Black Miami: Searching for a Voice

The grievances of Miami's black population are as old as the city itself. While black workers played an integral role in the construction and staffing of Miami's early tourist economy, they were subjected to the racist and discriminatory practices that characterized the city from its founding as a southern segregationist ethic. Blacks were forced to reside in "Colored Town" (later known as Liberty City), a separate neighborhood outside the city proper. In the 1960s, Miami's black population began to grow, and the city was transformed by the sudden arrival of Cuban refugees. The rapid economic advance of this group, fueled in part by government programs aimed at minorities and in some instances displacing black participation in the labor market, provided a new focal point for discontent.

The aspirations of black Miami confronted two debilitating conditions, however—weak community leadership and an unresponsive political system. The first was a by-product of the typical 1960s urban renewal programs, especially freeway construction.

See Miami, page 8

Paula Englund to Edit American Sociological Review

by George Parkes, University of Texas at Dallas

Paula Suzanne Englund, Professor of Sociology at the University of Arizona, will become the new editor of the American Sociological Review in July 1993. Englund received her B.A. in sociology from Whitman College in 1971 and her Ph.D. from the University of Chicago in 1975. She taught at the University of Texas at Dallas from 1975 to 1989, rising to Professor of Sociology and Political Economy and serving as Director of Graduate Studies. She moved to the University of Arizona in 1990.

The ever-rising focus of England's work has been social inequality. Her approach is typically empirical, but with strong concerns for theory formulation and for public policy.

Her work exemplifies her belief that theory should respond to empirical evidence, and that empirical questions should be driven by theoretical concerns. In a series of articles that challenged established social theories, she used econometric techniques to demonstrate that employment and earnings are affected by race and ethnicity in ways that are not fully captured by more traditional measures of inequality.

Englund's work on the sociology of the family and gender is also well known. She has written extensively on the role of gender in social inequality, and has contributed to the understanding of the ways in which gender impacts social policies and institutions.

Englund's new role at the American Sociological Review will be to further develop the journal's commitment to publishing high-quality research and to promoting the field of sociology as a whole. She will continue to work with the editorial board and with the Society to ensure that the journal remains a premier publication in the field.

See England, page 6

Peter Cookson is Selected ASA's New Congressional Fellow

Peter Cookson, Associate Dean of the School of Education at Adelphi University, is the new ASA Congressional Fellow. Cookson is currently the chair of the Sociology of Education Section. He is also the author of "The Policy Uses of Sociology," a major contribution to the field. His work has focused on "Equality and Excellence: The Policy Uses of Sociology." The section is co-sponsored by the Department of Sociology and has been recognized by the ASA for its contributions to the field.

Cookson will begin his Congressional placement in June and work through the November election. He will be based in Washington, DC, and will work on legislation related to education policy.

Cookson's work has been recognized by the ASA for its contributions to the field of education policy. He has been a leader in the movement to improve education policy and has been a strong advocate for social justice in education. His work has been published in several leading journals, including the Journal of Education Policy and the American Journal of Education.

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See Footnotes, page 14

Winners of Major ASA Awards

These awards recognize the individuals who have made significant contributions to the field of sociology and have had a major impact on the discipline. The winners of the awards will be announced at the Annual Meeting in Miami Beach.

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Published by The American Sociological Association
ASA Addresses Miami Boycott
Special Plenary on African American Employment in Miami

On Saturday, August 14, from 12:00-1:30, ASA has planned a special plenary entitled "African Americans: The Miami Experience." The plenary session is the only event offered during this time slot, to permit participation by all convention registrants. This important session addresses the problems of African Americans in Miami, particularly issues of employment equity within the critical tourism industry.

The Plenary Session will be chaired by ASA President, Seymour Martin Lipset, George Mason University and will include William Julius Wilson, University of Chicago, Alejandro Portes, Johns Hopkins University, and J.T. Smith, an attorney in Miami who has mobilized concern about this issue.

The Proposed Boycott
Mr. Smith and other Miami residents were concerned about the welcome accorded Nelson Rockefeller when he visited the Miami metropolitan area after his release from prison. Mandela was not accorded the honoriary posthumously to W. E. B. Du Bois, who was the 1963 recipient of the Nobel Peace Prize, and was the only recipient of the Nobel Peace Prize, and was the only recipient of the Nobel Peace Prize, in Miami Beach, and Metro Dodge County. While the Mandela situation was the precipitant, other longstanding issues of concern to African Americans quickly surfaced as part of an organized boycott. Of central importance was and is the paucity of African Americans in the tourism industry.

Sociologists' Concerns
ASA Officers, Council members, and Executive Office staff have been tracking the boycott since the initial call, hoping that it could be reconciled. In the interim, gains have been made but not sufficient to lift the boycott. The Association of Black Sociologists (ABS) made the decision to locate their meeting in Fort Lauderdale. Like other major national meetings, ABS members look to Miami (e.g., the National Education Association, the Convention Bureau) for guidance. After meeting with Smith, Levine wrote to him summarizing the ASA's commitment to the issues that have created a need for a boycott in Miami. "We very much want to ensure that the 1995 ASA annual meeting provide opportunities for sociology to contribute productively to illuminating and addressing the problems that African Americans face. Given the social issues that sociology embraces as field (which centrally includes issues of race, labor force participation, and urban life), we see our meeting as an opportunity to mesh our concerns as social scientists, teachers, and practitioners with issues of relevance and importance to the communities where we are meeting."

In addition to the plenary and other substantive symposia, the ASA program will include special attention to the boycott, and the underlying reasons for it, in several ways.

The videotape about the boycott will be running in the registration area so that participants will be able to gain additional background on the issues.

ASA has asked the Fontainebleau Hotel for a written report on their employment situation, including a briefing on the composition and use of the boycott roll call.

ASA is working with boycott leaders to obtain a list of African American vendors and to include them in our selection of goods and services related to the meeting.

ASA will communicate its experience, concerns, and advice on African American employment in letters to the Convention Bureau and to city officials and leadership.

ASA intends for its presence in Miami to be a visible force in addressing issues underlying the boycott. Please join us at the Plenary session on August 14. Box office information will be available so we can dig into the issues promptly at noon.
Join in the 1993 Annual Meeting in Miami Beach

Plenary & Thematic Sessions
Festival International

Scholars

President Seymour Martin Lipset and the Program Committee have crafted an exciting set of sessions and events around the theme, "Transition to Democracy." We are fortunate to have many prominent sociologists from other countries as part of the program.

Jojo Wilanowski, President of the Japanese Sociological Association, will be joined by Michael Crozier, SMC Company (Paris), and Samuel Huntington, Harvard University, for the opening plenary on "The Unreversibility of Democracy." The second plenary addresses "Democratic Transformations" and features Fernando Enriquez-Cardoso, Minister of Foreign Affairs, Brazil; and Jan Krzysztof Białecki, Administrator for European Immigration in Poland.

In addition, topics for the thematic Sessions include:
- Nationalism and Democracy
- New Developments in Democratic Theory
- Democratizing the Economy
- The New Immigration: Challenges to Democratic Regimes
- Cultural Dimensions of Democracy
- Democratization inside Organizations
- Intellectuals, Culture, and Democracy
- Legitimizing New Regimes
- Democratic Pluralism: Can We Be Different, Belong, and Be Equal
- The New Democracy: International and Comparative Perspectives (co-sponsored with the Association for the Sociology of Religion)
- The Constitutionality of Democracy
- Latin America in a Comparative Perspective
- Women and Politics
- Why Didn’t We See It Coming? On the Limits of Predictability in History

Funding Opportunities Day

ASA is designating Saturday, August 14, as this year’s Social Science Funding Day. According to Felice Levine, Executive Officer, "the purpose of designating an entire day to social science funding is to provide opportunities for conference participants to meet with funding representatives and learn about funding options in the social sciences."

This funding day will kick off in the morning with a funding symposium. Representatives from key science agencies will explore opportunities for federal funding. Panelists will describe programs and initiatives, criteria for funding, and the elements of competitive proposals.

Selected sessions will be dedicated to an inclusive poster session designed to provide a forum for learning about funding options from a variety of public and private organizations. Organizations and agency representatives will discuss and display information about their funding interests. A spokesperson will be on hand at each display to discuss one-on-one their program or agency’s funding priorities, undergraduate procedures, and review processes. This event is designed to encourage participants to ask questions that might not be aired in a more formal session.

Last year’s poster session included 100 agencies representing more than 30 funding initiatives. Agencies represented included the National Science Foundation, the National Institute of Justice, the Department of Health and Human Services, and the Department of Education.

Completing the Funding Day events is a special session on Sunday, August 15, which is an opportunity for social science in this session, a group of experts will address perspectives on and opportunities for social science in the Clinton Administration and beyond. "With a new Administration in the White House, new agencies and in the 103rd Congress, ASA members must pay close attention to the social science research. While this session will encourage to conference participants insights into the future Federal funding patterns," remarked Dr. Levine.

Wake Up Call!

ASA Business Meeting Format Changed: Council Seeks More Dialogue With Members

By vote of ASA Council at its January 1993 meeting, the format of the business meeting is being changed this year. Council wishes to create an opportunity for more dialogue with members. The change will be implemented at the Council meeting this year, and all members are encouraged to attend.

The new format will include an opportunity for members to ask questions of the Council. Questions will be taken during the meeting. After closing of the meeting, the Council will be available to members to discuss and answer questions. The new format is intended to provide more opportunity for members to participate in the business of the Association.

The Council encourages all members to attend the Council meeting. Questions will be taken during the meeting. After closing of the meeting, the Council will be available to members to discuss and answer questions. The new format is intended to provide more opportunity for members to participate in the business of the Association.

Seminars and Workshops

A wide variety of seminars and workshops are available during the 1993 ASA Annual Meeting in Pittsburgh. The 11th and 17th of August, events of interest to professional sociologists, professional workshops, and teaching workshops provide opportunities for attendees to update their knowledge in a variety of professional and disciplinary areas. Didactic Seminars explore a variety of methodological areas and offer opportunities to update skills in new analytical techniques. The Preliminary Program will provide seminar descriptions and fee information. Seminar participants should register in advance for all seminars.

Professional Workshops address issues of professional concern to sociologists. A set of workshops will be held on Saturday and Sunday, August 14-15, at the Annual Meeting, and workshops will be held on Saturday, August 13, at the Annual Meeting. Workshops will provide opportunities for attendees to discuss and share their experiences in research and teaching.

Drive a Great Deal!

Take advantage of Alamo's Association Program with a FREE UPGRADE or a FREE DAY. Association members drive away with a great deal everyday at Alamo. You can expect unlimited mileage on every rental in the U.S., U.K. and Switzerland as well as additional Frequent Flyer miles with Alaska, Delta, Hawaiian, United and USAir.

As a member, you'll receive other valuable coupons throughout the year that will save you money on each rental. You can count on a great deal with Alamo. For member reservations call your Professional Travel Agent or Alamo's Membership Line at 1-800-354-2322.

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For reservations call your Professional Travel Agent or call Alamo's Membership Line at 1-800-354-2322. Request U776 UPGRD at time of reservation, or call 7897481 when making reservations.

