

Footnotes



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Membership Survey Results Help Guide Future

by Caria B. Howery

Last year at this time, members received a survey asking for their evaluations of ASA membership benefits. Many of you responded, 3704 to be exact, and the results have been helpful to the ASA Council, the Membership Committee, the Publications Committee, and the Executive Office staff. The data were coded by students at the Center for the Study of Local Issues at Anne Arundel Community College (see story in December 1987 *Footnotes*). The response rate from 8316 surveys sent is 45%.

Readership of ASA Journals

Members were asked to indicate if they read ASA journals and how thoroughly. Eighty-three percent of the respondents said they read *Footnotes* regularly and another 10% said they frequently read it. The *Employment Bulletin* also had high readership. Readership for the other journals was quite similar: about 38% of the subscribers read the journals regularly and another 26% do so frequently. Nonetheless, about 35% say they never read the journals to which they subscribe.

TABLE 1. REASONS FOR JOINING THE ASA

Reason for Joining	Percent Answering Yes, this was a reason (multiple responses possible)
Keep current in the field	81.4
Professional responsibility to support national organization	57.3
Obtain publications at member rates	48.9
Help advance career	33.6
Make new professional contacts	31.9
Contribute to the advancement of sociology	31.2
Become a member of a section	18.4
Attend Annual Meeting at member rates	15.6
New employment services	12.5
Professors urged me to join	10.8
Other	3.9
Obtain ASA group insurance	1.4
N = 3704	

TABLE 2. PARTICIPATION IN PROFESSIONAL ASSOCIATIONS OTHER THAN ASA

	One	More Than One
Percent in state associations	21.0	2.1
Percent in regional associations	41.0	11.8
Percent in specialty associations	22.9	24.5
N = 3704		

Reasons for Joining

Another set of questions asked members for their reasons for joining. Multiple responses were possible. Table 1 reports the percentage of respondents answering yes to the reason listed.

Professional Memberships and Involvement

The Membership Committee was interested in the "joiner hypothesis." Are people who are active in one association more likely to join other associations? Or, do people anchor themselves in a state, regional, or specialty organization to the exclusion of others? Everyone in the sample was an ASA member. More than half also belonged to at least one regional society

See Survey, page 9

Sociology Major Wins Heisman

Tim Brown, Notre Dame senior sociology major, flanker back, and kick-returner *par excellence*, was the runaway choice for the 1987 Heisman Trophy for the most outstanding college football player.

I'm sure I speak for all ASA members, whether football buffs or not, in extending our warmest congratulations to Tim Brown for making the word "sociology" such a positive, visible part of Saturday afternoon on national television. Tim Brown has shown himself to be a personable, articulate young man, and we salute him on this achievement even as we wish well in his future endeavors.—WVD/A □

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Clearinghouse Seeks News, Media Contacts

Sociology is a potential gold mine of untapped news stories that can help policymakers, teachers, other opinion leaders and citizens to better understand society. Hidden within many journal articles, conference papers, and research reports are facts and analyses that form the basis of sociology's contribution to society. Unfortunately, most journalists don't know how to mine this untapped sociological gold and most so-

ciologists don't know how to translate their research findings into "useable" information for the media. As a result, a great deal of valuable sociological research collects dust in unread journals, in libraries, in bottom drawers of sociologists' desks and in proceedings of conferences. Sociology is simply too valuable to allow its potential to continue to be untapped by the larger society.

To help correct this situation, ASA's

Committee on Public Information is asking sociologists to "drop a dime" on potentially newsworthy research findings. Specifically, we want you to send us your own (or other's) research findings that may be potentially "newsworthy" if translated into stories by (sociologically) knowledgeable journalists. We are looking for research findings on a wide range of topics and are seeking to develop a large inventory of sociological work that can be developed into news stories by daily newspapers, weekly magazines, or monthly periodicals read by a general audience. Consider these examples of already published sociological work that have been underreported in the general media and deserve general dissemination: Were anti-busing protesters more "racist" than other residents of their own neighborhood or city? Does the racial composition of professional sports teams influence attendance by white or minority fans? Is sexual harassment in the workplace increasing or decreasing? Are today's college freshmen part of the apathetic, conservative "me" generation" or is there a potential pool of student activists on campus? Do Saturday morning cartoon shows influence children toward anti-social or violent behavior?

In the public's mind, sociology is often defined by what the media tells them sociologists do and what journalists know about sociology is often the result of random encounters with

See Clearinghouse, page 3

ASA President Herbert Gans Honored by SUNY-Albany

Herbert Gans, President of the American Sociological Association, received the prestigious Excelsior Award from the State University of New York at Albany for his contributions to the advancement of learning and to the general welfare. The award was presented to Gans in November and reads as follows:

"Herbert J. Gans symbolizes, through his contributions to scholarship and through his writings on the application of knowledge, important commitments of the University at Albany. His many publications about ethnicity, urban sociology, culture, education, media, and stratification have become enduring classics, furthering student and public understanding of the character and dynamics of social life. These contributions, moreover, have stimulated com-

plementary investigations by others and have sensitized those who use the ideas of the social sciences to solve problems related to planning, urban policy, architecture, social welfare, and education to the nuances and the complexities of intervening in the community to work beyond the narrow confines of various specialties, coupled with his ethical concerns about the abuse of power, economic inequalities, racism, and sexism, imbue his scientific writing with a humanistic outlook that marks his personal and professional life. Like Herbert Gans, the University is dedicated to the advancement of learning and to the general welfare, and is privileged to emphasize these aims by presenting the Excelsior Award to Herbert J. Gans, November 24, 1987." □

A Newcomer's View of NSF

by Carla B. Howery

Phyllis Moen has left the gorges of Ithaca, NY, to work in the trenches at the National Science Foundation. She has logged five months on the job as Associate Director of the Sociology Program at NSF. I asked her to share some of her impressions.



Phyllis Moen

Moen stresses that NSF has a special role as the only federal agency whose primary aim is *basic* research. The total NSF budget may be modest in comparison to most mission agencies, but its special purpose is critical for the advancement of science.

When asked about the linkages between the Sociology Program and other parts of NSF, Moen mentioned several programs that sociology can tap to obtain support. For example, NSF has programs for research at undergraduate institutions, special support for women and minority scientists, and support for colleagues doing international work. I asked her if sociologists would increase the odds of funding by applying to these programs rather than to the general Sociology Program. "Most sociology-related proposals find their way to the Sociology Program for review," she said. "And every proposal is measured by the same criterion: good science. As such, the 'odds' are not improved by applying to one program or another, but I certainly would not discourage people from casting their net widely."

Another important way to stretch the limited funds available is through joint review and funding with other disciplinary programs. The Sociology Program works with economics, geography, law and social sciences, and political sciences, for example, on areas of mutual interest. In fact, "about one-third of sociologists' proposals end up being jointly funded with other programs, and that certainly stretches resources."

Committee on World Sociology Liaison Coordinators

by Carla B. Howery

The Committee on World Sociology has developed a system of information exchange with sociologists in other countries. Liaison coordinators have special area studies interest and experience in regions of the world. If you plan to travel to one of these areas, contact the liaison coordinator for information about colleagues who might be helpful with your work. The liaisons also report on interesting work and other news from their region.

Most recently, the liaison system is being used as a way to gather information and to respond to cases of political imprisonment. The liaison coordinators inform the ASA about the mistreatment of sociologists and what effective responses might be. Cases are brought to the ASA Council for action. Individual sociologists may also respond with letter writing campaigns on behalf of imprisoned sociologists. This issue of *Footnotes* contains a letter by Alvin Jacobsen about the case of Soh-Joon-shik, a Korean sociologist.

Another source of help is Dr. Pamela Doty, a sociologist working at Amnesty International. Her specialty area is the Caribbean region, but she is using the Amnesty International network to gather information on political prisoners around the world. In a forthcoming article for *Footnotes*, Dr. Doty will document the case of Dr. Hidalgo, a sociologist in prison in Cuba.

One sociologist/prisoner has been recently released. Rita Yeh, formerly a graduate student at the University of Minnesota, was released from prison after serving seven years of her sentence for "treason" against the government of Taiwan. She is living in Taiwan but may return to the United States to resume graduate study in sociology. A committee of sociologists and political officials in Minnesota were vigilant in their opposition to her imprisonment and the publicity they created around her case

surely helped in securing her release.

For information on political and scholarly activities, please contact the following liaison coordinators:

Canada: Thelma McCormack, York University, 205 Chaplin Crescent, Toronto, Ontario, Canada M5P 1B1; (416) 667-2350.

Latin America: Louis Goodman, Dean, School of International Service, American University, 4400 Massachusetts Avenue NW, Washington, DC 20016; (202) 885-1600.

Western Europe: Richard F. Tommason, Department of Sociology, University of New Mexico, Albuquerque, NM 87131; (505) 277-2501.

Eastern Europe: Marilyn Rueschmeyer, Division of Liberal Arts, Rhode School of Design, Providence, RI 02903; (401) 274-3937.

Middle East: David Stark, Center for European Studies, Harvard University, 5 Bryant Street, Cambridge, MA 02138; (617) 495-4303.

Africa: Akbar Mahdi, Department of Sociology and Anthropology, North Hall, Adrian College, Adrian, MI 48824; (517) 353-1700.

East Asia: William T. Liu, Pacific-Asian Mental Health Research Center, University of Illinois-Chicago Circle, 1033 W. Van Buren Street, Chicago, IL 60607; (312) 996-2600.

South, Southwest, Austral Asia: Janet W. Salaff, Department of Sociology, University of Toronto, 563 Spadina Avenue, Toronto, Canada, M4S 1A1; (416) 978-5290. □

Correction

In the article entitled "AKD Holds Statewide Initiation" (November, page 9), Alpha Kappa Delta was incorrectly described as "the national sociological fraternity." AKD is an honor society stressing excellence in scholarship, in learning, as well as excellence in character. We apologize for the error. □

What about the political context for federal funding? Moen replied that there is no political pressure to fund particular proposals. Decisions are based on input from peer reviews. However, the total NSF budget, and sociology within it, is necessarily shaped by the political priorities of Congress and the President. NSF funding has been cut back and then partially restored a number of times during the Reagan Administration. The Consortium of Social Science Associations has been an effective voice in making the case for an adequate budget. Letters from sociologists to their Congressional representatives also help.

In response to questions about the review process, Moen stressed two vital sources of input. Proposals are first mailed out to ad hoc reviewers who are subject matter experts. "The backbone of NSF is this peer review system," says Moen. The majority of these ad hoc reviewers have not been grant recipients themselves. "These reviewers are the good citizens of our field, and we greatly value their contributions." Moen added that she encourages sociologists to participate in this outside review process. Proposals are also reviewed by members of a standing review panel, usually appointed for one to two year periods. This panel of experts is selected to represent a broad range of specialties.

Moen's position as a relative newcomer gives her a chance to address some common myths about NSF. "First is the myth of a *hidden agenda*. The Sociology Program funds a range of topics—covering the entire spectrum of sociology. There is no subject area that automatically is included or excluded. But there are priority areas where we would like to see additional proposals. Proposals examining the feasibility of an organizational data base are one such current priority, as are proposals in the sociology of science."

Observing Bits and Pieces

■ Enrollments in sociology programs continue to grow in most parts of the country, and some colleagues are even reporting significant increases in majors. Some of these are the result of new and/or closer ties to social work, criminology and criminal justice programs, others to the growing strength of medical sociology at the undergraduate level. What is not so clear is that there has been any significant growth in the number of undergraduate majors drawn from the top five percent of their college cohort, and interested in sociology as a career.

Students who will be receiving their BA degrees in the next three years and who go on to their doctorates in sociology will find no shortage of job opportunities. Some idea of how quickly the market has changed may be had by comparing the *Employment Bulletin* for October 1982 (56 total ads) with that of October 1987 (135 total ads; copies available on request). Our concern now must be not merely to have enough new PhDs ready for the expanding market, but to have PhDs who are capable of providing the leadership in research, teaching and practice that the field needs. And to that end we need more introductory courses geared to attract the best students to the intellectual challenges posed by a rigorous sociology program. Does your undergraduate major measure up to the need?

■ I hear reports from our friends in the several federal funding agencies that

Moen went on to describe a second myth, involving the "emphasis on *quantitative methods*." She said "it is true that most research funded by the National Science Foundation employs quantitative analytic techniques. It is also true that most proposals submitted are quantitative in nature. But the Foundation considers the merit of each proposal, not whether it uses a particular research approach." In that regard, Stanley Presser, Director of the Sociology Program, and Moen recently met with Herbert J. Gans, ASA President, to talk about ways to increase and improve qualitative research proposals to NSF.

Moen mentioned a third myth, the "old boy" or "school tie" myth. "Young investigators and those new to the federal funding scene are encouraged to apply. Although the scholarly track records of Principal Investigators are taken into account, the major weight of the review process is placed on the merits of proposals, not the reputations of investigators or their university affiliations. To be sure, some individuals seem better at getting funding than others. But I believe it is because they are both more persistent and more adept at designing good research. One sure way not to get funding is not to apply."

My final set of questions revolved around ways sociologists can use the staff resources at NSF. Presser and Moen are willing to talk about proposals as they are being developed. Both travel to regional sociology meetings and to the ASA annual meeting to present sessions on funding opportunities and the "how to" of grant writing. The Sociology Program regularly sends in information to *Footnotes* to keep sociologists informed of special programs and deadlines. For more information about the NSF Sociology Program, contact Dr. Stanley Presser or Dr. Phyllis Moen at (202) 357-7802.



there is more money now available than there are good proposals. If you have been hesitant to do the preparatory work because you thought there was little chance of funding, let me encourage you to "go for it!" NSF, NIH, and NIMH are only three among the many federal agencies that will be happy to receive your proposals.

■ Should sociology be taught in the high schools? Should the members of the Association be concerned about the nature of the sociology courses that are being taught there? In what way, if at all, should the content of sociology courses, and the qualifications of teachers of sociology, be of concern to the Association? If you have any thoughts on the subject, I'd like to hear about them.—WVDA □

Teaching

Teaching Courses in Controversial and Value-Laden Areas

Kathleen McKinney, Illinois State University

In writing an outline for my luncheon roundtable at ASA in Chicago on the topic of "Teaching Courses in Controversial and Value-Laden Areas" the first question I asked myself was what courses or areas in our discipline are particularly controversial and value laden. Two different answers came to mind. On the one hand, courses such as sexuality, sex roles, family, deviance, social problems, medical sociology, criminology, and stratification fit this category for a variety of reasons. Such courses involve: (1) topics and behaviors which are personal, illegal, salient, embarrassing, and open to theological and political bias, (2) inconclusive and contradictory research findings, (3) problematic research ethics, (4) media attention to the areas covered, and (5) rapid social change and public policy. However, I also reached the conclusion that virtually every course in our discipline, including core courses such as theory and methods, involve some controversy and value issues.

There are, of course, positive and negative aspects to teaching controversial and value-laden subject matter. The advantages of teaching such areas include high course enrollments, student involvement and discussion, relevance of material to students' lives, good departmental public relations, and special opportunities to use guest speakers and to teach critical thinking. Disadvantages include difficulty in distinguishing facts from values, ethical dilemmas (e.g., student distress, maintaining confidentiality, requiring self disclosure), complaints from parents or administrators, being placed into a therapist role by students, "controlling" guest speakers, and having students make

negative attributions (promiscuous, deviant) about you.

Participants in my luncheon roundtable dealt with a wide variety of concerns including the pressure to teach catholic values in a small private college, handling student distress and cynicism when discussing research ethics, ensuring useful educational outcomes when showing pornographic films in class, dealing with imbalanced student gender ratios in sexuality and sex roles courses, and facing potentially serious personal consequences when teaching stratification in South Africa.

Faculty have developed numerous strategies for handling some of the concerns or disadvantages of teaching in these areas. One general strategy is to remember to keep the focus of your course *sociological*, that is your deviance course is not on deviance, it is on the Sociology of Deviance. To do this, the faculty member must emphasize sociological theories, focus on the macro, subcultural and interpersonal levels of analysis, and discuss (perhaps conduct) empirical research.

Second, the faculty member's own behavior can help handle some of the potential problems teaching in these areas. He or she can clearly separate facts from opinion (and insist that students also do so), represent "all sides" to an issue including minority or personally opposed viewpoints, keep class participation involving self-disclosure voluntary, encourage an honest, open and comfortable atmosphere, obtain and use student feedback through questionnaires or discussion with small groups of students, teach critical thinking, and clarify expectations relative to the students, self and course.

Finally, aspects of course syllabi, assignments and exams can be emphasized/altered to decrease prob-

lems in controversial courses. Syllabi should be detailed, complete (perhaps even in contract form), and should clarify expectations. No trivial or arbitrary changes should be made on the syllabus in the course of the semester. Potentially threatening or controversial assignments should be voluntary (or a choice among different assignments should be given), confidential, sociological, and balanced. Reaction papers, application papers, and discussion can help maintain balance and allow for the use of critical thinking skills. The emphasis of exams should be to test facts and critical thinking. Essay questions requiring integration and application of material and use of sociological theories are essential.

Thus far this discussion has focused on the concerns of teaching controversial material from the point of view of the faculty member. In the luncheon roundtable, the issue of the students' rights kept popping up in the conversation. We are, to some degree, in teaching controversial (if not all sociological) material altering the student. That is the nature of education. Purposively or not, we change knowledge, attitudes, values, and ways of thinking. Yet, have we maintained the ethical criteria of informed consent? Some would argue that students give their consent by choosing to come to college or by taking a certain course. Is this sufficient, or should more of us include a statement on our syllabi that taking our course could result in these type of changes in the student? My assumption is that most faculty prefer the former argument. It's an issue worthy of further thought.

In sum, though we face many serious concerns when teaching controversial and value-laden material, it seems the

tremendous potential for quality learning outweighs the concerns or disadvantages. Furthermore, faculty have developed a variety of feasible techniques for handling such concerns.

(*The author would like to thank Lynn Atkinson, John DeLamater, Charles Edgley, Terri Orbuch, Susan Sprecher and Rick Zimmerman for their comments on the Roundtable outline as well as Howard Feldman, Gail Gehrig, Johann Groeuewald and Irene Rose for their participation in the Luncheon Roundtable.)

