April 1994

Looking Ahead to Los Angeles '94

Gay in Los Angeles

Peter M. Nardi, Peter Collage

You won't get too much of an argument from any of the 300,000 people who attend the annual lesbian and gay pride festival and parade in June in West Hollywood when you declare that Gay America can find many of its roots in Los Angeles. Historians trace some of the beginnings of the modern American gay movement to the founding of the Mattachine Society in 1951 in the Silver Lake section near downtown Los Angeles and to the formation in 1952 of One, Inc., a Los Angeles organization which published the first widely circulated gay magazine (One) in the U.S. In the 1960s, the Gay Liberation movement, Los Angeles' role was unmistakable. In the 1970s, it was clear that Los Angeles' role was unmistakable. In the 1980s, it was clear that Los Angeles' role was unmistakable. In the 1990s, it is clear that Los Angeles' role was unmistakable. In this context, Los Angeles, which has a long history of supporting gay rights and equality, is a natural destination for those interested in the history and culture of the LGBTQ community.

1994 Annual Meeting Theme

Explaining and Preventing Genocide

William A. Gamson, ASA President

Never again? Would that it were true. Half of 44 separate cases of engineering out pro-tracted and deliberate mass killings of defenseless groups since the Holocaust. This was as of 1999 and we are just beginning to take the first steps to prevent this from happening again. As the United Nations and other international organizations work to prevent genocide, it is clear that the United States must take a leading role in addressing this pressing global challenge.

ISA Travel Grant

Applications Due May 13

XIII World Congress of Sociology

The National Science Foundation has granted the American Sociological Association $5,000 for travel grants to U.S. sociologists to present scientific papers or play another significant role (e.g., organizing or chairing panels) at the ISA World Congress. Awards up to $1,000 will be made to defray the costs of round-trip air- plane travel to U.S. sociologists. Membership in ASA is a requirement for the receipt of a travel award. In making selections, award committees will focus on the number and significance of the applicants' participation in the meeting. In allocating these funds, attention will be paid to ensuring broad participation and to balancing applicant qualifications so that scholars at all levels of experience will receive travel support. Recent PhDs, women, persons of color, and persons with disabilities are encouraged to apply.

ISA World Congress of Sociology

The XIII World Congress of Sociology will be held July 18-23 in Bielefeld, Germany. For information about the Congress, contact the International Sociological Association, Faculty of Political Science and Sociology, University of Bielefeld, Policy, 24253 Madrid, Spain, phone (34-1) 382-75-60, fax (34-1) 382-49-69.

Published By The American Sociological Association
The Executive Officer's Column

Moving On to Move Forward

Core Programs Recount the Executive Office

"Moving forward for Sociology" is a prime objective of the Executive Office and the American Sociological Association. With forward thinking and the major instrument of communication to all of our members, we and the officers who are so closely associated with what ASA is doing and the challenges we face in making a difference for the field. In the February issue, I outlined the six core programs that define how the Executive Office is organized to "move forward" and how they are interrelated focusing especially on whether shared space is effective for task and responsibility. When we have student interns or temporary employees on staff (e.g., to enter membership renewals or to work on the annual meeting), we crowd computers and people into our small conference rooms or the common area.

The charm and visual appeal of the building are enhanced by computer and computer cables running across the floor and around door jams. There is no central system for regulating heating and air conditioning, making it difficult to regulate temperatures across five floors. Utility bills are high. Moreover, owing to such old buildings, a constant "patching" and daily monitoring is required to ensure that it is adequately maintained and safe.

Finally, and most significantly, the building is not designed to accommodate persons with disabilities. Despite the ASA's longstanding policy of only building meetings or events at accessible locations, the Board has not required everyone to restructure any accessible building for each meeting or event. Anyone sensitive to accessibility issues has seen our building is an undertaking to say that structural alterations would be necessary to allow a wheelchair user or a mobility impaired person to navigate the halls and bathrooms. To make the interior educational and exterior educational alterations would not be readily achievable.

When I became Executive Officer and I first fell in love with this attractive historic building, I never dreamed of recommending that ASA should move its Executive Office. However, it quickly became apparent that the current building is less than optimally functional office space. Work that was once done on the third floor of the building has moved to other locations in the building to permit entry and there are no new laboratory facilities on the top floor. For anyone sensitive to accessibility issues, the building is an undertaking to say that structural alterations would be necessary to allow a wheelchair user or a mobility impaired person to navigate the halls and bathrooms. To make the interior educational and exterior educational alterations would not be readily achievable.

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In December, the Committee on Executive Office and Budget recommended and in January Council adopted the sale of the Executive Office building and relocation to new quarters. The sale of the building on the Shattuck Avenue and the relocation to new quarters, we will be seeking a new location within Washington, DC, preferably within DC proper. As Council discussed the issue, members were strongly in favor of a sale and relocation. However, some concerns about the Washington, DC real estate market and the challenges that lie ahead. By Council resolution, a Committee of the Executive Office, Secretary Arlene Denis, President Bill Cameron, and Past President Martha Ripley were delegated the authority to act on behalf of the Association in these important special events.

One attractive option we want to explore for the relocation is space sharing with one or more scholarly societies. (ASA and the Population Association of America have enjoyed such arrangements at the 1722 site.) Several other social science associations face similar challenges with their buildings or office situations and therefore the interest in the prospect of shared or contiguous space. In addition to the defraying cost of greater collaboration for our colleagues, joint arrangements would be cost efficient if we share common facilities such as common kitchens, computer centers, and copying equipment, mail and reception services. Everyday, many teachers work effectively in units that do not have other social science associations on critical issues of common concern. Whether such an "aligned" relocation arrangement be a good idea, it would further facilitate our ambition for greater inter-organization collaboration.

Moving the Executive Office to more functional space, which is completely accessible, is another important step in strengthening staff teamwork and operating efficiency to meet our goals. Having made a difficult decision to relocate, we are uncertain about the possibility of an irrevocable decision by which this will still be accomplished (because it very much depends on the rigorous of a strong sale). There is no doubt, however, that, as we in the Executive Office seek to produce important changes for the discipline and profession, a changed location will enable this work.

The core programs of the Association are: Academic and Professional Affairs, Minority Affairs, Research and Professional Affairs, Annual Meetings, and Public Information. The four first programs constitute the substantive priorities of the Association. The public communication on behalf of the discipline (e.g., dissemination, education, advocacy) are reflected in the Executive Office's public affairs and public information activities.

Los Angeles, from page 1

In October 1991, numerous protest marches against Governor Pete Wilson's veto of State Senate Bill 1091 (the bill that would have eliminated the LA lesbian and gay community. In 1984, then Governor George Deukmejian vetoed a similar bill. The shops, bars, and restaurants, serve the police and rate and series of arrests.

The power of the LA gay community in elections and political fundraising no longer limited to California and national political circles. In a Los Angeles Times feature in March 1993, Betty Bondi wrote: Women and men of Los Angeles are shaping the national agenda of the gay right's movement and forging a new sense of itself and...uplifting the traditional gay power is a major force in the city of Los Angeles and the Los Angeles Times. For some time, many in the LA areas relatively open gay communities...the Silver Lake section along Hypoision Ave. and Sunnyside Blvd., the city of West Hollywood, the lesbian areas of Long Beach, and the resorts of Laguna Beach and Palm Springs...led a visible and well-organized gay community...In the late 1970's through the 1980's, gay bar and gay power squads, the Bank of Los Angeles, was successfully developed. Confident and effective, they are essential for the promotion of the local gay community. On the national and local level, especially the movie and television industries, the Los Angeles gay power is a major force in the city of Los Angeles and the national agenda of the gay rights movement. For some time, many in the LA areas relatively open gay communities...the Silver Lake section along Hypoision Ave. and Sunnyside Blvd., the city of West Hollywood, the lesbian areas of Long Beach, and the resorts of Laguna Beach and Palm Springs...led a visible and well-organized gay community...In the late 1970's through the 1980's, gay bar and gay power squads, the Bank of Los Angeles, was successfully developed. Confident and effective, they are essential for the promotion of the local gay community. On the national and local level, especially the movie and television industries, the Los Angeles gay power is a major force in the city of Los Angeles and the national agenda of the gay rights movement.

