Commission to Study the Future of NSF

by Carla R. Hoeve, Deputy Executive Officer

This past September, the National Science Board of NSF (based on a request from its Director Walter Massey) appointed a fifteen-member Commission to study the future of NSF. The Commission is chaired by William Danforth, President of Washington University (St. Louis) and Robert Galvin, Chairman of Motorola and Sematech. The Commission is now compiling its study of “how NSF should adapt to the many changes occurring on a global and national scale,” according to the proposal approved by the National Science Board to whom the report is directed. Its charge is to “recommend a set of principles” designed to improve the link between science and technology in the interest of U.S. competitiveness.

The Commission met in late September in Washington, D.C., to set the agenda for its study. Its members are studying the history, science, and financing of NSF. The Commission is also working to develop a “vision” for science and technology for the next 15 years.

Judith Blau to Edit ASA Rose Monograph Series

by Howard S. Aldrich and Kent Redding
University of North Carolina-Chapel Hill

Judith R. Blau, Professor of Sociology, University of North Carolina at Chapel Hill, is the new editor of the Arnold M. and Caroline Rose Monograph Series. The series, supported by the American Sociological Association through endowment funds, was established in an important year: 1968. That was the year that Judith decided to return to graduate school at Northwestern University, the year in which the International Encyclopedia of the Social Sciences was published, and the year of the “revolution.” The contemporary word appeared at that time, and she was no longer tempted by the prospect of a degree in art history.

“Life is Short: Play Hard” would never have been proposed for the J. R. Blau campaign by Redick ad people who knew her well. Instead, “Life is Short: Sleep Less” would be more fitting, as her armies of graduate assistants can attest. She has continued to amaze her colleagues with her clever strategies for funding data collection, supporting many undergraduate and graduate students since 1968, when she arrived at Chapel Hill. To her graduate students, she is known for her generosity with time and her penchant for voluminous e-mail correspondence. She rarely submits work and returns it quickly, but students are sometimes disconcerted that Judith has started her morning with a flurry of e-mail messages at about the time they are turning in—were she so inclined, she would have seen the sun rise over Chapel Hill most mornings at this pace for four years. No e-mail account? You’re out of the loop.

Though her knowledge of American popular culture is sometimes selective, she has variously adhered to the use of Godzilla and Michael Jordan—Franklin Street conversations with Judith are joyous occasions because of her cultural reach. When she was in graduate school, she held an eminent sociologist at a wall. Known Eastern University that she was interested in exploring the relation between culture and social structure. He replied, “that’s ridiculous.” Big mistake. Big mistake. The best revenge is a productive research career, and Judith has triumphed. Her interest in cultural forms organizes opera into punk rock; concerts, art galleries into architecture, a range only partially reflected in the eight books she has authored or edited. Much of her work is collaborative, and so many of her books and papers are co-authored with colleagues and students.

Make it to Miami!

1993 Annual Meeting
August 13-17, Fontainebleau Hilton
Theme: Transition to Democracy

by Seymour Martin Lipset, President

The most important set of events of recent times, clearly points to the expansion of political democracy, first to Southern Europe, then to Latin America, Eastern Europe and the Soviet Union, and most recently to much of Africa, including South Africa. No one in the social science or political worlds anticipated these developments.

They present us with a series of issues, the reasons for the breakdown of different kinds of authoritarianism, the transition to democratic structures, and the conditions and prospects for institutionalization of the new regimes. The first topic should be dealt with by a set of papers analyzing the factors leading to breakdown; what were the strains which destabilized dictatorial regimes, some of which had lasted for a half century or more. The second involves analyses of the transition process, the emergence of new movements, the conflicts among new groups to guarantee democratic rights, the organization of elections. The third is perhaps the most important, the ways and extent to which new economic and social structures, including political parties, have developed which affect the likelihood the democratic systems will continue. How do civil societies emerge? Finally, we must deal with legitimacy. How do new regimes gain an accepted title to rule, independent of who controls the government, and respect for the law generally?

In the flush of enthusiasm for the new democracies, for the revolutions of the eighties, many forget that the great revolutions—the French in 1789, the Revolution of 1848, the Russian Revolution in 1917—were failures, that they ended in a reversion of tyranny and class oppression. Hopefully, the contemporary ones will do much better, perhaps because most have not been violent. But like their predecessors, most of them have initially made the conditions for life for the masses, as well as elites, worse than before. A look at the past may be as important as analyses of the present for understanding future prospects.

To what extent does democracy facilitate or inhibit economic growth? Can the myriad of previously suppressed rationalisms be contained within open political systems? Will the economic and social tensions inherent in rapid social transformation result in new waves of minority sequestration and extremist movements?

These issues lend themselves to a variety of panels. Hopefully, we can recruit scholars from many of the countries involved to present papers and discuss developments at home. The transition to democracy must be an international meeting.

Published by The American Sociological Association
The Open Window

ASA Speaks to NSF Commission

"The Open Window" this month focuses on our efforts to communicate "out" about the importance of a national science policy that educates non-scientists in dealing with the complexities of a changing world. The October issue of the Open Window is dedicated to the Future of NSF (and report back within 90 days) invited statements about the role of NSF in the post Cold War era. Their charge focused particularly on the need for improved research, training, and education for the U.S. and closer interaction between various sections of society (e.g., industry, science, and the academy). Scientific societies were invited to submit statements that specifically addressed the future of NSF in light of this charge.

This request provided an important opportunity for the ASA to speak not just to the Commission but to the leadership of NSF about the issues involved in setting new priorities for research and education. The following is the letter I submitted on behalf of the American Sociological Association. It is important that this submission and others like it help shape a debate that produces greater attention to the study of social governance and national priorities and enhanced support for sociology.

May 12, 1992

The Open Window Editor spoke to the executive officer's interest in working to enlarge the stature of sociology in the academic and public policy communities. She noted that the goal is to improve our voice and visibility in policy arenas so that sociology is valued as a contributor to the public good and so that the discipline receives essential support when allocative decisions are made in research, teaching and education. To both of these ends, ASA and the executive officer for the upcoming National Science Foundation (NSF) Commission on the Future of NSF will continue to try to enhance our visibility and engagement in the future. As you read this letter, and ARF: Urban Elderly and Your Dreams About Poverty.

October 14, 1992

Dear NSF Commission, Room 546 National Science Foundation 1800 G Street, NW Washington, D.C. 20550

Re: Dear Commission Members,

As Executive Officer of the American Sociological Association (ASA), I appreciate the opportunity to respond to Dr. William Maxwell's invitation for comments and ideas on the future of the National Science Foundation (NSF). I share these views as a representative of the field of sociology and as a social scientist who served for four years as a member of the NSF Program Director in the Division of Social and Economic Sciences.

I appreciate Walter Maxwell's and your efforts to examine how the many changes occurring on a global and national scale affect the execution of NSF's mission. Today's examination is crucial to the vitality of any institution. It is particularly appropriate for an institution which plays such a critical role in the national and international context.

The Open Window stands alone among public and private agencies in ensuring the execution of science, including basic research in the social sciences. How to meet this leadership and set to work on the "problem" of what is unique and important.

(1) Defining Missions

Over the years, the Foundation has served well. NSF can be proud of its service at the forefront of the National Science Foundation (NSF). NSF is a federal agency with an explicit mission to support scientific research and the development of scientific knowledge.

In the forthcoming decade, the National Science Foundation should set a priority on building the scientific knowledge base about human factors, social and organizational processes, institutions, and organizations. Walter Maxwell is a notable leader in the field of sociology who seeks to know the social and behavioral science knowledge. NSF is a critical resource for sociological and behavioral scientists, and the basic research in the social sciences. How to meet this leadership and set to work on the "problem" of what is unique and important.

(2) Priority Goals and the Role of Social Science:

Where the National Science Foundation has fallen short in shaping and reflecting the national interest has been in the area of our concern. "Social" world while the social fabric of society has been rapidly changing and the social life of our country have been on a downward spiral. Without the continued efforts of the National Science Foundation, social science have contributed a great deal to our understanding of social and behavioral sciences. It would be impossible for NSF to disseminate the results of all of the research it supports, but it is possible to greatly increase media involvement and attention and increase the number of publications which would provide examples of relevant research to those being supported.

(4) The Relevance of Sociology and Social Science:

Regarding relevant research that is beneficial to the national and international contexts, the social and behavioral sciences have contributed a great deal to our understanding of social and behavioral sciences. It would be impossible for NSF to disseminate the results of all of the research it supports, but it is possible to greatly increase media involvement and attention and increase the number of publications which would provide examples of relevant research to those being supported.

(5) Linking Science to Other Sectors of Society:

In addition to leading by showing our priorities in science, the National Science Foundation can play an important role in fostering the links between research and technology, and between academic and industry. To do this well, NSF should not alter basic science mandates and become driven by the applications that are appropriate in the mission. Instead, NSF can help sustain mutual understanding of the role of science and the immediate needs of other sectors. The way to do this is to better communicate the relevance of basic research, and the link for a complementary relationship between the work undertaken in industry or fund by most-researched and NSF-funded work. There has always been a balance between basic and applied research which has worked well in the past and that balance should not be tipped in favor of applied research in the future.

We need to enhance its effectiveness in the science policy arena if it reached out more industry, other government agencies, professional associations, and state agencies and involved all of these entities in conferences, commissions, and panels to share knowledge and ideas about social agendas and opportunities. Also, NSF could foster better linkage by greatly expanding its public relations efforts. It would be impossible for NSF to disseminate the results of all of the research it supports, but it is possible to greatly increase media involvement and attention and increase the number of publications which would provide examples of relevant research to those being supported.