Selected Resources on This Topic

Goldsmid, C.A. and Wilson, E.K. (1980) Chapter 8, pgs. 142-170, "Common Problems of Sociology Instruction" in *Passing on Sociology: The Teaching of a Discipline*.

Goodwin, G.A. (1987) "Humanistic Sociology and the Craft of Teaching." *Teaching Sociology*, 15:15-20.

"Ideology and Controversy in the Classroom" (1985), Special Issue. *The Quarterly Journal of Ideology*, 9. (Also an ASA TRC publication.)

McKinney K. (1986) "The Sociological Approach to Human Sexuality" in Byrne and Kelley (eds) *Alternative Approaches to the Study of Human Sexuality*. Hillsdale, NJ: Lawrence Erlbaum Association.

Rogers, J.W. (1986) "Teaching Criminology". *Teaching Sociology*. "Teaching Human Sexuality" (1987) *Teaching Sociology*, July.

Turkel, K.D. (1986) "Teaching about Women to Male-Identified Students". *Teaching Sociology*, 14:188-190.

Wright, R.A. (1987) "Incorporating Women and Crime Topics into Criminology Classes: Assignments, Exercises, and Projects." *Teaching Sociology*, 15:95-98. □



Workshop Helps You Start a Local Research Center

The American Sociological Association's Teaching Services Program will sponsor a teaching workshop on "Establishing College and University Local Research Centers" on April 6-8, 1988, at the Holiday Inn in Annapolis, Maryland.

The workshop, co-sponsored with the Center for the Study of Local Issues (Anne Arundel Community College) begins at 9:00 a.m. on April 6 and will end at 4:00 on April 8.

Participants will learn about defining local community research needs and various methods of increasing local public awareness; understand some local research and teaching strategies including internships and teaching exercises; survey many practical Local Research Center techniques, such as focused groups, oral histories, citizen telephone surveys, local business surveys, and a grant-writing overview; define some strategies for merging faculty development with local research; and discuss some alternatives for creating and designing a Local Research Center and creating a national network of such centers.

Stephen Steele, Director of the Center for the Study of Local Issues, will staff the workshop.

The registration fee for the workshop, which does not include meals or lodging, is \$180 until January 31, \$190 by February 29, and \$200 by March 15. Special rates are offered to workshop attendees by the Holiday Inn. Deadline for applications is March 15, 1988. For further information call or write: Bill Ewens, Field Coordinator, ASA Teaching Services Program, Sociology, Michigan State University, East Lansing, MI 48824, (517) 355-6639; or Stephen F. Steele, Director, CSLI, Anne Arundel Community College, Arnold, MD 21012, (301) 269-7407.

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sociologists or the active marketing of a self-selecting group of "quotable notables" within the discipline. Sociology now has the rare opportunity to utilize its own membership to enhance public visibility, improve the public knowledge of social trends and social problems, and influence policymaking in important areas. To do so, however, sociology must "market" its "usable" information in a more aggressive, objective way. That can only happen if sociologists learn how to identify what the public needs and wants to know from their own scholarly research findings. Without trivializing or commercializing its scholarly standards, sociology can expand its contribution to society's self understanding and to social progress.

The ASA's Public Information Committee is seeking to establish a "Sociology Media Clearinghouse" to help disseminate important sociological research findings to a wider, general public. The Clearinghouse will provide short summaries of research findings in accessible format to journalists and media organizations.

Sociology has a great deal to say about public controversies, demographic changes, race relations, family issues, social inequality, gender relations, organizational changes, historical trends, educational processes and outcomes, and so on. What is missing is the mechanism to utilize the media as the

transmission belt between scholars and the public. This is the role of the Clearinghouse. Please send us examples of work that can help us use this vital link (see address below).

Media Contacts

It is of concern to many ASA members that sociology has an ill-defined image in the minds of policymakers and the general public. In order to begin the task of clarifying the utility of sociology, the Committee on Public Information has recommended that the ASA expand its roster of journalists who have indicated an interest in and an understanding of sociology in their stories. The idea is to have available names and phone numbers of news people who can be called when newsworthy sociological work is ready for general audience distribution. The assumption is that journalists who have some knowledge of sociology are the ones most likely to want to report and will do so with the fullest appreciation of the integrity of the work.

Please send examples of newsworthy research and/or forward the names of any journalist working either in local, national, electronic or print media, who fits the above description to: Stephen A. Buff, Public Information Officer, ASA, 1722 N Street NW, Washington, DC 20036. □

The Presentation of Minorities in Sociology

by Richard R. Verdugo, Arlington, VA; and James E. Blackwell, University of Massachusetts-Boston

Introduction

The views brought to sociology by minorities have had little impact on the discipline. The main reason for this situation is that their representation in the discipline has been and continues to be small. In the early 1970s, the Caucus of Black Sociologists (which became the Association of Black Sociologists) and other sympathetic sociologists persuaded the ASA to take steps that would increase the representation of minorities in the discipline. One outcome of these efforts was the inception of the ASA's Minority Fellowship Program (MFP). It has been over a decade since the MFP funded its first cohort of Fellows and, therefore, it is perhaps time to take stock of the program and make a general assessment of how well the discipline is doing in attracting minorities.

Ethnicity/Race and Trends in New Sociology PhDs

After two decades of unprecedented growth in the production of sociology doctorates, recent declines in the number of sociology PhDs has become the source of some concern within the discipline. For instance, from 1977 to 1985 the number of sociology PhDs granted to U.S. citizens and permanent residents decreased from 645 to 380, or a decline of about 41%. Unless steps are taken now to secure the proper

replenishing of sociologists in the discipline, the future of sociology may be questionable. But this is only one aspect of the problem.

Can it be that these declines also plague the representation of minorities in the discipline? The answer we offer is somewhat equivocal: while the numbers have declined, their proportion of all those receiving PhDs in the discipline has increased. Data in Table 1 show the trends in Sociology PhDs by race and ethnicity from 1977 to 1985. The number of minorities earning the PhD in sociology declined from 69 in 1977 to 51 in 1985, or a decrease of about 26%. Over that same time span, the decline among whites was 41%. The ethnic/racial composition of recent sociology PhDs also is revealing. From 1977 to 1985, minorities as a proportion of the total increased. From 1977 to 1985, whites earning a sociology PhD, as a proportion of all sociology PhDs, remained virtually unchanged. The proportion of minorities, however, increased by 2.7% over the same time span. However, the significant fact is that the absolute number of minorities with doctorates in sociology decreased.

Trends for specific minority groups are quite different from those of the discipline in general. Though blacks continue to receive more doctorates in sociology than any other minority group, the number of degrees granted annually decreased from 33 in 1977 to 26 in 1985, a decline of 21%. The number of Asians earning PhDs each year also declined: from 15 in 1977 to 8 in 1985, a decrease

of 47%. The number of American Indians earning sociology PhDs dropped from 8 in 1977 to none in 1985. In contrast, sociology PhDs granted to Hispanics increased from 13 in 1977 to 17 in 1985, an increase of 31%.

Decreases in the number of minorities receiving PhDs each year appears inconsistent with their increased share of all sociology PhDs. The explanation seems to be that the drastic decline in the number of PhDs granted to whites has been greater than the decline among minorities. As a result, minorities have increased their share of all sociology PhDs. Indeed, though the number of blacks earning sociology PhDs decreased from 1977 to 1985, their proportional share increased from 5% in 1977 to 6.5% in 1985. For Hispanics, the increase was from 2% to 4%. The share of all sociology PhDs among the remaining minority groups declined.

The Minority Fellowship Program and Sociology PhDs

The establishment of the Minority Fellowship Program was ASA's response to a resolution passed at the business session of the 1970 national meetings. That resolution was one of several presented by the Caucus of Black Sociologists which called for aggressive intervention and leadership by the ASA Council and specific actions by the ASA membership that would lead to broader participation of minorities in the discipline as well as within the Association.

Since its inception the MFP has con-

tributed respectively to the number of ethnic/racial minorities earning the PhD. Since 1974, 93 ASA Minority Fellows have earned PhDs in sociology. During that time, the program has contributed between 5% and 20% of all minority doctorates granted each year. These data may be found in Table 2. Data on specific minority groups indicates that ASA Fellows accounted for a respectable proportion of each year's cohort of PhD recipients. For blacks, these proportions ranged from 8% to 24%; for Hispanics, the figures were from 6% to 23%; and for Asians, from 5% to 20%.

Do these data indicate that the program has been successful? Our answer is yes, to some extent. On the one hand, the program has brought some 93 minority PhDs into the discipline. The discipline can only benefit from the sociological views brought to it by this diverse group of scholars. On the other hand, not only has the absolute number of degrees awarded to minorities fallen in recent years, but it continues to be quite small. Clearly, there remains much to be done.

Recommendations for Increasing Number of Minority PhDs

We have several recommendations for the ASA and graduate departments that might lead to increasing the number of minority PhDs. Our emphasis is on helping Fellows develop as sociologists—actions not limited to funding doctoral studies.

To begin, it is important for a Fellow to have a mentor—someone in whom he/she can confide about sociology, research and teaching, and career goals. A mentor not only provides *entre* to the discipline, but also strengthens a student's bond to the discipline.

We also suggest that, where appropriate, Fellows serve an internship for up to one year in an academic or applied setting. This experience not only will allow students to use their sociological training, but also will provide them with data useful in making career decisions. The ASA and graduate faculty could use their contacts and influence with sociologists working in academe, government and in the private sector to secure these positions for Fellows. Internships also may become an integral component of postdoctoral fellowship opportunities. Similarly, funded research programs for minorities who seek post-doctoral opportunities should be expanded.

Graduate students, like faculty members, can lose their enthusiasm for the discipline. Faculty members, however, can regenerate their enthusiasm by taking a sabbatical. One way of enriching training and strengthening ties to the field is for the ASA to negotiate leaves for ASA Minority Fellows where feasible and desired. Leaves can be either short term or long term. Short leaves can be used for attending a seminar or receiving additional training—hopefully at another University. Longer leaves—up to one year—should be used by the Fellow to study with a senior scholar of his/her choice, especially when the desired expertise is unavailable in the parent graduate department.

Yet another way the ASA can increase the Fellow's enthusiasm for the discipline is to designate a special section in its major journals devoted solely to student papers. It is also important that Fellows serve as editors of these sections, with assistance from a senior scholar who continues the mentoring

TABLE 1. DOCTORATES AWARDED IN SOCIOLOGY BY RACE AND ETHNICITY: 1977-1985

Race/Ethnicity	1977	1979	Year (frequencies)				Difference: 1977-1985
			1981	1983	1984	1985**	
American Indian	8	5	0	0	1	0	-8
Asian	15	21	18	10	11	8	-7
Black	33	30	25	26	28	26	-7
White	547	461	444	377	373	323	-224
Hispanic	13	15	15	11	17	17	4
Puerto Rican	*	*	2	5	4	5	*
Mexican	*	*	11	4	6	7	*
Other Hispanic	*	*	2	2	7	5	*
Other/Unknown	29	29	18	12	4	6	-23
Total Minority	69	71	58	47	57	51	-18
Total	645	561	520	436	434	380	-265

Race/Ethnicity	1977	1979	Year (percentages)				Difference: 1977-1985
			1981	1983	1984	1985	
American Indian	1.24	0.89	0.00	0.00	0.23	0.00	-1.24
Asian	2.33	3.74	3.46	2.29	2.53	2.11	-0.22
Black	5.12	5.35	4.81	5.96	6.45	6.84	1.73
White	84.81	82.17	85.38	86.47	85.94	85.00	0.19
Hispanic	2.02	2.67	2.88	2.52	3.92	4.47	2.46
Puerto Rican	0.00	0.00	0.38	1.15	0.92	1.32	*
Mexican	0.00	0.00	2.12	0.92	1.38	1.84	*
Other Hispanic	0.00	0.00	0.38	0.46	1.61	1.32	*
Other/Unknown	4.50	5.17	3.46	2.75	0.92	1.58	-2.92
Total Minority	10.70	12.66	11.15	10.78	13.13	13.42	2.72
Total	100.00	100.00	100.00	100.00	100.00	100.00	

Source: Summary Report Doctorate Recipients From United States Universities (By Year). Washington, DC: National Academy Press. All data refer to U.S. citizens and non-U.S. citizens with permanent visas. The figures in the table, therefore, are not equivalent to all degrees granted in any given year, since they do not include foreign PhDs.

*Data are not available.
a2**Unpublished date.

TABLE 2. A COMPARISON OF ASA MINORITY FELLOWSHIP PROGRAM WITH DOCTORATES IN SOCIOLOGY: 1977-1984

Year	ASA MFP Data			(See Table 1 for Base Data)						
	Total MFP (1)	Total Black (2)	Total Hispanic (3)	Total Asian (4)	Total American Indian (5)	Total Sociology Doctorates (6)	1 Divided by 6 (7)	2 Divided by All Black (8)	3 Divided by All Hispanic (9)	4 Divided by All Asian (10)
1977	14	8	3	3	0	69	20.29%	24.24%	23.08%	20.00%
1979	7	3	3	1	0	71	9.86%	10.00%	20.00%	4.76%
1981	4	3	1	0	0	58	6.90%	12.00%	6.67%	0.00%
1983	5	2	1	2	0	47	10.64%	7.69%	9.09%	20.00%
1984	3	3	0	0	0	57	5.26%	10.71%	0.00%	0.00%

Source: Data provided by Lionel Maldonado, Director of the ASA Minority Fellowship Program; National Academy of Science, op. cit.

Rossi Presents First Jensen Lectures

by Alan C. Kerckhoff, Duke University

The first Jensen Lectures, jointly sponsored by ASA and the Duke Department of Sociology, were presented by Peter H. Rossi November 10th through 12th at Duke University. Rossi's topic was "Homelessness in America." The final presentation under the Jensen Lectureship will be made at the Atlanta meeting of the ASA next August. Publication of the Lectures is anticipated in the near future.

The Jensen Lectureship was established last year as an experimental joint venture by ASA and the Duke Department of Sociology as a means to encourage and make more visible sociological investigations which enrich the common good. A national search was launched for nominees for the Lectureship and a committee consisting of members of the ASA Problems of the Discipline Committee and the Duke Department made the final selection. Funding for the Lectureship is provided by a bequest from Howard E. Jensen, formerly a member of the Duke Department and by funds from the Problems of the Discipline Committee. The joint venture will continue through a second Lectureship, after which reassessment of the arrangement will be made by both parties.

Rossi presented three lectures at Duke. The first, entitled "The 'New' Homeless and the 'Old,'" reviewed the history of homelessness in the US, especially during the twentieth century. During the Depression and after World War II, most homeless people were older men who were largely located in the "skid rows" of major cities. They lived in shelters or SRO's (single room occupancy hotels), and if found on the street were likely to spend the night in jail. Occasional work was available doing casual manual jobs such as loading box cars. Today, the homeless are mostly young (in their twenties or thirties), and a significant proportion are women and children. The SRO's have been reduced in number, and their rents are higher than most of the homeless can afford. The availability of casual labor has diminished greatly, due to fork-lifts and other labor-saving devices. The police no longer pick up those sleeping on heat vents and in alleys.

In a second lecture, Rossi discussed "Research Strategies for Studying Homelessness". The basic problem, he said, is like a photographic negative of the kinds of surveys we usually do—we need to find people who are *not* in households, we need to sample non-residential "units." He described the study conducted of the homeless in Chicago, highlighting the methodological problems involved in studying a statistical rarity and a social category that is highly transient and heterogeneous. Sampling problems were dealt with by using Chicago police estimates of the number of homeless on a block-by-block basis and using a stratified sample with sampling probabilities proportionate to the expected number.

Interviewing had to be conducted in the dead of night, and this involved problems of security as well as ingenuity in locating the respondents. Security was provided by off-duty policemen hired for the purpose. Locating the respondents required a search of sometimes forbidding places and a persistence which was stopped only by a "locked door" a term that included such obstructions as night watchmen.

The research provided a basis for estimating the overall size of the homeless population of Chicago. While others had claimed there were from 15,000 to 25,000 homeless in Chicago, this survey estimated an annual incidence rate of between 3,000 and 6,000. This difference might result, in some degree, from differences in definition of "homelessness," but it seems likely that the numbers are actually much smaller than previous claims have indicated. As Rossi said, however, "It hardly matters whether there are 3,000 or 30,000 homeless in Chicago; both represent formidable indications of a serious social problem."

Rossi's third lecture tackled the most difficult problem of all. It was entitled: "Why There is Homelessness and What to Do About It." In this lecture, he took the sharp contrast between the composition of the homeless population in the 1950s and in the 1980s as a focus. If the composition was so different, it must reflect significant social changes over the thirty-year period. "Homelessness is a manifestation of forces that push vulnerable parties in our population so low in economic terms that they cannot connect with our housing market." What are those forces?

One factor is the disappearance of cheap single-room accommodations in our major cities. Urban renewal has provided funds to revive the inner core of our cities, but in the process it has done away with the kinds of sleeping space very poor people can afford. Shifts in the labor market have also contributed

to the problem. Cheap manual labor is no longer used for such jobs as loading box cars; we now have machines to do those things. Poorly educated young workers are particularly disadvantaged, and those in the baby boom birth cohorts of the 1950s and 1960s are in the worst position to compete for the few unskilled jobs.

In addition, sharp drops in public assistance programs over the past decade have come at a time when the need for assistance has been growing among these young members of the urban society. Rossi pointed out that the shifting age composition of the homeless population parallels the changes in support programs. Since the 1960s, national and state support programs for older Americans have increased (in constant dollars) by over 60%, but aid to families with dependent children has dropped by between 40% and 50%. Thus, young families without steady earnings are increasingly vulnerable. Not only are young men who are unable to find or keep steady jobs at risk, but so are their families, whether or not the family remains intact.

Rossi's views on remedies differentiated between short term and long term measures of amelioration. The short term measures included insuring that the currently established programs (food stamps, Medicaid, etc.) are used by those eligible, removal of the most severely disabled from the streets and shelters to total care institutions, and increased financial support for existing shelters.