Although AIDS had been "discovered" in 1981 in a cluster of Los Angeles gay men by Dr. Michael Gottlieb, the epidemic had not yet devastated the gay community to the extent it had in San Francisco and New York City. With the benefit of extra time, LA's gay and lesbian communities were able to mobilize against AIDS, form AIDS Project Los Angeles (the nation's second largest AIDS service organization with a $200 million budget), and bolster the visibility of the Gay and Lesbian Community, thereby strengthening research on AIDS-related to its role in L.A. In the 1980s, numerous organizations formed and developed communications networks, fundraising strategies in the West and gay and lesbian communities, and political activism for the multicultural diversity of gay men and women. In 1984, the California Department of Health Services published the report "Gay and Lesbian in the entertainment industry," which revealed the millions of dollars wasted in the Hollywood business and grossly underestimated the visibility of the Gay and Lesbian Community.

Thus, during the early 1980s, AIDS became a major issue for the gay community and, for the first time, the gay community began to organize against the spread of AIDS and for gay pride. Today, over 1,000 organizations provide a variety of services, including Latinos Unidos, the Gay and Lesbian Alliance Against Defamation (GLAAD), Lawyers for Human Rights, the Asian/Pacific Support Network, Project 10 (for gay high school students), ACT UP, Gay Men's Chorus, and many other social, religious, sports, and cultural lesbian and gay clubs. These organizations take pride in the fact that the two largest and most viable ones (GLAAD and the Gay and Lesbian Center).

A walk along Santa Monica Blvd. past Versace, MTV Studios and Saks Fifth Avenue will soon become known as the "gay city" with its estimated 350 gay population. Although it would be difficult to name every person in the large gay community, a young gay men ("gypsies") resident of West Hollywood, "Andrew," states that there is a wide range of ethnic and racial diversity and supply a quick introduction to a well known gay and lesbian areas.

Besides West Hollywood, other sections of Los Angeles are known for their gay and lesbian influence. Many restaurants, stores, theaters, and streets around town are filled with gay and lesbian signs greeting the acceptance and openness of urban life. Several neighboring cities in the LA area also have sexual orientation nondiscrimination clauses, domestic partner benefits, active gay student organizations in the near college and universities, and openly gay elected officials (including at one time the mayor of Laguna Beach and Fair Lawn), and a current LA city commission (women). A vibrant lesbian and gay cultural scene has developed among writers, artists, and performers throughout the metropolitan area in various theaters, musicals, cabarets, and Broadway performances in Santa Monica. Many organizations, serving the national and local level, especially the movie and television industries, the Los Angeles gay power is a major force in the city of Los Angeles and the national agenda of the gay rights movement.

Without a doubt, the gay and lesbian community of one of the nation's most active gay communities, especially in Southern California. The TV shows people see throughout the country, the movie images that are sent worldwide, and the fundraising for national and local political campaigns have all been greatly influenced by the lesbian and gay communities of Los Angeles (according to the LA Times, half of all donations over $100,000 in national gay organizations come from Southern California, and). "As Bettina Bondi wrote in the Los Angeles Times Magazine (1990), "Clearly, there has been a lot going on in a place where the gay and lesbian community has been an integral part of the cultural and political life of Southern California for many years, with its emphasis on cultural expression, social change, and political action...Thus, these days, no national gay organization would dare ignore Greater Los Angeles...By the end, the very media glitz and money for which Los Angeles is often described, and the city's power to the city of the national debate over gay rights.

The Los Angeles Times Magazine makes a strong point that makes it a game that Los Angeles knows how to win: the game it has been playing for over 45 years."
News from the Minority Affairs Program

Bridging the Diversity Gap
by Ramon S. Torrecilla, Director, Minority Affairs Program

This is a time of transition and tension for higher education in the United States. Educational institutions are beginning to realize that multicultural and diversity issues are present reality, not an abstract theory. This realization is producing remarkably different approaches to campus and departments. The present state of multiculturalism and diversity in sociology departments varies greatly from institution to institution, but some departments are definitely on the upswing while others stagnate or sink into mediocrity. What accounts for the difference? Success approaches to multiculturalism and diversity are accepted as an integrated and multileveled package rather than as a series of disconnected strands. Failure looms where diversity is attempted in isolation from design and implementation of a multicultural curriculum, student involvement in faculty training and development, and the involvement of the larger university community.

Sociology departments in which the holistic approach to diversity is recognized and pursued tend to produce more effective and viable programs. The lack of response to diversity issues by a number of departments, sociology and otherwise, has resulted partly from the failure to weave together existing strands to produce a whole total of approaches to diversity issues. Another major variable in the equation of success or stagnation is in the role "Goals & Office of Educating Americans" play.

Diversity as a Departmental Priority

Top academic leadership must champion the cause of diversity. Strong and vocal support from a broad base of faculty, staff, and students will complement the leadership's stance. Once the priority is set, it is important to implement it: tailor educational administration about the department's commitment to diversity and plan for implementation. Be prepared to face resistance; if your institution has not publicly articulated its commitment to diversity, do not expect either that it will keep major increases in funding. When future cycles as needed some group is not given more money from the administration, they are ignoring the accomplishments of their colleague in other departments who have introduced diversity into the curriculum, climate, and student recruitment and retention, and faculty development through the sheer strength of their commitment.

Most Program Seeks Graduate Sites

by Ramon S. Torrecilla, Director, Minority Affairs Program

The ASA Minority Opportunities through School Transformation Program (MOST) seeks to recruit four PhD confer-
ring departments to host the Program's 1995 and 1996 summer institutes and participate in a design and development process to improve curricula, content, and recruitment for minority students.

Supported by a grant from the Ford Foundation, MOST constitutes a new thrust to change the manner in which departments educate a diverse faculty of the future. The Program is based on the premise that graduate and undergraduate sociology programs must confront the challenges presented by ethnic, racial and cultural diversity of our society. To transform the faculty and students, and graduate departments will gain first-hand experience in developing programmatic initiatives to make an inclusive academic environment, effectively train students of color, and take a leadership role on the campus and in the profession.

The graduate departments selected as host institutions must commit themselves to institutional change. Under MOST, graduate departments are not merely providing a "summer service" program to minority undergraduate students. Core to the Program is that these departments seek to improve both how they approach under-

most students and how they address issues of diversity in their own program. Departmental self-assessment and host site will need a proposal that includes explicit departmental goals for enhancing diversity efforts over a 20- year period; six to nine months of strategy development and initial change, the summer institute for visiting undergraduates and their mentors, and the following academic year for implementation and review. While the summer institute provides an intensive professional experience for visiting students, the graduate department represents the culmination of planning and constitutes a critical opportunity for students to experience new approaches for undergraduate and graduate training at that institution. As part of their commitment to diversity, graduate departments will also select two undergraduate students and their mentors to participate in the summer institute.

The proposal's diversity activities will include: enrolling prospective students from underrepresented groups; designing campus and departmental activities that reflect the diversity agenda; providing an enriched social environment; and selecting faculty mentors and graduate assistants who work with prospective students.

ASA Works to Protect School-Based Research

The American Sociological Association (ASA), and aligned organizations effective
government to work together to limit the damaging impact of an amendment, sponsored by Senator Charles Grassley (R-IA), to the "Goals & Office of Educating Americans". The amendment raised numerous concerns among social scientists regarding its potentially negative effect on school-based research funded by the federal government. In a House-Senate conference committee during the week of March 14, the most disturbing provisions were reached.

The coalition of social science representatives was the most concerned that language in the amendment requiring absolute written parental consent before a student could participate in any type of survey, analysis, or evaluation that includes such issues as political affiliation, income, behavior and attitudes; illegal, anti- social, self-incriminating and demeaning behavior; and critical appraisals of other individuals with whom respondents have close family relations. It imposed an absolute standard of written consent instead of focusing on assurances of full informed consent and the confidentiality of research data, said Felice J. Levine, ASA Executive Director. Not only would the amendment place unnecessary burdens on schools and parents, but it could also discourage participation of students whose parents are otherwise supportive of their children's involvement. In addition, the proposal was concerned about underburs creating a chilling effect on school-based research.

