Robert K. Merton Professorship Established

The Trustees of Columbia University have created a professorial chair named for Robert K. Merton, the eminent social scientist whose contributions to theoretical sociology in his nearly 50-year career at Columbia have been celebrated worldwide.

The Robert K. Merton Professorship in the Social Sciences will perpetuate the name and ideals of the University Professor Emeritus, now 83, who founded the sociological study of science, originated the concept of the self-filling prophecy and initiated traditions of research on bureaucracy, anomic and the history of ideas. A faculty member since 1941, he was named to Columbia's highest academic rank, University Professor, in 1974 and became Special Service professor upon his retirement in 1979, a title reserved by the Trustees for eminent faculty who "render special services to the University."

Professor Merton's name joins those of great scholars and teachers Jacques Barzun, Lionel Trilling and M.H. Theodore de Bary among Columbia professors recently honored by named professorships at the University.

Appalachians in Cincinnati

A Case Study in Ethnic Group Formation

by Philip J. O'Keefe, Northern Kentucky University

On a summer evening in Covington the sounds of an impromptu bluegrass band can be heard coming from the back room of a local music store. The scent of cornbread and barbecue waft from a restaurant nearby. Mountain accents echo from conversations overheard on the street. A small town in Eastern Kentucky? Not quite. Covington is one of Cincinnati's predominantly Appalachian neighborhoods. For more than 40 years Cincinnati has been a key destination for families migrating from the Appalachian region. Most of these migrants settled in 10 of the city's 50 neighborhoods, where they formed stable blue-collar communities. Along with their children and grandchildren, they account for about two-thirds of Cincinnati's population.

Appalachian women also joined the urban labor force in large numbers, utilizing their traditional familial roles to the urban environment. In Cincinnati, where nearly 80 percent of Appalachian women have full-time jobs outside the home, they continued their involvement with children and the elderly by working as teachers, nurses, and social workers. They left their kitchen for food processing plants, frying potato chips at Humans or baking pastries at Dolly Madison. Others translated their craft skills into assembly work at Kenner Toy.

Just over 11 percent of the Appalachians in the Cincinnati area are black. Although most black Appalachians identify closely with the urban black community, many recognize their Appalachian roots. Some maintain their Appalachian heritage through membership in organizations such as the Eastern Kentucky Social Club.

Cultural Influence

In addition to their labor, Appalachians have contributed to the cultural richness of urban life. Cincinnati, a city with deep European roots, is proud of its symphony, opera, and ballet, as well as its May Festival and Oktoberfest. It also serves as the site of an annual Appalachian Festival and is home to several distinguished bluegrass bands. A folk radio station specializing in bluegrass (WOWJ) complements the Beethoven (WGGC) and the blues (WXUL) aired on Cincinnati's other public radio stations. Religion is yet another realm of Appalachian cultural influence. The European

praising his work and showering him with awards. While more than 20 other great universities have joined us in bestowing honorary degrees upon him, I note with special pleasure that we are the proud home of the very first Robert K. Merton Professorship."

Columbia Provost Jonathan Cole, the Quaterly Professor of Sociology at the University, joined in the tribute to his mentor: "Robert Merton has been my teacher for more than 25 years. He still is. As we honor him through the endowment of a professorship in his name, we signal to the Columbia community and to the world beyond what this University stands for: scholarship, brilliance, dedication to young minds and service to the community."

Professor Merton, who was born in Philadelphia in 1883, received the B.A. from Temple University in 1913 and the Ph.D from Harvard University in 1916. He taught at Harvard until 1939, when he became professor and chairman of the Department of Sociology at Tulane University. Two years later he joined the Columbia faculty, becoming Giddings Professor of Sociology in 1963. He was associate director of the University's Bureau of Applied Social Research from 1942 to 1971. He is a member of the adjunct faculty at Rockefeller University and is the first Foundation Scholar at the Russell Sage Foundation.

Long recognized as a major force in the transformation of modern sociology, he has been acclaimed as both humanist and scientist. His book On the Shelves of Clients (1965, 1967), written in the style of "Stirring Stand" and praised by critics Lionel Trilling, Umberto Eco, Leo Edel, Denis Donoghue and others, builds on recurring themes in his work—the relations of scientists and scholars to the past, Puritanism and the emergence of science.