The Business Meeting will be held on Monday, August 16 at 7:00 a.m., with coffee and tea to start the day. The early morning hour is a good time to exchange ideas in an unstrained way. The ASA Officers and Council members are eager to meet and mingle with members at that time. This new format will provide an opportunity to discuss issues of substantive importance to sociology and ASA. A topic-oriented, but not limiting, discussion will be listed in the final program for the Annual Meeting. A "town meeting" format should allow more dialogue between members and Council. In some cases, a Section, a caucus or group, or an individual member may wish to present a formal resolution for a vote. In those instances, the resolution should be written out in full, and any supporting materials should be submitted to the ASA Officers and Council members. Please make arrangements with the Executive Office to have summaries of supporting materials to be submitted to the Business Meeting to inform those in attendance. The ASA Officers and Council members will distribute and discuss any resolution before members are asked to vote.

Members are urged to attend the "Early Bird" Breakfast and Business Meeting, to meet the Officers and Council members, to comment on important issues facing the council, and to consider and propose topics for their consideration. Council encourages members to attend the Business Meeting to help shape the agenda for sociology and ASA and to find out what the future of the society is going to be, rather than simply reading the minutes to find out what the Council has done.

Please join us on Monday morning, August 16, to discuss the important issues in our profession and Association.
1993 Annual Meeting, continued

meeting workshop on "Academic Leadership: The Role of the Chair" on August 12. (See the Preliminary Program for registration details.) Other workshops provide help for outcome assessment and department reviews, establishing a sociological presence in curriculum, teaching introductory sociology for the first time, bringing multicultural and international education into the curriculum by using visual sociology, teaching writing with the sociology curriculum, teaching sociology of campus, teaching Latin/o studies within sociology, information on software for sociology instruction, teaching sociology in high schools, applying for educationally related grants for the first time, and teaching the sociology of children, development, formal organizations, and religion.

Be sure to review workshop descriptions in the Preliminary Program to select sessions for your meeting schedule.

Watch for the Preliminary Program!

The 1993 Preliminary Program will be mailed to all 1993 members in mid-May. The Preliminary Program provides complete information about the 1993 ASA Annual Meeting at the Fontainebleau Hilton in Miami Beach from 1:00-5:00 p.m. on Thursday, August 12, and from 8:30 a.m. to 5:30 p.m. on Friday through Monday, August 15-18. The service will not be open on Tuesday, August 17.

The fee for using the Employment Service is $75 for employers; $15 for candidates who are members of the ASA; and $30 for candidates who are not ASA members. All employer listings must be prepaid (a valid purchase order will be accepted). Everyone using this service must also be paid registrants for the 1993 Annual Meeting.

Complete information and forms for registering with the Service are published in the Preliminary Program and in the Employment Bulletin. Additional copies of the forms may be made without further permission. If forms are missing from your copy of these publications, contact ASA Employment Services to request forms: phone: 822-833-3410, x205; Bittet ASA/AMEG/NYU; fax: 822-780-0146. Employment Service pre-registration will close July 30.

Exhibits

The 1993 Exhibits will highlight the middle days of this year's Annual Meeting. Located near the ASA Registration Area in the Fontainebleau Hilton, Exhibits will be open to meeting registrants from 9:00 a.m. to 5:30 p.m. on Saturday-Monday, August 14-16. This schedule represents a slight change from previous years, so be sure to mark your meeting calendar accordingly.

Annual Meeting attendees are encouraged to schedule several visits to the exhibit area so that ample time can be given to leisurely exploring the many offerings. Come browse through the latest sociological publications, learn about current computer hardware and software, and chat with representatives of statistical and informational literature. Enhance your annual meeting experience by planning your activity schedule to include the variety of services being provided by the 1993 ASA Exhibits.

Exhibit companies will be listed in both the Preliminary Program and the final Program. Don't forget to check the final Program for special ads too!

Contribute To Child Care

As you complete your meeting pre-registration, notice the opportunity to contribute to ASA child care. Reflecting a commitment to the effective integration of family and work, ASA urges you to support the child care program. Because of ASA's primary goal is to provide high-quality care to the greatest number of users, fees to participants will be the same as they were in 1992. Users fees are not sufficient to cover costs of a quality program and keep it affordable for all attendees.

As you decide how much to contribute, know that $5 provides lunch for one child and $10 purchases one hour of a qualified staff person's time. ASA urges you to support the child care program.

Cafe' ASA Returns

By popular demand, Cafe ASA returns this year to the Annual Meeting. Cafe ASA is a place to buy coffee, soda, sandwiches, and light snacks, and a place to sit with friends and enjoy a quick "bite" with a quick conversation. The Cafe will be located in the exhibit area on Saturday, August 14-16. On Friday and Tuesday, a 'Street Cafe' atmosphere will be created in the hall foyer adjacent to the registration area. Both the fixed location and the "moveable feast" are central to the meeting site. Plan to meet friends, transact business, sociology watch, or just rest your feet at this ready-to-eat/see.

Other Groups

The wide-ranging interests of ASA members generate meetings of special interest groups during each year's Annual Meeting. Evening space is usually made available to these groups when no program sessions or other ASA activities are scheduled.

Potan to be discussed this year in ad hoc sessions sponsored by members include: "Discussions in Progress Research on Illness and Health" (Carol Engberg and Glenda Turner); "Sociologists Interested in Research in Czecho- slovakia" (Phyllis Blumenthal Raabe); "Sociology on Campus" (Stephen F. Steinle); and "Teaching about Disability: From Sticks and Stones to Social Movements" (Barbara M. Altman).


Days and times of the ad hoc sessions and meetings of organizations listed above are included in the Preliminary Program.

Resources for Attendees with Special Needs

The ASA Information Desk will coordinate resources during the meeting week for registrants with physical disabilities who are attending the Annual Meeting. You may request needed services by using the Special Services Reservation area of the meeting registration form found within the Preliminary Program. Accommodations will be mailed to registrants, requesting special services as soon as arrangements have been completed.

Attendees who need wheelchair-accessible rooms are requested to send their housing forms to the ASA Office for special handling. Please carefully read the housing information and instructions contained in the Preliminary Program before submitting your reservation request.

If you have a disability and need special services, equipment, or accommodations, and do not notify ASA in advance of your arrival at the meeting site, ASA may not be able to provide the proper services due to the limited availability of some equipment and services. Every effort will be made to assist attendees on-site, but the best guarantee is to send in your Special Services request before preregistration closes on July 20.

ASA: Wide Receptions

Please join other attendees at any of the following receptions designed to bring together our members around refreshments.

Welcoming Party - On opening day, of course! Welcome to the Annual Meetings join in the party which will provide a chance to learn more about ASA Sections, programs, and activities. Offices around the perimeter of the room are staffed with people to answer your questions and provide information about how you can get more involved in ASA. Friday, August 13, 6:30-8:00 p.m.

DAN Party - The 20th Annual Departmental Alumni Night (DAN) follows the opening key session. The gathering begins at 10:30 p.m. and the entire evening is reserved for chatting and meeting colleagues and alumni.

Invitations have been mailed to all graduate departments of sociology in the U.S. and Canada. Remind your department chair to reserve a table now! Other groups wishing to sponsor a table are requested to contact the Executive Office before June 15. Friday, August 13, 10:30 p.m.

Honorary Reception - The Honorary Reception is on Saturday, following the awards ceremony and Presidential address. You will want to congratulate the award winners (see their names on page 1 of this issue) and President Lipset while enjoying nice fare. Saturday, August 14, 7:30.

Airfare Discounts and Free Tickets!!!

American Airlines is offering the following discounts to Miami: 10% off all full coach or 5% off all other published fares (rates and restrictions apply).

Purchase your ticket through CW Travel and be eligible for a round trip ticket to Europe or Latin America on American Airlines.

ASA: Wide Receptions
Regional Campuses and Regional Scholars

Scott Serras, Indiana University-South Bend

As we continue to discuss both the meaning of scholarship (Footnotes, March 1992) and the role and perception of the discipline (Footnotes, May and November 1992), the issue of regionalization enters into the larger context of change in the American university system. Enrollment rates in many states have exceeded the very slow growth of the two- and four-year-age population of 18- to 24-year-olds. Many additional students continue to find that they need further education or a complete change of environment to meet new economic needs. Further, growing percentages of high school graduates are realizing that some college may be essential to their career aspirations. These trends are likely to continue and are one bright spot for the future growth of academic positions.

What must be remembered in this, however, is that current and prospective students and majors in state universities. Similarly, many of the positions available for new sociologists will be on regional campuses.

This need not be a bleak proposition, for regional campuses—while faced with the same social, economic, and political forces of change as their counterparts in the larger institutions—can develop new academic and research programs of value. Regional campuses can still have a profound effect on sociology, even if some of their crises may be more severe. As sociologists on regional campuses we should begin to think of our campuses as the places where sociology can still hold its own, and where new directions can be found.

The regional campus has the advantage of being more attuned to the needs and desires of its students. The regional campus also has a greater potential for community involvement and interaction, both with community organizations and with community leaders. This is a unique opportunity for the sociologist, who can work closely with community leaders and organizations to develop new programs and courses.

The regional campus can also provide a unique opportunity for sociologists to develop new research projects. With a smaller student population, sociologists on regional campuses can develop more in-depth, more focused research projects, which can have a greater impact on the community. This is a unique opportunity for the sociologist, who can work closely with community leaders and organizations to develop new programs and courses.

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Sociology and Real Estate: A Rewarding Combination

by Rachelle Cummins, ASA Research Assistant

If you are seeking to apply and practice sociology, real estate may be the career for you. Although training in real estate and sociology may seem incongruous, Jack Nasser Porter and John B. Hudson, two Boston sociologists, have used their sociological talents in their real estate endeavors. Those three are not alone. Porter notes, “It is surprising how many sociologists are in real estate by association or through their jobs.” Porter and Hudson maintain that sociology is a career choice and a social science.

Porter is an active and creative sociologist who has made academic and practical contributions to the field of sociology. Porter earned his BA in sociology at the University of Wisconsin-Milwaukee in 1967. In 1973, he completed his PhD in urban sociology under Howard S. Becker and Bernard Beck at the Graduate School of Business at the Massachusetts Institute of Technology. Believing that academia was too narrow an scope to accommodate his philosophy of change, Porter decided to leave the tenure track in academia and enter into a real estate career in the early 1980s when the Massachusetts market soared.

“Although training in sociology is not a direct preparation for a career in real estate or business, it sensitizes you,” Porter argues, “to the small town and the needs of different groups.” Porter maintains that business persons typically do not understand the nuances of minority groups as well as sociologists do. When real estate development waned in the late 1980s as a result of the economy and deficit, Porter shifted to real estate training and opened a school of real estate.

Porter’s school of real estate is unique. First, Porter notes that “it is very unusual for nonlawyers to be training real estate agents.” There are few doctors of any discipline in the field of real estate training. Second, Porter’s approach in real estate training is to emphasize the sociological imagination. He encourages his students to view real estate in the tradition of C. Wright Mills. Porter feels that his approach humanizes students to the ethics of real estate, especially in the housing discrimination, reloining, and block busting.

According to Porter, students like his approach. Finally, compared to other training programs, Porter’s attracts a wider range of students: 50 percent are minorities.