The groups also asserted that federal guidelines for the protection of human subjects, issued by the Department of Health and Human Services and adopted government-wide, were far superior to the Grassley amendment, achieving a balance between providing protection for students and their families, and allowing school-based research to proceed without unnecessary restrictions. Along with the ASA, the Office for Protection of Human Subjects, which oversees these guidelines, assured Grassley that prior written consent was generally needed for research on minors, and, unless specific requirements were met, institutional review boards could not issue waivers and approve alternative informed consent pro-
cedures. When the Senate adopted Grassley's amendment 95-0, Senators Edward Kennedy (D-MA) and Nancy Kassebaum (R-KS) had already persuaded Grassley to remove some of the harsher provisions of his original proposal (including a cut of federal funds to school districts). Therefore, petitioning the House Senator to compromise further was an uphill struggle. However, the coalition succeeded in getting Senator Grassley's agreement specifically in the conference report that his amendment applied only to U.S. Department of Education programs, and that local school district's would have full discretion in deciding how to comply with the law. In addition to the American Sociological Association, organizations working with ASA on this effort included the American Psychological Association, the Consortium of Social Science Associations, the Federation of Behavioral, Clinical, and Social Sciences, the American Educational Research Association, the Society of BehavioralMediators, the National Council on Family Relations, and the Alan Guttmacher Institutes.

Parts of this report were taken from the March 23 issue of the COSSA Washington Update.
Sociology and National Health Care Reform

By Ronald Moadchek, NIMH

With the advent of the Clinton Administration, the national health care reform agenda has taken on considerable importance for the development of sociology, its application within the public sector, and for the sociological litera-
ture in both practical and academic settings. In this context, we explore some of these initiatives – national health care reforms – and provide commentary on the potential for sociology.

Background

During the first half of 1990, I had the unique opportunity to participate on the Mental Health Task Force of the National Health Care Reform Task Force. This group developed the mental health and substance abuse health care reform agenda in the United States. Before getting into these ideas, it is first necessary to describe the Clinton health care reform package in brief outline.

The Clinton Health Care Reform Package

A primary objective of the Clinton proposal is health security – to assure universal health insurance coverage for eligible Americans, and guaranteed coverage despite job loss, pre-existing health conditions, or other impediments. An estimated $37 billion would be saved in lost productivity by eliminating the spiraling costs of uninsured and underinsured health care; an additional $25 billion would be saved by improving the health care system, largely through increased prevention and more efficient use of health care services.

The Clinton legislative proposal requires that everyone be covered. To create a local regional health insurance pool, participating cooperatives pool health insurance premiums into large aggregate funds. This would permit the alliances to develop cost-effective programs to cover care, health care provider organizations – known as accountable health plans – would be responsible for providing care within the budgeted plan and any other sources of the premium amount, or provide an alternative to the plan. A new health plan, funded by the premiums, would be established. The plan is designed to be stable, with provisions for health care providers to receive payments for services.

The Clinton legislation seeks to create a regional health insurance pool, with participating cooperatives pooling health insurance premiums into large aggregate funds. This would permit the alliances to develop cost-effective programs to cover care, health care provider organizations – known as accountable health plans – would be responsible for providing care within the budgeted plan and any other sources of the premium amount, or provide an alternative to the plan. A new health plan, funded by the premiums, would be established. The plan is designed to be stable, with provisions for health care providers to receive payments for services.

As the deadline for the proposal was May 15, 1994, the Administrative Panel had been considered a viable alternative. It is now an integral part of the Clinton health care package. The proposal groups and existing programs together under the Clinton Act.

Final day – evening is traditionally marked by a reception for the President. From the evening, the Clinton Act is to be submitted to Congress. Students, students in community colleges are encouraged to apply. A minimum grade point aver-
age of 3.5 on a 4.0 scale is required in sociology. Over 10% should be satisfied with the average in sociology.

Each applicant must write a short (two to three page) essay on future plans in sociology and must have a faculty sponsor who is asked to write a short evaluation of the applicant. Application materials must be received by 4/1/94 and are forwarded to the Secretary of Health and Human Services for review.

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Teaching

Preparing Graduate Students for Teaching in U.S. and Canadian Sociology Departments

by Bernice A. Pescosolido and Melissa A. Milkie, Indiana University

Almost 28 years ago, Footnotes reported on teaching-related programs within sociology departments. Evans and Bellinger (1976) found that one-half of graduate students reported formal teacher training programs as well as orientation sessions and courses in teaching techniques for graduate students. However, few, if any, departments in the 1970s had instituted comprehensive programs of the scope used to prepare students in research techniques. Have graduate departments responded to these needs and become more responsible for a greater emphasis on teaching activities? Here we report a brief summary of the profile of teacher training in the U.S. and Canadian sociology departments in 1992-93. More comprehensive information is available from the authors.

The Study

We focus our concerns on three major areas: the graduate teaching assistants in the departmental teaching mission, the nature of the training effort and, if relevant, the type of formal training program.

A short survey on teacher training was sent to sociology departments in the U.S. and Canada listed in the 1992 ASA Guide to Graduate Departments. The survey was sent to the Graduate Advisor or Director listed in the Guide. They were asked to fill out the survey or to give it to the person in their department who was most appropriate. In early July 1992, 232 surveys were returned. By the middle of August, over 70 percent had responded to the first survey. A second mailing was sent out in early September. A total of 228 surveys were returned, yielding a 94 percent response rate. We suspect that any bias in responses is small.

The Type of Formal Training Program

The respondents were asked to describe the formal training program if it was relevant in their department. Specifically, they were asked: "Is the training in a regular course or seminar for full-time associates (even if regular) or a scheduled workshop format and how long, or is it run (e.g., a seminar, 2 weeks before the start of class for a week)?" The percentages for different types of training programs are presented in Table 3. These numbers add to more than 100 percent since a number of departments have more than one formal training mechanism in place. The base used for the percentage is 215, the total number of surveys received.

One-quarter of sociology departments have a full semester or quarter of training, generally in a seminar format. One-quarter rely on a university-run training program, for the most part, these are general orientation workshops that take place in the weeks prior to the beginning of the term. One-quarter, sometimes offers a course run through a Dean's office or a teaching center. About 12 percent of departments provide a one or two day orientation and training session within the department or have regular (but not course format) teacher workshops. Only a few departments have a formal mentoring or internship program or deal with teaching issues in seminar or workshop format. Generally these are "Proctoring" or "The Discipline of Sociology" courses. In some cases these training programs are required, in others, they are voluntary.

About half of the departments that responded indicated that graduate students do receive some credit for teacher training. In general, these training efforts focused on one or two credit hours. However, in some cases, the credit could not be used to fulfill degree requirements.

Conclusions

This report indicates that while almost 90 percent of graduate sociology departments employ graduate students as part of their teaching mission, only about half of these have provided any kind of formal teacher training. No department indicated a comprehensive program for teacher training, which is comparable to that commonly offered in research training. While we cannot put an account of the change in quality or extent of these efforts, particularly in specific departments over time, there appears to be little change in the overall profile of preparing graduate students to teach sociology.

Reference


Using a Computer to Improve Classroom Teaching and (Even) Meeting Presentations: A Footnote to a Footnotes Article

William R. Abu, Rhode Island College

Last fall, after submitting the article: wrote on using a computer in the classroom to enhance teaching and scholarly activities (Footnotes, November 1993, p. 4) I began using computer-based classroom teaching in one of my introductory classes for the first time and discovered that it virtually revolutionized my teaching.

An evaluation by my Sociology 201 students indicated that 90 percent believed that it helped them to take better notes and that 90 percent understood the assigned reading better. I decided to use this computer-based classroom teaching and (even) meeting presentation system.

Using a computer, overhead projector and overhead 1233 panel can make classroom lectures/discussions and meeting presentations more organized, focused, interesting, and therefore remembered and appreciated by students or colleagues.

Footnotes

1 Made the class more interesting

Using Alden Pronunciation 2.1 presentation software for the Mac (16 or 32-bit Mac compatible formats) I created "computer slides" of my lecture notes and all outlines and included some graphics where appropriate to add interest or illustrate a concept or point. The computer is connected to an LCD (liquid crystal display) video overhead projection panel sitting on top of an overhead projector (cost about $8000) which projects images onto a regular movie screen at the front of the classroom.