See Merton, page 1

Editors Sought for SPQ, Rose Series

The ASA Committee on Publications invites members to submit nominations (including self-nominations) for the new editors of Social Psychology Quarterly and the ASA Rose Monograph Series (RMS). In both cases, the new editors will assume the position of Editor-Designate in January 1992 and take over the editorial office in the summer or fall of 1992. The new SPQ editor will be responsible for journal issues appearing in 1993 and beyond. The new RMS editor will be responsible for monographs accepted in 1993 and beyond. The term of office for an ASA editor is three years, with a two-year extension possible.

Each nomination should include a curriculum vitae for review by the Committee on Publications. Send nominations and CVs by April 15, 1991, to Karen Gray Edwards, Publications Manager: American Sociological Association, 1721 N Street NW, Washington, DC 20036.

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ASA Seeks Two New Staff Assistant Executive Officers

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Published by The American Sociological Association
Members and the Dues Structure

The Membership Committee has asked me briefly to outline some of the issues relating to the dues structure. Since the Committee was good enough to prepare the statistical portrait, I am happy to oblige.

The Association ended the year 1990 with 1,975 members, 12,432 to be more exact. This represents a 1.1% growth over 1989, and a 13.4% growth since 1984. It has brought the Association back to its highest level since 1980 when membership was at 19,296.

Membership is spread over nine dues categories, ranging in rates as follows:

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Most of the growth in membership during the past seven years has come in the student category, which has had almost a 77% increase over 1983 to 1987 to 2,678 in the year just finished. Given the loss of full-time faculty positions in the early years of the last decade, it is not surprising that the regular membership count grew slowly, from 11,913 in the year just completed to 9,188. It does not seem that the recession will greatly affect the membership count in 1991.

With the most recent Employment Bulletin listings:

Within the regular membership category, the number of emeritus continues to grow, from less than 450 in 1983 to 561 in 1987 to 715 in 1990. We know this category will grow for the foreseeable future. More dramatic than the general overall growth pattern has been the change in location of the membership within the regular dues categories (A above) during the period 1983-1990. These data appear in Table 2. In 1983 the demographics of regular members were approximately the same as the depth of the recession in 1990 to the relatively comfortable year of 1990 could not be presented in any more dramatic way. In 1983 more than two-thirds of regular members were in the lowest two dues categories. As of 1990, the three lowest dues categories constituted less than half of the regular dues-paying membership.

Category A, those regular members earning less than $15,000 a year, was instituted in 1985. As of 1990 it has remained stable at just about 1.0%, although there may be an attempt to break down the membership list in our current data gathering. It is our impression that a significant portion of this number consists of ADA working students. Thus, a significant number of the rest would probably consist of those persons who received their Ph.D.s in the last 15 years and have had difficulty finding full-time employment at an academic institution. Again, the number of members reporting incomes of $40,000 or more is very encouraging.

In summary, the last years have been good for the Association, which at the time of writing is in the top 25% of all academic societies. Much of the credit is due to the Association's national programs, the Program Committee, and the Executive Office. Theคอนโด has had a good year and is now ready for another good one. We are all looking forward to a new and exciting year.
Council (IAPC), the Appalachian Community Development People's Service Organization (APSO). IAPC supports cultural and educational programs, conducts job training and placement, and sustains a network of community advocates in the predominantly Appalachian neighborhoods of the city. ACDM sponsors the annual Appalachian Festival, a three-day celebration of Appalachian arts, crafts, music, and literature. ACDM endorses and works to elect local political candidates whose platforms coincide most closely with Appalachian interests and issues. APSO focuses on education and social services in local communities.

Like members of other ethnic minorities, Appalachians in Cincinnati have found the public schools inadequate. Community-based schools have been founded in seven black and Appalachian neighborhoods, and other organizations provide education to the low-income students who frequently are casualties of the public school system. One neighborhood school, the Lower 3rd Community School, also offers on-site college courses, taught by faculty members from nearby Chatterfield College.