The long term measures he recommended involve compensating for the failures of the housing and labor markets and for our current inadequate social welfare system. Given the disappointing recent experience with job training and public assistance in private employment, he suggested that some form of public sector employment may be called for. Housing should be less of a problem, if we can learn from the success of senior citizens housing programs of the recent past, although there will be significant costs. The "holes in our social welfare net" are especially gaping for those disabled by mental illness or substance abuse. We have created, rather than solved, a problem in this case through deinstitutionalization. The solution to that problem is less obvious, but simply proving financial support is not likely to be a solution.

Rossi will present a final lecture under the Jensen Lectureship at the Atlanta meeting of the ASA next August. Plans for that presentation are currently being made. □

"Sociologist's Song" Available from TRC

Bring your record player to class and flip on a 45-rpm record called "The Sociologist's Song." Everyone will recognize the catchy tune from "A Modern Major General" by Gilbert and Sullivan. But the words have been changed to fit an audience of sociologists. Michel Richard wrote a new set of words to capture the imagination of beginning and seasoned sociologists. Consider this verse:

"I'm awfully good at social problems though I haven't solved one yet/You'll find my self-fulfilling prophecies are frequently all wet/My scenarios are splendid but my hindsight's even better still/And when it comes to writing grants I always make it through the mill/I'm pleased to see that as my students grow a little older, they see that deviance is in the eye of the beholder/My students are now prison guards; they always throw a smile at me/When I take my class to Attica: it's educational and free. . ."

Richard has donated copies of the record to the ASA Teaching Services Program. You may purchase a copy of the record, with a transcript of the words, for \$2.00 (for postage and handling) from the ASA Teaching Resources Center.

To place an order or to receive a catalogue, write to: ASA Teaching Resources Center, 1722 N Street NW, Washington, DC 20036. Prepaid orders only please. □

Minorities, from page 4

process. What better way to increase one's enthusiasm than by being actively engaged in scholarly dialogue?

Finally, we suspect that the socialization of Fellows into the requirements of the profession and expansion of professional opportunities after graduation would be considerably enhanced through more effective communication among Fellows, departmental advisors, mentors and other university personnel. Through such efforts, combined with a more aggressive actualization of the Association's commitment to the MFP, the number of minorities with doctorates in sociology should increase. □

A Letter From A Publisher . . .

It is not altogether frequent that a college textbook publisher has the opportunity to publish a unique book. Such an opportunity was presented to me by Janet Saltzman Chafetz of The University of Houston when she wrote as follows:

"No book currently exists which reviews the various theoretical approaches employed by feminist sociologists. This manuscript would be an attempt to survey the varieties of sociological thought that could reasonably be subsumed under such a rubric. It is not designed to be an in depth or definitive treatment of the topic. Rather, it is my purpose to try to convey the variety of approaches that can be brought to bear and an attempt to understand the complex relationships between gender and a host of social phenomena."

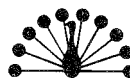
Professor Ruth A. Wallace of The George Washington University, upon reviewing the manuscript, said:

"At last we have a book which analyzes the important feminist contributions to sociological theory. Chafetz' very thorough and eminently readable book should be required reading for both undergraduate and graduate students enrolled in sociological theory courses."

We plan, with both pleasure and anticipation, to publish FEMINIST SOCIOLOGY in the Spring of 1988.

B. Edward Peacock

F. Edward Peacock
President



F. E. PEACOCK PUBLISHERS, INC.
ITASCA, ILLINOIS 60143

The Resurgence of Sociology at CSU-LA

by Ralph Thomlinson

After more than a decade of steady and steep decline, sociology enrollments at California State University-Los Angeles, rose significantly in the past two years. Even though the number of students is still a fraction of that of the peak years, the upward movement is an encouraging development and may be part of the incipient national resurgence in sociology that has been previously noted in *Footnotes*.

Founded in 1947 and located since 1958 at the eastern edge of the city, California State University-Los Angeles, offers bachelor's and master's degrees in many disciplines. During the first half of its forty-year existence, it grew rapidly, reaching an enrollment exceeding 20,000 students, followed by a moderate (and irregular) decrease over the last two decades.

The sociology department has also had an uneven history. After being established in 1947, its faculty increased rapidly for about 20 years. Initially including anthropology and social welfare, the department has had a zig-zag growth pattern because the other two fields separated to form their own departments—anthropology in 1963 and social welfare in 1984—involving the loss of six and eight faculty members, respectively, plus corresponding numbers of students. In Spring 1969 there were 23 full-time and 14 part-time instructors. In 1987 there are 16 full-time faculty members and a fluctuating number (averaging about four) of part-time faculty.

Student enrollment also has varied considerably through the years. From a necessarily small beginning, the department attained by Fall 1968 an enrollment of more than 2,000 students in the 75 sections of its 53 courses. At the time

there were 1,264 majors, including 166 graduate students. (These figures, of course, included social welfare students.) From this peak, the number of majors declined drastically through the mid 1970s and into the early 1980s, reaching a low point of 101 undergraduate and 33 graduate majors in 1985 (not including the departed social welfare majors). Enrollment in the department's general education courses, however, remained large. During this period, other social science departments at CSULA also suffered declining enrollments so that they, like our department, were placed by deans on "protected" (which really meant "threatened") status.

This threat was met with dismay and administration-inspired fear of layoffs of tenured faculty, followed by departmental action. Course titles and contents were changed to appear more timely and exciting to students. New courses were added, both for majors and to satisfy general education requirements. A Minor in Social Gerontology was instituted, and a Minor in Asian and Asian American Studies is now being developed. Student advisement was centralized by making a faculty advisor available daily in the department office. Pamphlets were distributed every quarter announcing course offerings to majors and nonmajors. Specific groups of students were targeted for recruitment.

Of these changes, possibly the most influential on student enrollment were the new courses and one old one. The new courses included such titles as Society and Individual Development; Asian-American Experience; Society and Mental Illness; Sociology of Emotions; Violence in American Society; Science, Technology and Social Character; Crowd Behavior and Social Movements; Human Socialization: Childhood and

Adolescence; Human Socialization: The Adult Years; Life Span Transitions: The Retirement Years; Urban Social Systems; Alternative Family Life Styles; and Computer Applications of Multivariate Techniques in Sociology.

A well-established course, Medical Sociology, also gave enrollments an enormous boost after it became part of the general education curriculum. For a long time, the department offered one or two sections of Medical Sociology a year with enrollments seldom exceeding 40 students per section. However, after it became a GE course, enrollments exploded. It is now the most popular upper division course in the department. In Spring 1987, four sections were offered with an average enrollment of 48 students in each class.

To "pay" for the new courses, the administration demanded that we cancel some old ones. Reorganization of existing courses probably helped also; examples are the change in title from Social Stratification to Social Class and Inequality and from Population Problems to Social Aspects of Population Trends.

Some things remained the same. The requirements for the MA still include a choice of a thesis or a written comprehensive examination consisting of two required fields (theory and research methods) and one selected by each student. The faculty teaching load remains at 12 units, which usually amounts to three courses for each of three quarters. The faculty publication record remains good, at a total of a book or two per year plus a number of articles.

The result of all this is an increase of student enrollment to 1,345 in 48 sections of the 26 courses offered in Spring 1987 (from a total of 56 courses in the school catalog). There were 129 undergraduate and 32 graduate majors in Fall 1986. Over the last ten years, a few fac-

ulty members retired, but none has left for another university. Hiring of tenure-track faculty members ceased about ten years ago. Therefore the number of full-time faculty has remained almost constant (except for the departure of eight social workers in 1984).

The outlook for the near future is greatly improved, as average class size continues to increase (up to normal limit of 40 students in each section), and deans look more favorably on our benefit-cost ratio. This spring the department submitted a request to the administration for an additional full-time, tenure-track instructor, and it is contemplating another such request in perhaps two years. Although not much of an enlargement, this is a tremendous improvement over threats of layoffs. □

Rothman is 1988 Miller Lecturer

Barbara Katz Rothman has been named Cheryl Miller Lecturer for 1988. The Cheryl Miller Lectureship on Women and Social Change was established by Sociologists for Women in Society (SWIS) in memory of Cheryl Miller.

Barbara Katz Rothman is Professor of Sociology at Baruch College and the Graduate Center of the City University of New York. She is the author of *In Labor: Women and Power in the Workplace* (1982), also available in Penguin Paperback as *Giving Birth*; and her most recent book *The Tentative Pregnancy: Prenatal Diagnosis and the Future of Motherhood* (1986; Penguin Paperback). Her articles have appeared in scholarly journals as well as popular media. She has also appeared on radio and television discussing both surrogacy arrangements and prenatal diagnosis. She is a member of the Office of Technology Assessment of the U.S. Congress' advisory panel for its study of "Infertility: Prevention and Treatment".

As the Cheryl Miller Lecturer, Barbara will give an initial lecture at Loyola University in the spring and then two more lectures at colleges and universities to be selected. The Lectureship carries an honorarium of \$500. Previous Lecturers include Barbara Reskin, Barrie Thorne, and Janet Chafetz.

Campuses and groups wishing to be considered as one of the two sites which Dr. Rothman will visit after the Loyola lecture should contact Dr. Kathleen McCourt, Department of Sociology, Loyola University, Chicago, IL 60626. □

Columbia Names Cole VP, Arts and Sciences

Jonathan R. Cole, professor of sociology and director of the Center for the Social Sciences, has been named vice president for Arts and Sciences at Columbia University.

As vice president, Dr. Cole will serve as the academic leader of Columbia's 28 arts and sciences departments, whose chairmen will report to him. He will also chair the Arts and Sciences Planning and Budgeting Committee, which determines priorities for and allocates resources within the arts and sciences.

"Jonathan Cole is one of Columbia's most respected scholars and helpful advisers on University affairs," Columbia University President Michael I. Sovern said. "He will bring great intelligence and understanding to this critical post."

"Dr. Cole was the clear, unanimous first choice of the selection committee," Columbia Provost Robert F. Goldberger said. "He will carry on the excellent work of his predecessors, continuing the trend of vigorous young leadership in this important post."

"For the 27 years that I have been both student and faculty member here, I have associated Columbia with excellence and distinction," Dr. Cole said. I take this opportunity to serve Columbia again thinking of one fundamental goal: to preserve it where it is great and enhance its quality."

Jonathan Richard Cole was born August 27, 1942, in New York City and has spent his entire academic career at Columbia. He earned two degrees at the



Jonathan R. Cole

University, the BA in American history in 1964 and the PhD in sociology, with honors, in 1969. As an undergraduate, he played baseball for Columbia, helping to lead the team to the Eastern league championship in 1963. He joined the faculty as assistant professor in 1969 and earned promotion to associate professor in 1973 and professor in 1976.

His research has dealt with various aspects of the social structure of science, the topic of his doctoral dissertation. He began his research as a graduate student in Columbia's Bureau of Applied Social Research, which evolved into the current Center for the Social Sciences. He became the Center's Director in 1979.

Dr. Cole is the author or co-author of more than 30 papers as well as six books, including *Social Stratification in*

Science (University of Chicago, 1973), *Fair Science: Women in the Scientific Community* (The Free Press, 1979), *The Wages of Writing: Per Word, Per Piece, or Perhaps* (Columbia University Press, 1986) and *Peer Review in the National Science Foundation* (National Academy of Sciences Press, 1978, 1981). He has co-edited a forthcoming book on women in science and is writing a book on media coverage of health risks.

He has served as a consultant to the Ford Foundation, the National Science Foundation and the National Academy of Sciences. He received a Guggenheim Fellowship in 1975-76 and spent that year as a fellow at the Center for Advanced Study in the Behavioral Sciences. He is currently completing a year as a visiting scholar at the Russell Sage Foundation, where he is researching the distortion of health risks in the news media, careers of men and women scientists, inquiries into pervasive myths about the growth of scientific knowledge and sociological theories of justice and equity.

Dr. Cole has served Columbia in a number of administrative activities. He served on committees dealing with the University's affirmative action policies, academic priorities and undergraduate coeducation, on Columbia College's Committee on Instruction and on the committee that formed the University Senate.

(Reprinted from the Columbia University Office of Public Information) □

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Guidelines for Employment of Part-Time Faculty

Like other academic disciplines, sociology departments have made increasing use of part-time faculty since the mid-1970s. Implications of this trend for the discipline include the potential for declining programmatic quality and constraints on academic freedom. Moreover, part-timers, who may lack the time or opportunity to keep up with the newest research in the field, may dilute student interest in and commitment to sociology. At the same time, judicious use of part-time faculty can prove beneficial to colleges and universities. As long as the academic job market for sociologists remains highly competitive, procedures for dealing with part-time faculty which are fair to the affected faculty and beneficial to students, departments, and the discipline must be developed. The following Guidelines address this need, even though they do not apply to certain classes of part-time appointments, such as honorary positions and graduate students.

The Guidelines, which appear in abbreviated form here, were developed by the Association's Committee on the Freedom of Research and Teaching (COFRAT) and approved by Council in September, 1986. A longer document, containing a more detailed version of the Guidelines, along with a discussion of the situation of part-time faculty, is available from the ASA Executive Office on request. (Please enclose a stamped self-addressed envelope with your request and send it to: ASA, 1722 N street NW, Washington, DC 20036.)

The Guidelines outlined below, which are meant to cover routine departmental practice and not exceptional circumstances, are designed to improve working conditions for part-time faculty in Sociology Departments. They are addressed to departments making repeated use of part-time faculty to meet regular teaching obligations, and not to departments making occasional use of a part-time teacher to deal with an

emergency or crisis. The term *part-time* is understood to encompass positions requiring occupants to carry out some determinate portion of the duties of a full-time faculty member. These duties include teaching, as well as academic advising, research, and service to the department or institution. For present purposes, a part-time position is not necessarily temporary or non-tenure track.

Ideally, part-time faculty should be treated like full-time faculty and given the same rights and privileges. Where this is not possible, the following conditions should be striven for: consistent treatment of part-time faculty; prorated access to all fringe benefits; provision of a degree of security for part-timers performing substantial service to the department; provision of incentives encouraging part-time faculty to retain and improve their skills; and compensation proportionate to that of full-time faculty for part-timers with similar

duties and qualifications. Where college and university regulations prevent full realization of these conditions, we suggest that departments do what they can to persuade the administration or appropriate faculty committee to alter restrictive and discriminatory regulations.

The following guidelines are modeled on, and quote extensively from, those developed by the American Association of University Professors (AAUP) in 1981. ASA, and COFRAT in particular, are grateful to the members of AAUP's Committee A for their pioneering work.¹

(1) Insofar as institutional regulations permit, departments should endeavor to regularize their use of part-time faculty members so that they can be appointed in closer conformity to the standards and procedures governing full-time faculty. Terms of employment should be formalized in a timely manner.

(2) Part-time faculty should not be repeatedly appointed at the last minute. Contracts contingent on enrollment should be discouraged and are justified only in case of emergency.

(3) When a course is cancelled after an agreement has been made with a part-time faculty member, he/she should be compensated for work already done, unless there is a written agreement to the contrary. Where institutional regulations prohibit such compensation, departments should encourage their administrations to modify existing procedures.

(4) Departments should accord part-time faculty members the protections of academic due process. Part-time faculty should have access to the institution's regular grievance procedures, as well as representation on bodies concerned with institutional grievance procedures and complaints involving part-time faculty.

(5) Departments should endeavor to accord the opportunity to achieve tenure and the rights it confers to individuals who, as their professional career, share the teaching, research and administrative duties customary for faculty at their institution but who, for whatever reason, do so less than full-time. The AAUP stands ready to provide guidance to institutions wishing to develop tenure policies for part-time faculty.²

(6) Wherever possible, part-time faculty should be involved in the determination of goals, teaching techniques and schedules for the courses they teach, as well as have the opportunity to be actively involved in planning the curricula of which their courses are a part. This applies especially to part-time faculty who teach in the same department for a number of years.

(7) Departments should endeavor, through their regular procedures, to use equitable scales for paying part-time faculty members, and where necessary, to have existing college or university policy altered. The criteria for determining equity should include: (1) the nature of the service being performed and whether it includes non-teaching functions such as advising, research, curriculum planning, and participation in governance; (2) the qualifications of the faculty member; and (3) the length of service, either continuous or interrupted.

(8) Part-time faculty members whose responsibilities are indistinguishable from those of their full-time colleagues should be provided the fringe benefits

Confessions of a Part-Time Professor

For over nine years I've been an academic nomad, moving like a gypsy from one classroom to another, stopping long enough to teach only a semester or two at each of the four colleges where I've been hired as a part-time faculty member since earning the PhD in 1978. But the vagabond lifestyle is proving difficult, and although I still love teaching, the urge to retire my academic jersey and leave part-time professing for greener fields is growing stronger.

The notion of leaving the profession came when I discovered my 1986 teaching income totaled less than \$12,000. That meager wage was earned commuting between two schools, one a small but fairly well known state university, the other a respected and growing community college. To gross less than a \$1000 a month, I taught a total of seven classes, consisting of three different university level preparations. I had not previously taught two of the courses, which meant I had to prepare lectures and assignments as classes progressed. And since it is impossible to live on a part-time salary, I held down another job as well.

Currently about one third of all college and university faculty in the U.S. are non-permanent employees. Where I teach, the proportion is higher than the national average, with more than 64 percent of the faculty filling temporary posts. With increasingly high costs, and little or no money from federal or state coffers, administrators have cut their instructional budgets to the bone. Because part-time faculty are paid only a fraction of what full-timers earn, and since they receive far fewer benefits, they are ideal instructors in the eyes of deans facing budget cuts. The truth is, a dean can hire two part-timers who will actually teach more classes than one full-timer and still end up saving money. Consequently, in recent years, fewer full-time college teaching positions have been available and part-timers have rapidly become the norm. But the impact of growing numbers of part-time instructors on college campuses is not confined to the tax dollars saved at their expense.

In the end, students will pay the price for the widespread use of part-timers.

For one thing, part-timers are often unprepared to teach the courses they are assigned. Although they almost al-

ways have the necessary educational requirements to teach their classes, temporary instructors are frequently not given time to prepare. When I was last hired to teach, for example, I was contacted on a Wednesday morning to begin teaching the following Monday. I arrived on campus that summer afternoon to discover a locked library, a closed bookstore, the department chairperson away on vacation, and not a secretary in sight. Being hired on such short notice meant I was unable to have course outlines typed and copied for my students, I didn't know what books were available, I had not seen a course description, and had no idea if I would even have an office or telephone. To make a bad situation worse, I had agreed to teach a course I had not taught before—a new preparation. One hundred students were enrolled in the three classes I was scheduled to teach that following Monday morning and I was unable to prepare.