Teaching can be done facing the class, no chalk, erasers are needed, no time spent (let's) with your back to the class writing on the board, and of course many more notes can be put on a number of projected slides. It can be written on a board. With a click of a mouse or a key command lines of notes on index cards which do not matter can be erased. While there is some up-front learning time involved, once the basics are mastered creating the slide programs takes little more time than typing lecture notes. Updating and editing the notes is easy and fast.

A variety of visual transitions or "fades" can be applied to your slides and all slides of each slide and between each separate line of a slide can be easily manipulated to create a seamless presentation, whether in a classroom or presenting a paper at a professional meeting. You can create your own professional-quality effective overhead presentation format to enhance your presentation, as well as others if you are using a color computer and LCD panel (which is highly recommended but certainly not required).

The advantages of using this technique include being able to better organize your notes, added student interest and attention in class, providing a visual audit trail and, of course, endless concepts, supplementing the audio source of your own dynamic presentation. It is relatively easy to use as well.

Considerable flexibility is possible using this technique and it can give students the instant ability to reproduce their student note-taking based on the assigned reading before class. In fact, the number of slides used may present notes from being taken as they are shown because they are on the screen for too short a time. The computer, in summary, reinforces what students have already been assigned to read and enables you to summarize the important ideas from the reading.

With the presentation software you can print out your notes, which, while not a complete class as a lecture outline, insurance against an equipment or software failure, or as a handout at the beginning or end of class. Charts, graphs, tables, photos and graphics can be imported from other computer programs or scanned into your slide program to keep your lectures up to date and interesting. The ease and speed of importing new material, if the equipment is available to you, permits you to see something from a recent newspaper or new journal into your slide program for the day's class! How is this technique any better than making overhead transparencies on a thermobond machine? Those transparencies have to be laboriously absorbed, recovered when you need them, and they can become crinkled, fade or get damaged. You may need 20 or 30 for one class. Computer-made slides can be backed up, stored, located, retrieved quickly and easily and their presentation is more seamless and dynamic. They can be brought to class on a disk or stored on the hard disk of your classroom computer.

In sum, a computer, overhead projector and overhead 1233 panel can make classroom lectures/discussions and meeting presentations more organized, focused, interesting, and therefore remembered and appreciated by students or colleagues.
Smelser, Baldwin Assume Key Posts

Smelser to Head Institute of Advanced Study
Neil J. Smelser will become the fifth Director of the Center for Advanced Study in the Behavioral Sciences (CABS) on September 1, 1993. Smelser is a Distinguished Professor of Sociology at the University of California, Berkeley, where he has served as Director of the Center since 1985. Smelser, currently University Professor of Sociology at the University of California, was selected from more than 500 candidates nominated during a national search. He has had a long association with the Center, both as a member of the Board of Trustees and as Chairman of the Board. He has also chaired the Center's Advancement Projects and served on other Center-related committees.

In accepting the appointment, Dr. Smelser said, "This is a match made in heaven. Neel Smelser is an excellent social scientist with an extraordinarily broad range of understanding, experience, and sympathy. In addition, he has a team approach, as well as any-
one and understands what it is to uniquely valuable institution. There will be life after Phil Converse after all." Dr. Converse commented on the appointment. "We are delighted with this selection of a superb scholar with great international credentials and breadth, and he has been closely familiar with the operation of the Center for many years."

The Center for Advanced Study in the Behavioral Sciences was created by the Ford Foundation in 1949. It offers one-year fellowships that enable behavioral scientists to pursue their scholarly work. In addition to the usual university teaching and administrative duties, since its founding, 1,800 behavioral scientists and humanities have been CABS Fellows. Support for the fellowship program is provided by a number of public and private sources.

Of his new position, Smelser said, "The Center is the leading American institution in fundamental research in the behavioral and social sciences. I am honored to have been chosen to direct its affairs for the coming years. I have great admiration and respect for Phil and Gardner, who together have built up the Center with extremely effective leadership for the past two decades, and will continue to do so on the grand tradition of their predecessors, Merle Black and Ralph Tyler, both leaders, began." Smelser is the author or co-author of numerous books and articles on a wide range of sociological and behavioral science topics. His works include Social Change in the Industrial Revolution, Theory of Collective Behavior, The Sociology of Economic Life, Essays in Sociological Explanation, Comparative Methods in the Social Sciences, and most recently, Social Pervi-

city and Social Change: British Working-Class Education in the Nineteenth Century. He is also editor of several books, including (with R. Daniel Lerner and Dean Gerund) Social Change: Anthropological and Historical Perspectives and (with R. Daniel Lerner) The Behavioral Social Sciences: Achievements and Opportunities.

Baldwin Named NIH Deputy Director
Dr. Woodrow Baldwin has been appointed as Deputy Director for Extramural Research, the top post for overseeing the National Institutes of Health's grant and training programs. She has held the position of Associate Director for Extramural Research since June 1993. Baldwin has step down from her position as Deputy Director of NIH's National Institute of Child Health and Human Development to take her new post in the Office of the Director.

Dr. Baldwin's new leadership qualities make her ideally suited to undertake this position of great importance to NIH . Extramural programs account for more than 80 percent of the total NIH budget and are central to sustaining excellence in U.S. biomed-

cological and behavioral research. "We are very pleased that Dr. Harold Varmus, Director of NIH, Dr. Philip R. Lee, Assistant Secretary for Health and Director of the Public Health Service enthusiasti-

cally supported her appointment," it is said. "We are sure Dr. Baldwin's leadership will serve to strengthen NIH's grants programs," he said

Baldwin will be responsible for guiding the NIH Institutes and Centers in the development of policies for grants award, research and research training programs. She will also oversee—on the NIH and the entire Public Health Service—grant administration aimed at the protection of human subjects in research and the proper care and use of lab-

oratory animals.

Baldwin has made significant scientific contributions to the understanding of human fertility, contraceptive practice, childbearing patterns, HIV/AIDS risk behaviors and infection in the United States and abroad. She has served on AIDS Council and on the Advisory Committee of the National Institute of Mental Health. She is currently a member of NIH's Office of AIDS Research and Social Policy. She currently serves on a committee on the Executive Office and Budget.

Six Receive Small Grant Awards; New Proposals Due
Six of 38 proposals submitted for the December, 1993 grant round were funded by the ASA/NSF Small Grant Program for the Advancement of the Discipline (DFA). Members of ASA Council's Ad Hoc Committee on the Definitions of the Field received the program's task force of the proposals.

Selected proposals illustrate the essential role of DFA in production of important scientific work. For example, Heidi Gottfried's (Purdue University, $2,422) study on Fami-


lity, Power and Control at Manpower, Inc., The Development of Neo-Feminism in the United States, Zetina and Social Translational and the Motivation in the Islamic World,* analyzes the social effects of educating Muslim women in com-

parative contexts—Pakistan, Egypt, Jordan, and Malaya. Weiner argues that the avail-

ability of western-style educational institu-

tions in Islamic society the expansion of education among men and women and that profound social, economic, and political changes have resulted.

In addition, two stellar conferences were announced: one by the ASA/NSF Small Grant Program. First, Julie G. Biber's (State University of New York at Cortland, $2,321) timely workshop on methodological issues in studying children will address measurements problems of children's development, behavior and outcomes. Second, Robert Zunziman's (SUNY, Stony Brook, $2,500) conference will convene scholars to assess how the new sociology of medical ethics departs from conventional medical ethics in its emphasis on selective research conferences, gender, and social issues of ethical and social structural sources of ethical conflict.

Grant Proposals Due on June 15
The ASA/NSF Fund for the Advancement of the Discipline (FAD) invites proposals for the next round of its Small Grant Program. The program hosts two grants round awards, with proposals due on June 15 and December 15. On the proposal, the proposal should be submitted through the discipline of the proposal. The proposal should be submitted to the ASA/NSF Fund Committee.

The proposed activities are reflected in three objectives: to provide venture capital support to research that has the potential for challenging the discipline; to influence the development and advancement of sociology through engaging a critical mass of creative scholars; to stimulate new lines of research, new synthe-

ses of emerging areas, and new networks of scientific collaboration through scientific confer-

ces and workshops.