Currently, Porter undertakes mediation between landlords and tenants. As a sociologist, Porter believes that, unlike lawyers, he can see the total picture (i.e., social and religious conflicts). “Sociology sensitizes you to the impact of ethnicity, minority and gender issues. From it, you can see the nuances of culture and body language. Knowing these things can save your lease when dealing with a landlord,” says Porter. Porter and Ruth Caplin have written about the subject of conflict resolution in Conflict Resolution: A

England, from page 1

England’s own work focuses on gender, inequality, and labor markets. Her intellectual tastes are eclectic: She reads widely in the literature of the profession, and enjoys the give-and-take of academic debate. Her recent work centers on self-motivation, time-management, strategic planning and goal-setting. Sociologists may find real estate to be an appealing and rewarding career.

Rachelle Cummins is a research assistant at ASA’s Research on the Professional Program and a graduate student at George Washington University.

Dates to Remember for ASR Submissions

July 1, 2003: Begin sending new ASR submissions to Paula England, Assistant Professor, Department of Sociology, University of Arizona, Tucson, AZ 85721. Send new submissions to her at her departmental address and resubmissions to Arizona until October 1, 1993.

October 1, 2003: Begin sending all resubmissions, new submissions, to England at Arizona.

Aiken New Illinois Chancellor

Michael T. Aiken, currently Provost of the University of Pennsylvania, has been tapped by the new chancellor of the University of Illinois, Champaign-Urbana. His selection to take over the second-highest post at one of the nation’s leading research universities was confirmed by the University’s board in early February.

The Urbana-Champaign campus has 53,516 students, 2,175 faculty, and a $379.9 million budget. Aiken, an organizational sociologist, told his experience at Penn as a dean and provost during a time of enrollment and budgetary rise in higher education revealed the importance of strategic planning in academia.

“We need to define a set of goals that are congruent with our long-term strategy. We need to take a more ruthless look at the organization of the institution so that it becomes more efficient and effective.”

Aiken has also presided over an attempt to improve undergraduate education, starting a plan that funded campus-wide incentives for better teaching and instructional ideas. “Most public institutions are going to have to take a hard look at the quality of their undergraduate programs to make sure they are delivering a very high quality product that doesn’t begin to lose the possibility of a broad sector of students being able to attend,” Aiken said.

Before taking the position at University of Pennsylvania, Aiken was on the faculty at the University of Wisconsin for 21 years. He is active in the American Sociological Association and served as ASA Secretary from 1986 to 1988. He serves on the board of the Midwest Sociological Society. His insights on fiscal pressures in higher education and the integrity of the undergraduate program have been a part of many professional presentations.
Open Forum

Responses to "The Lost Generation" and "A Discipline in Trouble"

Looking For The "Lost Generation" In All The Wrong Places?

Tom Lyon and Greg Squires' article on the "Lost Generation" (February 1993) contributes to our understanding of the market for sociologists entering the profession between the mid 1970s and mid 1980s. But their analysis, while useful, is flawed. It reflects a distortion generated by a probable differential response rate from academics vs. non-academics. The effect of this distortion is to underestimate the proportion of sociologists in sociological practice. This bias should have been more fully addressed because it has significant implications for key questions facing our discipline and the ASA.

Where do sociologists work? What is the nature of our discipline? How can we enhance the academic sociology? And where should the ASA most fruitfully look for members?

Lyon and Squires were part of a recent Employment Committee that sponsored the "lost generation" survey data, and I had a chance to discuss these issues with both Tom Lyon. The authors are sincere scholars and this research was an unpaid effort on behalf of the committee. They were undoubtedly aware of the differential response rate on the data from the 35.7 percent who responded. But it is unlikely that this sample was representative, and the findings need additional interpretation. The issue is not the use of convenience samples for exploratory work, but the real failure coming from the sample to the profession, in an unintended way, this work may contribute to the academic marginalization of sociological practice.

The Sample: Lyon and Squires indicate that the sample "represents a diverse range of programs" and geographic regions, "including both top-ranked departments and more middle range programs, and of course, represents both private and public institutions." But this sample is skewed to the biggest departments for reasons of sampling efficiency. And, while the list includes some middle range departments, it is, overall, skewed to the more prestigious departments. The combined result is that the sample represents departments that were better able to place their PhD graduates within academia.

We should also remember that the passage into and out of academia is probably not a zero sum. With cutbacks and tighter tenure decisions, it is likely that more sociologists are moving out of schools than into them.

Differential Response Rates: Of the 35.7 percent who responded, Lyon and Squires note that "less than 30 percent work for non-academic employers." I and others in the Employment Committee suggested that sociologists who are not now in academic positions are less likely to respond to the survey. The lower response rate may have been due to practitioners' perceived irrelevance of some of the profession's activities. Also, those outside of academia may be harder to track actively and likely to update their alumni associations with new addresses. Without a follow-up it is impossible to know how many of the likely response rate differential is added to the skew introduced by the sampling design, a strong case can be made that the sample seriously under-represents sociologists in practice.

Moreover, data comparing the number of graduates with the number of academic positions also cast doubt on the study's high rate of academic employment.

Just How Lost Are We?

The February issue of footnotes contains two articles which describe efforts to identify problems of the discipline. Thomas J. Lyon and Gregory D. Squires, "The Lost Generation of Sociologists," and David M. Lynn and Marjorie A. Lynn, "A Discipline in Trouble: Why More Sociology Departments May Be Closing Shortly." These articles report data resulting from mail surveys with response rates of 35.7% and 54%, respectively. Conclusions and recommendations are offered.

Despite the "journalistic" value of these reports, both illustrate, in one way or another, why sociologists in faculty positions have problems when they even attempt to do some research. Meaningful, valid sociological research requires such demanding sampling and high response rates (which in turn are very costly) that few persons can engage in any original endeavors. Too often, projects are abandoned, funding is reduced, and even the most successful researchers who have little or no expertise in or knowledge about interviewing and attendant difficulties in survey research.

All this is to say that sociologists who aspire to do credible research are frustrated and as a result may compromise standards and produce inconclusive results. Thus if deans' perceptions are based on cold results it is small wonder that the discipline is seen as lacking in prestige, relevancy, and financial support. Too much teaching in sociology is directed toward learning things that aren't important (fill in the blank) rather than learning how to do the sociology of whatever. Thus it becomes all too easy for any student to conclude that this is the way to get a job. Sociology departments embody the disciplines' goals and faculty have to ask themselves difficult questions. Beyond the intrinsic value of knowledge, do you want undergraduate and graduate students with the training and skills to compete in the job market? Do you understand the role of education as job training? The cultural clues suggest that the answer is yes.

Secondly, the state of modern scientific research makes external funding a prerequisite for extensive and productive research programs. Although peer review panels adjudicate between competing proposals, the abiding interests and long-range planning for funding are championed by the staff of foundations and the federal and state governments who provide the funding. The question for department chairs and faculty is: How do you so disenfranchise your non-economic PhD placements that they gladly relinquish their identity as sociologists? Rather than courting the dean with the nine step programs provided by Lyon et al., I would suggest looking to your own departmental culture. The value of sociological knowledge conveyed in teaching or enhanced by research is not in questions. The exclusively academic conduct for knowledge, however, should be carefully scrutinized.

Call for Riger

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Felicia B. LeClere, National Center for Health Statistics

Introductory Sociology and a Revitalized Discipline

The article by Lynch and McFerran (1993) on "A Discipline in Trouble: Why More Sociology Departments May Be Closing" was disturbing. If sociologists, as well as deans, are reluctant to rate our teaching as "outstanding," perhaps we have more than a public relations problem. Could it be that the substance of much of what we are called upon to teach, especially in introductory sociology, is at least in part to blame for sociologists' apparent lack of enthusiasm for the enterprise? The Chairman of the Sociology Department at City College believes that sociology is rapidly becoming nothing more than a series of ideological claims that do not merit and fail to address the relevant evidence but claim the opposite of what the evidence suggests. Authors of introductory sociology textbooks seem to care more that their students believe what (the authors think) is good for the students than that it is true (see Oosthuizen 1991:126). In the same provocative volume, Steven Goldberg decries the "Common Sense Sociology" in the textbooks.

See Open Forum, page 9
The Road to Bucharest: Science in Transition in Post-Socialist Eastern Europe

By Henry Etzkowitz, SINT-Purchase

What should be done in the face of declining government support for the huge scientific infrastructure in the former Soviet Union and Eastern Europe? or reform it and if the latter, how? During the past two years research policy experts have discussed this question at international conferences in Budapest, Maksimov, Berlin, and Bucharest, but it is also being answered by researchers' initiatives. In July 1992, on route to Bucharest, I met with a research and Technology Policy During the Transition Period Post-Market Economy sponsored by the International Research and Exchanges Board (IREX) and the Romanian Academy of Sciences, I stopped in the capital. In April I heard a presentation on spinoff firms in Hungary at a meeting of the Eastern European Network to Economic International Study Group (IGS) on Academic-Industry Relations which I co-direct with the U.S. colleague, the London. I wanted to see for myself so I asked the organizer of the Eastern European Network, Dr. Kees Van der Straeten of the Hungarian Academy of Sciences, to arrange a meeting for me with the members of a company "spinoff" company. The company office was a small suite of rooms at a Computer Science Institute; the rest of the building is a large institute. The firm imported networks from abroad; they could draw upon the resources of the institute, but had no contracts, and so were basically caretakers of equipment. The growing role of spinoff firms had been addressed at a science policy workshop at the Hungarian Sociological Congress in 1991. A research on the USR Academy of Sciences reported that there were thousands of such firms in the former Soviet Union and claimed they were contributing significantly to the gross national product. A Czech researcher sitting next to me whispered, "Don't believe it. They are not real spinoffs. They are just arms of the Research Institutes, organized to give them some flexibility." These two instances left me wondering: What does it mean to be a spinoff firm in societies in transit between plan and market?

Taking an afternoon train from Bucharest to visit the former World Congress of Scientists, organized by Dr. Ileana Ionescu-Susslin, Romanian Academy Commission for Science Policy Studies, I arrived a bit late. The next item on the agenda was a day and a half of visits with Research Institutes. During times of economic and scientific technological revolution, these research institutes and academies were unable to make a significant contribution to economic development during the socialist period. In contrast to the ideology of integration between science and production, the reality was separation. The Stalinist strategy of political control isolated segments of Eastern European society from one another. In the academic world teaching was separated from research and scientists were located in separate research institutes (academies of science) and universities. Universities were again split into separate segments such as Economics and Philosophy, even technical universities were sometimes split into individual units. In the face of these divisions, there were ideological requirements for cooperation. Under socialism, scientific research groups entered into contracts with industries to demonstrate that the intelligentsia was acting in support of the working class. However, much of the knowledge of the military and space spheres was technically stagnant. There was no need to innovate only to produce large quantities of goods. On the enterprise side, research needs were limited and connections with outside the institute were very tight. Even though they were officially required. On the research side, basic research group was not enough information to justify themselves. The most interesting interview for the question of spinoffs was at the Informatics Institute in Bucharest with the Director, Florin Gheorghe Filip. He had 300 people in three large buildings with students and the equipment. Basic salaries were met. The Academy had brought several of the "best" institutes under its wing when it was revamped as an independent entity with government funding, after the revolution. Given the low salaries, many of the best qualified and energetic staff were leaving to work for foreign firms or to get into businesses for themselves. Part of the director's strategy to renew the institute was to make alliances with foreign firms. Some of the technical people (programmers, not senior researchers) were picking up management and consulting skills on the side. They were working with Ernst and Young, a U.S. consulting firm, assisting them in making deals with Romanian enterprises.