(6) The Relevance of Sociology and Social Science:

Regarding relevant research that is beneficial to the national and international contexts, the social and behavioral sciences have contributed a great deal to our understanding of social and behavioral sciences. It would be impossible for NSF to disseminate the results of all of the research it supports, but it is possible to greatly increase media involvement and attention and increase the number of publications which would provide examples of relevant research to those being supported.

Concluding:

In closing, I would like to stress the importance of the National Science Foundation's investment in supporting the future strategies in light of its unique role. While NSF and academic institutions can improve their interaction with various public and private sectors of society, the Foundation must continue to put its emphasis on sustained scientific work. Also, science and society would be well advised by educators, policymakers, and others who see to the development of science and technology and education. How to meet this leadership and set to work on the "problem" of what is unique and important.

I look forward to the Special Commission's report and to continuing work with the Board in advancing our shared goals in the years ahead.

Sincerely,

Felice J. Levine

[Signature]

[Address]
Strengthening the State of Sociology on Campus

Editor's note: The ASA Executive Officer asks us to recognize the existence of sociologists in their various work settings. Within academia, departments, consciously budget cuts and curriculum changes can present a threat to the continued existence of departments. If, as the Executive Officer's column, "The Open Window," in the October 1992 Footnotes outlines the ASA's forthcoming response to these difficulties, Whether offering help in a public way or working behind the scenes, the role of sociologists who can be helpful to their institutions. In this issue of Footnotes, we continue to give prominence to this topic. In the following is a series of articles addressing the role of sociology in the academia and issues that departments face in strengthening sociology's presence.

Creativity & Consensus: Building a Sociology Department
by Mike Ottis, San Jose State University

As departmental chair at San Jose State University for the last four years, I must now begin the transition of the department into the 21st century. It has been a period of change and building consensus regarding our priorities and goals.

In recent years, the discipline of sociology has undergone significant changes. Our department was no exception, and we must now assess our priorities and goals for the future. In this article, I will discuss some of the challenges we have faced and how we have addressed them.

Ancient History

The history of the department dates back to the late 1960s. During this period, the department was small, with only a few faculty members. However, the department grew rapidly during the 1970s and 1980s, and by the 1990s, it had become a thriving and dynamic academic unit.

In the late 1990s, the department faced significant challenges. The number of faculty members increased, and the department had to find ways to support the growing number of students. This led to increased competition for resources, and the department had to develop strategies to ensure the success of its students.

Modern History

In the mid-1990s, the department underwent a significant restructuring. The department was divided into three areas: theory, research, and teaching. This restructuring was designed to ensure that the department remained relevant and competitive in a rapidly changing academic environment.

In conclusion, the department has faced significant challenges over the years. However, our faculty and students have worked together to ensure the success of the department. We continue to strive for excellence in teaching, research, and service, and we are committed to providing our students with the best possible education.

Strengthening the Position of Sociology Within the University
by Lois E. DeTore, President, State University of New York at Binghamton

Addendum to the 1991 ASA Annual Meeting, Cincinnati, OH

The financial limitations facing most colleges and universities in this country today is likely to continue through the 1990s. As John Minter outlined for the latest Educational Record/Spring 1991, "Fiscal Facts, Trends, and Forecasts," the primary concern of the financial community for higher education is likely to be in terms of federal funding. The picture is no better in terms of state governments. In the past, 30 states have cut funding to higher education, causing public universities in particular to slash programs, financial aid, and even whole departments. It is futile to consider these cuts only temporary.

So, here we all are. And while not a very pretty picture, this is the context within which we now ask the question: How do we strengthen the position of Sociology within our universities?

My response is formed by the consideration of two perspectives: that of a sociologist and that of an administrator. I see them both as perspectives which we as individuals and as departments can help our institutions respond to the current crisis, and in so doing strengthen both our own position within institutions, and, just as importantly, strengthen the university itself.

First, we need to tie our departmental and professional priorities to the priorities in higher education. Second, sociologists need to be better citizens of the University. We need to start taking more responsibility for and participating more fully in the culture and operation of our universities.

Priority Issues in Higher Education

We need to reexamine our priorities and goals for the future. This includes the areas in which we should focus our efforts.

In conclusion, we must continue to work together to strengthen the position of Sociology within our universities. We must continue to work to ensure the success of our students and the success of our department.

Think about it: the discipline of sociology deserves to be strengthened in this period of change and uncertainty. We must work together to ensure the success of our students and the success of our department.

This concludes my report on the status of sociology on campus. I hope this article has been helpful in providing some insights into the challenges and opportunities we face as sociologists in the 21st century.
Sociology on Campus, continued

their own special reputation for outstanding teaching and research.

The calls for reform offer us a real opportunity: to be on the cutting edge in forming an alternative model of education that addresses the demands of students in small liberal arts colleges while maintaining the university's commitment to research and expertise.

I would also like to note that universities are now and will increasingly become multicultural environments. No other discipline has as much to offer in terms of providing opportunities for faculty, staff, and students about the dynamics of social groups and their relationships. And, as such, we have a special responsibility in order to make experiences of the university community stimulating, productive, and meaningful for all students.

(3) Graduate concerns. This leads us to another area of particular concern to administrators: the enhancement of graduate programs. Already we are beginning to see the impact of the changing employment trends and the immediate need for us to alter our recruiting strategy. Graduate students themselves, however, express a great deal of anxiety about the future of the profession. Verna Godino and Barbara Brents ("The Many Faces of Sociology: Avoiding Culture Shock in Graduate Education", The American Sociologist, Spring 1985) underscore the profound sense of alienation that students experience in graduate work. They are often Cut off from the professional community and their inability to see the relevance of their work to the real world, the general distrust among their mentors in the profession, and with the inability to find professional work.

(4) Internationalization. There is a growing demand for programs or initiatives that will provide a perspective in business and industry, and academia. Every major university devotes special resources to its international programs and alliances. The sociological perspective, and much scholarly research in particular, has a great deal to contribute to our increased understanding of other cultures and societies. Perhaps what this really points to is the need for departments to continue to focus on the relevance of their activities, their expectations, especially as these are reflected in course offerings, and to link up with the graduate programs of other groups such as departments.

(5) Cross-disciplinary activities. Most academic departments are left to find special resources for their discipline that becomes even harder to maintain. The boundaries of sociology have been expanded to include social issues, and the impact of sociology can now be felt in a variety of fields. It is in this context that I would like to comment on the implications for the humanities and the social sciences, and also in truly cross-cutting areas like environment and the sciences, and sociology needs to position itself as a major player in the interdisciplinary game.

(6) Relevance. We also need to make clear that sociology graduate students do get jobs. I know it seems crass, but it is one of those little things that really bothers parents and hence also becomes a concern for administrators. Our graduates are employable. Of course sociology prepares students for graduate and professional schools, but the broad perspective sociology students can achieve on institutions and societal problems, and their quantitative and writing abilities prepare them for employment in a wide range of fields, from social work to market research, from urban planning and renewal to industrial relations.

I hope I have made it clear that while many might consider the concerns of financing, general education, student life, and the general perspective of the university as matters for the administration, it is up to us to realize that universities can and indeed should function as an organic whole. Sociology, like other departments, must function as a resource, and in order to survive in the increasingly competitive academic climate, sociologists must emerge as an invaluable asset to their institutions.

University Citizenship

Sociologists need to be good citizens in sociology in the university if they want to strengthen their discipline, and earn their survival. This means becoming actively involved in the broader issues as we have just discussed. Sociologists have the professional resources to organize and participate in discussions about organizations, cooperation, and the community, and they can apply this externally as well as internally for the university. Sociology students should be visible, creative, and active contributors in the life of the university. Perhaps the other side of being the good citizen is that Sociologists must show other departments and administrators that they do have their internal house in order, and that they are not consumed by internal strife. I have heard horror stories about when I meet with administrators, as soon as they find out I am a sociologist, they all want to talk to me about social service, and I'm just not able to understand how their Sociology Department can continue to fight among themselves, and if it continues, it will just make us write off. They won't change, and they won't want to hear what a Sociology Department is incapable of keeping up its own house in order that does not support the professional development of junior faculty or the faculty more interest in petty squabbling than the atmosphere and reputation of the university. There are, in fact, many worthy competitors for funding.

Sociology must become a strategic investment for the university. As we all know, there is a reward system in place in the university. Of most use to us is that it is good for the sociology department to be in external grants and contract funds, to have heavy enrollments, to place our graduates in prestigious institutions and positions, and to have faculty members with strong reputations. But it is also in our own best interests to recognize in funding finding, alumni support, and the committee service, faculty governance, and student life. Like all other social organization, a university is a political unit, and one of the things we do for the organization, one does, in the long run, for oneself.

Social Issues

We need to tell our own story, and make other stories within the universe. In some places, enrollments in sociology did not grow in the 1980s, but now there is an opportunity

problems for study. We benefit considerably—in theoretical and empirical ways—from the continual infusion of new stimuli, new ideas, and excitement into the discipline. To be sure, sociology's validity can lead to oscillations over inflationary periods. Currently, for example, those associated with postmodernism. A constantly expanding sociology is also increasingly bound to be even the less variegated social sciences. Moreover, sociologists' social action must have bounded "cores" to which they should be devoted are critical of sociology's diversity, including some sociologists themselves. These critics are also enraged to define their core—thereby dictating what they think proper in ways not favorably to study. That way, however, promises an end to frontier research, the possibility of intellectual sterility—and the danger of scholars' conformity by those powerful enough to define the core. Another shortcoming of sociology's diversity is its inability to supply administrators with brief and succinct definitions of the discipline which they often seem to need. I have always thought sociology studies what people do with and to each other in family, kinship groups, or formal organizations, but we lack the quick and easy identification of say, economics with income, or with power and authority, or history with change. I also say that we study sociology, but then we have to explain what we are identifying in sociology.