The Council subcommittee administering this program wishes to emphasize its unique role in supporting substantially important, groundbreaking, basic research activity which promises to advance the discipline—either through actual research projects or through conferences which bring scholars together to work on new ideas or develop-
ments. Topics must be cutting-edge and innovative, and they should be emerging, neglected, or overlooked areas or techniques of study. The incremental or unique contribu-

tion of the proposal; is the advance of social science. Proposals which address ongoing work, over "familiar ground" (no matter how excellent in some respects), or simply extended to his knowledge will not receive high scores in this program. Proposals which address issues of the proposal are inappropriate.

Rating Criteria: Proposals should contain statements of theoretical or conceptual background, methodology and how the project will advance the discipline as a body of knowledge. Higher ratings are given to applications which are clearly (1) the "cutting-edge" of the discipline, (2) represent innovative activity, (3) are of substantive importance, (4) would be most helpful by a large number of scholars, and (5) would have the potential to cut through the discipline.

Update on Scarc Case and the Scholar's Privilege
James Richard Scione, a Washington State University graduate student who was jailed for five months for refusing to reveal confidential research information and affirming researcher's privilege, was released from jail on October 13. On January 15, the Supreme Court denied granting creditor in the Scione case. The case was reversed in 1992 in "Poe v. View" column in the Cinema Of Higher Education, Law professor Murray C steadfastly defended Scione's interpretation of ASA's Code of Ethics. Professor held that the right to privacy and confidentiality is the privileged privilege, and the Supreme Court granted an appeal, the Jan-

uary 1994 issue of the ASA Council has under-

stood the importance of protecting confidentiality and limited scholar's privile-

ges. Council further encouraged ASA to take steps to reinforce the public's awareness on the subject.

ASA Aids Sociology At CSU-Northridge
The ASA has responded to replenish the library and teaching materials destroyed by the January earthquake in the Los Angeles area. The California State University-Northridge campus was at the epicenter of the quaker and suffered extensive damages. Most of the 58 buildings on campus were closed because of concern about their safety. The administration building was destroyed and temporary quarters were set up in a large tent. Most computers on cam-

pus were destroyed as well as the parking garage collapsed. The roof of the library was demolished and the building remains unusable.

ASA provided direct technical assistance to the Department of Sociology at CSU-Northridge sent the "call" to other social and behavioral science associations. The Depart-

ment received curriculum materials and journ-

als to resume their instructional duties, in temporary "portable" facilities. The AS

A has sent many of its Teaching Resources Center materials (e.g., syllabi sets for courses offered in spring and summer 1994) and all journals. We will continue to alert foot-

notes readers as to how they can help.
Support for the Nominations Process

We express our appreciation for the hard work undertaken by the ASA Nominations Committee. This committee is responsible for the selection of candidates for the offices of President-Elect and Vice President. A list of the women nominated for the highest offices of the organization is internationally recognized scholarly pursuit. Cynthia Fuchs Lipson is well known for her research on working class women and social movements in the United States and Germany. Judith Lorber’s contribution to sociology includes her work on women and medicine and her stewardship of Career and Society through her years.

The choice of four women candidates for the highest ASA offices is clearly a first in the history of our organization. This slate reflects the importance of the study of gender to the discipline as well as the ASA Nominations Committee’s commitment to applying universalistic criteria in selecting candidates for highest offices.

The Academic Demand for Sociologists

The supply of sociologists is more diverse than thought possible just a generation ago. Many believe that our profession is reaching some of the brightest and most motivated from foreign shores and our own doctoral students have academic origins as wide ranging as our subject matter, but certain types of enrollment drive changes which we can only speculate about.

The following scenarios are based on data found in the 1991 ASA Guide to Graduate Departments. Assume that 20 percent of the 1991 graduating classes received PhDs in sociology (during 1989-1990) had two one or two new PhDs per year, for the two year period under review. This generates approximately 60 new PhDs every year. An assumption of this kind of demand is not unreasonable, remaining having no interest in positions at the highest level, the graduate department is our primary market.

After the 60 are hired, it will enter over two-thirds (82%) of the top, two-year, time academic positions and research positions. Sociologists can facilitate the premature completion of degrees by creating an ethos which encourages them to begin their next academic endeavor before the end of their first year. An additional 10 percent of the 1991 graduating classes received PhDs in sociology (during 1989-1990) that have 1991-1992 enrollments at undergraduate levels. These students are being encouraged to begin their academic careers before the end of their first year.
Research Program on the Discipline and Profession
Sociology Departments and Their Affinities

What is the institutional location of sociology? Is our field anchored in a department of its own, in a joint department, or in a divisional structure? The 1995 Survey of Departments and Divisions included questions on whether sociology was a separate department or whether it was combined with other disciplines. More than half of all departments, 56.8%, are combined. As expected, most PhD departments are singularly sociology. The likelihood of having a combined department is directly related to institutional size (see Table 1). When no sociology degree is offered, sociology courses are more likely (over 90%) to be taught in a joint department. But even in BA granting and MA granting departments, the percentages of combined departments, the number of degrees granted, and the numbers of combined departments are 61.6% and 61.2%, respectively. Only at the PhD level are most departments of sociology (86.5%) freestanding of other disciplines. Whether a marriage of administrative convenience, fiscal necessity, or an intentional institutional collaboration, the activities and futures of sociology departments are conjoint with other disciplines.

Table 1: Sociology Department or Division Status by Type of Degree Offered

<table>
<thead>
<tr>
<th>Degree Offered in Sociology</th>
<th>Separate Sociology Department/Division</th>
<th>Combined Sociology Department/Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>86.5</td>
<td>13.5</td>
</tr>
<tr>
<td>N of departments</td>
<td>83</td>
<td>13</td>
</tr>
<tr>
<td>MA</td>
<td>35.8</td>
<td>64.2</td>
</tr>
<tr>
<td>N of departments</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>BA</td>
<td>24.4</td>
<td>75.6</td>
</tr>
<tr>
<td>N of departments</td>
<td>172</td>
<td>228</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41.9</td>
<td>58.1</td>
</tr>
<tr>
<td>N of departments</td>
<td>234</td>
<td>393</td>
</tr>
</tbody>
</table>

Table 2: Departments With Which Sociology Is Combined

<table>
<thead>
<tr>
<th>Department</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>121</td>
<td>31.4</td>
</tr>
<tr>
<td>Social work</td>
<td>35</td>
<td>9.1</td>
</tr>
<tr>
<td>Anthropology &amp; Social Work</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>Psychology</td>
<td>21</td>
<td>5.5</td>
</tr>
<tr>
<td>Other(s)</td>
<td>19</td>
<td>4.9</td>
</tr>
<tr>
<td>Anthropology &amp; other(s)</td>
<td>17</td>
<td>4.4</td>
</tr>
<tr>
<td>Anthropology, social work &amp; other(s)</td>
<td>11</td>
<td>2.9</td>
</tr>
<tr>
<td>Social work &amp; other(s)</td>
<td>10</td>
<td>2.6</td>
</tr>
<tr>
<td>Social work, criminology &amp; other(s)</td>
<td>9</td>
<td>2.3</td>
</tr>
<tr>
<td>Criminology</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Anthropology, criminology &amp; other(s)</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Social work &amp; criminology</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Criminology &amp; other(s)</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Social work, psychology &amp; other(s)</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Anthropology, psychology &amp; other(s)</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td>Anthropology, social work, criminology &amp; other(s)</td>
<td>6</td>
<td>1.6</td>
</tr>
<tr>
<td>Psychology, criminology &amp; other(s)</td>
<td>6</td>
<td>1.6</td>
</tr>
<tr>
<td>Anthropology &amp; psychology</td>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>Anthropology, social work &amp; psychology</td>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>Anthropology, criminology &amp; other(s)</td>
<td>3</td>
<td>.8</td>
</tr>
<tr>
<td>Anthropology, social work, criminology &amp; other(s)</td>
<td>3</td>
<td>.8</td>
</tr>
<tr>
<td>Psychology &amp; criminology</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td>Anthropology, psychology &amp; criminology</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td>Social work, psychology, criminology &amp; other(s)</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td>Social work, psychology &amp; criminology</td>
<td>1</td>
<td>.3</td>
</tr>
</tbody>
</table>

The ASA's Research Program on the Discipline and Profession collects original data about sociologists and about departments, as well as complex information from secondary data sources that will inform the profession. The Program issues periodic research briefs. This brief was prepared by Carla Vannatta, Director, Elizabeth Schiatter, Research Assistant, and Ramon Torrinella, Associate Director of the Research Program on the Discipline and Profession Program. These data were collected in the spring of 1995 from a survey sent to all departments that offer courses in sociology. Departments were asked the highest degree offered and whether the department was a sociology department, or a joint department, and, if joint, with what other departments. Of the 417 departments that offered at least a BA degree in sociology, 627 departments. 61%, responded to the instrument.

