Depreciation is provided for in amounts sufficient to reduce the cost of depreciable assets to zero over the estimated useful lives at a straight-line basis without regard to salvage values.

2. Deferred Income
Deferred income represents amounts received in advance for the following:
(a) Member and section dues which are applicable to programs planned for subsequent periods.
(b) Subscription to periodicals which are applicable to subsequent periods.

3. Investments
The Association records investments at the lower of cost or fair market value at the balance sheet date. In the current year, the Association changed its method for recording zero coupon bond investments, and began recognizing accrued interest income. Amounts of accrued interest earned in prior years for investment income are not reflected in current income and were 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 (mailing list rentals, advertising, etc.) that resulted in Federal and District of Columbia income taxes of approximately $7,000 for the years ended December 31, 1991, and 1990.

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 with a maturity of three months or less to be cash equivalents.

NOTE B—RESTRICTED FUNDS
These funds are held by the American Sociological Association (ASA), as custodian, to be used for specific purposes and are, therefore, restricted (see Note H).

NOTE C—RETIREMENT PLAN
ASA maintains 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 10% of the employees' salary to the Teachers Insurance and Annuity Association. In addition, if the employees contribute 8% or more of their 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 $60,104 and $57,590 for the years ended December 31, 1991, and 1990, respectively.

NOTE D—PROPERTY, PLANT, AND EQUIPMENT
Following are the components of property, plant, and equipment:

<table>
<thead>
<tr>
<th>1990</th>
<th>1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>$52,196</td>
</tr>
<tr>
<td>Building improvements</td>
<td>208,352</td>
</tr>
<tr>
<td>Office furniture and equipment</td>
<td>921,769</td>
</tr>
<tr>
<td>Less accumulated depreciation</td>
<td>852,614</td>
</tr>
</tbody>
</table>

| Land (1722 N Street NW, Washington, DC) | 70,000 | 70,000 |

| Total | $1,624,562 | $1,624,562 |

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

NOTE E—SUPPLEMENTAL CASH FLOWS INFORMATION
The Company paid the following amounts for interest and estimated income taxes for the years ended December 31, 1991, and 1990:

<table>
<thead>
<tr>
<th>1991</th>
<th>1990</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest</td>
<td>$7,046</td>
</tr>
</tbody>
</table>

NOTE F—LEASES
The Association currently leases a portion of its building to another association. That association has signed a five-year non-cancellable lease (call for monthly rental payments of $945 plus an $8,500 annual consulting fee). Future minimum lease payments are as follows:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$9,000</td>
<td>$14,900</td>
<td>$14,900</td>
<td>$14,900</td>
<td>$14,900</td>
<td>$9,000</td>
</tr>
</tbody>
</table>

NOTE G—INVESTMENTS
In March 1991, the Association received a grant in excess of $700,000 from the Sidney and Falma S. Sprack Fund. The Association agrees to act as a trustee of the Fund, which will be used in the area of applied social research and social policy.

NOTE H—RESTRICTED REVENUE
Approximately $15,000 of the total deferred restricted revenue at December 31, 1991, represents monies resulting from contributions from foundations and other entities administered by the Association. The Association's Board of Directors, in turn, makes restrictions on the use of such funds. The balanced of deferred restricted revenue consists primarily of government grant monies (see Note B).

<table>
<thead>
<tr>
<th>SCHEDULE OF REstricted FUNd ACTIVITY—YEAR ENDED DECEMBER 31, 1991</th>
<th>Defended Revenue</th>
<th>Receipts and Accrued Interest¹</th>
<th>Direct</th>
<th>Administrative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>$1,615,000</td>
<td>$303,644</td>
<td>$33,936</td>
<td>$81,986</td>
<td>$303,922</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Direct</th>
<th>Administrative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHEDULE OF GENERAL AND ADMINISTRATIVE EXPENDITURES—OPERATING FUND</th>
<th>Year ended December 31, 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive office</td>
<td>Salaries</td>
</tr>
<tr>
<td></td>
<td>Loans</td>
</tr>
<tr>
<td></td>
<td>Travel</td>
</tr>
<tr>
<td></td>
<td>Staff development</td>
</tr>
<tr>
<td></td>
<td>Service</td>
</tr>
<tr>
<td>Staff salaries and subscriptions</td>
<td>1,033</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TABLE 5: DEFERRED REVENUE ANALYSIS—YEAR ENDED DECEMBER 31, 1991

<table>
<thead>
<tr>
<th>Defended Revenue</th>
<th>January 1, 1991</th>
<th>Receipts and Accrued Interest¹</th>
<th>Direct</th>
<th>Administrative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>$1,615,000</td>
<td>$303,644</td>
<td>$33,936</td>
<td>$81,986</td>
<td>$303,922</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Direct</th>
<th>Administrative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Defended Revenue</th>
<th>December 31, 1991</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXPENDITURES</th>
<th>Executive Office</th>
<th>Administrative</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

| GROSS SAVINGS | $628,737 | $567,017 | $1,195,754 |

Defered revenue increased by $901,052 during the current year to reflect current revenue exdirimentations.
stories. His kind of humor is more spontaneous and takes pleasure in seeing the joke in life, even the absurdity of exist- ence. He has a way of making you laugh at your own absurdity. You can’t help but feel sorry for him. His humor is not so much as a defense mechanism, but rather a characteristic of his personality. Good humor goes along with a basic optimism. Understanding that optimism makes him a more effective professional. You see that Marx is comfortable with who he is and that there is comfort in knowing who he is.