Going Backstage. One of sociology's first attractions for me was its readiness to go "backstage," to see how, in Erving Goffman's classic metaphor, actors get together the "performances" that take place in social life. In effect, we are distinctive observers. We can see the actors in the trade that help inform and form real world of groups and organizations, and thereby learn about the workings of the groups. I've said that we study the social, but then we have to explain what we are identifying in sociology.

The Marten Perspective. Going backstage also encourages, and is in fact made possible by sociologists, which is to say, to use the Marten perspective. It enables us to look at groups from new, and even easier, angles, from the Marten point of view, as we have already said. In this case, Marx was found to be unmarked. Marten, the other detached and disinterested voice, can sometimes provide unorthodox insights and novel perspectives for understanding institutional and group behavior, and the other social sciences do less—anthropology excepted.

Getting Close to People. We are also still unique, at least up to now more anthropologists begin to do fieldwork in America, in that some of us like to understand society by talking in depth to, or living amongst the people we are studying. Although "hard" scientists may disparage the result as "soft" data, there is no "ethnographic" methods the best ways of getting to know the people one is studying. They are also more sociologically and those that have been pioneered by the less, unpersonalized, and often superficial, poll or survey, or the often self-fulfilling experiment, or the other, more personal, and often widely used statistics that are not validated by the non-social scientist. Equally important for both interviewing and "participant-observation," the best ways of getting a bottom-up, middle-up-and-down view of society, is the way to view nicely complements, or debunk, the

Continued on next page

Stereotypes of Virtue by Herbert J. Gans, Columbia University

We occasionally describe our discipline as the "queen of the social sciences." While there may be a bit of joking to work here, sociology does have virtues which are sometimes "invented," such as a lack of evidence to be found, or at least not quite the same way, in the other social sciences. Virtues such as calling attention to these, when we talk of a crisis in sociology is in the air and conducting academic administrators are looking for departments. To this end, sociologists are. It is becoming the emerging sociologists or sociologists for the other social sciences—such as New York City is for urban American and the poor are for the rest of society. In order to prevent this from happening, we need to bring a little more than we do about our virtues.

I suppose sociology's most basic virtue is its pluralistic quality, which means that we discuss the nature and purposes of sociology, but also about its virtues. What follows, therefore, are some of the virtues I see in the discipline as I perceive and practice them.

Diversity and Variety. One reason we think of our field as the queen because we also are the "queen of the residual social science," which deals with all the many social phenomena and problems not being studied by anthropology, economics, history, political science, and psychology. This makes sociology more diverse and variegated than the other social sciences, and also in constant flux, for new subfields of sociology develop as America changes or throws up new virtues or values. In sociology, some of the virtues that we discuss are...
Temporaries in Sociology

by Beth Hartung, California State University-Fresno

In 1965, in a piece titled "Sociology in Bloom," Time magazine reported the job market was "all the rage," with an "academic assistant professor of sociology who was offered 14 jobs in that year. Today's sociologists face a market that is less challenging. Despite anticipated retirements, in this financially troubled decade, as in the one before it, many young sociologists are starting careers in part-time or full-time temporary positions. Some of them will build careers off the tenure track, a decided advantage by default with profound consequences for economic status and self-esteem.

Current temporary employment may comprise as much as 35 percent of all faculty teaching at colleges and universities (Adams, 1989); some systems are even more heavily dependent on temporary faculty to meet classes. In the 20 college California State University full- and part-time lecturers comprised about half (45%) of the faculty in 1988 (CSU Data, 1989). The fall of the 1980s, 80 temporary positions in sociology were filled by seven full-time and 74 part-time lecturers, 16 of whom taught at two or more campuses. I sent these sociologists, excluding colleagues in my own department, brief questionnaires.

The sociologists responding to my request were marginalized by a variety of factors: a bad economy, declining university resources, uncured mentors, the "wrong" specialties, (un)paid interns, and other factors. The most disingenuous temporary faculty are those with terminal degrees in sociology or social work who have been asked to teach headworkloads in temporary positions and to prejudices about PhDs who hold these appointments.

Successful launching from a temporary position in a crowded market often involves a record of original scholarship (more likely for PhDs with recent dissertations), some teaching experience, and geographic flexibility. It also involves realistic assessments of the future. One sociologist who taught part-time for four years at her college in the CSU found a tenured position in another state. She wrote, "(My) degree and my teaching enabled me to know in my heart of hearts that they would never hire me when the retirements shape up.

Permanent Temporaries: The largest group in the CSU sample were permanent temporaries. Their likelihood of moving into permanent positions declines with each year, though many have served their departments longer than permanent junior faculty. Permanent temporaries are regarded by two groups: members of the 'lost generation' of 1970s scholars who have been in the temporary market for over 10 years, and local scholars with more recent terminal degrees whose professor-sponsors are established in their own careers.

Women sociologists were more likely than men to report altering career plans due to money, time, or commitment to full-time work. At their current institutions, some institutions they say it is possible for gaining additional experience teaching. One suggested temporary positions might be made into "launching positions" through close mentoring by senior faculty. He wrote, "The temporary position should be more like a post-doctoral, departments can 'produce' candidates for regular positions using temporary positions as training slots." However, both optimists and pessimists noted that holding even a (relatively advantaged) full-time temporary position has numerous drawbacks. Respondents commented about the diminishing likelihood of getting tenure track-positions, even those that are passing by this time. This is because our heavy workloads in temporary positions and to prejudices about PhDs who hold these appointments.

Unlike the permanent temporaries of the 1970s who left tenure-track appointments at least bed job offers, this group has never been on the tenure track, and may never be. Most of them are not permanent work outside their local area. As one respondent put it, "I know I am stuck." Several promising PhDs who seek the still teaching in the temporary market are probably a relatively small group. (Those five times in this sample and two teaching part-time after voluntarily leaving tenured positions) This oldest cohort faced a bad job market when they finished degrees in the early 1970s, and like most of us, did not know how far-reaching decisions made at the beginning of their careers would be.

The State of Sociology

official picture that is issued by establish-"ments. Many, if not all, of these methods also make it possible to add depth to the "stories" that journalists must write with only a few hours' work or research, thereby providing a systematic picture of what is "really" going on in the micro and macro contexts of this society. When combined with macrosociological, historical and comparative analyses, local or ethno- graphic research offers the best understanding of what is going on in this country.

Of course, understanding America often requires numbers as well as the other kinds of research I have just mentioned. Moreover, many sociologists see themselves as scientists, and are funded and otherwise rewarded for pursuing the quantitative and analytic sociologies that search for and seek to verify grand and middle range theory. In an ideal world, this kind of sociology, nomothetic in nature, would be a better thing than its ideographic one that works to understand this society. In this world, the two sociologies must live together and cope with the great contradiction common to all the social sciences, that research funders mostly want science, while undergraduates and the general public want to understand America.

Social Betrayal: American sociology began partly as a church-related discipline for social betterment and the elimination of social problems, and although long since secularized, it has never lost this impulse. True, we now know that more about the many possible meanings of betterment, and many other goals and other groups of sociologists can publicize particular social problems. Still, the search for a better society continues to be pursued from behind both of the many sciences in sociology.

Sociology's reform tradition has often made the discipline unpopular with political, as well as cultural, conservatives. During the 1960s, which are now sometimes viewed as a disciplinary golden age which today's sociologists are condemned for not measuring up to, the discipline was often attacked for trivializing too many radicals. Today, it is still criticized in the same way, but the current conservative attack word is "politically correct.

Many do not like reformist sociology either, but conservatives are more likely to become university administrators, and some of them have already tried to drive down sociology departments. I suspect that the reform impulse also reduces our attractiveness to some undergraduates headed for careers in law, business and medicine, which does make sociologists more inviting to prospective social workers and teachers, as well as to future activists from racial and other minorities.

Moreover, if the economic crisis which hit postindustrial societies is said to face actually take place, and is accompanied by political, social, cultural, and racial crises, sociology may be perceived as increasingly and directly relevant once again. This will become an additional, and widespread view to the discipline, but only if the time we can come up with more answers than we did in the late 1960s. Given the progress in theoretical, empirical, and policy-oriented research since that time, we may even be able to evolve, in which case the idea that sociology is the queen of the social sciences will have more credibility than it does now.

But last but not least, I feel that the virtues I have listed also make sociology a lot less pedestrian and more irrelevant than some of its fellow social sciences. Of course, none of its virtues excuses its continuing faults: the unfortunate use of jargon instead of English, too many qualitative and quantitative investigations of the obvious, an unnecessarily large number of trivial or boring introductory courses, and an occasional tendency to boggle theoretical and empirical rigor as well as log and common sense in writing and research. These shortcomings too often hide our virtues and thereby impair our prospects in the tight-budget world of tomorrow.

Footnote


References


GRE Scores and Graduate School Success

by James L. Wood and Amy C. Wang, San Diego State University

In conjunction with becoming department chair in the fall, an invitation was extended to attend a personnel committee meeting the following month. While the committee evaluated the students for additional opportunities, it discovered that the Graduate Record Examination (GRE) scores of these students were being used in a basically negative way. Instead, it recommended the addition of an administrative decision, which was later reconsidered. Nevertheless, students who were quite acceptable on other grounds do research for professors, or to assist in teaching, were grading negatively evaluated due to GRE scores. In addition, of course, GRE scores were routinely used in decisions concerning admission to graduate school in the first place. This process of evaluation implicitly or explicitly assumes a correlation between GRE scores and success in graduate school, in this case, the ability to do research and teaching, as well as to graduate school. Yet, initially based on impressionistic data, this assumption was anything but certain. The need became clear to systematically examine the relationship between GRE scores and several measures of success in graduate school. As the data will reveal, this correlation is not strong, not consistent in predicting graduate school success. As a result, it is recommended that graduate school admissions committees and personnel committees become aware of the use of GREs in a more positive way, and to add to its data the evaluation of graduate students. Thus, we are otherwise qualified for graduate admissions and assistantships.