Reading Tips

Enough of "That"

by Karen Feinberg

An EPA scientist in Triangle Park, N.C., told me how consumers drive and inflate their time is critical.

"When I read this statement on the op-ed page in our local paper, my reaction was immediate," she said. "I'm familiar with the columnist's work, and the last time I saw his column, it was critical of the EPA's practices."

Then, when I came to "is critical," I had to backtrack and read the entire sentence again.

The sentence would have been unmistakable at once if the columnist had written:

"An EPA scientist in Triangle Park, N.C., told me how consumers drive and inflate their time is critical."

"That," as it's used (or not used) in the above example, introduces something that is not obvious or transparent.

In social sciences literature, "that" is a modifier that is not necessary for clarity. It can be omitted without changing the meaning of the sentence.

"That" may work well in speech, but in writing, the absence of "that" can render a sentence ungrammatical or difficult to understand.

"That" may also work well in speech, but in writing, the absence of "that" can render a sentence ungrammatical or difficult to understand.

In writing, however, we don't receive auditory feedback. In printed or oral communication, "that" is a modifier that is not necessary for clarity. It can be omitted without changing the meaning of the sentence. In printed or oral communication, "that" is often used to intensify a statement or to express a feeling or opinion.

Karen Feinberg, a professional copy editor, has written on subjects such as manuscript submission for over 30 years. If you would like to see a particular subject or writing problem discussed in this column, contact Kfeinber@n.com. Feinberg's article was published in slightly different form in the April 1993 issue of "The Tiptop Tat."
Inside 1722

Monica Jovis is a Special Additions to ASA

ASA is fortunate to have Monica Jovis as a full-time intern, working with Felice Levier, ASA Executive Officer, on public information, international issues, and special projects for one year. Mocoo, a South Africans, completed her BA in sociology and anthropology at the University of Cape Town and spent a year in Sweden before returning to graduate school.

Through a reciprocal arrangement, Monica was able to split a stipend and attend for such an internship.

Part Time and Part Time, Monica handled the arrangements for many international scholars who attended the 1993 Annual Meeting, the congressionals with them by fax and phone, helped them get the Inns of their U.S. hotels expedited, and assisted them at the convention.

Monica’s considerable experience in international education is personal and professional. She worked at the U.S. Information Service in Cape Town on various social, political, and educational programs. In the summer of 1988, she spoke at a South African conference on Greenhouse Universities and there met many South African scholars who were teaching at various universities across the U.S. “While I did not think I was university material, my fellow South Africans convinced me to return to school and get my degree. I returned to South Africa and started research and teaching giving away money to foreign undergraduate students. I found several schools and finally applied to six; three schools offered me positions and I began graduate school.”

While in graduate school, she taught a seminar in sociology at the University of Cape Town and a seminar in political science at the University of South Africa. She then decided to return to South Africa and begin teaching.

Correction

The January Footholds obituary for Hans Machack mentioned he was the first social activist to be appointed to a school of nursing. We received word from Frances C. MacGor of Carmel, Ca. noting that: “In 1954, with urging (and a grant) from the Russell Sage Foundation, I accepted the position of director, introducing the social sciences to nursing and medicine at the New York Hospital School of Nursing, Cornell University.”
Survey Shows Attendees Satisfied with ASA Meeting

Elizabeth Schuster, Carla Fidnicey, and Pamela Terrell, ASA Research Program on the Discipline and Profession

According to the 1995 Annual Meeting survey, sociologists were overwhelmingly satisfied with the meeting's conference. Although many people suggested topics that they would like to see covered more fully at future meetings, over 80% of respondents reported that the intellectual content of the 1995 meeting represented the "substantive professional interests." Not only did the on-site registration and the residents receive high marks, but respondents were also extremely positive about ASA's special services and social events.

Each of the 3,246 attendees received surveys in their registration packets, and 428 people returned them. Although this response rate of 13% is lower than expected, the over 80% rate of surveys returned indicated that attendees were satisfied with the survey.

Most of the respondents who returned the surveys were interested in the annual meeting, with the majority reporting that they were very interested or somewhat interested in attending. Overall, 85.7% of respondents reported that they were very interested or somewhat interested in attending. This high level of interest suggests that attendees were satisfied with the meeting and its activities.

The survey also asked respondents to rate their overall satisfaction with the meeting on a scale of 1 (very satisfied) to 5 (very unsatisfied). The average response was 3.7, indicating a high level of satisfaction.

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A comprehensive course on applied regression analysis of longitudinal data events. Topics include censoring, accelerated failure time models, proportional hazards models, time-varying explanatory variables, competing risks, repeated events, discrete-time methods, and margins heterogeneity, and consequences of non-ignorable patterns. Participants get hands-on practice with the SAD procedures and R/REMEDY individual consultant.

Instructor
Paul D. Allison, Professor of Sociology at the Pennsylvania University, is the author of Event History Analysis (SAGE1984) and "Discrete time methods for the analysis of event histories and sociological Methodology 1982.

Who Should Attend
Researchers with a knowledge of basic statistics inference and substantial experience with multiple regression who want to apply EHA. No previous knowledge of EHA is assumed.

For Further Information
Contact Paul D. Allison, 3718 Locust Walk, Philadelphia, PA 19104-0499, 215-893-6717, SAGE.CONSULTS@UPENN.EDU. Fee is $800.
Media, continued

in Seattle; KIEV in Los Angeles; and KPFA and KKBX in San Francisco. Tele-visions shown on the programs included KGTC, KEMP and KUSI in San Diego KOMO, KIRO and KVOS in Seattle and the Michael Malone Show.

Susan E. Johnson, an independent research sociologist in Anchorage, Alaska, was interviewed for the story. "Author defends book on lecherous em- pire," is in the Chicago Tribune, January 28, 1994. Johnson spoke to high school students and other interested parties in Chapel Hill, NC, where she spoke, Staying Power: Long Term Lecher Couples has been banned from the multicultural curricu-lum at Chapel Hill High School. She was also interviewed on local radio and television.

Peter Kevian, Augustana College, was interviewed on public radio station WVRK in the prospects for democracy in eastern Europe, in connection with his recently co-authored book, For Democracy.

Stephen Klineburg, Yale University, Gary Kleck and Elijah Anderson, un-iversity of Pennsylvania, were quoted on the link between guns and violence in two magazines in an article "Up in Arms," on December 28, 1993.

John L. Lilly, Northern Kentucky Univer-sity, was featured in The Cincinnati Enquirer, "The Day We Will Remember," on his research on U.S. army cases on white and black soldiers during World War II, showing white soldiers were less likely to be recommended for promotion or execution by white army commanders.

Philip J. Ommerhoffer, University of Kentucky, was quoted in the Lexington Herald Leader on the demographic status of Appalachian migrants to metropol-i-tan areas.

Albert Reines, Yale University, was quoted in The Washington Post, January 5, 1994, about the general public's increase in fear of violence.

Donn N. Kahan, University of Nebraska-Lincoln, has an article in the January 25, 1994, "Emotional Barricade to Demo- cracy on Campus," in the Campus Debate, "Can We Talk About the Public War?" in the articles for the Society for the Study of Communication in Philadelphia, "Problems and Prevention of Agg- ression," in the University of Maryland, "City, People, January 28, 1994, on their study. A second legal challenge to the debate over racial identity.


People

Maxine F. Atkinson, North Carolina State University, has been elected to the position of President of the Southern Sociological Society for the fiscal year 1995-96 and the position of Vice-President-Elect for the fiscal year 1995-
6.