What makes Marx the way he is in his job is a kind of self-knowledge. You see that Marx is comfortable with who he is and that there is comfort in knowing who he is.

Tumors and Carolynne are the first two patients that he has treated at the University of Toronto and studying the agrarian socialist of San- matof University, but he continues as Hazel Professor of Public Policy at George Mason University. He keeps his contacts between Washington and Stanford, as well as at other points around the globe. Happy- ly he is accompanied by his wife and new partner, Sidney Geyer, who shares his sense of perspective on the world and supports him in his writing, travel, and work.

Footnotes


*These are Lipset's words in the original passage to Algerian Socialists, Garden City, New York: Doubleday, 1968, p. 145.


*These are Lipset's words in the original passage to Algerian Socialists, Garden City, New York: Doubleday, 1968, p. 145.

Thank You, ASA Contributors!
Call for Papers

CONFERENCES


Gangs, Schools and Community National Conference May 6-8, 1993, Orlando, FL. This multidisciplinary conference focuses on research, policies, and programs to reduce gang violence in our schools and communities. Particular emphasis will be given to innovative and creative programs and strategies for dealing with school gang problems and the unique issues and concerns associated with gang activity on campuses. For more information: contact: Steven D. Banker, 2800 Westlake Avenue, North, Suite 110, Seattle, WA 98107-4739. (206) 285-4078.


13 SEPTEMBER 1992 FOOTNOTES


Call for Papers

Curriculum Materials for Teaching About Hate Crimes is being compiled by the Task Force of Hate-related Programs and Services, National Clearinghouse for Hate-related Programs and Services. For more information contact: National Clearinghouse for Hate-related Programs and Services, 1211 16th St., NW, Suite 500, Washington, DC 20036. (202) 637-5534.

National Science Foundation's Law and Social Science Program is continuing its special commitment to support research dealing with global perspectives on sociological technologies. The aim of the initiative is to support research that addresses legal and related processes and behaviors and the indigenous and intercultural perspectives of the world. Proposals submitted to this initiative must be received by the Foundation by February 1, 1993. In addition to solicitations, random proposals will be invited. Interested researchers are encouraged to submit their proposals for consideration.

Institute for Research on Poverty at the University of Wisconsin-Madison and the U.S. Department of Health and Human Services will sponsor the 12th annual Competition for Children's and Subsidal Grants program for research on the impact of public policies on children. Research proposals may be submitted during the period January 10, 1993 through June 1, 1993. Applications must be received by the University of Wisconsin-Madison, Department of Government and Public Affairs, P.O. Box 1282, Madison, WI 53701-1282. For more information contact: Jane E. Desrochers, Program Director, IFRP, 2270 Johnson Dr., Madison, WI 53706. (608) 262-8827.

New England Studies Association Annual Conference, April 30 - May 2, 1993, Brandeis University, Waltham, MA. For more information contact: NESA, 380 Commonwealth Avenue, Boston, MA 02215. (617) 494-8080.


Journal of Family Issues is planning a special issue on "Family Policy and Social Welfare." For more information contact: Journal of Family Issues, 901 E. 53rd Street, Chicago, IL 60615. (312) 462-3496.

American Sociological Association/ National Science Foundation Community Research Program is inviting applications to support research on the urban underclass. For more information contact: National Science Foundation, Division of Social Science, 1800 G Street, NW, Washington, DC 20550. (202) 334-9715.

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Competitions. continued
search. For collaborative research projects, the competition is open to all authors. For the purposes of the award, comparative methodology is defined as research with varying regional or cross-national data, either to test hypo-
thetical constructs or to verify observa-
tions. Any work on crime, deviance, or 
whiteness by researchers from the Peo-
ple's Republic of China will be excluded.

Margaret M. Poloma, University of Akron, had her research on the sociol-
y of prayer cited in a January 6, 1992, entry in the Columbia University "Talking to God." Her work was also noted in a report about "Religion and the Economy" found in the April 1992 issue of Notre Dame.

Barbara E. Ryan, Widener University, was awarded the 1992 "Best Paper Award" for her article on "The Federal Housing Administration," which has been disseminated to the Housing and Community Development Community. Her work was also noted in "Best Paper Award" for her article in "Family Life," which has been disseminated to the Population and Family Development Community.