The relationship between GRE scores and graduate school success is indicated by 197 studies included in the educational computer program, ERIIC, that deal with various aspects of this issue. For purposes of comparison, we were especially interested in studies that reported the correlation coefficient (r) for the relationship between GRE scores and graduate school success. The focus of this investigation will be the 27 studies that reported correlation coefficients on Verbal, Quantitative, and Total GRE scores in their relation to several measures of graduate school success.

It will not be necessary for our purposes to distinguish between the types of GRE scores in their relationship to graduate school success because all the correlation coefficients—both the squares of the correlation coefficients—fall within a similar low-to-moderate range of correlation. Indeed, as will be shown, no more than 28 percent of the variance in the dependent variable was explained by any of the types of GRE scores, with 28 percent being close to the highest amount reported. For the same reason, it is not necessary to distinguish between the several measures of graduate school success used, including graduate grade point average (GGPA), selection as a graduate assistant (GA) or teaching assistant (TA), evaluation by professors, degree obtained, advancement in rank after graduation, other measures of professionalism, scholarship, productivity, and retention in program. Finally, although we are especially interested in sociology, it is similarly not necessary for these purposes to distinguish between the several graduate programs included in the data set because the same low-to-moderate range of correlation exists here as well. Thus, the general relationship between GRE scores and the various measures of success in graduate school will be the focus of this investigation.

The one consistent finding about the GRE-graduate school success is the amount of variance explained in the studies is often low, moderate at best, and at times nonexistent. In the set of studies that reported the correlation coefficient (r) for the relationship between GRE scores and different measures of graduate school success, from which the amount of variance explained is derived by simply squaring the correlation coefficient to get r², we got the following percent of variance explained: 6%, 28%, 5%, 6%, 0%, 25%, 15%, 15%, 6%, 1%, 24%, 19%, 20%, 11%, 20%, 18%, 6%, 15%, 4%, 25%, 34%, 3%, 5%, 5%, 25%, 25%, 15%, 73%, 95%, 105%, 19%, 15%, 65%, 35%, 0%, 5%, 25%, 25%, 25%, 7%, 75%, 165%, 75%, 125%, 10%, 165%, 10%, 195%, 125%, 65%, 25%, 125%, 73%, 75%, 25%, 65%, 25%, 19%, 3%, 5%, 4%, 45%, 45%, 245%, 245%, 255%, 15%, 65%, 105%, 225%, 55%, 25%, 125%, 73%, 75%, 115%, 175%, 255%, 15%, 25%, 5%, 15%, 45%, 245%, 245%, 19%, 19%. Note that the highest explained variance recorded was only 28 percent, a little over a quarter of the amount of variance explained in the dependent variable (graduate school success) by the independent variable (GRE scores).

More strikingly, little or no variance is explained in many other studies. A little under 10 percent of the variance is explained in the average study reported here. Ten percent of the variance explained may be acceptable on a dependent variable in an academic study. Indeed, much social science literature presents just this type of finding to show the existence of social trends as compared to the absence of such trends. Whereas reliance on this type of finding may be acceptable to establish the existence of general social trends, it is clearly not acceptable to base significant social and educational policy concerning graduate education on findings this modest. Thus, any policy based much of a decision about graduate admissions and graduate employment on GRE scores is seriously misguided and should be abandoned.

Writing Tips for Sociologists

Using Verbs to Add Strength
by Karen Fenster

The verb is the springing of a sentence. Use of the right verb will strengthen your writing. Using the right verb can help you make the significant points stand out like giant dead wood and make every word count.

One way to make verbs work for you is to avoid overwriting forms of TO BE: ARE, WAS, WERE, WILL, BE, and so on. Whenver possibil, replace those forms with a verb expressing physical or mental action. Note the differences in each of these pairs of sentences:

Waker: HIBA was the recipient of an award for best undergraduate research paper.

Waker: The focus of this study will be on best consumption in Cincinnati.

Stonger: This study will focus on beer consumption in Cincinnati.

Waker: It is our belief that the moon is made of green cheese.

Stonger: We believe that the moon is made of green cheese.

Related to overdependence on TO BE is the heavy use of verbs repeated in THERE, such as THERE IS and THERE ARE. Often you can improve a weak, cumbersome sequence of words by removing THERE IS or one of its siblings and substituting an action verb. Expression containing THERE can help you keep related ideas close together in a sentence (an important topic that I discuss in a future column), but generally your writing will be more effective without them.

Waker: There is a tendency for white-collar workers to lose in the nabots.

Stonger: White-collar workers tend to lose in the nabots.

Waker: As a result, there is an area of theoretical confusion.

Stonger: The result is an area of theoretical confusion.

Waker: Although there have been some changes in migration patterns...

Stonger: Although migration patterns have changed somewhat...

Stonger: There is no learning by doing on the part of most Laputans.

Stonger: Most Laputans do not learn by doing.

Sometimes you can replace THERE IS with something more informative, as in this example:

Waker: There is a cohort effect on attitudes toward divorce.

Stonger: We find a cohort effect on attitudes toward divorce.

If you want to see these suggestions applied in their purest form, read about E-Prime in the February 1992 issue of the Atlantic. This revised form of English, from which all forms of TO BE have been purged, produces an exceptionally lean, economical writing style. Although E-Prime is impractical for most writers most of the time, it shows the possibilities inherent in writing without our most commonly used verb.

Even without resorting to E-Prime, you can sharpen your writing by using forms of TO BE as sparingly as possible. A few minutes of thought will pay off in directness and readability, and your readers will thank you.
The Job Market in Sociology

by Dan Clavien and Kathleen Holmes, University of Massachusetts Amherst

In the May 1992 issue of the Journal of Higher Education, the editors reported that 1,161 jobs were advertised in the Employment Bulletin in calendar year 1990, declining to 971 in 1991. There were also 485 nonacademic job advertisements placed by academic institutions from July 1991 through June 1992. Adding the nonacademic job advertisements for sociological practice and postdoctoral fellowships, the number of total advertisements is 348. This count procedure is similar to that used in previous years, thus implying a systematic decline in the number of positions available last year.

The number of jobs available is probably not as significant for people who want to know about the job market. But many other questions about the job market remain unanswered. For instance, what are the job opportunities in each field? How many professors are seeking postdoctoral positions? What is the average salary for these positions? This article attempts to answer these questions.

Rank

As Figure 1 indicates, more than two-thirds (69.5%) of the positions advertised were for assistant professors. Figure 1 reports the raw numbers for returned surveys; since we sampled half the positions and had an 81% response rate, multiplying our raw numbers by 2.5 gives a rough estimate of the total number of positions advertised at each rank last year.

Hiring Process

Institutions varied widely in both the number of applications received and the number of applicants interviewed. As Figure 2 indicates, the institutions that received the most applications were the most selective. More than one in five (20.3%) of the positions advertised in sociological journals received more than 100 applications, and 36 (22.5%) of the institutions received more than 1,000 applications (as 6 cases were missing). How many applicants were interviewed for each position? It is not possible to determine this information from the data provided.

Positions Filled

Of the positions that were filled, almost all (94.2%) were filled at the advertised rank; in those instances where this was not the case, the positions were more likely to be filled at a higher rank than advertised. All six of the positions filled at a higher rank than advertised went to white males.

More than four out of five (82.4%) departments hired their first choice. In the remaining, 17.5% of the cases the person hired was not the first person offered the position. Of the positions filled, 43.1% were women and 56.9% were men. However, of the positions filled at full professors or department chair, 6 of the 7 hired were men. These hiring figures indicate that women were under-represented at all ranks. The data do not allow one to determine the reason for this under-representation—women may be less likely to apply for positions in academic departments, or departments may be less likely to hire women than men.

Figure 4 shows the race and ethnicity of the people hired. 74.1% were white, 5.6% were African Americans, 6.5% were Latin Americans, 3.6% were Latin, 7.2% were not U.S. citizens, and the remaining 2.9% were "other." Since we do not allow a person to have more than one race listed, these figures add up to a little more than two total.

Footnotes

1 We would like to acknowledge the assistance of Andrew Anderson, Patricia Gallagher, Naomi Gentel, Anthony Harris, John Hewitt, Peter Ross, Denise Bovell Scott, Randall Stokols, Robert Zossman, and especially Barry Glassner.

2 The criteria used to identify the number of positions may differ from our own and duplicate ads were included.

3 A total of 685 positions at academic institutions were listed; 103 were outside the United States and 97 had late closing deadlines or were for non-teaching positions, leaving 495 positions.

4 A further 15 institutions responded that their searches were still in progress. Since this study is about the job market in sociology, we dropped from the analysis those respondents that reported they did not hire a sociologist (N=6). Typically interdisciplinary departments whose positions were open to applicants from several disciplines. The publication of this article serves as our report to respondents in sociology; copies of this article will be sent to respondents in other disciplines.

5 This is, searches not cancelled or delayed by budget cuts.

6 The most recent year for which data is available is 1989; in both 1988 and 1989, a smaller percentage of women were hired.

1993 Call for Papers Update

Topics which listed organizers wish to announce in the October issue are shown below with complete information. The paper submission deadline is December 31, 1992.
Resolutions for Teaching and Research at Sociometrics

By Eleanor Lurie

You are interested in family caregiving for the elderly, and you have a background in psychology, music, and education. Sociometrics is a field of interest to you, having read previous research, perhaps doing a meta-analysis, towards the development of the theory in this area.

You’d like to learn to use a statistical software program, such as SPSS, or perhaps a computer program that will allow you to analyze data. You might be interested in something like a general linear model or a structural equation model. If you have access to advanced computer resources, you might be interested in learning how to use R or Python for data analysis.

You’re teaching a class in introduction to psychology, focusing on cognitive development. Students are expected to examine data from a number of studies, focusing on use and abuse in different populations. 