There are currently 700,000 part-time instructors on college and university campuses across America. If only 15% of them are regularly hired on such short notice, and if they each teach classes of about 35 pupils, over three and a half million college students encounter faculty who are unprepared to teach them on the first day of class.

That Monday morning, before meeting my first class, I ran to the bookstore to borrow a copy of the text until the publisher could send my own. College professors usually select the books they assign after years of reading and trying different materials on students before deciding on the best possible selections for the courses they teach. Part-timers seldom have this luxury and may be unfamiliar with the books they are asked to use. The text they handed me at the bookstore was new to me and I would never have selected it on my own. But it was better to have an inappropriate book than no book at all, which had been the case a few semesters earlier. At that time, I taught without books because no one remembered to order them. Hired at the last minute as usual, I called a publisher and explained the situation. The books arrived with three weeks left in the term. Like the proverbial check, I learned that a book in the hand is better than one in the mail.

The following Friday I was assigned

an office to share with three other part-timers. But it was not really an office at all. Because of the influx of part-timers on college campuses, office space is at a minimum and few full-timers are willing to give up desks to temporary help. So they converted a small lunchroom into an office and four of us sat on stools at a counter with a sink and towel rack. Three weeks after the semester began, a telephone was installed. One office mate was leery of using it, however, having once been billed by a university for calls made while teaching there as a part-timer. Our "office" was so cramped that it immediately became clear that we would not be able to meet with students there, especially to discuss private concerns such as grades or special learning problems. Our cramped quarters also meant that it would be difficult to prepare lectures or read exams on campus.

It is clear that part-timers have become an academic underclass, but the long term implications of their increasing use remain unclear. We are beginning to learn, however, that meager salaries and the uncertainties experienced through late commitments from legislators and budget-minded administrators cause many gypsy professors to simply give up and leave the profession. Hiring instructors a few days before they are scheduled to teach, assigning them books or courses with which they are unfamiliar, thoughtless scheduling, cramped offices, low pay, are all practices that severely undermine part-time instructors' morale and self-image. Exactly how this affects students remains to be seen, but many suspect that frustrating working conditions are translating into poor teaching. Less than one percent of today's college freshmen say they are interested in pursuing academic careers. And in more ways than one, the academic gypsies who are role models for so many students will do little to change their minds.

Thomas K. Pinhey

Footnotes

¹For discussion of the situation of part-time faculty see Margorie Lightman, Esther Katz, and Dorothy O. Helly, 1987, "The Literature on Part-Time Faculty," *Thought & Action* (Spring): 47-62. □

Open Forum

For More Sociology/Society Interface

by Amitai Etzioni

Often when I read a newspaper, listen to talk shows on my auto's radio, or turn on TV, I feel distressed that sociology is not given, and is not giving, more of a hand. I am confident that if the world would listen more to sociology and if sociology would speak more to the world, it would be a much better—and safer—place. It hurts me to see billions of dollars squandered, millions of people made miserable, whole continents endangered, because elementary sociological principles are ignored.

You may well ask at this point: What sociology? Is there one sociology on which one can draw? And are not our internal conflicts, indeed our tendency to mutual scorn, a major reason sociology does not have much of the impact it deserves? I join here Randall Collins' excellent essay "Is 1980s Sociology in the Doldrums?" (*American Journal of Sociology*, May 1986). He shows quite conclusively that while it is true that there is these days more of a sociological pluralism than existed, at least within the USA, say, in the early 1960s, there is considerable progress in many of the specializations or particular sociologies. Among those he lists are mathematical, historical, and economic sociologies; the study of emotion, sex and gender, and that of micro-macro relations. Others could surely be added. In short, pluralism enriched sociology, rather than impoverished it.

The internal conflicts and the sense of superiority with which all too many sociological camps eye one another may be an inevitable part of intellectual and disciplinary exchanges, but they are also vastly overdone. Sociology, and its ability to serve, would benefit from a considerable toning down of the fervor in which positions are espoused and greater respect for other avenues of progress, for example for the important work done by a variety of non-academic,

practicing, sociologists and by those who use qualitative methods.

What are some of the merits of sociology that I see that lead me to urge greater visibility for and use of sociological findings, concepts, methods, and insights? By and large sociology has maintained a good balance between reality-testing and theory development, in between induction and deduction. Other social sciences have contributed more to one side or the other. Mainstream Western economics has become highly mathematical and deductive. Nobel prize winning economist Wassily Leontief examined the articles which appeared in the *American Economic Review* during much of the 1970s. He found that half of all the articles "represented mathematical models without any empirical data. Twenty-two percent of the articles contained empirical information, but it was essentially not information based on direct observations. They contained parameters which were derived by very complicated processes of indirect statistical inference. In short, most of the data were cooked up. Of the four or five articles based on direct observations made by the authors, one dealt with pigeons and the other with mice".¹ On the other hand, the work of many psychologists is highly inductive. They conduct thousands of experimental studies, each covering a very limited range. Indeed, many psychologists have given up on concepts such as personality or group (even attitude, emotions, and persuasion) as too global, too deductive.² Political science is increasingly swept by neoclassical models, while anthropology—to the extent it has not been sociologized—is still largely a field of case studies and, by their own account, one of story telling.³ True, there are quite a few sociologists whose work is either highly mathematical or quite empirical, but this is beside the point. As a field, or series of sub-fields, that share knowledge, sociology's contribution is to combine a systematic col-

lection of quantitative or qualitative data and theory building. It is the most balanced social science, not a small matter, because excessive deduction makes theories irrelevant, and excessive induction undermines generalization.

Also, in an age of growing Me-ism, interest group politics, and radical individualism, sociology is the disciplinary custodian of the commons, of institutions, value systems and even the polity, the We's into which all those I's must fit. Radical sociologists may fairly argue that society has a conservative bias and that the existing society (its institutions and values) may be an imposed one. But even if one maintains that a fundamentally different community needs to be constructed, one still holds to a concept of the commons, so lost in the analyses that merely aggregate individual behavior, as in economics, or are preoccupied with individual behavior, as in psychology.

I could easily extend the list of what I consider strong conceptual and methodological features of sociology, but it is time to turn to the question: Why is society not more attentive? What would it take for sociology to be drawn upon more frequently by society, whether it be Washington, self-help movements, labor unions, or some other group?

The answer(s) is far from obvious. On my suggestion the ASA Council unanimously approved the setting up of a Commission on Sociology and Society to investigate the matter. Unfortunately it was quickly disbanded; in my judgment, it is an effort the Association should return to. Until the matter is systematically studied, one hazards some guesses. Part of the problem is obviously "image". Other disciplines have publications that carry their messages to the world (e.g., *Psychology Today*); we are still in the process of evolving one. Other disciplines have been more active in ensuring that their members participate in various private and public councils of policy making; we do not have the same resources APA commands and we must overcome the rift between academic and practicing sociologists, to be able to do more in these areas.

One way or another we must find ways to tell our story better and be sure sociologists have more opportunities to show what they can do. William D'Antonio's idea to make sociology the lead in a campaign to deal with the public health aspects of AIDS is an excellent illustration of what might be done. Case studies of sociological "success stories" might be another avenue. There must be others.

Within the Association, lowering the dues and increasing the services ASA provides, and making up the lost revenue by increased membership, seems a better course than higher dues and loss of membership.

Obviously, I do not have at my fingertips a definitive list of steps that could ensure for sociology the opportunity to serve society more and further develop sociology in the process, which both society and sociology require in my judgment. And, given the limits of our investment in self-analysis, some steps to be tried may initially fail and new suggestions will arise. But without continued and increased effort to enhance societal service by society, I am confident, both society and sociology will be the losers.

Footnotes

¹Wassily Leontief. "Interview: Why Economics Needs Input-Output Analysis" in *Challenge*, March/April, pages 29-30.

²R.B. Zajonc. "Feeling and Thinking: Preferences Need No Inferences" in *American Psychologist*, volume 35, no. 2 (February), page 152.

³Richard A. Shweder. "Storytelling Among the Anthropologists" in *New York Times Book Review*, 21 September 1986, page 1. □

ISA Group Urges Housing Reform

The Ad Hoc Group on Housing and the Built Environment of the International Sociological Association is a worldwide network of researchers concerned with housing. In this open letter, we want to recognize the right of all people to safe and sanitary shelter with access to jobs and basic community services and facilities, regardless of race, religion, social class, gender, and national origin. Effort such as those of the "October 6 Coalition" underline that shelter must be within everyone's reach.

In 1987, the International Year of Shelter for the Homeless, we see that the numbers of those without shelter are growing. In addition, data show that more and more households are living in transient housing, doubling up with other households, relegated to residual or substandard accommodation, or facing excessive housing costs. Under the veil of decentralization and privatization, many national governments are withdrawing from their traditional responsibilities in housing provision, and shifting further towards support for owner-occupiers, sharpening the socioeconomic polarization across tenure lines.

We are deeply concerned about these trends and urge all responsible governmental and nongovernmental agencies to develop, implement, and back efforts to reverse these developments and to safeguard the right to decent shelter as a basic human entitlement.

William van Vliet and Beth Huttnan
Co-Organizers, ISA Ad Hoc Group on
Housing and the Built Environment □

Three Books Win SSSP Award

At its 1987 Annual Meeting, the Society for the Study of Social Problems presented the C. Wright Mills Award to three co-winning books published in 1986:

The Cooperative Workplace: Potentials and Dilemmas of Organizational Democracy and Participation by Joyce Rothchild and J. Allen Whitt (New York; Cambridge University Press);

The Secret Trauma: Incest in the Lives of Girls and Women by Diana Russell (New York; Basic Books); and

The Contentious French by Charles Tilly (Cambridge; Harvard University Press).

The Cooperative Workplace is an ASA Rose Monograph, the first to win such an award. □

South Korean Sociologist Imprisoned

Soh Sung is a former sociology graduate of Seoul National University whose professional career as a sociologist was cut short when he and his brother, Soh-Joon-shik, were arrested by the South Korean government in 1971. He was charged with engaging in espionage activities on behalf of the Democratic People's Republic of Korea (DPRK, North Korea).

At this trial Soh Sung freely admitted to having visited the DPRK, but not for the reasons alleged. Rather, his visits were part of his own personal quest to understand better his socio-cultural roots. Soh Sung is a second generation Korean who was born and raised in Japan and chose to attend graduate school in South Korea. His pleas of innocence went unheeded. Government prosecutors steadfastly insisted on his guilt. Eventually they were able to force a confession from him. Later in a hearing before a district court judge, Soh Sung described the torture used to obtain this confession, and how he had been driven to attempted suicide as a way of avoiding further pain.

Soh Sung's case, like scores of other South Koreans, has been carefully re-

searched and documented by Amnesty International. We have "adopted" Soh Sung as part of a country-wide effort aimed at increasing international attention to violations of human rights in South Korea. We are hopeful that through this effort government officials in South Korea will release prisoners of conscience. We do applaud recent official actions taken in July of this year which resulted in the release of 530 political prisoners and the extension of civil rights to 2335 additional former prisoners. However, we remain concerned and vigilant so long as one political prisoner of conscience remains.

We invite members of the ASA to join us in expressing our concern for Soh Sung. You may do so by writing your U.S. Representative and encourage him/her to write to Secretary of State Shultz or President Chun Doo-hwan to express concern about Soh Sung and similar prisoners of conscience. If you wish additional information please write to me. Thank you.

Alvin L. Jacobson
17 Boulder Road
Lexington, MA 02173 □

Survey, from page 1

and almost that many are in at least one specialty association.

The ASA has one staff person who works full-time on the Annual Meeting year round. Other staff and budgetary resources are channeled into the meeting. The Membership Committee wondered if the Annual Meeting was salient

TABLE 3. LEADERSHIP ROLES IN PROFESSIONAL ASSOCIATIONS: PERCENTAGE OF RESPONDENTS WHO HAVE SERVED AS OFFICERS, ON COMMITTEES, OR IN LEADERSHIP ROLES

In state associations	9.5
In regional associations	17.2
In specialty associations	15.0
In ASA Sections	12.3
In ASA	7.4
N = 3704	

TABLE 4. ATTENDANCE AT PROFESSIONAL MEETINGS

Attendance Frequency	State*	Regional	Specialty	ASA
Never	33.9	21.7	22.9	20.5
2-3 times in 5 years	14.3	32.7	22.3	47.4
Annually	7.7	18.6	16.8	20.4
N/A	44.1	27.0	37.9	11.7
	100.0	100.0	100.0	100.0

*Not all states have a state sociological society
N = 3704

to members. For these respondents, almost half attend the Annual Meeting 2-3 times in five years and one-fifth attend every year. The ASA Annual Meeting draws more regular participation than the meetings of the other groups.

The heart of the survey asked members to rate their satisfaction with ASA programs, services, and leadership. They could indicate they were not aware of the existence of an ASA program, a message for ASA to do more thorough publicity efforts. Those ratings appear in Table 5.

Members could give open-ended comments at the end of the survey. All of those comments were transcribed and read by the Council and the Membership Committee. Three major themes

emerged: First, members expressed concern about the ASA certification program in its current form. Some people were against any kind of certification. Others had problems with the particular form of the ASA program, felt that it was "another ASA scam to make money," "was a threat to professional freedom," "made ASA into a trade union," and "won't make a nickel's worth of difference for employment." A second factor embraced members' feelings that ASA is "too elitist, needs to allow the common man to participate." "The committees and sessions always have the same people." The ASA "needs a wider group, a more representative group, a new group on the nominating committee." Members appealed for the ASA to recognize MA-level sociologists, practitioners (especially those in business) and to intensify support for minority students and professionals. Some mem-

bers asked for "broader articles of interest in the journals, less statistics, articles written by people who are not always in the top ten schools" and for "support of sociologists at smaller institutions." The final cluster of comments called for a return to "the good old days when the ASA was a learned society." One member said we have "lost the commitment to excellence with all these special concessions to women and minorities; some minorities running for office simply do not have the qualifications and stature necessary, but I can't say this publicly." Several other members felt that ASA should have more awards or other ways to recognize excellence: "we're sliding into mediocrity where everyone's work has to be regarded as equally worthy." "Tighten the standard for membership

TABLE 5. AWARENESS OF AND SATISFACTION WITH ASA PROGRAMS AND BENEFITS

Program/Benefit	Excellent	Good	No Opinion	Fair	Poor	Unaware of Program	NA
Responsiveness of ASA leadership to members' needs	9.5	26.5	29.7	10.8	3.8	6.7	13.0
Quality of ASA communications with members	15.8	44.1	12.3	9.4	2.7	2.9	12.8
Footnotes	27.6	44.6	6.2	6.7	1.1	.8	13.0
Refereed ASA journals	18.9	39.2	11.8	12.9	3.7	1.3	12.2
Annual Meeting	12.3	37.1	21.2	12.4	21.0	2.2	12.8
Section activities	6.9	25.4	29.5	9.4	1.6	4.7	22.4
ASA's relations with other sociological associations	1.8	9.7	46.1	8.4	4.3	14.7	15.1
Certification program	1.6	7.7	47.9	4.8	9.6	11.8	16.6
Professional Development Program and ethics guidelines	7.0	30.6	27.0	10.9	4.0	5.8	14.7
Public policy statements	6.5	25.2	31.1	10.4	3.3	9.0	14.5
Teaching Services Program	15.1	27.0	32.3	4.8	1.1	6.3	13.3
Minority Fellowship Program	8.6	21.9	42.6	3.4	1.2	7.2	15.1
Legal activities on members' behalf	3.2	14.0	42.8	4.3	2.1	18.7	14.9
Dues subsidies for some members	16.9	34.8	20.6	5.2	3.6	5.8	13.2
Awards program	6.7	30.2	33.8	6.9	2.6	6.0	14.0
Research grants and fellowships	2.9	17.0	39.5	9.6	4.0	12.7	14.3
Group insurance	2.4	10.2	57.4	3.6	3.1	7.6	15.7
Special publications	5.6	14.6	37.4	4.0	1.1	22.2	15.2
Public Information/Media	4.5	20.1	21.2	16.8	10.4	11.9	15.1

Nominations Sought for ASA Awards

Award for a Distinguished Scholarly Publication

This award is given for a single work, such as an article, monograph, or book, published in the three calendar years preceding the award year. The winner of this award will be offered a lecture-ship known as the Sorokin Lecture. Regional and state sociological associations/societies may apply to ASA to receive this lecture at ASA expense after the award recipient is announced. Members of the Association or other interested or knowledgeable parties may submit nominations for the award. Nominations should include name of author, title of work, date of work, and publisher, and may be sent to: Charles R. Tittle, Department of Sociology, Florida Atlantic University, Boca Raton, FL 33431. Deadline for nominations is March 1, 1988.

Distinguished Contributions to Teaching Award

This award is given annually to honor outstanding contributions to the undergraduate and/or graduate teaching and learning of sociology. The award may recognize either a career contribution or a specific product, and individuals, departments, schools, or other collective actors are eligible. Nominations should include the name of the nominee, a

and for papers." Members called for ASA to "stay away from politics, public moral issues."

Concerns for sociology as a field showed more consensus: the cohorts of unemployed; the intellectual fragmentation of the field; the low regard for sociology by policy makers, the media, and the public; and the decline in enrollments.

The Membership Committee will work with the data to set its agenda for publicity and for any proposal for new membership benefits. The Committee plans to distribute the survey on a bi-annual basis. To make additional comments to the Membership Committee, contact the chair: Paul Chalfant, Department of Sociology, Texas Tech University, Lubbock, TX 79409. □

statement explaining the basis of the nomination, and appropriate supporting materials (e.g. vitae, course materials, textbooks or other evidence of contribution). Members of the Association or other interested parties may submit nominations to: Hans Mauksch, Department of Sociology, Baldwin Hall, University of Georgia, Athens, GA 30602. Deadline for nominations is February 15, 1988.