As opportunities arose, through inquiries from foreign firms or from ideas generated within the institute, new small business units were also being formed. Their staff were on salary from the institute and given workplace without being charged rent. If successful, the ownership of the new firm would be shared by the institute and the founders of the new enterprise. Although these businesses were being called spinoff firms, they appeared to be more like "dual-use" or "film" firms since the ties retained with the parent enterprises were so close. Although this is changing. In the U.S. there is typically a virtually complete separation between the new and old organizations at a very early stage. Reasons include conflict of interest concerns in universities about the mixing of roles, the desire to maintain control of intellectual property rights despite having signed them away to an employing firm, and the ability to obtain capital to establish an independent company.

In the emerging Eastern European model, the outcome appears to be a shared ownership and a continuing relationship, (initial location within the parent organization and a gradual moving out) something in between a spinoff and an economic research unit. In Eastern Europe the Institute serves as an incubator facility and venture capitalist, supplying money and expertise to nurture the new firm. Such activities are referred to as the "underground" and have not yet been recognized as constituting a legitimate development model.

Sociologists Teaching in Eastern Europe: "Frustration with Inspiration"

by Dennis Layton

Last year Footnote ran a story on the Civic Education Project, a program that sends advanced graduate students and retired professors to teach undergraduate courses in Central and Eastern Europe. The CEP was founded in 1989 by two graduate students committed to assisting in the reform of the social sciences in Eastern European universities. The CEP is currently teaching 2,300 students at 92 universities in nine countries. The program is active in the fields of sociology, political science, economics, and law.

Cecile McNally, Cluj, Transylvania region, Romania:

"My interest in coming to Cluj and my arrival here I kept saying, 'I'll get more out of it than the students.' I just didn't know what each other which area..." life here has deepened my conviction that students, Americans, Russians, and Hungarians generally share the same basic (longing, values, and needs. For the experience of living and teaching abroad, an intellectual journey that I have learned, and for the many acts of kindness shown me, I'm grateful."

ASA recently asked sociologists teaching in Lithuania, Latvia, Romania, Hungary, and Ukraine to comment on the program and their experience in Eastern Europe. Most report that when they first arrived at their assignaments the students were very student- and as Donna Winzer explains, "were not used to an informal, interactive teaching style." Many said that the students still ask few questions, all said that they have a positive relationship with their students. Laurel Martocci elaborates: "They are eager to learn, always read assignments, and ask questions with some caution." Without full, respondent participants lost their students as the best part of their experience.

John Ely, University of Bucharest, Romania:

"Romania is definitely geared towards the internal foreign press, but all of the basic necessities are readily available. As a CEP instructor I can hardly find a more interesting situation than most Romanians. Living in Romania is "Thrilling!" The climate, you can watch the grass grow, "come to mind. Just within the time that I've been here I've seen the entire course of the opening up of political expression in post-communist Romania."

Living conditions constitute one of the most difficult parts of the experience. Every teacher ranks them as "difficult," "very difficult." As Cecile McNally says, "It's fun, different, and difficult. I walk most places, do without an automobile, and I feel that we carry everything everywhere. Everything takes several times longer than it does in the states -- the telephone system is terrible." Donna Winzer found it up by saying, "It's one thing to read with disbelief about the difficulties of the Soviet system, it's another to experience them first hand. Although the difficulties are real, retired sociology professor Ruth Murphy Brown expresses the sentiments of many when she says, "It's nothing I can tolerate."

The teaching situation is very different compared to the United States. Although courses are the same (such as introduction to Sociology and Research Methods), facilities and teaching situations vary much to each desired. The facilities are usually listed as "poor." Brown describes the typical situation: "It's just me, the students, a blackboard, and a wet rag to wipe it clean."

Communication with the administration is also problematic at times. Several report that they unknowingly scheduled classes on holidays. All note that students are used to straight lectures, and are often without textbooks and are briefly asked if they are familiar with those that the American sociologists brought with them. Because students are required to take between eight and eight courses per semester, only a minimum amount of homework can be assigned.

As the classes are taught in English, the teachers list communication with students as a challenge. Attempts to relate nuances and

CERP Participant Donna Winzer

"We are never bored! I find it so exciting to be on the scene during this time of transition, where literally no one knows what next year or even the next month will bring. I hope that my students, having spent a semester thinking about these issues, will be in position to make some small impact on the future of their country."

Mary E. Kelly, Kansas University, Technology of Lithuania:

"Suddenly, people who had never seen any one from a country outside of the Soviet block are incensed with foreigners. Usually the foreigners are trying to tell the Lithuanians how their beliefs and institutions should be changed. Sometimes they recognize that Lithuanians may have their own opinions, but sometimes they do not."

"As the discipline of sociology was the rubric under which compulsory courses on liberal radical studies were taught sociology at [Latvian] Alta was in a precarious position. Given the peculiar beliefs of a state-legitimization and the discipline, the bulk of sociology appears to have been comprised of various branch organizations. Our country is primarily a country with a tiny elite and micro-level analyses are consciously shunted, while "political sociologists" have been branded as the "West. However, this reality is counterbalanced by the eager optimism with which prosocial scientists use both Western literature and individuals as much as they can."

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Miami, from page 1

situation. Like many other cities, Miami's segregationist practices had allowed Overtown to emerge as a vibrant center of black businesses and professions catering to the local black population. Urban renewal virtually destroyed Overtown, the home of the black middle class to newly desegregated suburbs or away from Miami altogether.

Miami's metropolitan political system also offered little possibility for redressing black concerns. Constitutioned by a "good government" reform in 1927, it combined a strong county government, administered by a non-partisan commission elected at-large and an appointed manager, together with 26 municipal governments (the largest being the city) retaining some local autonomy but subordinated to standards set by the county. More than half of Dodge Grop's residents and territory fall outside of these municipalities. With some 60 percent of the metropolitan Miami's black population residing in unincorporated Dade County, and much of the remainder living in Suburban Beach or in its large Hispanic majority, the chances of effective black political representation were minimal.

The riots of the 1960s thus crystallized a widespread anger in black Miami over its isolation from local economic and political life. In the 1960s, the response of city officials was to impose a limited number of economic and social programs designed to show up black neighborhoods, but the resources of these programs are out of their reach.

Inside 1722

Win-Win: When Interns Become Employees

Wendy Hansen was a senior sociology major at the University of Miami when she responded to a request for a sociology intern to undertake a research project at a church in Washington, D.C. She had been interning last year to work with the church on a needs assessment study of the congregation and the demographic shifting community in which it was located. Her surveys and phone interviews lead to a report to the congregation and ultimately was a report on one of the church's long range plan. Carl Howey, the senior pastor, was so pleased with the results of the internship that he decided to hire Wendy as an intern.

Office jobs. She joined the ASA staff in June 1992, working with the Professional Development Program. Wendy jumped right in to implement the Federal Network. She became involved in a variety of projects and decided to become an ASA member at the 1992 Annual Meeting. Now she is handling the Teaching Resources Center's budget and other activities in the new Academic and Professional Affairs Program, which she and several others are revising the ASA career materials as part of the preparation for this year's Annual Meeting.

Wendy is putting her roots down in the Washington area. She is using her fellowship to attend classes at Virginia University, a church in a French business, and a lawyer, in his work she is making plans for her wedding next year. ASA could not be happier to have someone on the staff who can effectively answer the question, "What can I do with a sociology major?"

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concepts are also characterized as "difficult." Although this is sometimes frustrating, it also has its corollary side. As Mary Kelly points out, the worst part of the job is trying to explain words like circumstantial.

Donna Winzer, University of Latvia, Riga, Latvia

"Living in Latvia has made my perspective more international, and indeed, my perspective appears mundane by contrast. I am not at liberty to discuss culture, and I am not sure if I can use such an advantage, but I must be aware that a Latvian could feel just as alien in my society."

Everyone who participated in our survey is convinced that they have benefited from the experience in their own country, in spite of the hardships. Winzer affirms that it has been invaluable "as a society that one had only read about, and to see personally the way another society operates."
Three Centers Focus on Family and Gender Issues

Sociologists are centrally involved in the creation and development of new centers on university campuses. These centers and their projects are profiled below.

A New and Distinguished Life Course Institute
by Rachelle L. Cummings

Directed by Phyllis Moen, Professor of Human Development, Family Studies and Sociology, the Life Course Institute (LCI) in the College of Human Ecology at Cornell University, opened in January 1992 and had its grand opening in late April 1992. Its mission is to nurture faculty, students, and multidisciplinary research that will help families and individuals cope with the staggering social, economic, and demographic changes that we have all experienced in the United States.

To accomplish this goal, LCI promotes research, training, transmission of knowledge, and policy development with a "Life Course" orientation. Specifically, faculty members from various disciplines collaborate in research focusing on the constructive and destructive forces at work throughout the human life span. They also create policies and programs that will enhance human potential throughout the life course and disseminate their research findings to policy makers to inform and stimulate discussion among scholars, citizens, and policy makers, thereby providing the needed resources in our times. Finally, the faculty focuses on the education and training of students in the life course approach to conducting policy-relevant research on aging, families, and gender.

LCI distinguishes itself from other institutes. First, it maintains an emphasis on the constructive rather than destructive forces impacting on the effective functioning of individuals and families. Moreover, it is the only one of its kind with an orientation toward the entire life course. A third distinction is that LCI is in particular examines the second half of life. Finally, LCI promotes cross-cultural, international studies and comparisons. LCI believes that these distinctions will substantially enhance the value to both the research and policy-making communities.

Researchers affiliated with the Center accomplish this by providing support to policy makers and to the human services through consultation and expert testimony for Congress and seminars, forums, and in-service training for government officials, service providers, and private industries. Another research commitment of the Center is the evaluation of programs, such as: Judith Gardner is evaluating the Robert Wood Johnson Foundation (RWJF) Mental Health Services Program for Youth. The goal of the RWJF Program is to change the systems of care that provide services for children with severe emotional disturbances through the coordination of various child serving agencies including mental health, social services, law, justice, education, and public health. The evaluation study is designed to provide objective, usable information about the process and outcomes of the RWJF Program with the end of improved knowledge about the design and implementation of systems of mental health care for children with acute mental health problems.

Brandeis' Family and Children's Policy Center

"Children are the future of the nation. The well-being of the next generation," asserts the Family and Children's Policy Center. Open since 1990, it offers courses, research, and programs to address some of the challenges posed by changes in the American family, located in the Heller School at Brandeis University in Waltham, Massachusetts, the Center is made possible by initial gifts from Thomas H. and Barbara Lee, the Samuel H. Rapaport Foundation, and support from the Heller Center for Social Policy Innovation in Social Policy. While Janet Giele, Director, works on an international study of women's career paths, sponsored by a German Marshall Fund Fellowship, Judith Gardner, Acting Director, manages the projects of the Center. In addition to Giele and Gardner, there are approximately 12 affiliates of the Center who include assistant directors, associate, visiting, and research professors, and the Center research associates and analysts.