Discouraged by the overall declining rate of drug use among young people, you decide to develop a new approach to teaching about drugs. You might consider using a combination of traditional lectures and interactive, hands-on activities. You could also consider incorporating students’ research projects into the curriculum, allowing them to apply their knowledge to real-world scenarios.

My work setting since November 1991, Sociometrics Corporation, is relevant to all these goals. Founded by Josephine J. Lurie, PhD, Founder and President, and co-founded by James L. Peterson, Principal Research Scientist, Sociometrics’ goals are:

- To conduct basic and applied research aimed at understanding criminal behavior, and how to prevent and control it.
- To conduct basic and applied research aimed at understanding personality, and how to prevent and control it.
- To facilitate data sharing among criminal scientists and public access to the best data on social issues.
- To help non-experts become more familiar with the tools and methods of social science and related technology, by developing computer-based software products for novices and researchers. The software is available through the Internet, and some are available through local retailers.
- To provide training and support for data collection.

My project, the Aging Archive, funded by the National Institute of Aging, exemplifies how Sociometrics operationalizes these goals.

The Aging Archive includes several national and international projects. Among the studies will be the National Health Interview Study, the Longitudinal Study on Aging and Health, the National Longitudinal Study of Health and Aging, and the National Health and Nutrition Examination Survey. A standardized method developed by Sociometrics of archiving variables by topic and allowing comparability across studies in aging and health, and to a great extent, compatibility with national and international datasets in our Family Archive and other archives.

When it is finished in early 1993, researchers and policymakers will be able to use the Aging Archive, the accompanying description of its contents, and the SAS or SPSS program statements needed to manipulate the archive for their own research or policy-oriented questions. The archive will be available on floppy disks for IBM-PC or Apple Macintosh personal computers, as well as a SUN workstation or local computer, Bernoulli box cartridges, and a CD-ROM from which particular variables or variables of interest can be downloaded to floppy disks, if desired.

For the Aging Archive, as a predecessor, the American Family Data Archive, a “Class?” is registered. The Classroom in a Box will introduce users to large data sets in a way that makes them convenient to use in teaching. Additional requirements, if any, will be available in the Classroom in a Box. The classroom in a Box will teach problem formulation, hypothesis testing, selection of appropriate statistical measures, and use of SPSS or SAS programming statements to carry out the statistical analysis. To do this, it will use source data obtained from the Data Archive which addresses areas of psychiatric and mental health problems in the community.

A new product to be developed for the Aging Archive is the Aging Surgical Laboratory. We will be testing a complete package, consisting of the Archivists’ CD-ROM, the interactive computer hardware and software, and installation, user-training and support, free of charge to four “Beta” test site colleges and universities. Two test sites have primarily served minority students and have not previously had extensive additve resources for social research.

Recently, colleagues have expressed concern about the current financial and political realities of the project. In this context, it is important to note that there are expenses to be incurred in the course of the analysis. Computer costs on an estimated basis are as follows:

In the areas of adolescent and adult and sexually transmitted diseases, sociometrics and mental health, the project has been reviewed by many committees, and has been and will be submitted to the journal of adolescence. In addition, Sociometrics will continue to support the early stages of building a National Data Archive and an AIDS/STD Data Archive.

Another major ongoing data archive pertains to the American Family Data Archive. Many of the AFDA researchers will be used to support studies in the area of the Social Sciences of Children supported by many ASAA members, currently engaged in the Research and Inventory Bibliography of Social Sciences and researches of note, page 3. In another substantive area, Sociometrics maintains an archive of original data collected by the National Institute of Neurological and Communicative Disorders and Stroke (NIH) grants, the Data Resources Program of the NIH, which currently includes about 530 studies organized by subject.

Previous Sociometrics work involving research has included the antecedents of post-traumatic stress disorder among Vietnam veterans. For the next research, research is planned in mental health and aging, and in children’s mental health. Other projects supportive of research have included preparation of standard scales for national research on health promotion and disease prevention.

Senior Sociometrics staff have PhDs (or are ABD) in Sociological, Social Psychology, Sociology, Psychology, with strong capabilities in areas of statistical analysis and programming, and skills in programming as well. Junior staff have the same interests and similar skills.

In many ways, Sociometrics seems to share in the positive aspects of Silicon Valley corporate culture. Some staff begin each day by visiting the gym or running together. Human and humane factors are taken into account in the workplace. In the past, as a working environment, would have loved to have had free-time, to be able to have been to work part-time at home, or to have had a leave bank, so that emergencies could either be made up or charged against total annual leave without jeopardizing my work status.

Organizationally, Sociometrics is a relatively small, but highly influential, research organization (like most colleges or universities), with direct (rather than mediated) access from every corner of the organization to decision makers. There is a sense of great deal of teaching and information-sharing. Cooperation rather than competitiveness is officially encouraged. It is also true that Silicon Valley people, including those here on occasion, engage in computer upgrades. For example, one staff member, meeting people’s regular work hours were referred to as “dualcast” hours, and out (“platform” computer operating systems) are not for standing on!

For more information, contact: Eleanor R. Lurie, Sociometrics Corporation, 170 State Street, Building 1, Suite 307, Los Alamitos, CA 90720-2812, (410) 949-3292.

HUNTER COLLEGE SOCIAL RESEARCH GRADUATE PROGRAM IN 20TH YEAR

By Michael Wood, Director, Graduate Program in Social Research, Hunter College

The establishment of an ASAA Section on Sociopatological Practice, the publication of new texts and the study of Applied Sociology and the substantial update and amplification of the ASAA’s Directory of Sociopatological Practitioners (1991) demonstrates the growing interest in the role of sociologists outside the academy.

This growing interest in sociopatological practice and applied research is reflected in the emergence of graduate and professional education for careers in applied settings. Significantly, the Guide to Graduate Programs in Applied Sociology and Social Practice—compiled by Yoshie Ishida, Carol Howery, and Brian F. Pederson, and published by the Society for Applied Sociology and ASAA—in its current edition (1992).

The Graduate Program in Sociology at Hunter College, CUNY, has been training students for challenging applied research careers in both the public and private sectors since 1972. Graduates of Hunter’s program work in organizations such as ABC (Children’s Television Workshop, Cornell University Medical College, Louis Harris and Associates, McCann-Erickson, World Wide, Nancie and Drug Research Inc., The Metropolitan Transit Authority, The National Council of the National and Hispanic Human Services Organizations, The New York Times Magazine Group, and Young & Rubicam.

The mission of this program in the New York City area is to prepare students to become professional sociopatologists, who are capable of meeting the needs of their students and community constituencies, and to collaborate and participate in research and teaching in the sociology department.

Electives are offered in research methodology, analysis, and statistics. Students are encouraged to participate in the field of applied research, and are required to complete an internship in the research capacity for at least one semester on a full-time basis and to write a thesis report.

The success of Hunter’s program can be attributed to several factors. The first is the strong support of the department and the sociology department, which is itself strong and well-regarded. The second is the practical experience that students gain in applied research.

Senior Sociologists' Views of ASA

by James G. Houck, Jr., University of Kentucky, and Joyce M. Iovinelli, Keystone University Research Corporation

For a number of years, ASA has been innovative in the development of services for sociologists at various points in their careers. Because sociology is not immune from demographic changes that are affecting the nation as a whole, the time has come for ASA to begin giving more sustained attention to the needs and preferences of sociologists who have ended or will soon end their period of paid employment in full-time professional positions. Sociologists who are approaching the end of their period of paid employment are in a position of seniority that allows them to exert a positive influence on their employing organizations and their less experienced colleagues and associates. Those who have left full-time employment generally have not ended their activity or professional identity as a sociologist. Many "retired" sociologists find opportunities to consult, prepare reports, staff mem-

bers, free-lance writers, and volunteers. Typically, these opportunities have been pursued on an individual basis, but the possibility exists that ASA can do more to expedite them.

To begin exploring possibilities for more effective service to ASA's senior members, the Committee on Membership developed a small-scale survey of "senior sociologists." A random sample of 300 ASA members aged 55 or older were sent a mailed questionnaire in May 1991. The committee received 111 usable responses, for a completion rate of 37 percent. Because of nonresponse limitations, nonrespondents did not receive follow-

up mailings. Respondents were, in all likelihood, to have been received from sociologists with strong attachments to ASA as well as those who were not.

Table 1: Importance of ASA Activities and Services

<table>
<thead>
<tr>
<th>Service</th>
<th>All Ages (N=111)</th>
<th>61 or less (N=73)</th>
<th>62 or more (N=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journals and Publications</td>
<td>78.4</td>
<td>79.6</td>
<td>68.5</td>
</tr>
<tr>
<td>Information about Annual Meeting</td>
<td>73.0</td>
<td>68.6</td>
<td>67.2</td>
</tr>
<tr>
<td>Special issue category for retired members</td>
<td>68.5</td>
<td>64.2</td>
<td>74.5</td>
</tr>
<tr>
<td>ASA overall</td>
<td>82.2</td>
<td>86.3</td>
<td>74.2</td>
</tr>
<tr>
<td>Support for advancement of the discipline</td>
<td>65.8</td>
<td>66.7</td>
<td>60.5</td>
</tr>
<tr>
<td>Attendance at Annual Meeting</td>
<td>68.8</td>
<td>67.2</td>
<td>70.6</td>
</tr>
<tr>
<td>Lobbying efforts for sociology</td>
<td>65.0</td>
<td>65.3</td>
<td>65.7</td>
</tr>
<tr>
<td>Professional Development Program</td>
<td>62.6</td>
<td>61.5</td>
<td>63.5</td>
</tr>
<tr>
<td>Insurance plans</td>
<td>63.6</td>
<td>62.7</td>
<td>64.5</td>
</tr>
<tr>
<td>Contacts with ASA Executive Office</td>
<td>50.6</td>
<td>47.5</td>
<td>53.5</td>
</tr>
<tr>
<td>Teaching Services Program</td>
<td>49.3</td>
<td>53.7</td>
<td>44.7</td>
</tr>
</tbody>
</table>

Table 2: Percent Attending One or More ASA Annual Meeting

<table>
<thead>
<tr>
<th>All Ages (N=111)</th>
<th>61 or less (N=73)</th>
<th>62 or more (N=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td>63.1</td>
<td>64.7</td>
</tr>
</tbody>
</table>

involved in extended travel during the spring and summer of 1991. Because of the limitations of the sample, this survey effort should be viewed as a rough start-


As Table 6 shows, a data bank to match senior sociologists with professional opportunities is attractive to a large proportion of the survey respondents. Help in obtaining consulting positions would be particularly welcome. Funds to underwrite travel costs for retired members and sponsorship of organized tours also are of interest to many respondents. While it is doubtful that ASA has the resources to introduce a full range of new services, the survey results suggest that ASA should explore the feasibility of developing a data bank to assist senior sociologists in finding opportunities for employment and consulting.