Poetry
Deborah A. Anastassakis, University of Colorado, was recently interviewed on 17 radio programs in the U.S. and Canada about her new poetry book "Letters." A Cultural Sociology (Macmillan). An association press interview about the book was published in several newspapers, and what may be a best-seller in a Broadway show, "A Small Family Business."
Obituaries, continued

Otis, Linda

Otis died on September 11, 1992, at her home in Princeton, New Jersey. She was 75 years old.

Linda Otis was a pioneering feminist and legal scholar whose work explored the intersections of gender, race, and class in American society. She was a professor of law and women's studies at the University of Michigan and a founding member of the Gender, Race, and Labor Institute at the University of California, Berkeley.

Her research focused on the impact of legal systems on women's lives, particularly in the areas of employment, family law, and criminal justice. Her work challenged traditional notions of gender equality and influenced legal education and practice.

Otis was a vocal advocate for women's rights and an active participant in the civil rights movement. She was a member of the National Women's Political Caucus and served as a consultant to the Equal Employment Opportunity Commission.

Her legacy continues to inspire generations of legal scholars and activists to fight for social justice and gender equality.

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New Organization Founded to Disseminate Government Regulation Data

By James Roke, State University of New York, Stony Brook

TRAC, a new organization dedicated to disseminating government data on regulatory policy, has created some extraordinary data bases.

Led by investigative journalist David Burnham of Washington, D.C., and sociologist Susan Long of Syracuse University, TRAC has assembled exhaustive, machine-readable data bases of thousands of enforcement actions by the Justice Department, the Nuclear Regulatory Commission, the Internal Revenue Service, and the Environmental Enforcement Agency.

Data cover activities from the early 1970's through early this year.

Funded by a variety of foundation grants, TRAC makes these data available at low cost to investigators, reporters, and other researchers.

The data are extremely detailed, recorded, according to various kinds of enforcement action by region, time period, nature and severity of sanction, kinds of sanctions targeted, and many other characteristics.

These data offer a rich resource for studies of organizational, deviance, social movements, and public policy.

In one of its most extensive data bases, TRAC has assembled comprehensive records of Nuclear Regulatory Commission inspections, violations and penalties assessed for all U.S. nuclear plants.

Data are available in hard copy as well as machine-readable form from TRAC at 478 Newhouse II, Syracuse, NY 13244-2100, (515) 433-8485.
GROUP DISABILITY INCOME PLAN AVAILABLE TO ASA MEMBERS

The American Sociological Association has announced the availability of the Group Disability Income Plan during this special enrollment period. This low-cost plan is only one of the many benefits available through your ASA membership.

ASA members and their spouses may apply if they are under age 65, have been actively working full time for at least 50 hours per week for the past 50 days, and have not been hospitalized in the past six months.

Members receive a monthly benefit for up to five full years when disabled by a covered accident and up to one full year when disabled by a covered illness. Payments begin on the 10th day of disability and the plan pays in addition to any other insurance, including Social Security, Worker's Compensation and Employer-Sponsored plans.

If any reason the member is not completely satisfied with the policy, it may be returned within 30 days for a full refund.

The ASA Group Disability Income Plan is extremely economical due to the mass-purchasing power of the ASA membership.

Members will be receiving complete information regarding the ASA Group Disability Income Plan through the mail soon. If you have any questions, or are interested in receiving information about higher monthly benefits, please contact the insurance administrator, Albert H. Kiparski & Co., ASA Group Disability Plans, 1440 N. Northwest Highway, Park Ridge, IL 60068-1400, or call toll free 1-800-373-2066.

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COFRAT and COPE

The ASA has two committees whose specific purpose is to safeguard your professional interests. The Committee on Freedom of Research and Teaching (COFRAT) was created by Council to investigate alleged infringement of freedom to carry out teaching or research activities. This usually means interference or constraint imposed by an institution—one's employer, department, or university. Complaints of this nature should be directed to COFRAT via the Executive Office. COFRAT is empowered to make inquiry and conduct site visits, if appropriate, on behalf of the ASA.

The Committee on Professional Ethics (COPE) investigates formal complaints alleging that ASA members have violated the Association's Code of Ethics. To file a complaint, consult the Code and follow procedures as outlined. The deliberations of both committees are strictly confidential, as are the results of investigations made to the Executive Office.

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Material submitted is limited to 1200 words and must have journalistic value (i.e., soundness, significance, impact, general interest) rather than be research-oriented or scholarly in nature. Submissions are reviewed by the editorial board for possible publication. "Open Forum" contributions are limited to 500 words; "Obituaries" to 500 words; and "Letters to the Editor" to 400 words. "Departments" are written by invited staff members; 500 words accepted. Accepted material will appear only if space allows. ASA reserves the right to edit the style and length of all material published. The deadline for all material is the first of the month preceding publication month (e.g., April 1 for May issue).

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