Scholarly Interests


Enjoying Appalachian Cincinnati

As a visitor to Cincinnati, you may be interested in exploring Lower Price Hill, an Appalachian community just a short ride from the convention site. While in the neighborhood you are welcome to stop in at the offices of the Urban Appalachian Council (215 West Eighth Street, 351-6320), which are open from 9 a.m. to 5 p.m. weekdays. The Council houses the Frank Foster Library on Appalachian Migrants, the largest collection of its kind in the country. The Lower Price Hill Community School (2401 St. Michael Street, 244-6742) is located only a few blocks from the Council. This neighborhood controlled by Congress awarded $10,000 to each of the 50 students in a second-year GED and college-level classes. A neighborhood group is interested in the Appalachian Career Center (415 Wall Street, 621-5991). The "Get Out!" program includes a community school, mother and child program, scouting, and client advocacy. If you are a commuter of time, finding and parking, spend a Friday or Saturday evening at Willard and Jean's Bluegrass Hall (309 West Wyoming Avenue, Lockland, 324-8253). Members of the Midwest Bluegrass Association often can be found playing at the South Falmouth Community Center (1631 Queen City Avenue, South Falmouth, 773-7770). For do-it-yourselfers, the Famous Old Time Music Company (7419 Vine Street, Carthage, 948-9654) has open stage sessions on Saturday afternoons and Tuesday evenings.

Hungry for some down-home cooking? Try the Country Kitchen (4718 Vine Street, Carthage, 921-7430) in a house near the Famous Old Time Music Company. The other Country Kitchen (4629 Montgomery Road, Norwood, 321-9454) is located in Norwood, as is the H & H Grill (7533 Montgomery Road, Norwood, 531-9069). Not only will you get a good meal at reasonable prices in these restaurants, you will also have the opportunity to meet and chat with people who have first-hand experience of being urban Appalachians.

Child Care Corner

For many of you, Jen Suter is a sym- Onomistic with the Child Care Program. Since 1985 Jen has earned the gratitude of APA parents for her high quality of child care provided at the annual meetings. Not only has use of the service steadily increased during her tenure, but the program has become a place for hands-on learning, heavily subsidized to one that showed a surplus in 1990.

Jen is now Administrator of the Population Association of America. She has taken her workload at APA, and she is passing along the child care program.

Correction

The article on "Funding Opportunities and Awards for Sociologists" (December 1990) incorrectly listed the amount of the dissertation award grant to Harriet Zuckerman and Rose Haclots. The correct amount is $5,401.
Highlighting the AAC Report on the Sociology Major: Goals

This article summarizes a section of the report of the AAC's Focus on the Undergraduate Major in Sociology, a project sponsored by the Association of American Colleges (AAC) and funded by the Fund for the Improvement of Postsecondary Education and the Ford Foundation. The members of the AAC's Task Force included: Catherine Whittle-Slifer, Stetson College; Kathleen Crittenden, University of Illinois-Chicago; Robert Davis, North Carolina A & T State University; Elizabeth Cutler, Cleveland State University; and Uhuru A. Jackson, University of California-Berkeley. The Task Force, chaired by Roderick P. MacGregor, Miami University, and all chairpersons will receive a copy of the complete report. Footnotes will highlight that section in future issues.

by Carla R. Honeycutt

The Task Force made thirteen recommendations to departments to strengthen the major. The first recommendation was: "Departments should articulate and publish goals and rationales for their program."

In reviewing the catalogues, we found only a few examples of departmental goals. In most cases, goals were vague and general, such as "to gain a better understanding of the social world." No one as these goals may be, they lack the operationalization necessary to guide departments in their fundamental and their implementation. In other words, to be a major in sociology and their fundamental theoretical interrelationships, build their goals goals will be the ability to outline, give examples, and demonstrate the relevance of the following: culture, social change, socialization, stratification, social structure, institutions, and differentiation by race, ethnicity, age, and class.

The result of evidence and structure operate, such that the student will be able to (a) show how institutions influence their effects on the other and on individuals, (b) demonstrate how social change factors such as population and urbanization affect social structures and individuals, (c) demonstrate how culture and social structure vary across time and place, and (d) identify examples of specific policy implications arising from personal socialization effects.

(a) Reciprocal relationships between individuals and society, such that the student will be able to (a) explain how the self develops sociologically, (b) demonstrate how social and structural factors influence individual behavior and the self's development, (c) demonstrate how societal and social structure and social and cultural) distinguish sociological approaches to analyzing the self from psychological, sociological, and other approaches.