Gardner remarks that the primary goal of the Center is "to teach, do research, and be a Center for people who are concerned with children and family issues." The educational program includes courses such as Child Health Policy, Feminism, Law, and Social Policy Labor Markets, Work, Individual and Family Development and Social Welfare. Moreover, The Heller School awards a PhD in Social Welfare Policy. Likewise, a major in Management of Human Services is available to students to specialize in the family and children's field. Gardner graduates in the family and children's field are established in government, human services, and the corporate and academic worlds. For further information on both degree programs, write to the Registrar, Heller School, Brandeis University, P.O. Box 9100, Waltham, MA 02254-9100 or call (617) 736-3800.

At the Center, research initiatives include a variety of programs. They include: child health and wellness, adolescence and youth, men's and women's role, workplace and family policy, and threats to family functioning. According to the Center, "within the Heller School, the challenge is particularly in how multiple problems of education, health, mental health, and social welfare are addressed in integrative and comprehensive ways to ensure a better life for children and families throughout the life cycle and across all socioeconomic groups.

In addition to these contributions, the Center is committed to turning the life cycle into a life story. One way that the Heller faculty and researchers affiliated with the Center accomplish this is by providing support to policy makers and to the human services through consultation and expert testimony for Congress and seminars, forums, and in-service training for government officials, service providers, and private industries. Another research commitment of the Center is the evaluation of programs, such as: Judith Gardner is evaluating the Robert Wood Johnson Foundation (RWJF) Mental Health Services Program for Youth. The goal of the RWJF Program is to change the systems of care that provide services for children with severe emotional disturbances through the coordination of various child serving agencies including mental health, social services, law, justice, education, and public health. The evaluation study is designed to provide objective, usable information about the process and outcomes of the RWJF Program with the end of improved knowledge about the design and implementation of systems of mental health care for children with acute mental health problems.

Center on Population, Gender, and Social Inequality

Since its inception in May 1988, Harriet Presser has been directing the Center on Population, Gender, and Social Inequality, located in the Department of Sociology at the University of Maryland at College Park. According to Presser, there are numerous small population centers and about a dozen large academically based centers. However, what makes Maryland's distinctive from all the others is that "it is the only population center in the world known to have a special focus on how demographic processes relate to both gender and social inequality issues. This focus reflects the growing recognition in the field that to better understand demographic change—what is, changes in fertility, mortality, and migration—it is essential that we consider the relevance of gender and social inequality. Another distinctive accomplishment of the Center is that it has been extremely successful in acquiring external funding. Moreover, William Falk, Chair of the Department of Sociology, has been instrumental in achieving University support. A final strength of the Center is its proximity to the metropolitan area of Washington, DC. The Center is located near the major federal agencies that provide data bases and funding for demographic research. The goal of the Center is to produce high quality demographic research with regard to gender and social inequality, both for developing and highly industrialized countries. To accomplish this, the Center is professionally staffed by five sociologists: Harriet Presser, Jay Twemlow, Reviere Vanneman, Joan Kalm, and Anja Malhotra. Their current research is funded by the National Science Foundation, the National Institute of Child Health and Human Development, the Rockefeller Foundation, and the William and Flora Hewlett Foundation.

A sample of their research includes the study of "Gender, Life Course, and Family Formation: A Longitudinal Study of Young Adults," "Population Development, Fertility, and the Employment Experience of Women in Puerto Rico," "Family and Socioeconomic Consequences of Military Service," and "Develo- tion and Gender Inequality among Immigrants Outside the United States." In addition to the core faculty of the Center, additional faculty affiliated with the center include Drs. Lisa Leland and Barbara Begmann, both economists Dr. Ira Berlin, a historian; and Dr. Bonnie Ellr, a sociologist and professor of women's studies. As the Center's activities continue to expand, the Department plans to recruit an additional faculty member in demography with a focus on gender and economic development within the next year.

Another goal of the Center is to train graduate students. Through special funding, the Center supports graduate students with particular interests in demographic change in developing countries. The Center's external funding for its training program is from the William and Flora Hewlett Foundation and has been renewed through 1994.

Additionally, the Center organizes a monthly seminar series. This allows faculty and graduate students the opportunity to interact not only with affiliate members outside the Department, but with many demographers in the Washington area outside the University. The Center suggests that students who are interested in graduate study in demography with the Center's special focus should write to the Director. Center on Population, Gender, and Social Inequality, University of Maryland, 3141 Art and Science Building, College Park, Maryland 20742.

Rachelle Cummings is a research assistant in ASA's Research on the Profession. Program and a graduate student at George Washington University.

Good Ideas

Keith Farrington, Whitman College, emphasizes undergraduate student research with faculty. Whitman College gives small research awards to student-faculty teams to promote these collaborations. Farrington has written a paper on the opportunities and pitfalls of such teams. For more information, contact Farrington at the Department of Sociology, Whitman College, Walla Walla, WA 99362.

Students in the senior capstone course at Southern Oregon State College complete a research project and make a public presentation in it. The audience are members of the department, students, relatives and friends, and community members and field supervisors. The "con- ference" includes a reception and it is important for students, who reach closure, to feel skilled, competent, and empowered for the job. For more information, contact Cecil Steil, Department of Sociology, Southern Oregon State College, Ashland, OR 97520.
State Licensing Program Welcomes New Monitors

by Wendy Hanson, ASA Program Assistant

In response to our recruiting efforts, several sociologists have volunteered to monitor licensing legislation in their states. The following is an updated list of 38 licensing monitors. Contact readers who know of present or pending legislation that is discriminatory or restrictive toward sociologists in their state are asked to contact their monitor.

■ Alabama: William D. Lawson, 1924 Elm Drive, Montgomery, AL 36117
■ Arizona: Florence Kaelstrom, Department of Sociology, Box 13500, Arizona State University, Tempe, AZ 85287
■ Arkansas: John S. Miller, College of Arts and Humanities, University of Arkansas, 2801 S. University, Fayetteville, AR 72701
■ California: Susan Bates Robins, 1920 Zeno Drive, Oakland, CA 94611
■ Connecticut: Judith Gordon, Gerontologv Program, University of New Haven, 300 Orange Avenue, West Haven, CT 06516
■ Delaware: Gordon J. DeRonne, Department of Sociology, University of Delaware, Newark, DE 19716; and Steven Smalley Martin, 121 Delaware Street, New Castle, DE 19720
■ District of Columbia: Norma J. Fields Nager, Dept. of Sociology, Howard University, Washington, DC 20059
■ Georgia: Melody L. Fish, Kennesaw State College, P.O. Box 444, Marietta, GA 30060
■ Illinois: William M. Crewe, Department of Sociology, Illinois College, Jacksonville, IL 62650; and Michael Fischer, 1005 S. Water Street, Jacksonville, IL 62650
■ Indiana: John M. Kennedy, Center for Survey Research, Indiana University, 1023 East Third Street, Bloomington, IN 47404
■ Kentucky: Donna Phillips, Department of Sociology, Morehead State University, Morehead, KY 40351
■ Louisiana: C. Eddie Palmer, Department of Sociology & Anthropology, University of Southwestern Louisiana, Box 94179, Lafayette, LA 70504-1798
■ Michigan: Tom Van Valey, Department of Sociology, Western Michigan University, Kalamazoo, MI 49008; and David Chaplin, Department of Sociology, Western Michigan University, Kalamazoo, MI 49008
■ Minnesota: Barbara J. Johnston, Department of Sociology, North Hennepin Community College, 7411 85th Avenue North, Brooklyn Park, MN 55445; and Susan Smith-Curren, Department of Sociology, University of St. Thomas, 2115 Summit Avenue, St. Paul, MN 55105-1096
■ Missouri: Ron Strange, Department of Sociology, University of Missouri, Columbia, MO 65201
■ Nebraska: David L. Laquinta, Department of Sociology, Nebraska Wesleyan University, 500 St. Paul Avenue, Lincoln, NE 68508-2796
■ New York: Ermela Silverman, 956 West 160th Street, New York, NY 10032
■ Ohio: Ashley Bankey, 922 Chatham Lane, Columbus, OH 43221; Janice L. Bending, 7932 Schoolhouse Lane, Cincinnati, OH 45242; and Kay Hartkamp, Department of Sociology, Bluffton College, Bluffton, OH 45817
■ Oklahoma: Howard A. Kertz, Department of Sociology, Oklahoma City University, NW 23rd at North Blackwelder, Oklahoma City, OK 73106
■ Oregon: John Pock, Department of Sociology, Reed College, 3203 Southeast 206th Blvd., Portland, OR 97232; and Richard A. Smith, Health Division, Department of Human Resources, 800 NE Oregon Street, Suite 785, Portland, OR 97232
■ Pennsylvania: Cordell D. Thomas, Department of Sociology, West Chester University, West Chester, PA 19383
■ South Carolina: Janice L. Daniel Coven, 43 Kirkwood Lane, Greenville, SC 29607; and Charles W. Tucker, Department of Sociology, University of South Carolina, Columbia, SC 29208
■ South Dakota: Jerry Roscoe, Faculty of Social and Natural Science, South Dakota College, Aberdeen, SD 57401
■ Tennessee: Diana K. Harris, 4815 Linden Drive, P.O. Box 26546, Knoxville, TN 37926-4546
■ Texas: Clifford M. Black, Director, Center for Public Service, North Texas State University, Denton, TX 76203; and Robert Colbert Rhodes, Department of Sociology, Park University and University Boulevard, University of Texas, Dallas, TX 75235
■ Utah: Robert R. Gray, Department of Sociology, Room 304, Behavioral Science Building, University of Utah, Salt Lake City, UT 84112
■ Washington: William L. Benson, Department of Sociology, Central Washington University, Ellensburg, WA 98926
■ Wisconsin: Robert R. Menzel, Department of Sociology, University of Wisconsin-LaCrosse, LaCrosse, WI 54601

These sociologists representing 29 states now serve as "monitors" for legislation affecting the licensing, certification, or employment of sociological practitioners. For information, contact Wendy Hanson, ASA, (202) 835-3410, ext.318.

ASA Small Grants Program

Conference on the Meaning and Measurement of Gender

In August of 1992, immediately preceding the ASA meetings in Pittsburgh, eight social scientists representing a range of substantive areas and methodological approaches met to debate issues surrounding the conceptualization of gender and implications of feminist scholarship for the discipline of sociology. The meeting was supported by the American Sociological Association Small Grants Program, which is funded by the National Science Foundation to assist individual and groups engaged in the study of problems viewed as central to the discipline.

The conference was organized by Barbara J. Risman (North Carolina State University) and Joyce Sprague (University of Kansas).

The theme of the conference evolved from a dynamic group process. Papers presented ranged from those which focused on the meaning of "choice" within oppressive constraints to those which concerned the need for a constructive link between theory and practice. Dialogue and debate during the conference seemed to create a consensus that three projects were imperative at the moment. First, sociologists who study gender must consciously organize toward disciplinary and curricular transformation. That is, gender sociologists must move beyond talking to and writing for each other. We must engage the dominant gender and present theories and analyses that address the material and ideological methods and move toward the development of a multi-level theory of gender which integrates a structural perspective on gender stratification with an understanding of the interactional construction of individual realities, and serious attention to human agency. Finally, the participants were also concerned with creating a project to link academic theory and research to feminist social actions.