ASA Membership

Table 7 shows that ASA is considered an important professional affiliation by most sociologists. At the same time, a relatively small proportion of respondents consider ASA their "most important" professional affiliation. Respondents are more likely to consider it "very important" or "somewhat important." It is interesting to note that respondents aged 62 or older express somewhat stronger attachment to ASA than do the younger sociologists.

Table 3: Factors Influencing Annual Meeting Attendance

<table>
<thead>
<tr>
<th>Factor</th>
<th>All Ages (N=111)</th>
<th>61 or less (N=73)</th>
<th>62 or more (N=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of Program</td>
<td>79.4</td>
<td>70.6</td>
<td>83.6</td>
</tr>
<tr>
<td>Travel Cost</td>
<td>64.5</td>
<td>64.0</td>
<td>65.5</td>
</tr>
<tr>
<td>Whether friends plan to attend</td>
<td>43.5</td>
<td>36.0</td>
<td>52.7</td>
</tr>
<tr>
<td>Registration</td>
<td>41.0</td>
<td>44.0</td>
<td>39.4</td>
</tr>
<tr>
<td>Other recreational opportunities at site</td>
<td>41.0</td>
<td>40.0</td>
<td>41.8</td>
</tr>
</tbody>
</table>

Table 4: Ratings of Possible Features to Encourage Attendance at ASA Annual Meeting

<table>
<thead>
<tr>
<th>Feature</th>
<th>All Ages (N=111)</th>
<th>61 or less (N=73)</th>
<th>62 or more (N=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sessions on professional opportunities for retired sociologists</td>
<td>55.9</td>
<td>51.0</td>
<td>63.6</td>
</tr>
<tr>
<td>Update sessions for retired sociologists</td>
<td>51.4</td>
<td>52.0</td>
<td>52.7</td>
</tr>
<tr>
<td>Overview sessions for non-specialists</td>
<td>37.8</td>
<td>37.3</td>
<td>41.8</td>
</tr>
<tr>
<td>Retirement seminars: Unpaid</td>
<td>32.7</td>
<td>43.1</td>
<td>24.1</td>
</tr>
<tr>
<td>Retirement seminars: Financial</td>
<td>30.9</td>
<td>37.3</td>
<td>25.9</td>
</tr>
<tr>
<td>Social gathering of retired members</td>
<td>20.0</td>
<td>19.6</td>
<td>22.2</td>
</tr>
<tr>
<td>Trans for retired members</td>
<td>16.2</td>
<td>21.6</td>
<td>12.7</td>
</tr>
<tr>
<td>Other special sessions</td>
<td>1.8</td>
<td>2.0</td>
<td>1.8</td>
</tr>
<tr>
<td>Other activities</td>
<td>1.8</td>
<td>2.0</td>
<td>1.8</td>
</tr>
</tbody>
</table>

Table 5: Special Needs at ASA Meetings

<table>
<thead>
<tr>
<th>Need</th>
<th>All Ages (N=111)</th>
<th>61 or less (N=73)</th>
<th>62 or more (N=38)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation accommodation</td>
<td>27.9</td>
<td>25.5</td>
<td>30.9</td>
</tr>
<tr>
<td>Special diet request</td>
<td>16.2</td>
<td>17.6</td>
<td>14.5</td>
</tr>
<tr>
<td>Accommodation</td>
<td>13.3</td>
<td>13.3</td>
<td>13.3</td>
</tr>
<tr>
<td>Mobility assistance</td>
<td>13.5</td>
<td>19.6</td>
<td>7.3</td>
</tr>
<tr>
<td>Other</td>
<td>2.7</td>
<td>3.9</td>
<td>1.8</td>
</tr>
</tbody>
</table>
MFP Announces Fellows for 1992-93

The Minority Fellowship Program (MFP) is pleased to announce 28 Fellowships at various universities during the 1992-93 academic year. Five new Fellows join the 24 who continue on the Program. The Fellows, their university affiliations, and selected social characteristics are presented on the accompanying table.

The MFP is funded by a research training grant to ASA from the Minority Resources Branch, Division of Biometry and Applied Sciences at the National Institute of Mental Health (NIH). This year’s award was $377,285. However, $46,338 is earmarked for training related expenses, $355,200 for Travel Stipends, and $5,800 is for Travel Training.

In addition to the NIH Grant, the MFP continues to receive substantial help from sponsors where Fellows are employed. One form of help is through tuition waivers, remissions, or fellowships to Fellows; another is stipend-splitting arrangements whereby the department, college, or university contributes a portion of the annual stipend. Savings generated in these ways are used to support additional Fellows than otherwise would be possible.

Another very important source of support for the MFP is contributions from state and regional organizations. These include Alpha Kappa Delta, The Association of Black Sociologists, and Sociologists for Women in Society, as well as the following regional organizations: Midwest Sociological Society, North Central Sociological Association, Pacific Sociological Association, and the Southwestern Sociological Association.

This year’s AAS Fellows brings to 311 the number of minorities supported by the program since its inception in 1974. At the outset of the program in 1972, 150 had completed the PhD and the majority of the remainder are making good progress toward completion.

The MFP Committee normally meets in February to select trainees for the following academic year. Applicants can be new or continuing graduate students. Carefully screened, Fellows are selected on the basis of need, potential for success in graduate study, and the discipline, and a documented commitment to research, teaching, and service careers in the sociology of mental health and illness.

The MFP Committee, appointed by ASA Council, consists of seven voting members and a liaison from ASA. The liaison and the MFP Director are nonvoting members of the selection committee. Members have special research and teaching backgrounds in the sociology of mental health and illness. A number of former MFP fellows serve on this committee.

*Thomas Kitts, who served as the MFP Director for 10 years, was recently elected President of Michigan State University’s College of Social Science and has been instrumental in the development of the program.

**The MFP is grateful to the founding member institutions that have supported the program from its inception: Rice University, University of California at Los Angeles, State University of New York at Stony Brook, Harvard University, and Stanford University.

Give an ASA Gift Membership

Are you looking for a way to acknowledge a student’s graduation, a dissertation well done, acceptance into graduate school, or another accomplishment? Consider giving an ASA student membership. For only $31, the student will receive Footnotes and Contemporary Sociology, as well as the other benefits of membership in the national association. Students will learn about and feel a part of their chosen profession. To make a gift membership send the student’s name and address, and a check for $31 (for each gift, to: ASA Executive Office, 1722 N Street NW, Washington, DC 20036). Honor your students’ accomplishments with a gift that celebrates their rite of passage in the profession. Send your requests and ask about today! All gifts will be acknowledged.

Survey, from page 9

Senior sociologists have, in most cases, devoted many years to the discipline and the study of ASA. In most cases, they also have derived numerous professional benefits from their membership in ASA. It will be important for the welfare of ASA and its senior sociologists to continue efforts to establish a set of services with an appropriate structure to support the activities and aspirations of senior sociologists. It is hoped that the current survey effort has highlighted some of the questions that will need to be considered as this goal is realized.

Editor’s note: The membership survey asks members to indicate rater society’s value on various issues.

Survey: from page 9

TABLE 1: IMPORTANCE OF ASA MEMBERSHIP

<table>
<thead>
<tr>
<th>Importance</th>
<th>All Ages (N=111)</th>
<th>61 or less (N=55)</th>
<th>62 or more (N=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Must have</td>
<td>16.2</td>
<td>11.9</td>
<td>21.8</td>
</tr>
<tr>
<td>Very important</td>
<td>35.1</td>
<td>31.4</td>
<td>41.8</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>36.7</td>
<td>49.0</td>
<td>30.9</td>
</tr>
<tr>
<td>Not important</td>
<td>4.5</td>
<td>7.8</td>
<td>1.8</td>
</tr>
<tr>
<td>Unsure/no response</td>
<td>5.0</td>
<td>0.0</td>
<td>5.6</td>
</tr>
</tbody>
</table>

Survey: from page 9

TABLE 2: INTEREST IN POSSIBLE ASA SERVICES FOR RETIRED MEMBERS

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>All Ages (N=111)</th>
<th>61 or less (N=55)</th>
<th>62 or more (N=55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Database or retired members prepared to serve as consultants to non-academic organizations</td>
<td>73.9</td>
<td>74.1</td>
<td>73.6</td>
</tr>
<tr>
<td>Database or retired members prepared to serve as academic departmental officers attempting program development</td>
<td>67.6</td>
<td>70.6</td>
<td>65.5</td>
</tr>
<tr>
<td>Database or retired members prepared to serve as academic departmental officers attempting program development</td>
<td>66.7</td>
<td>72.5</td>
<td>65.6</td>
</tr>
<tr>
<td>Database or retired members prepared to serve as academic departmental officers attempting program development</td>
<td>56.8</td>
<td>58.8</td>
<td>54.7</td>
</tr>
<tr>
<td>Other social services</td>
<td>9.6</td>
<td>9.6</td>
<td>9.6</td>
</tr>
</tbody>
</table>
Call for Papers

CONFERENCES

Student Paper Session, American Sociological Association 1993 Annual Meeting, Miami Beach, FL. Open submission, all topics considered, research and abstracts encouraged. Please send full paper or detailed 200-750 word abstracts by January 1, 1993 to Susan Ramsey, PhD, Research Department, State University of New York at Binghamton, Binghamton, NY 13902-6000. Deadline: January 1, 1993. Students interested in academic work in sociology are encouraged to attend the conference with a presenter and at least three paper presenters. Students interested in organizing a panel for a paper presentation or in organizing a panel on a subject as part of a larger conference are invited to submit a proposal by December 31, 1992 to Roger Korn, Department of Sociology, Wayne State University, Detroit, MI 1439.