(b) Microcosmic distinction, such that the student will be able to (a) compare and contrast theories at one level and another; (b) demonstrate some research documenting connections between the two; and (c) develop a list of research or analytical issues that should be pursued to more fully understand the connections between the two.

(c) In at least one area within sociology, such that the student will be able to (a) summarize basic questions and issues in the area, (b) compare and contrast basic theoretical orientations in the area, and (c) develop policy implications of the research and theory in the area. Two more generic goals that should be pursued in sociology are:

(1) To think critically, such that the student will be able to (a) move easily from recall to analysis and application to synthesis and evaluation, identify underlying assumptions in particular methodological approaches to an issue, and (b) show how patterns of thought and knowledge are directly influenced by political-economic social structures, and present opposing viewpoints and alternative hypotheses on various issues.

(2) To develop values, such that the student will be able to (a) utilize the utility of sociological perspectives as one of several perspectives on social reality, and (b) the importance of reducing the negative effects of social inequality. Setting goals and publicizing them is an important first step. The Task Force's second recommendation follows. Departures should assure the needs and interests of their students; departmental goals and practices should reflect and respond to these needs and interests.

Teaching

Making Letters of Reference More Meaningful About Teaching

by Carla R. Honeycutt

As we enter the peak hiring season for academic positions, departments are wondering how to sort through the piles of vita filling the mailbox. Sometimes a few criteria separate those who are cut versus those who will be considered. Areas of specialization, current degree status, publication record, etc. Departments often look to letters of reference to provide the information about candidates to winnow the pool even further. Most departments express concern that the letters are not helpful in telling them what they really need to know about a candidate. A particularly weak area of information concerns the candidate's teaching experience, skills, and potential.

Of the roughly 1600 schools that offer at least an AA degree in sociology, almost 1300 have no graduate program in sociology. Those 1300 are called the teaching-oriented institutions, although almost all in higher education teach undergraduate students. Recently, several presidents of large universities have called for increased attention to undergraduate teaching and the need to reward effective teachers (see articles on Lenore Weitzman and Jeffrey Alexander Novemember 1990 Foundation). Of course, current faculty can undertake a range of faculty development activities to increase their teaching efficiency. But how can departments evaluate the teaching-potential of new hires?

Structuring Letters of Reference

First, respectful of colleagues' time, wait to ask for references until a candidate is at least a contender for the position. Waiting until the final pool is too late—presumably information in the letters could include inclusion in the pool. The department should send a form or outline asking for a letter that specifically addresses issues relevant to this department. A paragraph or two of description about the department is important. For example, does it have 3 or 33 faculty members? Is the teaching load one seminar or four undergraduate classes? Is it a historically black college, a religious institution, or does it have special missions and traditions? What is the descriptive composition of the department, including the dates of hire and tenure? Is the department sociologically oriented, or joint with other disciplines?

As the department's guideline letter might ask the candidate's:

■ experience as a teaching assistant or teaching assistant
■ any training in teaching
■ special skills as a teacher (e.g., computer assisted instruction, teaching large classes, working with a particular student population)—otherwise, note any weaknesses
■ teaching evaluations, done by students and by graduate students
■ development of course materials (e.g., syllabus, a special lecture, a teaching technique, etc.)
■ awareness of the teaching literature, in higher education and in sociology, and any contributions (even potential ones) from the candidate.

Of course the applicant should assemble a "product report" and include it available to the reference writer letters.

The Feedback Loop

Second, the department receiving the letters of reference should give careful attention to the teaching-related material contained (or not contained) in them. This information can and should be used in the subsequent interview and the graduate student is asked about how she organizes a particular course, or how his teaching skills have

See Teaching, page 8
An Intellectual Aid Package for Eastern Europe and the Soviet Union?

Conversations with Eastern European and Soviet students suggested to us that sociology is making a limited contribution to the understanding of the changes in that part of the world. Sociologists from other locales can provide some help, partly by raising questions. Six acts of issues have not received the attention that they deserve:

1. Analyses of the extraordinary changes that have been few ideas appear in this realm; roles of class groups in the transformation. (Poland’s Solidarity is the exception.)