Distinguished Career Award for the Practice of Sociology

This annual award honors outstanding contributions to sociological practice. The award may recognize work that has facilitated or served as a model for the work of others, work that has significantly advanced the utility of one or more specialty areas in sociology and by so doing, has elevated the professional status or public image of the field as a whole, or work that has been honored or widely recognized outside the discipline for its significant impacts, particularly in advancing human welfare. The recipient of this award will have spent not less than a decade of full-time work involving research, administrative or operational responsibilities as a member of or consultant to private or public organizations, agencies or associations, or as a solo practitioner. Nominations may be sent to: Larry Suter, National Center for Educational Statistics, Room 308, 555 New Jersey Avenue NW, Washington, DC 20208. The deadline for nominations is April 30, 1988.

DuBois-Johnson-Frazier Award

This biennial award was created in 1971 to honor the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson and E. Franklin Frazier. An award will be given either to a sociologist for a lifetime of research, teaching and service to the community or to an academic institution for its work in assisting the development of scholarly efforts in this tradition. A nomination statement should comment on his/her career or on achievements, teaching, and publications, and the way in which these are consistent with the traditions of these outstanding Afro-American scholars and educators. Send nominations to: Ronald L. Taylor, Department of Sociology, University of Connecticut, U-68, Storrs, CT 06268. The deadline for nominations is March 31, 1988.

Jessie Bernard Award

The Jessie Bernard Award is given in odd-numbered years in recognition of scholarly work that has enlarged the horizons of sociology to encompass fully the role of women in society. The contribution may be an exceptional single work, or significant cumulative work done throughout a professional career. The award is open to work by women or men and is not restricted to works by sociologists. The work need not have been published recently; it must have been published by the date of nomination. Nominations for the Bernard Award may be submitted only by members of the American Sociological Association. The deadline for nominations is March 1, 1988. Nominations should include a one-to-two page statement explaining the importance of the work and may be sent to: Lorraine Mayfield, Carolina Population Center, University Square, Room 300A, Chapel Hill, NC 27514. □

The Treatment of Gender in Research

Historically, power imbalances between men and women, and supporting ideological structures, have been incorporated into the assumptions underlying traditional survey and experimental research in sociology. Since the mid-1960s, our accumulating knowledge about gender has revealed that such biases are built into many traditional research practices and that it is vital for all investigators to explicitly consider how their data collection procedures and findings relate to both men and women. Consequently, the Committee on the Status of Women in Sociology (CSWS) has developed a set of suggestions to assist members of the profession in explicitly acknowledging the social category of gender, and gender differences in power, at each step of the research process.

CSWS's suggestions, which appear in abbreviated form below, are intended to sensitize sociologists to ways of avoiding bias in their research procedures and not to prescribe the boundaries of acceptable research. Single copies of "The Treatment of Gender in Research," which outlines various suggestions in greater detail and is rich with examples, are available on request from the ASA Executive Office. (Please enclose a self-addressed, stamped envelope with your request and send it to: ASA, 1722 N

A Varied Menu of Teaching Workshops

The teaching workshop list for 1988 is a great blend of "the old and the new." The "Teaching the Sociology of Family Violence" workshop at Northeastern University, from May 12-14 will explore ways to teach about family violence from various perspectives, discuss the development of specialized units on family violence in sociology courses such as Social Problems, Intro, Juvenile Delinquency, Sociology of the Family, and other courses. Many other facets of teaching about family violence will be explored.

Another new topic, "Using Computers in Teaching Sociology for Personal Empowerment and Social Change," gets attention from June 2-4, at Northern Illinois University. This workshop will review new forms of communication and networking made possible by computers, and discuss the use of the word processor, data base, spread sheet, and other programs in the personal empowerment and social change area, as well as several other aspects of computer use for social change.

At the University of Hawaii we'll be "Introducing Cross-Cultural Materials into the Sociology Curriculum" between June 23-25. In this workshop participants will observe and analyze case studies of ethnic diversity in Hawaii and reflect on their use in the college classroom, as well as critically examine the Anglo-centric orientation of higher education in the United States. There are several other dimensions of cross-cultural perspectives which will be examined.

At San Francisco State University the subject is "Integrating the New Scholarship on Women into the Sociology Curriculum." From July 7-9, participants will discuss this topic, including scholarship on the diversity of women's experiences along such factors as race, social class, and other variables, as well as study issues of feminist theory and the "gendered" constructions of traditional sociological categories and methodolo-

Street NW, Washington, DC 20036.)

Good research in sociology meets established methodological and ethical standards. One such standard involves being sensitive to the implications of gender and race during all phases of the research process. There is a danger of bias whenever unverified values and assumptions about the sexes and races, or untested distinctions based on gender and race, underlie research hypotheses, procedures, analyses or interpretations. When these assumptions are made explicit, they become integral parts of the research design itself and can assist researchers in avoiding misinterpretation of their research results.

Role of Gender in Major Phases of Research

I. Theoretical Context

Established sociological theories and explanations should be examined for their treatment of gender before being incorporated into any aspect of research. Theory that ignores the complexity of behavior and the diversity of within-gender experiences is problematic because it lends itself to the idea that male and female gender categories automatically translate into absolute differences between the sexes. Further, some theories pertaining to aggregates

of both sexes (e.g., families, social classes, etc.) fail to consider the differential effect of change in prevailing policies or practices on male and female members of the aggregate. Yet, in many cases, the interests of men and women diverge and they are quite differently affected by change.

II. Research Assumptions

A. Research assumptions about gender should be made explicit. Doing so will avoid the danger of limiting the range of possible findings about women or men.

B. Research should build on empirically verified features of men's and women's social worlds and not on unfounded assumptions about each sex's nature or life conditions.

III. Research Design

A. There are many instances when gender should be an explicit dimension of research, even though it is not the primary focus.

B. Research should include sufficiently large sub-samples of male and female subjects to allow meaningful analysis of subgroups.

C. When not generalized to both men and women, studies involving one sex are perfectly acceptable, especially when they focus on the impact of gender-

related power structures.

D. Choice of research strategy should depend on our current knowledge of men's and women's worlds. When relatively little is known about aspects of men's or women's worlds, studies using qualitative approaches, which provide more richly detailed data, may be fruitful.

E. Research should be designed so that differences in characteristics correlated with gender will not subsequently be interpreted as gender differences.

IV. Operationalizing Major Concepts

A. In constructing research instruments, such as questionnaires or experimental situations, care should be taken to ascertain that they are equally appropriate for both men and women, as well as for members of various racial groups, and that the reactions of both sexes to research stimuli are identified.

B. Gender neutral and gender explicit terminology should be used as appropriate in naming variables or operational measures and discussing findings.

C. Concepts should be operationalized so that eventual empirical identification of any linkages to gender is possible.

D. In utilizing secondary sources (e.g., the National Longitudinal Surveys) original instruments should be carefully examined to see if they contain biased questions or assumptions.

V. Data Analysis

A. Data from single sex/race samples should serve as the basis for generalizations relating to that sex/race only. Applicability of findings to the other sex or races should be treated as an unresolved empirical issue. Further, the responses of one sex or race should be assessed in their own terms and not in terms of the pattern prevailing among other sex/race groups.

B. When an analysis is conceptualized in terms of gender-related differences, results should be considered carefully before describing them in terms of bipolar opposites. In addition, care should be taken to ascertain that between sex differences indeed are greater than within sex differences in terms of race, age, social class, or sexual orientation.

C. Researchers should bear in mind that the effect of gender can be interactive as well as univariate. That is, men and women may exhibit different characteristics or experience differential outcomes not because of distinctions directly attributable to sex, but because they are differently affected by other factors.

VI. Discussion and Theory Building

A. It is as important to present and explain gender similarities, as it is to explain differences. When statistically significant differences are observed, their discussion advances sociological knowledge only if the differences are theoretically meaningful and quantitatively non-trivial. Since currently prevailing methodological conventions dictate that differences be sought and explained, similarities across gender too often remain unexamined.

B. Gender-related findings should be assessed from a variety of different perspectives (e.g., sociocultural, historical, structural, biological). Researchers should not assume that significant sex differences indicate innate differences in disposition, since situational factors or the broader social context may account for the findings.

C. In explaining research findings, the complexity of causal processes should be stressed, as should the possibility of

gies. The workshop is co-sponsored with Sociologists for Women in Society.

Visual sociology is the focus of the workshop, "Visual Resources for Teaching Sociology," next July 15-17, in Rochester, New York. Co-sponsored with the International Visual Sociology Association, this workshop will provide opportunities for observing and discussing examples of contemporary visual sociological resources, address problems of ethics and rapport that arise when using visual materials, and develop basic visual literacy skills, along with several other goals.

Back—By Popular Demand!

Since demand has been so high for these workshops, we are happy to continue to offer the subjects of computers, local research centers, and participatory research.

The first workshop of the 1988 season will be held at the University of Texas-San Antonio, from March 30-April 2. The subject is "The Integration of Computers into the Sociology Curriculum," and we haven't changed a thing, since participants have raved about it. In this workshop you'll learn about computer resources available to the sociology teacher, experience a range of computer applications for sociology classes, and have hands-on-experience with modern computer software. This workshop does not require any previous computer experience, and is the perfect way to "take the plunge" or further your skills with computers and teaching sociology.

Participants will explore "Establishing College and University Local Research Centers" April 6-8 in Annapolis, Maryland. This workshop is co-sponsored with the Center for the Study of Local Issues at Anne Arundel Community College. The audience was so huge for this workshop last year that it was easy to decide to offer it again. In this workshop you can learn about defining local community research needs and various methods of increasing local public awareness, and survey many practical

local research center techniques, such as focus groups, oral histories, citizen telephone surveys and face-to-face interview surveys, and a grant-writing overview. There are several other issues which will be discussed throughout this workshop.

At Oglala Lakota College on the Pine Ridge Reservation of the Oglala Sioux Tribe in South Dakota, we'll be holding, "Participatory Research and Community-Based Education." We've discussed this topic before at the Freire and Highlander workshops, and this time the setting will be an Indian Reservation. In this workshop participants will examine how participatory research can use everyday life experiences for learning and empowerment, and study a number of case studies of successful community-based and student-initiated education projects, as well as learn methods of promoting active student involvement through observation, social intervention, and student research participation.

And finally, we'll again offer "Using Computers in Teaching Qualitative Research," June 30-July 2, at Northwestern University. This workshop has filled to capacity each time, and in it people will learn how to use word processing programs to build archives of notes either from direct observation or interviews, see demonstrations and have hands-on experience with special programs for coding and retrieving materials from field notes, and numerous other opportunities to work with graphic-oriented data bases. You need only the barest of computer experience to be able to keep up. The workshop can be geared toward your level of expertise.

Of course, now you want to know more: staff, prices, deadlines. Just contact Bill Ewens, the Field Coordinator for ASA, and we'll send you all the information you need: William Ewens, Field Coordinator, ASA Teaching Services Program, Sociology, Michigan State University, East Lansing, MI 48824; (517) 355-6639. □

Sociological Networking

by Russell K. Schutt, *Electronic Sociological Network Committee and University of Massachusetts-Boston*

Thirty years ago, mainframe computers began to transform quantitative data analysis. Less than ten years ago, microcomputers began to transform writing. Today, the rapid expansion of computer networks is starting to transform the conduct of professional business.

The ASA Electronic Sociological Network Committee seeks to help the sociological community take advantage of the potential of electronic networking and to identify the potential benefits and problems in computer-based communications. This article provides basic information and encouragement for would-be electronic networkers.

Network Potential

Electronic mail can enhance communication between committee members, students and teachers, and coauthors. Committee chairs can send members pertinent announcements and communicate with members about special concerns on an individual basis. Professors can post announcements and respond individually to students' particular problems at times other than regular office hours. Coauthors can send drafts of their manuscripts back and forth for rewriting. In each of these cases, interactive conferencing can also be used when a joint meeting time can be arranged.

What are the advantages of electronic communication over the time-honored techniques of writing letters, making phone calls, or simply "getting together"? Electronic mail is vastly cheaper than using the telephone. "Telephone tag" is also eliminated. Electronic mail easily allows conference calls. It is much faster than sending material through the regular mail system. Since electronic documents can be edited, commented on or revised, successive revisions can be exchanged without cramped marginal notes or time delays required for retyping. Electronic communications can occur in-between planned meeting times, as a supplement to a professor's regular office and class hours or as a substitute for expensive trips.

Psychnet, an electronic network based at the University of Houston, illustrates some of the potential of networking for academics. Psychnet distributes an electronic newsletter each week for registered users. The system also provides a file server containing a continually updated set of resources of interest to psychologists. Recent listings include preprints of papers, various announcements, requests for commentators on published papers, and an index of available files. COMPUSERVE provides a similar service for those in the communications field.

For regular computer users, electronic networking can make communicating with colleagues, students, or coauthors as effortless as stopping to talk in the hall. While this is of little benefit when communicating with individuals who frequent the same halls, it can transform relationships that stretch between locales or over interrupted stretches of time.

Many sociologists probably have become aware of additional network capabilities. On-line bibliographic databases such as BRS and Dialog reduce drastically the time required to search sources

ranging from popular magazines and books in print to *Sociological Abstracts* or the *Social Science Citation Index*. The results can be printed or stored in a computer file. Some journals, such as the *Harvard Business Review* and medical journals are even available on-line in full-text. CompuServe's IQuest service provides access to more than 700 on-line databases and can aid the searcher in refining a search topic and choosing a database.

Some information services, such as COMPUSERVE, allow users to search AP and local news stories and even to capture electronically those stories that meet users specified search criteria when the user him- or herself is off-line. Electronic newsletters and journals facilitate rapid exchange and evacuation of information among groups of individuals with common interests. Other commonly available information utilities allow checking plane schedules and making reservations, purchasing goods in "electronic mails," ordering and mailing gifts, checking the news, the weather, or an encyclopedia, and playing electronic games when all else fails.

Two specialized networks are of particular interest to sociologists. BITNET connects over 1300 universities and other organizations in 21 countries. Mail is transmitted through the local mail systems available on the mainframe computers at these institutions; no extra costs are incurred. File transfers and interactive mail are also supported. After establishing a BITNET name, users can send and receive mail over BITNET using the same procedures as on their local electronic mail system.

SOCNET is a private network for sociologists. It can be accessed through a microcomputer over a local phone line, but there is a usage fee (\$16/hour prime time or \$6/hour off hours) and a one-time membership fee (\$29.95 for individuals). In addition to electronic mail, SOCNET supports an open forum, a conference center, review of profiles of registered users, several on-line newsletters, access to AP News stories and to DIALOG, a bibliographic retrieval service. An on-line tutorial helps new users to learn the system. At this time there is no link between SOCNET and BITNET, but SOCNET provides access to the recreational and business features of Delphi. Delphi, the host system for SOCNET, also manages ScholarNet, a telecommunications system consisting of POLINET (for political scientists and public administrators) and HUMANET (for researchers in history, philosophy, religion, and English).

Requirements

Use of any electronic network service requires a computer connected to a modem or, in the case of BITNET, a terminal or microcomputer connected to a mainframe computer that in turn is connected to BITNET. Modems, "modulator-demodulators," convert data output by the PC into signals for transmission over telephone wires to a remote computer that decodes the signals into the original data.

Communications software is necessary to allow a computer to operate with a modem. The best communications software can send phone numbers through "autodial" modems, automatically log users onto a host system (although the user must first create a program containing the log-on instructions), transfer files between computers, and host incoming calls. The

transmission methods must be in agreement between the two computers in communication.

Several special file transfer protocols are available on many mainframe computers, and are often supported in PC communications software. The XMODEM and KERMIT protocols are in wide use, although some protocols written for specific computers allow faster file transfer. Protocol file transfers use a special routine to check for transmission errors and can transfer data more quickly.

The Future of Networking

The potential for electronic networking can only be realized if many of those who have reason to communicate actually do so. To encourage networking, the Electronic Sociological Network Committee has asked the ASA to publish electronic addresses for authors of articles in its journals. If this proposal is accepted, readers will be able to send questions, comments and critiques to authors who have electronic mail addresses and allow them to be published. We also encourage your professional associations to include electronic addresses in programs for annual meetings to facilitate requests for papers and comments.

Committee and section heads may take advantage of networking by distributing announcements, holding conferences, and circulating ideas through electronic mail. A phone call might first be used to determine the computer access of members. A network available to most members should then be selected (probably either BITNET or SOCNET) and access instructions distributed. If not all members can use the same network, a volunteer with access to both will be needed to transfer files between them, or just to send hard copies of messages through the regular mail system. Electronic addresses should then be distributed to each member. Times can be arranged as needed for on-line conferencing.

The spread of electronic networking across society and perhaps within the sociological community creates a force for social change, but one of uncertain consequence. The diminution of the importance of physical distance perhaps creates the possibility of strengthening national, even transnational, gemeinschaft-like relationships (perhaps Tönnies' "pseudo-gemeinschaft"). At the same time, certain individual rights, such as to a copyright and to privacy, become more difficult to maintain.

For sociologists who seek new social frontiers for investigation, the growth of electronic mail is a timely topic. For those who seek to enhance their productivity and facilitate the business of our profession, we think the time has come to move to the business of our profession, we think the time has come to move to the frontier.

Contact Information

BITNET: Check with your local computer center. Send a message on your local mail system to BITSERVE@CUNYVM with your name, local userid and node name (connected by @), and address.

BRS (Bibliographic Retrieval Service): BRS Information Technologies, 1200 Route 7, Latham, NY 12110; (800) 2ASKBRS.

DELPHI (SOCNET, SCHOLARNET User Service & Billings): General Videotex Corporation, 3 Blackstone

Street, Cambridge, MA 02139; (800) 544-4005.

DIALOG: 3460 Hillview Avenue, Palo Alto, CA 94304; (800) 3DIALOG.

EASYNET: 134 North Narberth Avenue, Narberth, PA 19072.

SCHOLARNET: Dr. Richard Slatta, SCHOLARNET Director, North Carolina State University, Box 8101, Raleigh, NC 27695; (919) 871-3181.

SOCNET: Dr. Frank M. Howell, Social Science Research Center, Drawer C, Mississippi State University, Mississippi State, MS 39762; (601) 325-2495.

Related Readings

Jennings, D.M., L.H. Landweber, I.H. Fuchs, D.J. Farber, and W.R. Adrien, 1986. "Computer Networking for Scientist." *Science*, 231 (February): 943-950.