Plans are underway to meet these challenges. The conference participants recommended a series of books be commissioned, to be titled The Gender Lens. Judith A. Howard (University of Washington), Barbara J. Risman, and Joyce Sprague agreed to act as series editors and have signed a contract with Sage and Pine Forge to publish the Gender Lens Series. With the series, we intend to build a new and contemporary social theory that will inform and improve gender research and gender action.

In social action being organized by Francesca Cancian (University of California, Irvine). A conference linking theory and practice is currently being planned.

The ASA Small Grants Program for the Advancement of the Discipline welcomes applications for financial support for 1993 meetings. See the description on page 34 of this issue.

Writing Tips

Active and Passive Verbs

by Karen Feinberg

When we were learning to write, our teachers often urged us to use passive verbs because they thought the resulting impersonality made the writing sound more objective. Many of these teachers, especially in elementary and high school, also cherished the belief that only we were too immodest to be used in writing.

Fortunately the conventions in writing have changed. Writers now know that the absence of an "actor" in a sentence can leave readers in need of information. By using active rather than passive verbs, you let your readers know "who did it." Compare the following pairs of sentences:

Active: She finished the project in two days.

Passive: The project was finished by her in two days.

Active: We will take steps to improve the situation.

Passive: Steps will be taken by us to improve the situation.

In the passive versions of these sentences, I avoided by and by as in brackets to show how easy it is to lose the actor in a sentence containing a passive verb. You can omit by and by as without damaging these sentences—they still express complete thoughts—but the passive version doesn't deliver as much information as the active version.

If the "passing actor" is for us, it's much better for you to yourself and your readers to specify who did it and to take the responsibility (or the credit). Compare these pairs of sentences:

Passive: The sample was selected through random-digit dialing.

Active: We selected the sample through random-digit dialing.

Passive: The data were analyzed in two stages.

Active: I analyzed the data in two stages.

In special situations, however, the passive form is appropriate. You don't deprive the reader of any information in sentences such as these:

The names of gangs were written on the walls of the high school. (Nobody knows who did it, or it doesn't matter.)

On the entrance test, a certain number of points will be added to the Laprants' score. (It's a policy.)

We were surprised by the findings, which varied according to age, height, and self-reported degree of enthusiasm about buying shoes.

The active version of this sentence is the following clinker:

The findings, which varied according to age, height, and self-reported degree of enthusiasm about buying shoes, surprised us.

In the passive version is preferable here because the active version keeps the reader hanging for the full length of the sentence between the findings and surprised to.

Active verbs, when used properly, will add strength, clarity, and liveliness to your writing. Read over your work after a cooling-off period, if your deadline permits. Better still, let someone else read it. If you pay close attention to the verbs, you're more likely to tell your readers everything you want them to know.

Karen Feinberg is a professional copy editor. She has worked on sociologists' manuscripts for more than 20 years. If you'd like to see a particular article or writing problem discussed in this column, write to Ms. Feinberg, 1015 Footnotes
included in most introductory textbooks. He argues that the "common sense" beliefs are generally more valid than the supposed sociological refutations, unless one defines one's terms in a peculiarly sociological fashion. In his issue of Footnotes, Michael Armer (1985) finds that most sociology courses include little or no international material. The collapse of state socialist societies in Eastern Europe is certainly one of the most striking sociological events of recent years, yet even our students do not seem to bring this issue to their introductory sociology classrooms. At least one sociologist (Bergenbarg, 1991) avoids the issue entirely (except for a few paragraphs) and still insists Karl Marx was an icon, instead of soberly assessing the impact which his ideas have had on the world in which very real people live. In my conversations with sociologists, I find widespread feelings of malaise about the discipline, coupled with some of the defensiveiveness characteristic of people who are losing their dissociation with a belief system (Goertz, 1992: 236-237). Few bother to read the major research journals and even fewer of those who are outside academia feel marginalized. Perhaps we would feel better about ourselves if we could find a more effective way of reaching the leading medical journals, written for practitioners instead of for researchers (the more general public for whom articles can be made available on e-mail for the researchers who need them). Is there any reason why the American Sociological Review does not comment on current issues, perhaps we could even use it in our teaching. Unfortunately, the one sociological journal I could think of developing in this way (Sociology and Social Research) collapsed for lack of support. Sociology and Political Science found out about people's illusions, but highly resistant to questioning their own. Our textbooks pay lip service to everyone's efforts. We need to be more realistic about the founders of our discipline, I have yet to find a journal willing to change publishing my paper on The Fathers of Sociology: Personal Troubles and Public Issues' (Goertz, 1993). Even the supposedly "humanistic" sociology has not yet found a refuge in the banality that the origins of an idea have nothing to do with our validity. Knowing full well that the paradigms of choice in sociology has little to do with the validity of the ideas and much to do with people's personalities and politics. Rather than debate the important fundamental issues, we divide our professional association into sections where we need to talk only to people who won't question our shaky assumptions. Despite these problems, enrollments seem generally to be up and I doubt that a poll of students would rate sociology teaching lower than in most other departments. We generally carry a heavy teaching load with inadequate resources. Many sociologists are enthusiastic about their own specialized teaching and research, even as they are doubtful about the credibility of broad research which presents the discipline to outsiders. Perhaps if we get to some of our outdated theoretical preconceptions and ideological schemes and focused on the things that we do well (such as surveys and policy research), we could improve our image and own up standing with ears.

Ted G. Goertz, Rutgers—The State University

References

Publishers Assault Quality Education In Campaign To Control Photocopy Cousepacks

Following the success of their suit against Kirkos in March 1991, several publishers are now using the use of photocopy coursepacks in college courses, publishers are now imposing the Michigan Document Service, a small Alton Illinois, Michigan company, in a case that goes to trial in April. This is a step in a continuing campaign that will, in consequence if not in intent, reproduces the educational use of coursepacks in college instruction. In a step that is not surprising, the primary objective would be to control the provision of quality education. While the use of coursepacks in college instruction is not unusual, there are a number of publishers who at least partially recognize that they are inadequate. The campaign promotes, moreover, a form of institutional racism and racism. When I was an undergraduate at a small liberal arts college with a student-faculty ratio of about nine to one, my fellow students, for instance, to have open shelf access to a non-circulating reserve reading room of books and journals assigned in courses. This was in large part because of the days of photocopy. Several students would read the single copy of a book or journal article in this room. This, although it might be more than one copy of items assigned in several courses. As a consequence, doomsday—doomsday—would, of course, read a wide variety of materials without having to buy them. I offer this high quality small college practice as the baseline educational arrangement in terms of which to assess the legal and moral implications of current publisher efforts minutely to control the photocopy distribution of course readings. Publishers are now demanding cumbersome, provision procedures and exacting fees for the photocopy use of an enormous array of items used in courses and for items placed on library reserve. Essentially, the strategy is one of legal intimidation, hoping that many of these publications have a right to read them without obtaining permission and paying a few. For, in allowing multiple students to read a single article or book, any college was depriving publishers of permission fees and sales—their key concerns. The demand, of course, strikes us as preposterous. How can you demand permission and a fee simply to read something? This is, however, the underlying logic of the argument now pressed on us by publishers, whose demands for permission and fees regarding course photocopy amount to such control. The preposterousness of this logic is simply all too evident to us as a fact because we are distracted by two changes in surface features of college teaching since the fifties. Let me identify these two distracting changes so that we can then come clearly to see the educational identity of the elite college reading room I describe as the photocopy coursepack. The first of these surface changes and distractions is the vast increase in the scale on which people undertake college education. When I went to college in the Fifties, higher education was still rather small, but it has expanded enormously since that time. It is much easier to find large and mass college institutions with very high student-faculty ratios—twelve to twenty to one or more. Consequently, the reserve reading room I describe has not been developed on these campuses, more than waste of resources and other pressures from publishers demanding permissions and fees for reserve materials. In addition, higher education is increasingly viewed in "market" or "commodified" terms. Publishers, in particular, look on this vast expansion of students as a market in which to merchandise expensive and profitable textbooks outfitted with "study guides." The worst of all possible worlds, why do anything? They anything do themselves prepare for course use is viewed as participation in competition with their wares. The second surface change is, of course, the coming of mass-market larger, more widely available photocopy technology. Despite these changes, the primary obligation of the college educator has not changed at all. Even though the opportunity to provide the elite college reading room had declined with the crest of vast numbers of students crowded into large classrooms, the obligation to provide the best and most pertinent course reading materials is not diminished. The advent of photocopy is an enormous blessing. It allows a professor to provide a functional substitute for the elite college reading—a substitute not as good as an elite college reading room, but considerably better than a textbook or a set of only somewhat perverted required texts. The photocopy reader allows mass classroom function to which all faculties at elite institutions have always done: conversely to expose their students to the original, to the best, and in the most recent. For these reasons, the control that publishers so cynically pursued in the Kirkos case is now being pursued in the Michigan Document Service case, a assault on the very backbone of higher education. Photocopy is an integral fact of college life irrespective of publisher efforts to criminalize its use in instruction. Envision, indeed, the comic character of escalated and full-scale efforts to control course pho
tocopies: Middle aged professors with hand
drawn coursepacks gang and mob the dread criminal identity of the evil "coursepackers" coursepack buster hunters and window pecking informers; mandatory price terms for coursepacks, publisher-driven "get tough with the enemy" controls; a "wars on coursepacks." (Question to a future Supreme Court or Attorney General of a future political party): "Did you not engage in illegal reproduction of course materials when you were teaching at Yale Law School?" The more rational albeit less engaging alternative is the one that we as a society have elected for a variety of other legitimate activities that are nonetheless offensive to groups with special interests: decriminalization and legalization. Large publishers to pursue such a policy of enlightened self interest. In this, they would, indeed, simply be complying with the fair use provisions of the United States Copyright Act (Section 107), which reads in pertinent part: "the fair use of a copyrighted work, including such uses...for purposes such as...teaching (including multiple copies for classroom use)...is not an infringement of copyright."
The State Level Picture
I appreciated the page concerning state sociological associations in the March Footnotes. As an immediate past president of the Michigan Sociological Association, I also have found state associations to be a vital link especially where professional issues are involved.

I have become increasingly concerned that the collective hand-holding we have been doing recently over the state of our discipline is in danger of becoming a self-fulfilling prophecy. At Delta College, we have trouble finding staff to meet the demand for sociology courses. The pre-tenure course never has a lack of students even at such odd hours as Saturday morning. Two of my colleagues on the Michigan Sociological Association Board recently reported that they are adding faculty positions in their departures, even in these hard economic times. My friends in South Carolina, where I used to teach, paint a similar picture. My old department at Southern Illinois University has grown about 40 percent in the last six years.

Sociology has always fared better among marginal people than among the elite. It could be that sociology's future lies in the small colleges, the state campuses, and the community colleges.

I urge each state association to send a representative to the national meeting of the National Conference of State Sociological Associations at the ASA meeting in Miami. (See your schedules for time and place.) Let's share the rave with each other. That our "sample" includes more than New Haven, Cambridge and San Diego. Let's also share tactics and plans. Our discipline is not merely to survive but to prosper.