2. The surprise number of small parties has appeared, many of which are in a coalition under a broader party label. What do these small parties represent? Are they made up of people with a narrow economic or social interest? Or is there a stronger ideological component to these small parties? What various kinds of coalitions might be somewhat more viable? This seems to exist does party structure mobilize or inhibit mass participation? How do we account for low rates of voter participation?

3. "Constructing civil society" in the telegraphic call for change. Despite the repudiation of the old regime, few ideas appear in how various versions of civil society might be developed. Does it mean only the reduction of the state? Is civil society only the more effective representation of various economic and social interests in the political realm? Or is civil society concerned about changing the nature of relations among individuals or promoting greater democracy within interest or other groups? Does the body of sociological work on organizations and political sociology have nothing to offer?

4. The appearance of angry, militant, squalking groups is very disturbing. Do sociological processes of conflict resolution, minorities and the media provide some leads on how to limit the appeals of these groups?

5. To replace Sherlock Holmes, the dog that didn’t bite is a case of something. We lack an adequate understanding of why the Communist regimes, with the exception of Romania’s, did not fight against their overthrow. That understanding is important in analyzing what is going on now. Historian Ivan Dorn contends that it was not only the withdrawal of Soviet military support for threatened regimes that led to virtual abdication by government officials in the Western countries, but that officials had lost confidence in their own legitimacy. Nor was the appeal of the few areas to workers and professional people. Officially they did not have confidence in the workers. How do these and other explanations deepen our understanding of dramatic economic changes in countries?

6. Privatization is the major wave in Eastern Europe and, to a lesser extent, in the Soviet Union. But do we know anything about ownership (businessmen, managers, workers, black marketers) and from where will this new property be supervised?

7. Is there more level, how do the surfeet assets become priced? That evaluation is not pure economic analysis. On a broader level, what are the likely stratificational and political consequences of different economic structures and policies?

C: Sociologists in Eastern Europe, the Soviet Union, the United States and other countries work together to discuss or the other of these directions, at the expense of the others. What may be needed is full discussion of the relationships between them as a system.

Thomas J. Schelling, University of California, Santa Barbara

References


Spill It Write Right

The past two or three years, I have come to the conclusion that editing the spelling/grammar should be a required for all materials submitted to any of the journals or other publications (including Footnotes and all Teaching Resources Center materials). I offer my reasons for such an action below, and hope that others will respond, either in support or opposition.

In recent years, as well as submissions to the ASR’s publications, they are presented for review to the particular discipline and, if accepted, to the discipline. Therefore, they should be prepared completely and properly, including editing for spelling and grammatical errors. My position is simple—the editors of the ASR’s publications have not been properly edited, they should be rejected out-of-hand, and returned to the authors, without review or comment.

I have been an Associate Editor for Social Problems twice, once when it was a single publication, and again, currently. In addition, I have reviewed papers for about a dozen journals, and reviewed book pre-prints and manuscripts for another dozen publishing companies. I have also presented materials for the ASR’s Teaching Resources Center, both as contributor and submitter. I state this information to establish that I am speaking out of some experience, not just opinion.

As a professor, I will make at least one of my assumptions explicit. I believe that those of us who wish to be considered professional sociologists must be more aware of the images that are present in our many audiences—our colleagues, our students, and the public at large. Those of us who engage in community service and activities also must be sensitive to those people with whom and for whom we believe is the purpose of the discipline, and of sociology that we communicate through our work. Thus, our discipline should be conducted in such a way that it is presented to the public in a way that we feel comfortable with.

One of the ways in which we as individual scholars-teachers relate to our colleagues and through our publications. When we prepare a piece of research or an essay for publication, we are exposing our work to our peers, counselors to our colleagues. Presumably, we do this in an effort to display our efforts, abilities, and knowledge. But also, we are rewarded in return with the respect of those colleagues or some measure of status. (At this point, I will ignore the study of areas—local, regional, national, and international, as well as subject areas both inside and outside the discipline and how we can function in this manner. I do this on the assumption that the processes are essentially similar.)

It is in this context that I would argue that the manuscript submitted to a journal or other publishing outlet should be viewed as an expression of the authors’ professionalism. If it is to be seen as a reflection of its authors’ efforts, abilities, and knowledge, then it should be prepared in such a way as to best reflect those characteristics. This is what we expect of our students in their written work; we should expect no less of our colleagues. This includes not only the thoughts and research that may compose the manuscript, but also the editing that the authors have undertaken.