Robert D. Ballard, University of Cali-fornia-San Diego, and Beverly H. Ward, University of Hawaii, were invited to the White House to wit-ness the February 5 signing of the Exec-utive Order on Equal Employment Opportunity.

Arthur Claggett, Professor Emeritus, Stephen F. Austin State University, has been elected as the new president of the Texas Board of Trustees, March 1 to serve a five-year term on the Board's governing board. He has been elected as the new president of the College for Higher Education, where he will assume the responsibilities of President-elect for the annual AAGM meeting, 1995.

Shirley L.丝绸之路, University of New Orleans, has been appointed Vice Chair-
man for Research at the university. Joel B. Montgomery, Jr., retired Washington State University, 1997 retired, South Puget Sound Community College, Adjunct Professor, Senior Center Olym-pia, Washington, 1993. Total years in sociology 36.

Phillip J. Ommerhoffer, University of Kentucky, has been elected to the board of the Society for Applied Sociology. Philip J. Ommerhoffer, Antioch College, has been selected as the new director of the Forum on Family Policies and Rivals at the Administrative Association for Higher Education.

William R. Smith, North Carolina State University, will receive support from the Faculty Research and Professional Development Fund. Mr. Smith is one of the $45,000 for his entry entitled "Sources of Disciplining: Testing Structural Explanations," American Sociological Association, January 1, 1994 through December 31, 1994.

Kyle Stein, Hood College, has been promoted to Associate Professor.

Ronald C. Weisburd, North Carolina State University, has been awarded a research grant on "Strengthening Community Policing in Baltimore," for the summer 1994 at the National Bureau of Economic Research.

Rita Simon, American University, and Howard Ataliba, University of Mary-land, were featured in the Washington, DC City Press, January 28, 1994, on their study about the effects of alcohol consumption on the national media.

Judith Texas, University of California-Ir-


Wim Wievkx, University of Illinois-Chi-
aque, and Robert Wood Johnson Founda-tion, University of Illinois-City, Joint project on "The New Urban Community," which will coordinate and encourage faculty research on urban problems, particularly in the Chicago area.

James L. Wood, Oberlin College, and the University of Western Reserve, was elected as Chair of the Department of Sociology.

Awards

Denise Biely and William T. Biely, University of California-Santa Barbara, received the 1993 award for "Outstanding Research" on the University of California, January 23, 1994.

Ludwig L. Germain, Professor Emeritus at Stony Brook, was honored for his work as a sociologist. The award is given annually to best published article combining theory and research on important issues in the field.

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Summer Programs

Interlochen Arts Academy (IAA) and Spelman College are sponsoring a curricular enrichment program for summer programs in arts, sciences, and humanities/university faculty. The institute, "Gone, Goodbye, and the Global Peace," scheduled for June 12-26, 1994, is a unique opportunity to discuss the political participation and the achievement of governance and the institute's development with leading scholars from around the world. Highlights participation through the "Gone, Goodbye, and the Global Peace," scheduled for June 12-26, 1994, is a unique opportunity for students, professionals, and policy makers to explore the critical issues of governance, human rights, and poverty, with the overall objective of countering the development of new and potentially serious diplomatic instruments for understanding international issues.

If you have any data, papers, or information on issues related to managing, programming (including agricultural and/or non-agricultural) for the elderly or older people, you may submit them to the ASU Executive Officer's Academic and Professional Affirmations, 1724 N 25th Street, Washington, DC 20009-9950. For more information, please send your request to James R. Reynolds, Interim Dean, University of Nevada, Reno, NV 89508-0587.

The University of Southern California, Department of Sociological Research, Population Research Laboratory, and the University of California, Department of Sociology, are sponsoring a conference on social and ecological analysis and population trends, which will be held on January 23-26, 1994. The conference will include panels on population and human rights, group rights, immigration, assimilation, education, and the effects of immigration and minorities, affirmative action, and related issues. The design of the conference is still under development and the program will be announced in the future. Please contact Dr. S. A. C. B. Department of Sociology, State University of New York at Stony Brook, Stony Brook, NY 11794. The conference will attract students, professionals, and policy makers who are interested in the development of social analysis and policy trends.

The American Sociological Association, the American Sociological Review, and the American Sociological Review, are sponsoring a conference on social and ecological analysis and population trends, which will be held on January 23-26, 1994. The conference will include panels on population and human rights, group rights, immigration, assimilation, education, and the effects of immigration and minorities, affirmative action, and related issues. The design of the conference is still under development and the program will be announced in the future. Please contact Dr. S. A. C. B. Department of Sociology, State University of New York at Stony Brook, Stony Brook, NY 11794. The conference will attract students, professionals, and policy makers who are interested in the development of social analysis and policy trends.

Contact

I am forming a network of sociologists concerned with social policy and the implications of these technologies. The bibliography has been accumulated under the title "Repurposing, reproductive technol- egies, questions of law and ethics, and the emergence of new family systems and policies in contemporary society." I am interested in the role of these technologies in the development of new family forms and the implications of these technologies for the development of new family systems and policies in contemporary society. I am also interested in the role of these technologies in the development of new family forms and the implications of these technologies for the development of new family systems and policies in contemporary society. I am also interested in the role of these technologies in the development of new family forms and the implications of these technologies for the development of new family systems and policies in contemporary society. I am also interested in the role of these technologies in the development of new family forms and the implications of these technologies for the development of new family systems and policies in contemporary society. I am also interested in the role of these technologies in the development of new family forms and the implications of these technologies for the development of new family systems and policies in contemporary society.

Deaths

Melvin Teas, Princeton University, died March 5 in Princeton, New Jersey.

Obituaries

Joseph H. Fichter (1938-1994)

Joseph H. Fichter, suffering from lung cancer, breathed his last on February 25, 1993. On this day he lost his most important contribution to research on Catholic Church history, but he was also an advocate for some groups who suffer discrimination. His contributions to the study of the history of the Catholic Church in Mexico and Latin America are well known. Although some sociologists may have had their reservations about accepting Fichter's research and/or the social causes he espoused, I would argue that it is difficult to find sociologists who didn't enjoy spending time with Joe. He was known for his humor.

Setting the record straight was important to Joe, as is illustrated in the following anecdote. In the fall of 1993 he exploded in a phone call why he had decided to skip the annual meeting of the American Sociological Association to attend the meeting of the Catholic Church. First, he was short on energy; second, he was short on time; and third, he was short on money. He argued that his reason was his need to strengthen in order to make it to the ISSR annual meeting where a panel of scientists was going to discuss "Joe's work on social justice." "It's not a good idea to have Joe present at the ISSR meeting," he said, "you can sit in the back of the room and see the set up of the meeting. It will sure be over; if it's over, I can leave early." We had a few weeks later that the doctors didn't think he was going to make it to the ISSR meeting. He also was worried regarding the cause of his lack of energy.

The sources for this obituary come from my "Fichter's Files" created in 1978 when I worked with Jeff Hadden to promote Joe's candidacy for president of ISSR. We were both happy about his election, but he came very close. That same year, when I was preparing a talk to be given at a dinner celebrating Joe's 75th birthday in Boston, during the annual meetings of the Association for the Sociology of Religion, I asked him if he still had any quotes on the notebooks on my desk. He continued to send me clippings until just recently, and I sense that he is still writing. In 1978, he wanted to make sure that I set the record straight, so that he would not have been elected. For his file, I have added my notes on this occasion as this obituary.

For Fichter's files began in Union City, New Jersey, in 1970, when he was 22 years old, he entered the New Orleans presidency of the American Sociological Association and received his BA (1979) and his MA (1983) from St. Louis University. He was elected as a fellow of the American Sociological Association in 1983 and received a doctorate in sociology from the University of Michigan. He spent most of his career teaching at Loyola University in New Orleans. He also held the chair of the Division of Sociology at Catholic University of America from 1960 to 1970. On his departure from Harvard, a division school president announced the completion of his term, stating, "It will be difficult to envisage life at the Divinity School without Joe, and I feel that he has endowed fully into every aspect, social and scholarly, of our community and earned the respect and affection of students and colleagues." For was also known for his contributions to the field of sociology, including University of Chicago, University of Notre Dame, State University of New York at Albany, Tulane University, University of California, and the Catholic University of Chile.