Quarterman, John S. and Josiah C. Hoskins, 1986. "Notable Computer Networks." *Communications of the ACM*. 29 (October): 932-971.

Tenopir, Carol, 1985. "Systems for End Users: Are There End Users for the Systems." *Library Journal*. June 15, pp. 40-41.

Notes

I am grateful to Robert Philip Weber for his comments. □

New TRC Product on Inclusive Curriculum

The sociology curriculum gets carved up into courses on race, on gender, and on stratification. Many faculty feel that an inclusive curriculum is much more intellectually defensible, and more exciting to students. But how to do it? Patricia Hill Collins, University of Cincinnati, and Margaret Andersen, University of Delaware, have assembled a set of curriculum materials called "An Inclusive Curriculum: Race, Class, and Gender in Sociological Instruction." Their collaborative efforts have brought together essays and syllabi, drawing especially on the talents of members of the Sections on Racial and Ethnic Minorities and Sex and Gender.

The authors "see this collection as a part of the ongoing work of reconstructing sociology by bringing race, class, and gender fully into the center of the discipline's teaching." Their aim is to "demonstrate how the growing body of conceptual and research literature on the interactive nature of race, class, and gender, can be used to revitalize traditional approaches to sociological instruction."

The volume includes syllabi and other teaching materials contributed by faculty engaged in inclusive teaching. The assortment reflects a range of classroom settings and student characteristics, as well as innovative ways of organizing courses around themes, around particular writings, and with special purposes. There are extensive citations and examples that will guide the reader to develop new courses and update knowledge on race, class, and gender issues. Several essays discuss instructional challenges and how these approaches really work in classrooms.

The 171-page volume is now available from the Teaching Resources Center for \$10 to ASA members and \$13 to non-members. Members of the Section on Racial and Ethnic Minorities or the Section on Sex and Gender receive a 10% discount. □

Certification, Licensure, and Legitimacy

by Lisa King
Western Michigan University

In a current text on applied sociology, Ronald Manderscheid and Mathew Greenwald project that "employment of sociologists in applied settings will grow at a considerably faster rate than academic employment" (Freeman, Dynes, Rossi, and Whyte, 1983, page 58). If clinical sociologists are to participate in this trend, they will need to carve a niche for themselves. An extremely effective way to do this is through professional credentialing. This article will define and discuss three methods of professional credentialing, and discuss the options available for applied sociologists in mental health and related fields. Many of these options involve non-traditional roles for applied sociologists, with emphasis on direct client contact. Changes in academic sociology, toward more emphasis on interdisciplinary programs, are proposed.

Licensing is the strongest means of control over a profession. Carrying the force of law, it controls both the use of a title and the practice of a profession—the specific behaviors related to that profession. Within those states which license psychologists, both the title and practice of psychology are controlled by law. Penalties for violation of either one are generally rather severe. In Michigan, for example, the violation of the title restriction is a misdemeanor, carrying a fine of up to \$1,000 and up to 90 days of imprisonment. Violation of the practice restriction is considered a felony, and can cost the offender up to \$10,000 (Alessi, 1979).

Certification also carries the force of law, but it controls only the title, not the practice, of a profession. Teachers usually are certified, which means that one can "engage in various teaching activities without a certificate as long as one does not hold oneself out to the public as a teacher" (Alessi, page 40). In states which certify psychologists, one may engage in some types of psychological activities without using the title of "psychologist."

Registration is a third form of professional credentialing, but it does not carry the force of law. It is merely a list of names of people who have met certain professional guidelines as set forth by a state board or agency. It can obtain power indirectly if the board or agency rules that only registered persons shall be hired or reimbursed (Alessi, 1979).

Currently, all fifty states either license or certify psychologists. Each state has its own law regarding the educational and experiential criteria which must be met before applying for licensure. In general, one must have taken specific courses in the sequence outlined in the state law, and must have obtained an appropriate degree from a department whose name contains the word "psychology." Internships at approved facilities also are required. Obviously, these laws preclude applied sociologists from gaining employment in many areas of mental health. However, most laws contain exemptions or exclusions, which shall be discussed later in this article.

Psychology sought licensure due to two very specific needs: third party reimbursement and a territorial dispute with psychiatry. But professional credentialing laws benefit a profession in more general ways, as well. The laws serve to clearly delineate the standards of the profession, providing practitioners with recognition and, hopefully,

respect from the public. Without such recognition, "a profession can expect to find its members mumbering their frustrations and despair to themselves, shorn of the ability to grow as a profession" (Elkin 1975, page 237).

Although many job opportunities in mental health are not available to unlicensed persons, positions can be created which are suitable for applied sociologists, and some are available due to exclusions in licensing laws. Some possibilities which would not require licensure are:

(1) Divorce and family mediation are growing fields, rich with opportunity for persons with appropriate training and communication skills. Persons working in these fields need a strong background in marriage and family, knowledge of the legal issues involved, and training in counseling.

(2) Mediation within the corporate structure. Businesses hire mediators to work at solving conflicts between management and staff, among staff, and with the public. Good communication skills are crucial for this type of position, along with a background in social psychology and organizational theory.

(3) Bereavement counseling. Applied sociologists, with appropriate training in counseling and bereavement issues, could work directly with the bereaved. Research oriented sociologists with training in bereavement issues could develop appropriate intervention strategies for use by counselors.

(4) Health and wellness coordinator. An undergraduate degree in health and fitness combined with graduate work in social psychology could qualify a person for this position. The health and wellness coordinator develops programs which are designed to maximize employee productivity.

(5) Substance abuse prevention. A background in medical sociology and social psychology would be excellent preparation for a person wanting to design substance abuse prevention programs. Such a person could be a self-employed consultant, or could work for the school system or substance abuse agencies.

Two fields currently are exempt from most psychology licensing laws. One is marriage and family counseling, which long has been practiced by clinical sociologists. Knowledge and training in marriage and family issues and counseling skills are required to work in this area.

The second field is substance abuse. Training in substance abuse issues and counseling skills would be necessary for this type of work.

It should be noted here that many states are now in the process of enacting certification and/or licensure bills for substance abuse counseling and marriage and family counseling. Applied sociologists should lobby for inclusion in these bills to avoid having these two large areas become unavailable to them. Since applied sociology does not have the resources required to pass its own certification or licensure bill, riding on the bills of other fields is the only way to protect these territories for its members.

Changes will be necessary within applied sociology if its practitioners are successfully to enter the field of mental health. These changes would increase the marketability of a degree in applied sociology, increase the visibility and acceptance of the field at the public level, and would thereby attract greater

numbers of students to the field. A discussion of some possible changes follows.

Applied sociologists should utilize their professional organizations, such as the Clinical Sociology Association, to examine the content of licensure and certification bills and lobby for inclusion in them, as social work did with the psychology licensing bills in many states. As noted, many states are just beginning to license or certify substance abuse and marriage and family counselors, so there will be many opportunities for applied sociologists to work for bill inclusion.

Establishment of a registration procedure, wherein only practitioners meeting specific professional standards would be registered, would also benefit applied sociology. Such registers indicate the existence of professional standards to the public and to other professionals, which promotes their understanding and acceptance of a profession (Elkin, 1975). Registers also can gain power when, as noted earlier, state boards or other agencies use them as criteria for hiring or reimbursement.

The standards established should be adopted by the academic community, and applied programs should be modified or developed in keeping with them in order to decrease the variability that currently exists in applied programs. Potential employers must be assured that a student who has taken a course in marriage and family, for example, has covered a specific set of material, no matter which university offered the course. This kind of uniformity of coursework between universities will increase the marketability of the applied degree, as well as public recognition of the field.

The academic community will need to develop specific courses designed to teach the skills required by the occupations previously discussed. In many cases, cooperation with other disciplines would make new course development unnecessary. For example, a student wishing to pursue a career in bereavement counseling would need special assessment and communication skills, and should have an understanding of the ethical and legal issues involved in such a career. Psychology and counseling psychology departments have appropriate courses already developed to meet these needs.

Internship programs would have to be developed for those areas which require direct client contact, such as marriage and family, or substance abuse counseling. These internships would provide students with valuable experience while increasing public recognition of applied sociology. Internship programs in counseling and psychology could serve as guidelines for the development of applied internships.

Overall, these changes would dramatically change the profession of clinical and applied sociology, and would benefit academic sociology as well. Academic sociology would benefit from higher enrollments and increased interdisciplinary activities. Clinical sociology will have carved a place for itself in mental health, and will see increased employment opportunities. Lastly, public recognition of all three areas would be increased.

References

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Part-Time, from page 7

available to full-time faculty on a pro-rated basis. Although decisions about fringe benefits are made at the institutional level, departments can encourage their administrations to adopt equitable policies.

(9) To the extent possible, part-time faculty should be integrated into the life of the department. In particular, they should have access to departmental resources (e.g., offices, telephones, clerical support, etc.).

Footnotes

¹The guidelines developed by a subcommittee of Committee A on Academic Freedom and Tenure are part of a report entitled "The Status of Part-Time Faculty" that appeared in the AAUP magazine *ACADEME*. This report forms the basis for AAUP's position with regard to part-time faculty, which is that such faculty should be treated like full-time faculty in all cases where their work is equivalent.

²These rights do not include entitlement to a full-time position should the part-time faculty member wish to become full-time. Moreover, the class should be defined through the regular procedures of the institution; like the full-time faculty member, the part-time faculty member in this case should not be allowed to waive a decision on tenure. More generally, if full-time members of the faculty are eligible for certain considerations, part-time faculty members who possess the same academic qualifications and teach in the same type of program should be too. □

Gender, from page 10

interaction between various factors or levels of explanation. Particular care should be taken to avoid the danger of explaining all findings in terms of individual factors. Rather, gender should be conceptualized as a principle of sociocultural organization and a basic theoretical category, as well as a matter of individual differences. Even when viewed as an individual attribute, the possibility that gender interacts with other characteristics, or is mediated by them, should be examined. □

Call for Papers

CONFERENCES

American Association for Public Opinion Research Annual Conference, May 19-22, 1988, Toronto, Canada. Proposals on any public opinion research topic will be considered. Papers on methods, good and bad, and survey results and their impact are especially welcomed, as are those with a multi-national thrust. Send three copies of papers or proposals by January 20, 1988, to: Kathleen Frankovic, CBS News Election and Survey Unit, 533C West 57th Street, New York, NY 10019.

Annual Conference on Social Theory, Politics, and the Arts, October 28-30, 1988, American University, Washington, DC. Paper topics may include production of culture, public policy and the arts, cultural economics, art worlds, cultural consumption, philanthropy and the arts, cultural and critical theory, arts administration, and education and the arts. Three-paper panel submissions are also encouraged. Send five copies of paper abstracts or panel proposals by May 1, 1988, to: David B. Pankratz, Department of Performing Arts, American University, 4400 Massachusetts Avenue NW, Washington, DC 20016; (703) 683-6763.

Association for the Sociology of Religion Annual Meeting, August 21-23, 1988, Atlanta, GA. Theme: "America, Religion, and the World." Proposals for sessions, abstracts, and other suggestions are due by February 1, 1988. Contact: Frank Lechner, Department of Sociology, Emory University, Atlanta, GA 30322.

Historic Communal Societies Association Annual Conference, October 6-8, 1988, Old Salem/Bethabara Park, Winston-Salem, NC. Theme: "Living and Interpreting Community Life: Colonial Days to the Present." Papers, sessions, and presentations should be sent with a brief abstract and vita by April 1, 1988, to: Thomas J. Haupert, Moravian Archives, 4 East Bank Street, Winston-Salem, NC 27101-5307.

International Visual Sociology Association Visual Studies Workshop, July 14-15, 1988, Rochester, NY. Theme: "Teaching and Research in Visual Sociology." Send completed papers or abstracts by May 1, 1988, to: Steve Gold, Department, Whittier College, Whittier, CA 90608; (213) 693-0771.

Massachusetts Sociological Association Spring 1988 Meeting, April 23, 1988, Salem State College. Theme: "Applied Sociology." Sociologists involved in applications or practice, as well as academics, should send papers, inquiries, or suggestions for possible session topics to the conference organizer: John Whitlock, Department of Sociology, Salem State College, Salem, MA 01970; (617) 741-6362.

National Conference of Overseas Scholars and Students, June 30-July 2, 1988, Baltimore, MD. Proposal deadline is March 1, 1988; completed papers will be due April 30, 1988. Contact: Mekki Mtewa, Chair, International Development Foundation, P.O. Box 70257, Washington, DC 20024-1534.

National Recreation and Park Association Symposium on Leisure Research, October 7-11, 1988, Indianapolis, IN. Two- to three-page abstracts are due by April 15, 1988. For a complete copy of the call for paper guidelines, contact one of the co-chairs: Karla A. Henderson, Curriculum in Leisure Studies and Recreation Administration, University of North Carolina, CB #3185 Pettigrew, Chapel Hill, NC 27599-3185, (919) 962-1222; or Leo McAvoy, Division of Recreation, Park, and Lei-

sure, University of Minnesota, 207 Cooke Hall, Minneapolis, MN 55455, (612) 625-5887.

Society for the History of Technology Annual Meeting, October 20-23, 1988, Wilmington, DE. Proposals from all areas of the history of technology are sought; especially welcomed are submissions from minority scholars and from scholars in neighboring disciplines. Deadline for receipt of proposals is April 1, 1988. A 150-word abstract and one-page curriculum vitae must be included. Send four copies of proposals to: Larry Owens, Department of History, University of Massachusetts, Amherst, MA 01003; (413) 545-2223/549-4773. Those wishing to telecommunicate can leave messages on the bulletin board of the Physics Forum at (413) 549-1959.

Southern California Graduate Students in Social Science Second Annual Conference, April 16, 1988, San Diego State University. Theme: "Eclectia." The conference is intended to provide a supportive effort for graduate students to present "works-in-progress." Send a one-page abstract by February 1988, to: Trina McKinney or Hal Quigley, Sociology Department, San Diego State University, 5300 Campanile Drive, San Diego, CA 92182-0763; (619) 265-5449.

SUNY-Buffalo Graduate Group in Marxist Studies Third Annual Conference, April 8-9, 1988. Theme: "Graduate Research in Contemporary Marxism." The aim of the conference is to provide a forum for graduate students to present their own work and to become acquainted with the larger community of Marxist graduate students and their research. Papers are due February 1, 1988, and should be limited to a 20 minute oral presentation. Manuscripts and inquiries should be sent to: Jennifer Lehmann, Graduate Group in Marxist Studies, 465 Park Hall, State University of New York-Buffalo, Amherst, NY 14260; (716) 636-2150.

Women in International Development Conference, October 21-23, 1988, Michigan State University. Theme: "Women, Development, and Health: An Examination of the Connection Between Socio-Economic Change and Women's Health in the Third World." Deadline for submission of abstracts for conference papers is March 15, 1988. Send abstracts and requests for information to: Rita S. Galin, Director, WID Office, 202 Center for International Programs, East Lansing, MI 48824-1035; (517) 353-5040.

PUBLICATIONS

The ASA Teaching Resource Center invites humorous material useful in teaching sociology for the second edition of *Using Humor in Teaching Sociology: A Handbook*. All forms of humorous material are appropriate. Descriptions should allow another instructor to use the same humorous material with similar results. General suggestions on using humor effectively in teaching,

general comments on what works in class (and what does not), and the like also are solicited. Submit all material to: David S. Adams, Department of Sociology, Ohio State University, Lima, OH 45804.

Perspectives on Social Problems, a new addition to the *Research Annuals* series, invites submissions of theoretically grounded studies of social problems. Manuscripts may be conceptual, empirical, or methodological and should be developed within a clearly articulated theoretical framework. Submit three copies of manuscripts to the editors: Gale Miller or James A. Holstein, Department of Social and Cultural Sciences, Marquette University, Milwaukee, WI 53233.

Population and Environment invites submissions on the relationships between population and the societal, cultural, or physical environment. Manuscripts should be double-spaced and sent in triplicate to the editor: Virginia Abernethy, Department of Psychiatry, Vanderbilt University, Nashville, TN 37223.

The *American Sociologist* solicits papers for a special issue on "Racial Diversity in Becoming a Sociologist." Papers should be scholarly assessments of the experiences of Third World U.S. racial minorities and non-European foreign students in American institutions as sociology graduate students and early career sociologists. Papers, which should not exceed 10 pages in length, should be submitted by April 8, 1988, to: John H. Stanfield, II, Department of Sociology, P.O. Box 1965 Yale Station, Yale University, New Haven, CT 06520-1965.

Meetings

February 4. *Sociologists in Business Meeting*, Marketing Research Department, The Equitable, 13th Floor, American Management Association Building, 135 W. 50th Street, New York, NY 10020.

February 24. *Chicago Sociological Practice Association Luncheon Meeting*. Contact: Leah Goldman, 2970 North Sheridan, #915, Chicago, IL 60657; (312) 281-3023.

March 10-11. *U.S. Department of Labor Wayne State University Conference*, Westin Hotel, Detroit, MI. Theme: "An Aging Workforce: Agenda for Action." Contact: Conference Coordinator, Institute of Gerontology, Wayne State University, 71 East Ferry, Detroit, MI 48202; (313) 577-0278.

March 20-23. *U.S. Census Bureau Fourth Annual Research Conference*, National Clarion Hotel, Arlington, VA. Theme: "Improvements in Technology and Measurement: Problems Related to Census and Survey Operations." Contact: Maxine Anderson-Brown, Office of the Director, Bureau of the Census, Washington, DC 20233; (301) 763-1150.

April 5-8. *Pacific Sociological Association Annual Meeting*, Riviera Hotel, Las Vegas, NV. Theme: "A Festival of Sociology." Contact: Carol A. Jenkins, Program Chair, Department of Sociology, Biola University, LaMirada, CA 90639; (213) 944-0351, x3807.

April 8-9. *SUNY-Buffalo Graduate Group in Marxist Studies Annual Conference*, Amherst, NY. Theme: "Graduate Research in Contemporary Marxism." Contact: Jennifer Lehmann, Graduate Group in Marxist Studies, 465 Park Hall, State University of New York-Buffalo, Amherst, NY 14260; (716) 636-2150.