Association for the Sociology of Religion 1993 Annual Meeting, August 11-13, 1993, Miami, FL. Theme: "Religion, Authority, Autonomy, and Democracy." While the Association encourages the submission of session topics and paper proposals on any subject within the sociology of religion, participants are encouraged to consider and/or propose presentations and sessions on the intersections among religion, personal and social power. Deadline: January 1, 1993. Proposals for regular and thematic sessions, roundtables, panels, joint sessions with other AASA, SSSR, February 15: Abstracts, session participants, April 1: Acceptances, July 1: Papers to discussants and conveners. Address submissions to Blythe Williams, ASR, Program Chair, Department of Sociology, University of Miami, Coral Gables, FL 33124-0010. E-mail: Blythe@soc.miami.edu

California and Rocky Mountain American Studies Association Joint Conference, May 1-3, 1993, University of Nevada, Reno, NV. Theme: "Sin, Sigils, Sign and Significance in American Culture." The submission of proposals for 200 word abstracts is encouraged from all disciplines, faculty, graduate students, and independent scholars. For information, contact: Elizabeth Raymond, History Department, University of Nevada, Reno, NV 89507. (775) 392-5799.

Eighteenth Annual New England Undergraduate Research Conference, April 2, 1993, Providence College, Providence, RI. Student submissions of undergraduate presentations of research, theoretical, critical review, applied or interdisciplinary nature are invited. Co-authored papers are welcome. Proposals for theme sessions, group and/or roundtable presentations will also be considered. Please make proposals specific. Cash prizes will be awarded for the two most outstanding papers. Deadline for receipt of paper and application materials is January 22, 1993. For more information and application forms contact: Josephine A. Higgins, Conference Chair, Department of Sociology, Providence College, Providence, RI 02908-0900. (401) 865-2014.

Interfaith Hunger Appeal (IHA) and the Five College Program in Peace and World Security Studies (Pawss) Workshop, January 15-18, 1993, University of Massachusetts, Amherst, MA. Theme: "Women in Development." For information, contact Linda Harris, Pawss, Hampshire College, Amherst, MA. (413) 542-5231. Any application due November 16, 1992.


Rural Sociological Society Annual Meeting, August 7-10, 1993, Orlando, FL. Theme: "Applying the Science to Human and Community Development." Abstracts are required for the thematic papers, other contributed papers, roundtable discussions, and posters. Submit abstract (with complete title, name, address and phone number) by February 1, 1993 to Thomas L. Jepson, Department of Rural Sociology, 433 Wreath Hall, Cornell University, Ithaca, NY 14853-2907. (607) 254-1684.

Sixth Biennial Conference on East Central Europe, Russia, and the Former Soviet Union, sponsored by New College of the University of South Florida, March 22-24, 1993. Focus will be on recent developments with special attention to topics related to Social Sciences and interdisciplinary fields. Deadline for proposals: December 5, 1992. Contact: Linda Derr, Program Coordinator, New College of the University of South Florida, Florida, FL 33724-2179.

13th International Summer Social Network Workshops, February 15-16, 1993, Holiday Inn Conference Center, Tampa, FL. Keynote speaker will be A. Kemneth Romney. The conference offers two workshops this year: Introduction to Social Network Analysis, and Using UCINET IV to Analyze Social Network Data. The 3-Mat Introductory workshop is presented by Barry Wellman (Toronto), and costs $30. The Using UCINET workshop takes two days (Feb. 10 and 11). It is presented by Steve Borgatti, Martin Everett, and Linton Freeman, and costs $225 (which includes a 10% credit toward the purchase of UCINET IV). Deadline for submitting papers: November 23, 1992. To submit your paper, or to register for use of the workshops, contact Dr. Russell Bernard, Anthropology 1300 Teaching Hall, University of Florida, Gainesville, FL 32611. (404) 392-2132, FAX: (404) 392-8730. E-mail: LURUS3@UFVAX.BINET or Alan W. Wolfe, Anthropology University of South Florida, Tampa, FL 33620. E-mail: A.WOLFE@COMPVAX.BINET. Proposals for papers please send title and abstract of not more than 150 words on disk and on paper. A price is offered for the best abstract submitted for presentation to the conference. The price, worth $100, is administered by Philip Bossegh. Students should submit their work for consideration by November 23, 1992. Write to Bernard, Department of Sociology, University of California, Los Angeles, CA 90024-1557, (310) 505-3017.

PUBLICATIONS

Encyclopedia of Housing is conceived as a reference work for students, scholars, policy makers, and general public seeking to investigate subjects in the field of housing. Anyone interested in contributing to the encyclopedia should contact William von Viet, College of Environment Design, Campus Box 384, Bowling, CO 80309-3844. E-mail: VANVIEL@CRB.CMD, E-mail: VONVIET@CRB.CMD. Journal of Contemporary Ethnography invites submissions for a special issue devoted to "Ethnography and Discourse." The issue will focus on methodology.
µGSS

The General Social Survey (GSS) is an ongoing national survey of the U.S. population that has been conducted annually since 1972. The GSS survey collects data on a wide range of topics, including social, political, and economic attitudes and behaviors. The survey uses a stratified random sample of U.S. households and includes questions about demographics, family structure, education, employment, health, and more. The data collected from the GSS is widely used by researchers, policymakers, and the general public to understand and analyze trends in U.S. society. The GSS is a valuable resource for anyone interested in social science research and analysis.
Funding, continued

Office, Rockefeller Foundation, 1333 Newcomb Hall, the American, NY, 10016.

Training Program in Societal Genomics: Predoctoral and Postdoctoral Training in the Genomics of Disease. The University of California, San Francisco is pleased to announce the availability of special training opportunities at both the predoctoral and postdoctoral levels in the multidisciplinary areas of social and cultural genomics. This training program, funded by the National Institute on Aging (NIA), is designed to enhance the scientific perspective and sensitivity to human variation on the basis of social and ethnic background towards research on aging. Postdoctoral fellowships are available to exceptional students seeking the PhD degree from the Division of Medical Anthropology (School of Medicine) and the Department of Social and Behavioral Sciences (School of Nursing). Research fellowships are open to predoctoral (Ph.D. or equivalent) fellows from the following disciplines: anthropology; history, public health, epidemiology, economics, political science, psychology, sociology, social work, or health-related sciences. Training is designed to provide graduate students with skills in substantive and methodological areas, to engage in research with predoctoral faculty, and to participate in a variety of multidisciplinary seminars, workshops, and research projects.

Competition for the Award for the Promotion of Human Welfare. Applications are now being accepted for the 1997-98 award for the Promotion of Human Welfare. This award is designed to recognize creative, innovative, and high-potential ideas for enhancing human welfare and to act as an incentive for making that work a reality. We are planning for the recipient of the award to be announced in 1997 and to have a maximum project of $100,000 to be administered in 1998 by the University of Chicago.

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New Books

Margaret Andersen, University of Oregon, Thinking About Women, 3rd edition (MacMillan, 1992).


Paul Cullen, University of Denver (editor), The Dynamics of Social Systems (Sage International, 1995).

Kathy Chuma, Simon Fraser University, Great Days, Bad Days: The Self in Chronic Illness and Time (Rutgers University Press, 1992).


Derek Kassee, Harvard University, Germany: Technological Advancement: Early Eduard Euler's Visits with European Sociologists (Freeman Press, 1991).


Walt Schafft, California State University-Chico, Stress Management for Wellness: An Interactive Guide (Schafft, 1992).


Stephen F. Turner, University of South Florida, and Dirk Kassee, Harvard University (editors), Sociology Today: Responses to Society (Routledge, 1992).

Susanna Wolters, Georgetown University, Liva Together/Norda Apart: Mothers and Daughters in Popular Culture (University of California Press, 1992).

New Publications

So Spemincho is a quarterly journal published in Rome, Italy, in three languages by the Italian national copy- right organization ASL, devoted to the sociology of leisure time, especially in connection with the arts (both performing arts and fine arts), the media and culture in general. Contributions by American scholars are invited. The journal is available for articles of 15-20 pages. For further information call (212) 626-5453. FAX: (212) 626-7981.

Teaching About Genocide: A Guidebook for High School Teachers (A Program of Holocaust Studies, TASS, Fall/Winter 1992. Teach- ing About Genocide costs $20 (pre-paid orders only) through the IAC and through HRC. Please send orders with payment to the Institute for the Study of Genocide, John Jay College of Criminal Justice, 899 Avenue, Room 621/7AC, New York, NY 10019. Endorse $20 for U.S.S.; $25 in check or international money order within U.S. dollars for orders outside the U.S.

New Programs

American University is offering a new graduate program in the Department of Geography, M.A. Degree, in Applied Sociology/Social Policy. This new program prepares students for careers in applied sociology and social policy by providing training in social theory, research methodology, data analysis and presentation, and a substantive overview and report writing. The curriculum is taught in a framework that emphasizes gender, race, and class. For further information contact: Sarah E. Ferandin (301) 495-2471, Spalding Hall, American University, 400 Massachusetts Avenue NW, Washington, DC 20066-6627.