Joe Fichter was an outstanding scholar for both the Society for the Scientific Study of Religion and the Sociological Societies of the United States and Canada. He was a member of the executive council of the American Sociological Association. In recognition of his stardom in the field of sociology, the Catholic University of America awarded him the title of Professor of Religion named his annual research award the Fichter Research Award. A festival in his honor, hosted by Jeff Hadden and Ted Long was called "Religion and Religion's Impact in America. Studies in Honor of Joseph H. Fichter" (1995).

Joseph H. Fichter's research record includes approximately 30 books, 200 refereed journal articles, and 20 significant research reports. Even before he began his career as a sociologist, Fichter was a leading member of the Catholic Church, which he illustrated in his book, "The Fifth World of Church" (1982). His contribution to the lives of 14 million people instrumental in the political and social change from the dawn- ing of the enlightenment of the 19th century. Perhaps his decision to build his career was motivated by the memory of how discipline of sociology was a factor in the development of social problems. The bulk of his sociological work focused on his work on the Catholic Church in Mexico and Latin America, American Society's Forgotten Priests (1969), and Religious Education of Clergy (Alaska) (1982), The Pastoral Presence: Harrison Priests (1986), and The Hispanic Priests in the Church (1993). One wonders how the priesthood might have looked today had the Catholic hierarchy not been so different to the results of his research. His books on parishes and schools includes Southern Priests (1991), Theological Relations In The Latin Patriarch (1974), and Parish School (1980) (1980). Fichter's book of American indigenous cover topics such as religion as an occupation, peace and teaching, the Catholic Church and the Franciscan, and the Unification Church. His sociological autobiography was published in 1976: "One Man's Reminiscences of A Catholic Sociologist (1992)."

Other Organizations

The General Social Survey (GSS) of the National Opinion Research Center continues to use a national sample on which information is collected on various topics. It includes questions on political activity, race, religion, sex, group rights, immigration, assimilation, education, and the effects of immigration and minorities, affirmative action, and related issues. The design of this survey is still under development and the program will be announced in the future. Please contact Dr. S. A. C. B. Department of Sociology, State University of New York at Stony Brook, Stony Brook, NY 11794. The conference will attract students, professionals, and policy makers who are interested in the development of social analysis and policy trends.

Classified Ads

Filling Specialized in social sciences and humanities articles to originate from major and well-known scholarly articles and journals. Time, dependable, and thorough; well-organized and thorough. Formerly managing editor/copy editor for a major, well-known journal, previously editing for other journals and scholarly presses. References available. Martha Foster, e-mail: maffoster@sunflower.com. (213) 286-2732. I'll bring out the best in your book or paper. Expert editing for style, clarity, and content. Professional, reasonable rates, including several ASA journals. Demography. Criminology. Social Research. University of California Press. (510) 642-6700 ANA7ON, Cincinnati, OH 45221. (513) 797-2056. COMPULSIVE.COM.
ASA 1994 TEACHING WORKSHOP

PREPARING FOR A DEPARTMENTAL REVIEW

- DATES: May 15-15, 1994 (Registration, 1 p.m., May 15; Closing, 1 p.m., May 15)
- LOCATION: Dayton, Ohio
- STAFF: Caroline White, Bergey; Skidmore College
  Theodore Wagner, Mima University
  Charles Green, University of Wisconsin, Whitewater

- OBJECTIVES: The workshop will help prepare departments for self-study, institutional departmental reviews, and external reviews and evaluations. It will focus on evaluating curriculum, departmental governance, and relations with other units. Suggestions for improvements of teaching programs will be included.

- LODGING: Dayton Holiday Inn

- COST: ASA members, $175.00; Non-members, $200.00. The fee includes registration, materials, workshop session, hotel accommodation on the nights of Thursday, May 15, and Sunday, May 14, in double rooms (based on double occupancy). If lodging is not required, the fee for the workshop is discounted to $200.00 for ASA members and $175.00 for non-members.

- DEADLINE: Completed registration form or letter of intent to attend and deposits of $65.00 per participant must be received by April 21, 1994. No refunds will be made after April 5. Registration is limited to the first 50 registrants.

- TRAVEL: Participants are responsible for their own transportation. Non-reimbursable travel should NOT be covered until after the participant receives confirmation that the workshop will take place as scheduled.

For additional information, please contact:
Dr. Jane Bellisatt, ASA Field Coordinator for Teaching and Learning, 2602 K Street, Northwest, Washington, D.C. 20037-2145.

If you haven’t renewed your ASA membership, do so today to receive the election ballot!

ASA Advantage

ASA Sections

Sections bridge the interests of ASA members and the larger organization. Joining one of more of ASA’s 34 sections is a good way to become involved in ASA activities, and to meet other sociologists with similar interests in research, teaching, and sociological practice. At every Annual Meeting each section has a Section Day program including paper sessions, roundtables, social events, and a business meeting. Many sections give awards to honor outstanding work in their specialty. Throughout the year, sections communicate via their own newsletters and hold spring elections for their officers. Many sections have special projects to bring students into the profession. At present there are three sections in formation—Racial Choice, Sociology of Religion, and International Migration. To join a section, check in on your ASA membership renewal or write to the Secretary General for more information.

Membership in ASA benefits you!

Honors Program Director Sought

After two terms of very able and committed leadership from David Bills of the University of Iowa, it is time to pass the baton to a new Director of the ASA Honors Program. The Honors Program brings together outstanding undergraduates and graduate students to attend, participate in, and study the Annual Meeting. First time student participants, selected on the basis of scholarly performance, can receive academic credit for completing the program requirements (currently through the University of Iowa or their home institutions). Now in its 22nd year, the Honors Program has garnered the respect and interest of both students and faculty.

The Director guides and manages the program, selects student participants, and organizes related events at Annual Meetings. Applicants should be strongly interested in helping social scientists into the profession and discipline of sociology. The position of Director is structured in a manner similar to a journal editorship and is considered a significant professional service. The term is three years, with an option to renew. An oversight board advises the director and works with the selection of program participants. A small budget is available to cover direct costs of running the program.

Applicants should be in tenure track academic appointment in an accredited college or university and have departmental or divisional support to help with clerical tasks associated with directing the program. The Director spends most of the Annual Meeting working with students and Honors Program activities. The position requires exceptional organizational skills and creative ideas for credit and non-credit bearing educational experiences for Honors Students at the Annual Meeting. The Honors Program Director works closely with the Honors Student Association, which organizes sessions and social events at the Annual Meeting. This active student network of new and former Honors Program participants communicates informally and via a regular newsletter.

Interested applicants should send a vita and cover letter outlining their ideas and interests to arrive at the Executive Office by July 15, 1994. Please address all correspondence to: ASA Honors Program Search, American Sociological Association, 1722 N Street NW, Washington, DC 20036. Selection will be made at the August 5-9 Annual Meeting in Los Angeles. The new Director will take office as of August 1995, at the end of the Annual Meeting in Washington, DC and will have the opportunity to work directly with David Bills during his last year of office in order to create a smooth transition.

Watch for the all new...

1994 ASA Academic, Teaching, and Career Resources Catalog

...coming in April in your Department Chair Mailing.

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Footnotes

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Production: Ramon Eurlshick
Secretary: Jennifer Rapini Daniel

Article submissions are limited to 1,000 words and must have journalistic value (i.e., timely, relevant, in-depth, general interest) rather than research-oriented or otherwise narrow. Submissions will be reviewed on the editorial board for possible publication. "Open Forum" contributions are limited to 800 words. "Obituaries," 200 words; "Letters to the Editor," 400 words; "Departures," announcements, 200 words. Accepted material will appear in the next or following issue. Authors reserve the right to edit articles for style and length at our discretion. The deadline for all material is the first of the month preceding publication (e.g., April 1 for May issue).

Send communications or materials, subscriptions, and advertisements to: American Sociological Association, 1722 N Street NW, Washington, DC 20036. (202) 833-3711. HINT: Use a postage stamp for bulk mail.


Future ASA Annual Meetings

1994—August 5-9
Westin Bonaventure and Los Angeles Hilton
Los Angeles, CA

1995—August 19-23
Washington Hilton & Towers
Washington, DC

1996—August 10-14
Chicago, IL

1997—August 9-12
Toronto, Ontario, Canada

1998—San Francisco

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