Marilyn and I look forward to meeting with you.

Alan Hill, Delta College, Michigan; Co-president, National Council of State Sociological Associations

GRE Scores And Graduate School Success: A Response To The Commentaries
We were very pleased to see the series of responses in Footnotes (February 1993) to our article showing the low amount of variance in graduate school performance by Graduate Record Examination (GRE) scores. These responses constitute the type of public debate about the relevance--or lack of relevance--of GRE scores in admitting students to graduate programs, and warranting their scholarships or assistantships, that has been sorely lacking in academic discourse.

At some juncture the GREs from a test used to provide further evidence of a marginal student's competence to do graduate work, to an artificial barrier used to exclude many students from graduate programs for which they were otherwise qualified. Moreover, this was often done without examination of the actual, empirical connection between GRE scores and success in graduate school. Our article summarized existing data on this relationship.

A logical response to such data was involved the possibility of a "floor score" on the GRE that might actually indicate inability to do successful graduate work (e.g., in math or physics), or at a given type of institution (e.g., a high status university). These are certainly reasonable issues to raise. What would be needed is research drawing on and extending studies from the GRE publisher program, or new data, but now showing if such scores in specified graduate programs (or possibly disciplines) is predictive of success below given GRE levels (for example, below 500 on the quantitative test). In addition, the researcher would be looking to see if strong relations exist between GRE scores and success in these specified graduate programs, or in particular types of universities. Nevertheless, for the stories we cited, no more than 28 percent of the variance in graduate school success was explained for any program by any type of GRE score used.

In addition, some commentaries raised the issue of 'restriction of range,' suggesting that test scores and other factors influence students to select themselves out of applying to some universities, thus reducing the amount of variance on an independent variable like GRE scores, and hence lowering the predictive ability of that independent variable for a dependent variable like graduate school success. Robert Hauser gives an example of this by citing a case where the quantitative GRE scores did not predict awards of NSF predoctoral fellowships in mathematics, although the verbal GRE scores did, because all the NSF applicants had perfect quantitative scores of 800. As an example of the many studies we examined of reported groups having perfect GRE scores, Hauser's example would have to be viewed as a clear extreme (only "double 800" would be more so). Once again, it is incumbent on the critics to come up with actual data--not extreme examples--that show very strong relations between GRE scores and graduate success. The only thing that is "utter nonsense," in Hauser's terminology, is to deduce from a weak method predicting graduate school success--or any other type of academic success--without strong supporting evidence in favor of that method. Neither Hauser--nor anyone else--has presented strong evidence that SAT scores predict graduate school success.

Another commentary indicated that the use of simple correlations would yield somewhat higher numerical coefficients. This is true enough. Yet the psychological content one gains from these somewhat higher coefficients does not substitute for the fact that correlation coefficients PER SE are not explained variances. It is necessary to square correlation coefficients, which we did, in order to explain variances, which we reported.

A final commentary pointed to the importance of using multiple criteria in selecting graduate students. This is certainly acceptable and is typically employed by many graduate programs. Among the criteria would be grades, letters of recommendation, research papers, and GRE scores.荷。荷 would agree with this multiple approach, especially if GRE scores were used in a more positive manner, namely to add extra evidence to students marginal in terms of other criteria, particularly grades.

But the practice of using these weakly predictive GRE scores as barriers of elimination to graduate study and academic awards, without strong justifying evidence, is misguided and should be abandoned.

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

Interdisciplinary Working Group on Homework Research

Though homicide research, dataset development, and intervention programs literally involve life-and-death issues, work in this area is scattered among numerous discipline and is largely uncoordinated. In an effort to address this problem, the Homicide Research Working Group was created recently by a group of professional and academic sociologists, social workers, health care providers, and others. Specifically, the Working Group has the following goals:

1. to encourage more efficient sharing of techniques for measuring and analyzing homicide data;
2. to forge links between research, epidemiology, and practical programs to reduce levels of violence without violence from violence;
3. to promote improved data quality and the linking of diverse homicide data sources, and to foster collaborative, interdisciplinary research on lethal and non-lethal violence; to create and maintain a communication network among those collecting, maintaining, and analyzing homicide database, and to generate a stronger working relationship among homicide researchers.

The Homicide Research Working Group currently has over 200 members representing many disciplines and many countries, and maintains a list of new and ongoing research projects. A newsletter, Homicide Research News, is distributed several times a year to keep members informed of new developments and activities.

In June 1993, the Working Group held its sixth meeting at the Center for Disease Control and Prevention in Atlanta, Georgia. The meeting focused on issues of violence prevention, and the program was co-chaired by Dr. Liberté Chajes and Dr. Mary Bouchard. The meeting included presentations from a variety of experts in the field, as well as discussions on current research and future directions for violence prevention efforts.

The Working Group provides a platform for researchers to share their findings and ideas, and to collaborate on future research projects. The group meets several times a year, and is always looking for new members interested in joining the effort to reduce violence and its impact on society.

Latest News From The Federal Network
by Wendy Hansen, Academic and Professional Affairs Program

The Federal Network (FEDNET) is expanding, generating new ideas, and bringing together members of the academic and government communities to improve employment opportunities for sociologists.

ASA's newest employment service, The Federal Network, continues to grow weekly. 1993 reflects a tremendous surge of interest as many as 20 per week are now seeking positions, and the ASA office receives five to ten inquires each week. FEDNET has 141 subscribers, the highest number since its implementation in June 1992. Department subscriptions have doubled since December 1992, now totaling 35.

November 1992 marked the six-month expiration date for our first group of subscribers. We took advantage of this opportunity by sending a renewal letter and evaluation form to subscribers as their subscription expired. Evaluation and renewal forms returned to ASA are accorded in order to track both the strength and weak points of this service. The Committee on Sociologists in Government (COSIG) meets each month to analyze and improve FEDNET based on subscribers' suggestions.

FEDNET is a unique source of job opportunities across the federal government, and is aimed at graduate students interested in public service. ASA's Academic and Professional Affairs Program, in conjunction with the COSIG, is an excellent organization to communicate with graduate students. For more information, please contact Carolyn Rebecca Block, Statistical Analysis Center, Illinois Criminal Justice Information Authority, 1520 South Riverside Plaza, Chicago, Illinois 60606.
Bum Raps: Daydreams of a Weary Conferencer

by Barry Holman, University of Toronto

The worst conference I have recently attended in Pennsylvania through the subject was "communications," almost all of the speakers remained sitting, spoke with their backs to the audience, and never once gave visual aids.

I must add that I found many of the talks to be quite good and informative, but the worst part was when the audience was actually asleep or not paying attention. Some of the talks were not particularly well thought out and lacked any kind of structure.

It is my opinion that conferences should be more interactive and engaging. The current format of speakers standing in front of a screen and reading their slides is not effective. There should be more opportunities for questions and answers, and the atmosphere should be more relaxed.

In conclusion, while conferences can be valuable for networking and learning, they need to be improved in order to be more engaging and informative.
We invite you to "CATI-Tools and Techniques for Effective Implementation," May 19-20 in Evanston, Illinois. The conference is open to all, not just potential Sawtooth Software users. Scheduled in Chicago to dovetail with the AAPP and National Field Directors’/Field Technologies Conferences, this two-day session will cover system evaluation, facility management, new dialing technologies, sampling, and CATI-related products for survey and analysis.

Speakers include representatives of many types of CATI facilities: market research firms, university research labs, political polling organizations, and government agencies.

For a complete program brochure, contact:

Sawtooth Software
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... a forum for small- and medium-sized computer-aided telephone interviewing (CATI) facilities.


Conferences, continued

Meetings, continued

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We would like to extend our thanks to the following sponsors for their support of the conference:

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This conference is approved for 12 continuing education credits by the American Academy of Political and Social Sciences. Registration is open to all interested parties. For more information, please contact Sawtooth Software at 708/866-9870 or sawtoothsoftware.com.

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W e would like to invite all CATI-Tools community members to participate in a series of workshops on new dialing technologies and their implementation. These workshops will be held during the conference and are open to all attendees.

Workshop Schedule:

- May 19: Introduction to CATI-Tools
- May 20: Advanced Dialing Strategies

Registration is free, but space is limited. Please register online at sawtoothsoftware.com or call 708/866-9870.

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The Transformation of Pasadena Orange County (University of California Press, 1993).

Jill L. University, California-Riverside, received the student paper award from the Pacific Sociological Association.

Lesa Tucker, Discovery Way, received a Woodrow Wilson National Fellowship Foundation Research Grant in Studies to study "A Journey Towards Liberation Women in the Zimbabwean National Independence Struggle." Sam Marulla, Geography University received an Albert Einstein Insititution Fellowship to work on genetic trees, population genetics, and William H. Bank, Tennessee State University, received the Outstanding Scholarship Award from the Pacific Sociological Association.


The Transformation of Pasadena Orange County (University of California Press, 1993).

(To be continued)
Meetings, continued
social research in the areas of earth-
quakes, urban water shortages, forest
fires, urban pollution, and other eco-
logical dangers with colleagues abroad
who can secure funds for projects of
mutual interest. For more information,
contact N. Petropoulos, Emergentics
Research Center, 9 Saratoga Street,
Albany 106 82, Greece, FA1-Phone
(3000) 62 37 542.
Has anyone contributed anything
directly helped to my forthcoming
effort to mount a multimedia intro-
ducory course in a large classroom? E.g.,
computer controlled presentation of
fot or video windows playing VC or
Later Disk on a projection screen,
either in serial or simultaneously; com-
bine the presentation of well-chosen
brief video or laser disk segments or
movies with collaborative study groups
working for 10-15 minutes within a 75
minute class, as they respond to and
work through the media material pre-
Cesued? Contact Bob Ashburner, Depart-
ment of Sociology, Indiana University,
Bloomington, IN.

New Publications
Research on Language and Social
Interaction, a journal devoted to con-
version analysis, ethnographic stud-
ey of social interaction, ethn-
methodology, sociolinguistics, and
related topics, is now being published
by Lawrence Erlbaum Associates on a
quarterly basis. Volume 26/1 (Janu-
ary 1993) contains an article by Eran
Schegloff, Tamar Saitrel, and Gail
Jefferson. Volume 26/2 is soon to be
available, with copy by editor
Lawrence Wether. "On Issues of Quan-
tification in Conversation Analysis." 
Volume 26/3 is soon to contain an essay, "Raveshape with Ervin Goffman," by
Jef Verheoven and the transcript of a
previously unpublished interview with
the late President, "An Interview with

Deaths
Ruth W. Berry, professor emerita of
geography at Ohio State University,
March 6 in Columbus, Ohio.
Kenneth Boulding, Boulder, CO, died
in March.
Joseph B. DeMello, Washington
State University, died April 13.
Martin E. Levine, New York City, died
on April 3, 1993.

Obituaries
Sidney H. Aronson
Sidney H. Aronson, recently retired
Professor of Sociology at Brooklyn
College and at the Graduate Center,
CUNY, died suddenly on March 6,
1993. He was 66 years of age. The So-
ciology Department mourns the loss
d of a distinguished scholar, esteemed
colleague, and friend.