Other Organizations

ISA Research Committee in Clinical Sociology, The International Sociological Association's Working Group in Clinical Sociology has been promoted to Research Committee Status. For information about membership or the 1992 conference in Montreal, please contact Jan Marie Fritz, President, PC164, 233-4141, palm Grove, IL 62260.

New York State Academy of Suicide Research is organizing a conference as a chapter of the American Association for Suicide. NYSA hopes to encourage research toward intimate and suicide prevention, share information among suicide researchers and train- ing purposes, increase understanding of and reduce the destructive behavior; and ex- plore existing laws and public policy with respect to suicide and advocate change where necessary. NYSA will invite members from all groups involved with the understanding, treatment and prevention of suicide including health professionals, medical person- nel, educators, clergy, survivors, their families and friends. The treatment and prevention of suicide involves every person from the citizen to the clergyman; the school nurse to the neighborhood volunteer..." Dr. Robert H. Ackerman, Found- ing President. For further information on NYSA contact, Joseph Richman, 2582 Steadman Place, Bronx, NY 10469 or NYSA, c/o Regent Hospital, Department of Community Relations, 425 E 42nd Street, New York, NY 10017.

Cynthia B. Sullivan is the principal researcher of the National Clearinghouse for Suicide Research Services (EIS), a full service research firm spe- cializing in health, human, labor and auditory- ies. SIS is located at 9201 Willow Street in Springfield, MD 20910, (301) 955-6666. Cynthia is a graduate of the sociology program at the University of California at Berkeley and currently works as the Assistant Director for Employee Benefits Research at the Health Insurance Association of America.

Contact

Call for Proposals for the SWS. Cheryl Miller Lecturer on Women and Social Change is open for nominations. The position is now open for the Cheryl Miller/SWS Lectureship on Women and Social Change for 1994. The SWS Miller Le- ctureship was created to help district, state feminist and arts organizations and to colleges and universities around the country where there are few opportunities to know and learn from feminist scholars. In selecting the lecturer, the SWS will be looking for scholars whose research, teaching, and profes- sional activity show a commitment to the study of women and social change. Candidates whose work has contrib- uted to understanding race, class, age, sexualities, and/or disability in women's lives are especially solicited. Send your nominations, with documentation about the candidate's contributions to scholarship and feminist theory to Cheryl Miller, Department of Sociology, University of Chicago, Chicago, IL 60637.

Central Health Research Committee. Central Health Research Committee (CHRC) is a new group of health perspective academics. CHRC is developing a program that would be useful to psychologists and other health profes- sionals interested in the research. Prelimi- nary planning anticipates that CHRC will develop proposals and those selected will do research in Czechoslovakia during January-July 1992. This is a program for researchers who have funding for travel and research but need assistance in completing their research. Interested in further information about this program may contact Phyllis Raule, Department of Psychology, University of Nevada, Las Vegas, NV 89154, or (702) 895-4645.

Send your material to be co-ratified to: Contact the editors of the Teaching Resource Center Newsletter and Instructional Materials for Counselor Education and Counseling (7110 N. 63rd Street, Boise, Idaho 83712), during your courses and assignments, clients and social origins, and any other material to the volume editor: CesarMM. Department of Rural Sociology, South Dakota State University, Brookings, SD.

Deaths

Losie M. Beck, Western Kentucky University, died on April 24.

Obituaries

Ford N. Cleare, (1925-1992)

Ford N. Cleare, professor emeritus of sociology at Western Kentucky University, died September 6, 1992 while resting, as was his habit, at his home in Bowling Green. Professor Cleare became a legendary figure among his colleagues, friends and students for a rare anal-
James A. Petersen (1945-1992)

James A. Petersen, a clergyman, turned sociologist and genealogist who used his family history as a case study, died last week after a two-year battle as one of the senior sociologists in the federal civil service.

Petersen was born in 1938, and married his high school sweetheart in 1958.

After his death, his wife, Margaret, and their four children will inherit his family history.

Petersen was a member of the National Academy of Sciences, and had served as president of the American Sociological Association.

One of his closest friends, Dr. John Petersen, said that Petersen's death had come as a shock to many of his colleagues.

Petersen had been diagnosed with cancer in 1990, and had been treated at UCSF before being transferred to a hospice in San Francisco.

Petersen had been a leading figure in the study of family history, and had written extensively on the subject.

In addition to his work in the field of family history, Petersen had also been involved in the study of religion and society.

Petersen was survived by his wife, Margaret, and their four children.
Outcomes Assessment for Undergraduate Sociology

Dates: February 5-7, 1992
Location: Tempe, Arizona

Staff: William Johnson, Arizona State University
Sera Davis, American Sociological Association
Stelios Stavros, Alcalo College

Participants will:
- review aspects of the national assessment movement as a context for improving undergraduate sociology teaching and curriculum development
- explore various approaches to defining and implementing outcomes assessment in individual courses and across the department
- discuss some successful assessment experiences in sociology from around the country
- work on specific assessment plans or instruments for their own settings

For additional information about sessions or other services, please contact:
Jeanne balloon
ASA Field Coordinator
Department of Sociology
Wright State University
Dayton, OH 45439
513.874.2145

ASA Bulletin Board

A Quiz on Sociologists and their Books
by Charles A. Golomb

1. By the early 1970s, gender and gender roles, women in society were the subjects of unprecedented numbers of books and articles. Many sociologists, though, wrote in these areas in earlier decades; books were published in the 1920s and 1930s by Helen Ash, Jessie Bernard, Lotte Kohler, Maria Komorowsky, "Women as a Minority Group" (Social Forces, vol. 32 [1953]); and Maria Komorowsky's "Cultural Contrast--" (AJ, vol. 52 [1943]) were published as well. Name the sociologist who wrote these even earlier books.

2. The Old-Fashioned Women: Primrose Foxes about the Sex (1913)

3. Dark Water: Visions from within the Sex (1923)

4. The American Woman: The Petronia Side of a Masculine Civilization (1944)

5. The English language rendering of La Roche-François's Maxis was published. His book on language and literature in society was widely praised within sociology and by literary critics.

Hint: His first, middle and last names are all Scottish.

6. He published three novels with a content logically linked to his score of more directly sociological works.

Hint: A "Black Odyssey" was the subject of the novels.

7. A number of well-known sociologists have devoted much of their careers to better understanding college and universities and higher education. David Riesman seems immediately to mind. But many other, less known sociologists whose careers are not as well documented and who are not in the sociology of education or formal organization have written books on higher education. Name one.

8. (a) a best known as a sociologist specializing in deviancy. (b) a best known as a sociologist specializing in masculinity. (c) a best known as a sociologist specializing in political economy.

9. In short, we may say that the purpose of sociology is to first understand society and then to enable us to improve it. (1) 1923, 1939. Of Outlines of Sociology, of the most influential texts of its time. The authors, both ASA members, were not graduates of the sociology program.

10. In the mid-1960s, one of the most influential book was one co-authored with Wharton F. P. Friedenson. It was one of the first sociological books that you were required to read in your first-year courses.

Answers:
1. (a) Elsie Clews Parsons, who lectured at Barnard College between 1899 and 1909. She also worked ethnographically among the Hupa Indians and the Hopi Indians. (b) W. E. F. Babcock, who lectured at the University of Pennsylvania from 1897 to 1910. (c) Neil H. R. Working, who worked as a sociologist and a journalist in China and around the world.

2. (a) a best known as a sociologist specializing in deviancy. (b) a best known as a sociologist specializing in masculinity. (c) a best known as a sociologist specializing in political economy.

3. In short, we may say that the purpose of sociology is to first understand society and then to enable us to improve it. (1) 1923, 1939. Of Outlines of Sociology, of the most influential texts of its time. The authors, both ASA members, were not graduates of the sociology program.

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ASA Advantage

The Federal Network

The Federal Network, ASA's newest employment service, broadens access to federal government positions for sociology graduates and faculty members by providing weekly position announcements that are mailed first class to subscribing departments and individuals. Federal job listings often carry closing dates of a month or less and usually do not specify "sociologist," even when those with sociology degrees would qualify for the positions. Thus, federal positions are not effectively advertised through the ASA Employment Bulletin. The Federal Network fills this gap in our efforts to open up job markets for sociologists outside of academic settings. Subscribers receive a monthly copy, Accessing the Federal Network: A Manual for Sociologists Seeking Employment Opportunities with the United States Government. The manual can also be purchased separately. A subscription for the Federal Network was published in the April 1992 Footnotes. If you need a form or would like further information prior to subscribing, please call Janet Billison at (202) 833-3410, x317, or Wendy Hanson, x318.

Membership in ASA benefits you!

Footnotes

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Production: Karen Gray Edwards, Michele Wilcox
Secretary: Anne Kaplan-Dattilo

Article submissions are limited to 1,000 words and must have substantial value (i.e., timeliness, significant impact, general interest) rather than be research oriented or technically oriented. Submission will be reviewed by the editorial board for possible publication. "Open Forum" contributions are limited to 800 words. "Obituaries," 500 words; "Letters to the Editor," 500 words; "Department announcements," 200 words. Accepted material will appear one time only in space allows. ASA reserves the right to edit for style and length all material published. The deadline for all material is the first of the month preceding publication (e.g., April 1 for May issue).

Send communications on material, subscriptions, and advertising to the American Sociological Association, 1721 Massachusetts Avenue, Washington, DC 20036; (202) 833-9400, x317, or ETN: ASA@GWU.COM

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Future ASA Annual Meetings

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1994-August 5-9
Westin Bonaventure and Los Angeles Hilton
Los Angeles, CA
1995-August 19-23
Washington Hilton & Towers
Washington, DC