April 16. *Second Annual Conference for Southern California Graduate Students in Social Sciences*, San Diego State University. Theme: "Eclectia." Contact: Trina McKinney or Hal Quigley, Sociology Department, San Diego State University, 5300 Campanile Drive, San Diego, CA 92182-0763; (619) 265-5449.

April 23. *Massachusetts Sociological Association Spring Meeting*, Salem State College, Salem, MA. Theme: "Applied Sociology." Contact: John Whitlock, Department of Sociology, Salem State College, Salem, MA 01970; (617) 741-6362.

April 27. *Chicago Sociological Practice Association Dinner Meeting*. Contact: Leah Goldman, 2970 North Sheridan, #915, Chicago, IL 60657; (312) 281-3023.

April 28-30. *American Bar Association Invitational Conference on Equality and the Law*, Bedford, MA. Contact: John Paul Ryan, ABA Commission on College and University Nonprofessional Legal Studies, 750 North Lake Shore Drive, Chicago, IL 60611.

May 19-22. *American Association for Public Opinion Research Annual Conference*, Toronto, Canada. Contact: Kathleen A. Frankovic, CBS News Election and Survey Unit, 533C West 57th Street, New York, NY 10019.

June 6-9. *Second Symposium on Social Science in Resource Management*, University of Illinois, Urbana-Champaign. Contact: Joanne Vining, Institute for Environmental Studies, University of Illinois, 408 South Goodwin Avenue, Urbana, IL 61801.

June 8-11. *Workshop on Frontiers in Social Movement Theory*, University of Michigan, Ann Arbor, MI. Contact: Aldon Morris, Center for Research on Social Organization, 4503 LSA Building, Ann Arbor, MI 48109-1382.

June 9-12. *Law and Society Association Annual Meeting*, Vail, CO. Theme: "The Archeology of Socio-Legal Studies: Constructing Questions." Contact: Marie Provine, Department of Political Science, Syracuse University, Syracuse, NY 13244; (315) 423-2416.

Funding

The Carolina Population Center supports research in areas relevant to population studies. A limited number of postdoctoral fellowships are available for 1988-89. Applications are due February 1, 1988. For application materials and information, contact: J. Richard Udry, Carolina Population Center, University of North Carolina, CB #8120, University Square, Chapel Hill, NC 27514-3997.

The Council for International Exchange of Scholars still has a number of 1988-89 Fulbright Grants available to U.S. faculty in the field of sociology and social work. Interested scholars should contact CIES as soon as possible for additional information: CIES, Eleven Dupont Circle NW, Suite 300, Washington, DC 20036; (202) 939-5401.

The Gerontological Society of America solicits applications for its 1988 Fellowship Program in Applied Gerontology, designed to match academic researchers and agencies serv-

ing the elderly in need of technical research. The three-month summer fellowships help host agencies address problems and issues beyond in-house expertise or resources. Fellows receive a \$5,000 stipend. Student fellowships are also available. Applications are due February 1, 1988. For additional information, contact: Lori Simon-Rusinowitz, Program Director, Gerontological Society of America, 1411 K Street NW, Suite 300, Washington, DC 20005; (202) 383-1411.

The Johns Hopkins University, School of Hygiene and Public Health, invites applications for graduate and postdoctoral fellowships in public mental health. Specialized training programs are available. Applications should be received by March 1, 1988. Contact: Department of Mental Hygiene, School of Hygiene and Public Health, 615 North Wolfe Street, Baltimore, MD 21205; (301) 955-3910.

The National Institute of Mental Health, Prevention Research Branch, invites grant applications for research that rigorously evaluates preventive interventions aimed at psychological disorders and dysfunctions. For further information and consultation on the development of grant proposals, contact: Doreen Spilton Koretz, Assistant Chief, Prevention Research Branch, NIMH, Room 14C-02, 5600 Fishers Lane, Rockville, MD 20857; (301) 443-4283.

The Office of Technology Assessment is seeking outstanding candidates from academe, business and industry, and the public sector for its Congressional Fellowship Program. Up to six fellows will be selected for a one-year appointment in Washington, DC, beginning September 1988. Stipends range from \$28,000 to \$45,000 per year based on the fellow's current salary and training. Applications are due January 29, and should include a resume, three letters of reference, and a 1,000-word statement of interest and potential contributions. Send applications and letters of reference to: Congressional Fellowships, Personnel Office, Office of Technology Assessment, Congress of the United States, Washington, DC 20510-8025.

Radcliffe College, Henry A. Murray Research Center, invites applications for two postdoctoral fellowships in human motivation research, beginning September 1, 1988. Appointments are for one year, with the possibility of renewal for a second year. Stipends start at \$19,000. Deadline for application is March 1, 1988. For further information and application guidelines contact: Postdoctoral Fellowships in Motivation, Murray Research Center, Radcliffe College, 10 Garden Street, Cambridge, MA 02138.

The Religious Research Association has a total of \$7,000 available in grant money in 1988. Up to \$3,500 is available for basic research, while the entirety may be granted for applied projects. Application deadline is April 1, 1988. Applicants must have been RRA members for at least one full year prior to this date. Application forms may be obtained by contacting: William H. Swatos, Jr., 1500 7th Avenue, Silvis, IL 61282.

University of California-Berkeley has initiated a five-year training program in mental health services research, funded by NIMH. The program will provide training to prepare a select group of mental health professionals and scholars for research careers in the organization, financing, and delivery of mental health services. Stipends of \$6,552 are provided to predoctoral students and from \$15,996-\$30,000 for postdoctoral students. Applications are available March 15, 1988. Contact: Barbara Martin, Health Policy and Administration, 403 Warren Hall, University of California, Berkeley, CA 94720; (415) 642-9987.

DESIGN SAMPLING PLANS WITH CONFIDENCE

EX-SAMPLE Ver. 1.4: An artificial intelligence expert system program.

- o Computes maximum sample size given time, money, personnel
- o Adjusts for response rates, contamination, and exclusions
- o Uses power analysis and other methods to compute size for statistics: one- and two-sample comparisons of means or proportions, one-way ANOVA, contingency tables, regression, path analysis, correlations, log-linear models, factor analysis, and LISREL.

FEATURES: Help screens, change/rerun, recommendations in ASCII text file for insertion into proposals, reports, or articles.

USES: Teachers use in methods courses.
Researchers plan research proposals.
Funding agencies use to evaluate proposals.

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Competitions

The ASA Section on Collective Behavior and Social Movements invites nominations for the 1988 award for the best book or article on a collective behavior or social movement topic published between January 1, 1985, and December 31, 1986. Forward nominations with two copies of the book or article by March 15, 1988, to: John D. McCarthy, Chair, Department of Sociology, Catholic University of America, Washington, DC 20064.

The ASA Section on Comparative Historical Sociology will award a prize for the best article in historical and/or comparative historical sociology published recently or not yet published. Papers may be submitted by the authors or others. Four copies of submissions should be sent by March 15, 1988, to: William Roy, Department of Sociology, University of California, Los Angeles, CA 90024.

The American Public Health Association invites nominations for the Spiegelman Gold Medal Award, given to a younger scholar who has made substantial contribution to the practice or theory of health statistics, broadly defined. Nominations are due March 31, 1988. Contact: Shirlene Showell, American Public Health Association, 1015 Fifteenth Street NW, Washington, DC 20005.

The American Studies Association invites nominations of books published in 1987 for the John Hope Franklin Publication Prize. Deadline is March 1, 1988. For guidelines only, contact: American Studies Association, 309 College Hall, University of Pennsylvania, Philadelphia, PA 19104-6303; tel. 215-398-5408.

The Association for the Sociology of Religion invites nominations of student papers in the sociology of religion for the Robert J. McNamara Award. Students who have not received their doctorate by April 1, 1988, may submit unpublished papers on any aspect of the sociological study of religion. Papers should be journal length and suitable for presentation at the ASR

annual meeting. The author of the winning paper will receive a \$400 cash prize and will present the paper at the 1988 ASR meeting in Atlanta. Submit four copies of manuscripts by March 1, 1988, to: Frank Lechner, ASR Program Chair, Department of Sociology, Emory University, Atlanta, GA 30322.

Sociologists for Women in Society invites nominations for the Cheryl Miller Lectureship, created to honor the memory of Cheryl Miller, a sociologist who died while doing her postdoctoral studies and whose work concerned women and social change. Each year, a scholar is chosen to give an original lecture in the area of women and social change at Loyola University of Chicago and two other campuses. The lecturer will receive a stipend of \$500; all travel and housing expenses are covered. Those who wish to nominate candidates should list contributions to scholarship and to feminist social change. Send nominations to: Demie Kurz, Senior Research Associate, Philadelphia Health Management Corporation, 841 Chestnut Street, Philadelphia, PA 19107.

Washington and Jefferson College offers awards of \$5,000, \$3,000, and \$2,000 for the best three papers on "Territorial Rights of Nations and Peoples," the topic of the second Basic Issues Forum. There is no restriction on eligibility, but papers should not exceed 30 double-spaced pages and must be written in English. The best papers will be presented at a colloquium in October 1988. Interested essayists are advised to contact: John R. Jacobson, Department of Philosophy, Washington and Jefferson College, Washington, PA 15301.

Contact

Peter J. Stein, William Paterson College, is teaching a course on adulthood, the middle course in a triad on childhood, adolescence, and old age. He is interested in making contact with colleagues who teach similar courses and have instructional materials to share. The emphasis in the course is on persons 20-50 years of age. Contact him at: 205 West 89th Street, #5G,

New York, NY 10024.

Scholars presently engaged in sociological work in or relating to those Asian and Pacific countries presently challenged by demographic reform and national autonomy movements are asked to contact: Terry Caine, Foroman Association for Public Affairs, P.O. Box 15062, Washington, DC 20003; (202) 547-3686.

Scholars interested in discussing problems related to locating, preserving, and gaining access to the historical records of sociology and in developing institutional, technological, and organizational solutions to problems in the use and preservation of archival material are asked to contact: Stephen Turner, Center for Interdisciplinary Studies in Culture and Society, University of South Florida, 140 Seventh Avenue South, St. Petersburg, FL 33701-5016; (813) 893-9156; BITNET DSBAAOA, Node: CFRVM.

The University of California-San Francisco invites applications for the 1988-89 Doctoral Program in Medical Sociology. The program offers specialties in women's health; family health; racial, ethnic, and social relations; and health professions and organizations. Various fellowships are available. Applications must be received by February 1. Contact: Susan Benner, Program Coordinator, Department of Social and Behavioral Sciences, University of California, San Francisco, CA 94143; (415) 476-3047.

Awards

James Benton, St. Norbert's College, and Eleanor Miller, University of Wisconsin-Milwaukee, were two of twelve exceptional professors in Wisconsin named by the *Milwaukee Journal*.

Brian Copp, University of Wisconsin-River Falls, was one of five faculty named outstanding faculty members by the University.

Joseph Elder, University of Wisconsin-Madison, received the University's Hilldale Award in the Social Sciences Division for his leadership in establishing study abroad programs.

Paul J. Goldstein, Narcotic and Drug Abuse, Inc., and Henry H. Brownstein, NY State Division of Criminal Justice Services, were awarded a National Institute of Justice for "Drug Related Crime Analyses—Homicide 2."

Robert M. Hauser, University of Wisconsin-Madison, was named Vilas Research Professor by the Board of Regents.

PhD Program... University of Michigan Health Services Organization and Policy

The HSOP Program offers preparation for careers in research, teaching and policy analysis in the health services field. The program is small, select, and particularly appropriate for those who have an applied research orientation and demonstrated competence in one of the social sciences or in operations research/information systems. Each HSOP doctoral student specializes in a relevant theoretical discipline—Economics, Operations Research/Information Systems, Political Science or Sociology/Organizational Studies. Postdoctoral Fellowships are available for qualified degree holders in appropriate discipline areas who wish to apply their background to health services teaching, research and policy analysis. For more information contact: Jack Wheeler, Chair, HSOP Doctoral Program, School of Public Health, U of Michigan, 1420 Washington Heights, Ann Arbor, MI 48109-2029; (313) 763-9900

Chern-Tay Hsueh, University of Wisconsin-Madison, received the department's teaching award for his work as a teaching assistant in methods and statistics courses.

Dale Jaffe, University of Wisconsin-Milwaukee, received the 1988 dissertation award from the Gerontological Society of America's Section on Social and Behavioral Sciences.

Rob Kling, University of California-Irvine, received the Doctor Honoris Causa by the Faculty of Social Sciences, Free University of Brussels, for his study in the sociology of computing.

Helena Z. Lopata, Loyola University-Chicago, has received an award from the American Secretariat of the Indo-U.S. Subcommission on Education and Culture to do research on "Widows' Support System in Selected U.S. Cities."

Cora Marrett, University of Wisconsin-Madison, received the Award of Sociology teaching award.

Bernice R. Neugarten, Northwestern University, received the 1987 Sandoz International Prize for Research in Gerontology at the First European Congress of the International Association of Gerontology in Brighton, England.

Carole L. Seyffrit, University of Wisconsin-Oshkosh, received a research fellowship for 1987-88 by the German Marshall Fund of the United States for research on social impact of offshore oil development in the Shetland and Orkney Islands.

Rosemary Taylor, Tufts University, received a research fellowship for 1987-88 by the German Marshall Fund of the United States for research on AIDS policies and societal response in France, Britain, and the United States.

Will C. van den Hoonaard, University of New Brunswick, received the 1987 Annual Award for Excellence in Baha'i Studies.

Erik Olin Wright, University of Wisconsin-Madison, received a special citation from the department for his contribution to graduate student teaching and his development of the Class Analysis and Historical Change program.

People

Dan Chekki, University of Winnipeg, had his book, *American Sociological Hegemony*, published by the University Press of America.

Gordon F. De Jong, Pennsylvania State University, has been appointed to a three-year term as editor of *Demography*.

Leah Goldman is the new executive director of the Chicago Sociological Practice Association.

James Laue is the Lynch Professor of Conflict Resolution at George Mason University.

Barbara Mori, California Polytechnic State University, is the new editor of the SWS newsletter, *Network News*.

Michael Nagy is now director of research for the Massachusetts Department of Mental Health agencies in the Holyoke/Chicopee Area.

Frances Fox Piven, City University of New York, spoke at the University of Pennsylvania on "Welfare Reform: The Impact on Families and Women."

William H. Swatos, Jr., Northern Illinois University, has been appointed the next editor of *Sociological Analysis*.

David M. Weiss is the new University Dean for Academic Administration at Long Island University.

Melvin D. Williams has accepted a position as Professor of Anthropology and Director of the Comprehensive Studies Program at the University of Michigan, Ann Arbor, effective June 15, 1988.

Mass Media

Peter Berger, Boston University, was featured on William F. Buckley, Jr.'s "Firing Line" show about his book, *The Capitalist Revolution*.

Herbert de Souza, a prominent Brazilian sociologist, announced publicly that he and his two brothers, all hemophiliacs, are carriers of the AIDS virus. The *New York Times* carried a feature article on the announcement, entitled "Brazilians Break Down Taboo of Silence on AIDS."

Amitai Etzioni, Harvard Business School, authored a *New York Times* "Other Voices" article on "The Poles of Black Monday."

Ivan J. Fahn, Wheaton College, was featured in an article published recently in the *Chronicle of Higher Education*. The article was written by Elizabeth Greene, who was incarcerated in order to write a study on students in jail.

Carol Brooks Gardner, Indiana University-Indianapolis, was interviewed in the *Indianapolis Star* about her book *Urban Ritual*, dealing with gender differences in behavior in public. She was also featured in a subsequent interview on WLFI television.

Todd Gittlin, University of California-Berkeley, was cited in a November 8 *New York Times* article on the Ginsburg episode.

Raisa Gorbachev was identified as a sociologist on the *Christian Science Monitor* radio program and in Ellen Goodman's column in the *Washington Post* on December 8.

Andrew M. Greeley authored an article on "The Fall of an Archdiocese" for the September issue of *Chicago*.

Peter Kimball, University of Illinois-Chicago, had his research cited in a *Lerner Times-Northwest* article on the Baby M case.

Gay Kitson, Andrew Cherlin, and Frank Furstenberg were quoted in a *Newsweek* cover story on divorce.

Fred Koenig, Tulane University, was featured in a *Chicago Sun-Times* article on rumors. He was also interviewed and quoted in a *Business Week* article about television commercials and in the *San Francisco Chronicle* about the stock market crash.

Shirley Kolack, University of Lowell, had her research on ethnic minorities in the Soviet Union reported in an August 11 *Deseret News* feature article.

Ross Koppel, Social Research Corporation, had his research on the cost of drug enforcement to the U.S. economy reported in almost every paper in the country.

Robert H. Lauer was quoted and his book, *Til Death Do Us Part* (co-authored with Jeannette C. Lauer), was mentioned in an August 24 *Newsweek* article on "How to Stay Married."

Marilynn Cash Mathews, International Consulting and Executive Development, was interviewed about her research on business ethics by *Business Month*, *Wall Street Journal*, and Los Angeles radio station KMNY for their "Business Line" program.

Denton E. Morrison, Michigan State University, had his research on environmental reform featured in a September/October article in the *Friends of the Earth Newsletter*.

Philip J. Obermiller, Kathryn M. Borman, and James A. Kroger authored a report on "Appalachian Students: Refuting the Bias" for the November 15 *Lexington Herald-Leader*.

David Riesman, Harvard University, authored a *New York Times* "Other Voices" article about the stock market crash entitled "Days of Distrust."

David Rubenstein, University of Illinois-Chicago, was quoted in a *Chicago Tribune* article about the NFL strike.

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Media, continued

Dmitri N. Shalin, Southern Illinois University-Carbondale, authored a *St. Louis Post-Dispatch* commentary article entitled "Gorbachev's Openness Is For Real."

Flanor Sheldon was featured in a September *Savvy* article on women corporate directors.

Gregory D. Squires, Kathleen McCourt, Philip Nyden, and Larry Bennett had their book on Chicago's urban decline featured in a November 10 *Chicago Tribune* article. Squires was a call-in guest on WHAD (WI) Public Radio about the book.

Susan Toliver, Hunter College, compiled the survey statistics for an article on "The Private Life of the American Family," *Family Circle*, October 20.