Aronson was chairman of the So-
cial Department at New York Uni-
versity from 1967 to 1970, of the
Behavioral Sciences Department at
John Jay College from 1970 to 1972, and
of the Sociology Department at Brooklyn College from 1972 to 1978. Most of his career was at Brooklyn College, where he was a faculty member.

He wrote or edited a number of articles, journals, and books. Among his studies were those on the popularity and effects of society on the telephone and of bicy-
cing. He was a major contributor to urban civil service in early American history. He has made major contributions to urban sociology, writing about living in
New York from 1880 to 1914, about the
city during the 1960s, and about life in
the borough of Brooklyn. More recently, he has turned his attention to the
role that he went as a Fulbright
Professor in 1979 and in 1983. He stud-
ed the caste system, the emergence of
new occupations, and India's affirma-
tive action system.

Aronson, a native of Boston, gradu-
ated from Harvard and earned a mas-
ter's degree in history there and at Tufts
and a doctorate in sociology from Columbia. He was a former executive of the Society for the Study of Social Problems and chairman of the Commit-
tee on Sociological History.

His presence at Brooklyn College and at the Graduate Center was marked by his commitment to his stu-
dents. There was probably no one who enjoyed teaching and studying as much as Sidney Aronson did. There are countless sociologists whose careers were molded by his guidance and counsel. Those of us who worked with him have had our lives affected by his presence. Those of us who studied with him will forever be grateful for his generosity of time and spirit. All of us will miss his intelligence, wit, and his compassion.

Aronson was survived by his wife of 43 years, Seena, of Lawrence, a son, Mark, of New Haven; and a daughter, Nancy, of Pittsburgh.

Laura B. Rich, Brooklyn College

Jan Adel Auckert Arami
Jan Adel Eckert Arami, born April 29,
1939, died January 30, 1993, of mul-
tiple myeloma.

Arami believed in the powerful liberating potential of formal education. She believed that schools could promote tolerance, empathy, and understanding. She also believed that public schools could act as ladders of social mobility even though she recognized that they often merely reproduce inequality.

Her own education began in a one-
room schoolhouse in the rural farming
community of Bellefourche, SD. As an "A" student throughout elementary and secondary school, it was natural
that she would go to college. She
received an AA degree from Stephens
College, then proceeded on to the Uni-
versity of Illinois. At the University of
Illinois she studied with Alvin Gould-
der and graduated as a sociology major in
1957. At that point she finally left
Midwest and came to New York City to
continue her studies as a graduate stu-
dent at Columbia University. There she
worked in the office of Applied Social
Research. It was not long before she
met, and then married, another socio-
ology student, a foreign student from
Japan, Kenji Arami.

For fifteen years after receiving her MA from Columbia (1963), Jan's studies
were interrupted as she followed
her husband and took primary respon-
sibility for raising their two children, Lee and Eliza. After she was widowed
she enjoyed and took great pride in being a mother, Jan's involvement in the teach-
ing and research positions when

continued on next page
she could find them. In 1962-63 she lectured at Adelphi College. During the following year she was a student of the American Academy in Rome. She received her Ph.D. in 1967 from the New York State Technical and Vocational College. She served as a part-time lecturer at Alfred University and at Smith College. In 1974-75 she lectured at the University of New Mexico and at the University of California, Los Angeles. She died in 1986.

Resampling the Stats—Free Trial

Resampling the Stats is a statistical software program that allows users to test the accuracy and reliability of their data. It includes a variety of resampling techniques such as bootstrapping, permutation testing, and jackknife estimation. The program is available for both Mac and Windows platforms.

The Abe Fellowship Program

The Abe Foundation, formerly known as the Japan Society for the Promotion of Science, is a non-profit organization that funds research and educational programs in Japan. The Abe Fellowship Program provides opportunities for foreign scholars and researchers to conduct research in Japan, as well as to exchange ideas and experiences with Japanese scholars.

The Abe Fellowship Program typically involves a stay of one to two years in Japan, during which fellows are required to complete a research project and to engage in academic activities such as teaching, mentoring, and participating in conferences. Fellows are also expected to publish their research findings and to contribute to the advancement of knowledge in their respective fields.

Fellows are selected through a rigorous competitive process, with the selection criteria focusing on the quality and potential impact of the research project, the candidate's academic and professional qualifications, and their potential to make significant contributions to their field.

Applicants for the Abe Fellowship Program must hold a doctoral degree or equivalent from an accredited institution and have at least five years of professional experience in their field. Applications are typically due in late summer, and fellows are typically announced in the following year.

For more information about the Abe Fellowship Program, please visit the Abe Foundation's website at www.abe-foundation.org.
Oligiary, continued

Olgia, Olga

Olgia earned her high school diploma at Mount St. Dominic High School in Catalina, New Jersey. She graduated from California State Polytechnic University at San Luis Obispo in 1996, majoring inin 1963 for a master's degree in Business.

Olgia moved to New York City, where she worked as a professional in the film and TV industry. Soon after graduating from Stanford University, she became interested in the study of business and economics.

Olgia has a strong background in finance and economics. She earned her masters degree in finance and economics from Stanford University. She is currently working on a Ph.D. in finance from the University of California, Los Angeles. Her research focuses on financial markets, corporate governance, and risk management.

Olgia is also an experienced teacher and has taught courses in finance and economics at Stanford University and the University of California, Los Angeles. Her teaching has been recognized with several awards, including the Outstanding Teacher Award and the Best Teacher Award.

Olgia is currently employed at a large financial institution in New York City. She works as a financial analyst and is responsible for analyzing financial data and making investment recommendations.

Olgia is a member of the American Economic Association and the National Association of Business Women. She is also a member of the Association for Women in Finance and the Financial Women's Association.

Olgia is an active member of the community and volunteers at local schools and organizations. She is passionate about giving back to her community and helping others.

Olgia is married and has two children. She lives in New York City with her family.
Summary of Editorial Activity: January 1-31, 1992

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Janet L. Lindley, Editor

Social Psychology Quarterly

The Social Psychology Quarterly has been in existence for two years, beginning with the July 1990 issue. The focus of the journal is on the study of social psychological processes, including the role of cognitive, affective, and behavioral factors in social interaction. The journal publishes research articles, theoretical papers, and reviews, and aims to provide a forum for the exchange of ideas and the dissemination of new knowledge in the field of social psychology.

The Social Psychology Quarterly is published quarterly, with volumes consisting of four issues. The journal is edited by Janet L. Lindley, and is distributed by Sage Publications. The journal is indexed in major academic databases and is available in both print and electronic formats.

Critique of Contemporary Sociology, 1993

Janet L. Lindley

Sociological Theory

This section provides a critique of contemporary sociology, focusing on the journal's role in promoting critical and innovative perspectives on sociological theory. The section suggests that sociology as a discipline is often characterized by a lack of critical engagement with broader social and political issues, and calls for a more reflexive and engaged approach to the study of society.

Sociological Theory is a peer-reviewed journal that encourages critical and innovative approaches to the study of society. The journal aims to provide a platform for the exchange of ideas and the dissemination of new knowledge in sociology, and is distributed by Sage Publications. The journal is indexed in major academic databases and is available in both print and electronic formats.
Reports, continued

to publish these issues each year instead of one large issue in the
new arrangement. 11.3 will be out in March on schedule.

A new editor is being sought, so let
texts have been sent to prospective can-
didates. Applications should be sent to the
Office and Publications Committee, and also from the Editorial Office. The
new editor will be named either in May 1993 or, at the latest, in Decem-
ber. The new editor will review existing
manuscripts in full 1994. The first issue
for the new editor should be ready
within this period.

A special symposium on the work of Harald Garfalk, for which papers were
saw, is to be held in late 1992. The
editorial staff has prepared
materials for two special issues, one on Guy's original work, another
on some other selected works.

As in the general question of special issues or symposia. After several debates
the Board of Directors, at its last
Meeting, the then-acting Editorial Board of the Journal, decided to
commission specific special issues to
one or more editorial groups. Each
issue is designed to be a forum for
presented impossibility. Solicitations for
papers should appear in due course.

As is customary, an editor of the quality of papers we receive is steadily
increasing. The number of authors
submitting them is growing (that is, more senior scholars than before are
willing to submit to the journal, and
the present editor looks forward to
sitting down to read even more papers
in the near future).

Sociology of Education

Sociology of Education was continued
in January 1992. Philip Weidel stepped in as the new editor, replacing
Bertil Aronsson, who had
hired to the position. He and the editorial staff
just opened the new office at the CUNY Graduate Center in New
York City. The transition also marked the initiation of the new journal, as
the old office begins to work under the new title and the new
standards.

The journal continues to be published as
an annual volume, and the number of
papers received has increased from previous years. The number of papers
received this year has reached 300,
and the journal is projecting a doubling of the previous year's output.

The journal is still under the
editorship of Mary C. Waters, who has
accepted the new position. She continues
to serve as the assistant editor, and
the journal is becoming more
accessible to readers.

The journal continues to publish high-quality
papers on a wide range of topics in the field of
sociology of education, focusing on issues related to school
organization and practice.

Corrections to the Journal:

The editorial board wishes to correct an
error in the table of contents for the December 1991 issue. The
entry for the article "The Sociology of Education," published on page 316,
should read "The Sociology of Education," not "Sociology of Education."
The Capstone Course in Sociology

**edited by Theodore C. Wagenaar**

A collection of essays about the capstone course, senior seminar and other special courses for sociology undergraduate majors. Develops the recommendation from the Association of American Colleges-ASA report on the Sociology Major which suggests a capstone course or experience for all majors. Contains 19 examples of syllabi from such courses. 220 pages, 1993.

Price to ASA members: $11.50
Price to non-members: $15.50

All orders must be prepaid.

**Order from:**
ASA Teaching Resources Center
1722 N Street NW
Washington, DC 20036

1993 ASA Combined Book Exhibit
Space Reservation Form

The American Sociological Association invites publishers and authors to join the ASA-sponsored Combined Book Exhibit, to be held during the 1993 Annual Meeting in Miami Beach.

For only $50 per book, we will display each book face out, and include information on the book in our Combined Book Catalog. The Catalog will include special order forms for attendees to use following the Annual Meeting. The ASA Combined Book Exhibit will be located in a prominent booth in the Exhibit Hall.

To include your book, please fill out the form below (you may use photocopies if necessary) and return it with two copies of each book and a prepayment by July 1, 1993, to Nancy Sylvester, ASA, 1722 N Street NW, Washington, DC 20036.

Your name and address: ________

Book Title: 
Publisher Order Address:

General Topic (e.g., Gender, Ethnicity): 

Author/Editor: ________

List Price: $ ________
ASA Meeting Price: $ ________

Copyright date: ________
Number of pages: ________

Brief description (up to 50 words): ________

Footnotes

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Article submissions are limited to 1,800 words and must have prior written consent of the author. Submissions will be reviewed by the editorial board for possible publication. "Open Forum" contributions are limited to 500 words. "Obituaries," 500 words, "Letters to the Editor," 400 words, "Department," 300 words. Accepted material will appear one time only at space allows. ASA reserves the right to edit for style and length all material published. The deadline for all material is the second of the month preceding publication (e.g., April 1 for May issue).

Send communications on material, subscriptions, and advertising to American Sociological Association, 1722 N Street NW, Washington, DC 20036; (202) 893-2100. BITNET: ASA@GWU.COM

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