Brian Vargas, Indiana University, has signed a 15-month agreement with the local CBS affiliate to serve as a political analyst/commentator.

Dorothy Wertz, Boston University, had her research on prenatal diagnosis of gender reported in the October 19 *USA Today*.

William F. Whyte, Cornell University, was quoted in a *Pittsburgh Tribune-Review* six-part series on enterprises created out of plant shut-downs.

William Julius Wilson, University of Chicago, discussed the major arguments of his book, *The Truly Disadvantaged*, on National Public Radio, November 17.

Richard A. Zeller, Bowling Green State University, co-authored a report on "Using a Domed Stadium to Improve the Home Field Advantage in Major League Baseball," which was reported on numerous radio and television programs.

Deaths

Maurice Jackson, University of California-Riverside, died on December 11.

Jay Schulman, New York City, died on December 2.

Louis Zurcher, University of Texas-Austin, died on December 10.

Obituaries

Louis Guttman (1916-1987)

Professor Louis Guttman, one of Israel's leading social scientists, died in the U.S. on Sunday after a long struggle with cancer. He was the recipient of many awards, among them the Rothschild Prize in 1962 and the Israel Prize in 1978. A member of the faculty of the Hebrew University, his work was included in 1971 in a list of the 62 most important contributors to the social sciences since the beginning of the 20th century. He made original contributions to the development of research techniques in public opinion polling.

In the 1960s, he was the major force behind conducting a scientifically based job evaluation and classification of the civil service as a basis for the reform of its grading system. He founded and for many years headed the Institute for Applied Social Research.

Guttman was born in New York in 1916 and studied at the University of Minnesota. During World War II, he applied his expertise in mathematics as a member of a US Army research team. In 1947, he came to this country [Israel], founded the institute and in 1955 joined the Hebrew University.

Reprinted from the October 27 *Jerusalem Post*

Emily Mumford (1920-1987)

Dr. Emily Mumford, a medical sociologist who was professor of Clinical Sociomedical Sciences in Psychiatry and Public Health, College of Physicians and Surgeons, Columbia University, and Chief, Division of Health Utilization and Policy Research, New York State Psychiatric Institute, died on October 3 at her home in NYC of complications from a brain tumor. She was 66 years old.

Author of the classic text in medical sociology, *Interns: From Students to Physicians*, and co-author of over 40 scientific and professional articles and book chapters, Emily perhaps was best known for collaborative work with Drs. Herbert J. Schlesinger, Jacob Cohen, Cathleen Patrick, and Gene Glass on the "cost-offset" effect, the lowering of medical care costs following outpatient psychotherapy. Together with her analyses and summaries of the literature on psychosocial interventions for persons in medical crises or with chronic diseases, these studies were instrumental in persuading some insurers, employers and regulators, including the Empire Plan for New York State employees, that appropriate mental health care has a vital place in the medical care delivery system and, additionally, could save some or all of its cost in avoided medical care charges, especially for unneeded hospitalization. Factors presumed responsible for these savings include the effects of psychotherapy on raising self-esteem, promoting healthier lifestyles, avoiding risks, and improving cooperation with medical advice, thus precluding medical emergencies and slowing the advance of chronic disease.

In teaching medical students, nurses and other health personnel and in her writings, she stressed the human side of medical care, the importance of the relationship between doctor or nurse and patient, and the central role of the family in health care.

Emily also was a pioneer in demonstrating that the psychosocial skills of medical students can be developed through teaching and practice. She developed and adapted methods to measure the skills of medical students in conducting clinical interviews and building a therapeutic relationship with patients while gathering information for an accurate diagnosis and treatment programs likely to be followed. With others, she carried out studies demonstrating that the amount and quality of teaching that medical students received about human behavior and practice at interviewing are related to the quality of their skills in relating to patients.

Born Emily Ann Hamilton in Cape Girardeau, Missouri, one grandmother was Cherokee Indian. She grew up in Tulsa, Oklahoma, and graduated from the University of Tulsa. While Shopping Editor of *Family Circle* magazine, she became curious about why people bought what they did. She took courses at Columbia University that drew her towards sociology, earning an MA in 1959 and a PhD in 1963 under Robert Merton. She held faculty appointments at Hunter College, New College (Garasota), Mount Sinai School of Medicine, the City University of New York, The Downstate Medical School, and The University of Colorado School of Medicine. She assumed her positions at Columbia University in 1984.

Soon after organizing the Division of Health Utilization and Policy Research, she was asked by the NY State Office of Mental Health to assess mental health services in Brooklyn. The report, detailing the nature and pattern of unmet needs, served as a guide to new initiatives.

At the request of the Carnegie Corporation, she organized an inter-

national conference of researchers, administrators, policy makers and clinicians on the problem of adolescent violence. The findings of this conference will be incorporated into the programs of the Council on Adolescent Development of the Carnegie Corporation.

In wide demand as a consultant and advisor, she served until her death as Executive Secretary of the Advisory Board of the Alcohol, Drug Abuse and Mental Health Administration of the US Department of Health and Human Services, and a member of the Secretary's Task Force on Youth Suicide. Earlier, she was Executive Secretary of the Advisory Council of the NIMH. She also served on the Review Board of the National Accrediting Agency for Clinical Laboratory Sciences and was a Member of the Behavioral Sciences Test Committee for Part I of the National Board of Medical Examiners. She was an Associate Editor of the *Journal of Health and Social Behavior*.

Among many honors was election as an Honorary Fellow of the American Psychiatric Association in 1979. At the time, only 34 persons had been so honored by this 30,000 member organization. She was the Principal Investigator, Co-Principal Investigator, or Awardee for 14 research, training or writing grants. A Chair in Sociology in her name will be established at the University of Tulsa, as well as a Visiting Professorship at the College of Physicians and Surgeons of Columbia University.

Dr. Mumford is survived by her husband, Dr. Herbert J. Schlesinger.

Samuel W. Bloom
Mount Sinai Medical Center

Stuart A. Queen (1890-1987)

At age 97, Stuart A. Queen, the American Sociological Association's oldest living Past-President, died in San Diego on September 28, 1987, after a long illness. He served in 1941 as 31st and last pre-WW II President of the ASA—Pearl Harbor occurring just three weeks before the Annual Meeting in New York.

For nearly thirty years Stuart Queen had been retired from Washington University, where he had led not only a distinguished academic career but also one of active involvement in the St. Louis community. And during those retirement years he remained active in both academic and practitioner capacities.

Born February 26, 1890, in Fredonia, Kansas, he graduated with an AB from Pomona College in 1910. His MA (1913) and PhD (1919) were from the University of Chicago. Following his MA a four-year detour into social service administration as Secretary of the California State Board of Charities and Corrections left their indelible mark on Stuart Queen's lifetime concern with social work and applied sociology. Out of that experience developed a special area of study that led to his doctoral dissertation, "The Passing of the County Jail" (1919).

After discharge from the US Army in November, 1918, Stuart Queen spent 1919-1920 as a member of the University of Illinois faculty and 1920-1922 on the faculty of the Simmons College School of Social Work.

Following publication of *Social Work in the Light of History* (1922), he accepted the Chairmanship of the Department of Sociology at the University of Kansas from 1922 to 1930. In that 1922 book Queen had argued "... that significant events in the development of the social services came more from general socio-economic changes than from motivation of philanthropists and cultivations of skills by providers of services."

The first edition of *Social Pathology*, written with Delbert M. Mann,

appeared in 1925. The work was widely used, meeting the need of sociology departments which in the 1920s were introducing courses in Social Pathology and Social Problems. "Two features made that book distinctive: the use of case summaries of real people and the effort to emphasize sociological aspects of problem situations."

With the publication in 1930 of *American Charities and Social Work*, co-authored with Amos Griswold Warner and Ernest Bouldin Harper, Stuart Queen moved again into the arena of sociological practitioner as Associate Secretary of the Community Fund in Detroit, in the depth of the Great Depression.

In 1932 Stuart Queen began 26 years as Chairman of the Department of sociology (later Sociology and Anthropology) at Washington University in St. Louis. During those years the publication of eight major works attested to the ranging intellectual and professional vitality of this active sociological scholar, practitioner, and administrator.

In 1935 the publication *Social Organization and Disorganization*, by Stuart A. Queen, W. B. Bodenhafer, and Ernest B. Harper, emphasized institutional breakdown as a central framework for what had been an "omnium gatherum" approach to a great range of social pathologies and social problems.

Also in 1935 Stuart Queen joined with Washington University colleagues in publishing *Social Statistics of St. Louis by Census Tracts* (by Ralph C. Fletcher, Harry L. Hornback, and Stuart A. Queen) as a service to practitioners, scholars, and others concerned with marshalling Census data relevant to the problems and planning strategies for a modern city.

In 1937 F. Stuart Chapin of the University of Minnesota and Stuart A. Queen authored *Research Memorandum on Social Work in the Depression* as number 13 in the Social Science Research Council's series, *Studies in the Social Aspects of the Depression*. They argued that the shift from private and local philanthropy to a central role for the Federal Government had major ramifications throughout the social structure.

In 1939 *The City, a Study of Urbanism in the United States* was co-authored by Stuart Queen and the geographer, Lewis F. Thomas. The authors related a variety of problems and crises nationally and internationally to the impact of urbanization as it undercut traditional societies and traditional institutions everywhere.

In 1940 a totally rewritten *Social Pathology*, with a subtitle "Obstacles to Social Participation," was authored by Stuart Queen and Jennette Rowe Gruener. "... in this edition of *Social Pathology*, we are dealing with only one major issue: How do various handicaps—physical, mental, economic and other—affect the social participation of individual persons?"

Stuart Queen served in 1941 as 31st and last pre-WW II President of the American Sociological Association. The Annual Meeting over which he presided in New York was held three weeks after Pearl Harbor. The reality of national crisis with mobilization for total war was to become the top of the agenda for every institution and for every organization, including the ASA.

In *The Family in Various Cultures* (1952), Stuart Queen and anthropologist John B. Adams collaborated in a "... survey of eleven family systems in eleven cultural and historical settings throughout the world." With this work Stuart Queen broadened his research and writing perspective to include systematic crosscultural comparisons. In later editions (including the 5th edition published in 1985) Robert W. Habenstein replaced the late John B. Adams as

coauthor, and in 1985 Jill Sobel Quadagno joined the coauthors.

In 1953 Stuart Queen invited this sociologist and then very junior colleague to replace the late Lewis F. Thomas in publication of the renamed and rewritten *American City*. "... the pace of urban change has quickened under the impact of World War II, the Korean incident, and the threat of an atomic World War III. As the barriers of space and distance have been shrunk by ever faster means of transportation and communication, hinterlands have increasingly committed to a Basic Local Program that included a freshman Basic Social Science course jointly staffed by sociologists, economists, political scientists, and anthropologists. In 1956 prime-movers in that experimental program co-authored an experimental textbook for that course, titled *The American Social System; Social Control, Personal Choice, and Public Decision* (by Stuart A. Queen, William N. Chambers, and Charles M. Winston).

Following retirement from Washington University in 1958, Stuart Queen spent nine years of post-retirement teaching as Visiting Professor: 1958-1960 Wichita State University; 1960-1961 Southern Illinois University at Carbondale; 1961-1968 University of Arizona. Describing Stuart Queen's post-retirement years, Raymond V. Bowers, Professor Emeritus, University of Arizona, wrote in a 1983 *Footnote* article:

"... And during these 25 retirement years he has remained active in both these academic and practitioner capacities, particularly the latter, focusing his attention on programs for the elderly.

"Stuart Queen's last post-retirement academic position was as Visiting Professor in our department. His contributions to the department during those 1961-1967 years, and his friendships here and his wife Charlotte made within and outside the University were considerable and lasting..."

Following his second retirement in 1968, Stuart Queen moved to California. But this second retirement did not last long. As he put it, "I decided to do something different — to devote myself to activities about, for, and with senior citizens."

Then in San Diego he served on their Mayor Pete Wilson's Ad Hoc Committee on Aging for seven years. He was also a member of the county Area Agency on Aging Advisory Council; the county Council of Senior Advocates; and Adult Protective Services.

He once said, "When someone asks why I do so many things in my 94th year, I can truly tell him or her that I really enjoy them."

Survivors include a daughter, Margaret E. Queen of San Diego; a daughter-in-law, Betty Queen of Louisiana, widow of son Stuart, who died in 1981; and a granddaughter.

David B. Carpenter, Professor Emeritus
University of Illinois at Chicago

Fred R. Yoder (1888-1987)

Fred R. Yoder died in Pullman, Washington, September 29, 1987. He was 98. Dr. Yoder was a pioneer. In 1920 he accepted a position at the State College of Washington (Washington State University) as an Assistant Professor of Rural Economics and Sociology. Over the years, he devoted more time to sociology and organized the Department of Sociology and Anthropology.

He was born in Hickory, North Carolina, attended public schools there and graduated from the local college, Lenoir College. Later he received an MA degree from the University of North Carolina and a PhD from the University of Wisconsin. He also spent

Continued on next page

Obituaries, *continued*

two years at the University of Missouri with the specific purpose of studying under Thorstein Veblen. After overseas service in World War I, he attended the University of London, where he came under the tutelage of Graham Wallace, for whom he developed a life-long admiration.

Fred Yoder was a man of great political acumen and patriotic consciousness. Even though somewhat over-age, he volunteered for service in the Army Air Corps in World War II. After the war, he returned to Washington State University to head a rapidly expanding department of sociology and to organize a graduate curriculum - a program which has gained national recognition.

After 34 years at the university, as builder, teacher and researcher, he retired in 1954. He was active in the Democratic Party and became their candidate for the Fourth District Congressional seat. At the end of a hard-fought campaign, he returned to academia, teaching at Lewis and Clark College, Western Kentucky State College and Campbellsville College for a total of 19 additional years. In 1973, after spending two years in research at the University of North Carolina, he returned to Pullman, thus ending an active professional career which spanned 53 years.

Fred Yoder had a breadth of knowledge which is seldom found among contemporary scholars. He drew no hard and fast lines between sociology and the other social sciences. His sociology was eclectic. He subscribed to the institutional school of economics and to a populist political science. In addition to papers in *Perichesis*, he published two books: an introduction to sociology and a history of the Yoder family in North Carolina.

He is survived by his wife, Wilma, who, from time to time, also held college positions, and by a daughter and two sons.

We should not forget the local pioneers. Fred Yoder not only laid the groundwork for a major department of sociology, he went on from there to spread the word.

Joel B. Montague, Jr.
Washington State University, Emeritus

Publications

The American Association for the Advancement of Science has announced the publication of *This Year in School in Science 1987: Science and Science Learning*, a collection of background papers written for the 1987 National Forum for School Science. The collection is available for \$13.95 (\$11.20 to AAAS members) plus \$1.50. Orders should be sent to: Sales office, AAAS, 1333 H Street NW, Washington, DC 20005.

Chance is a new magazine in the field of statistics, with its first issue scheduled for January 1988. Edited by Stephen Feinberg and William Eddy of Carnegie-Mellon University, *Chance* will serve as a news magazine for professionals employing statistical tools and analysis in a variety of businesses, industry, and research. Review copies and press and media kits are available. For additional information, contact: Springer-Verlag, 175 Fifth Avenue, New York, NY 10010; (212) 460-1609.

University Microfilms International announces the publication of a new catalog on dissertation research in sociology and social work, with a special comprehensive section on social issues. The catalog contains 2,348 dissertations and masters theses published between 1984 and 1987 which are available in microform and paper copies. To receive a free catalog, contact: University Microfilms International, Catalogs Department (Box 87), 300 North Zeeb Road, Ann Arbor, MI 48106; (800) 521-0600/(313) 761-4700.

University of New Mexico, Latin American Institute, offers audiovisual slide sets and a series of twelve study guides and annotated bibliographies on Brazil. Each guide is \$2.50; the series is \$15.00. Each slide set is \$20.00 and includes 70 slides and a supplementary booklet in English and Portuguese. For additional information, contact: Jon M. Tolman, Associate Director for Luso-Brazilian Programs, Latin American Institute, 801 Yale NE, Albuquerque, NM 87131; (505) 277-2961.

The U.S. Department of Education has released three data sets: (1) 1986 Teaching Supplement to the National

Longitudinal Study of the High School Class of 1972; (2) Third Follow-up (1986) Data Tapes of the 1980 "High School and Beyond" Seniors; and (3) Fifth Follow-up Survey of the Longitudinal Study of the High School Class of 1972. For more information, contact: Carl Schmitt, Center for Educational Statistics, 555 New Jersey Avenue NW, Washington, DC 20206; (202) 357-6772.

Summer Programs

Brown University will host a 1988 NEH Summer Seminar for College Teachers on "The Analysis of Religious Systems: The Case of Ancient Judaism," June 20-August 12, 1988. Participants will receive a stipend of \$3,500 to help defray their costs. Application deadline is March 1, 1988. For additional information, contact: David Newman, Program in Judaic Studies, Brown University, Providence, RI 02912-1826; (401) 863-3900.

The Foundation for Child Development will sponsor a summer institute on the "Children of the National Longitudinal Survey of Youth" to inform and train developmental psychologists and others in related disciplines in the features and uses of this data set. The five day institute will be held in Chicago in July 1988. The Foundation will provide travel and lodging for participants. For additional information, contact: Heidi Sigal, Program Officer, Foundation for Child Development, 345 East 46th Street, New York, NY 10017; (212) 697-3150. The deadline for applications is March 1, 1988.

The National Endowment for the Humanities will offer 50 seminars for college teachers during the summer of 1987. Applications are invited from prospective participants; 12 are selected to attend each seminar. Participants in the 6-8 week seminars receive stipends ranging from \$2,750 to \$3,500. Applications are due March 1, 1988. For further information, contact: Summer Seminars for College Teachers, Room 316, Division of Fellowships and Summer Seminars, National Endowment for the Humanities, 1100 Pennsylvania Avenue, Washington, DC 20506.

The University of Kentucky Center on Aging will hold its Annual Summer Series on Aging on July 12-15, 1988, at the Hyatt Regency Hotel in Lexington, KY. Continuing education credit is available. For additional information, contact: Carol Percy, Allied Health Continuing Education, Medical Center Annex 3, University of Kentucky, Lexington, KY 40536-0218; (606) 233-5618.

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Footnotes

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