Each journal has its own format requirements, for tables, figures, footnotes, citations, references, and style. Frankly, I do not see any reason more standardized format could not be negotiated among the various journals. Certainly, this would make the process of preparing a manuscript much easier. However, the lack of such standardization is no excuse for sloppiness in presentation. Indeed, I cannot understand why a professional would allow a manuscript to be submitted with misspelled or misspelled words, or grammatical errors. Such errors reflect badly on the author(s), and can often become a barrier to the efficient and positive review of the manuscript itself.

It is not difficult to understand in these days of word processors that come with built-in spelling checkers that can identify and remove errors in a few minutes. While these may not yet be universal, a human editor can also check manuscripts, and save administrators and authors from potentially embarrassing errors.

There are several other small changes that packages available, and at low cost. While they cannot uncover all errors or inappropriate uses, they are efficient at identifying many of the most common—misspelled aliases, plurals, mixed tense, improperly used, against the law, unfounded assumptions, and so forth. Moreover, human editors who perform such tasks are readily available on any college or university staff.

By the same token, those of us serving as editors, associate editors, reviewers, and critics offer our time and expertise as a service, both to our colleagues and to the discipline. While we also may do the same thing informally for our own friends and colleagues, when we perform this service for a journal, a publishing company, or a funding agency, we play a formal, professional role. When an author is sloppy in the preparation of a manuscript, especially with respect to such things as spelling and grammatical errors, this can be viewed as a lack of professionalism, or even lack of competence. Moreover, human editors who perform such tasks are readily available on any college or university staff.

It is for these reasons that I believe it is important that we prepare our manuscripts properly. I believe that authors who submit manuscripts with prior editing for spelling and grammar should be treated in much the same way. Furthermore, I would argue that the manuscript should be returned to the author(s) with the following statement: We are sorry, but your manuscript was not prepared for review, and without a review of its content. Moreover, I believe the author should be informed that a manuscript submission fee that might be required upon resubmission of the manuscript.

Thomas L. Van Valey, Western Michigan University (Universe)
Toward a Sociology of Energy

by Barbara C. Furlin, Solar Energy Research Institute—Washington Office

The subject matter of a sociology of energy is wide-ranging, intellectually challenging, theoretically relevant, and offers the potential for helping to significantly contribute to solving real-world problems. In recent years, economics has tended to dominate the field. It is becoming progressively, however, that the rational economic model can provide only partial insight in understanding and solving energy-related issues. There is an emerging realization that personal and institutional decision making are not entirely price driven and that a broader understanding of decision processes is required. The siting of nuclear power plants and radioactive waste facilities has led to community- and state-level controversies. The controversies revolve around issues of trust and are fueled by the language of risk. These and other issues require recognition of the multiple operational and organizational arrangements, to resolve. Thus, there is beginning to be a shift away from economics as the most significant driver for public policy (or public policy facing function), and toward an understanding of decision making in energy and energy decisions.

The time seems propitious to re-examine the relationship between the sociology of science and energy research. At a disciplinary level, J. S. Coleman’s (1990) new theory that seeks to match sociology of science and technological change is one that is especially relevant. Theoretical sociological analysis is emerging, A National Energy Strategy (NES) is being developed under the direction of Secretary of Energy James D. Watkins. Realizing that public support is critical to the NES, Watkins is seeking to avoid many of the problems in the energy picture. Admiral Watkins has been concerned about developing a national consensus on energy policy. Toward that end, he has hosted a series of public hearings and has engaged other federal agencies in testifying about energy policy options. Admiral Watkins presented the NES options to the President of the United States in December 1990. The President will select a strategy from among the options.

When does a specialty emerge? Most seem to emerge when enough attention is focused on a concept, the attention raises a public issue, and there is a widespread recognition within a discipline that its theoretical understandings can make a contribution. This one seems to arise from sociological interest in applied research on energy problems and the need to understand the problems combined with theoretical interests in technology/society interactions, social movement research, and interest in the methodological interests in impact assessment, survey research, and policy analysis. The public interest is in solving the problem; the energy establishment wants to know how to develop the technologies being suggested and how to diffuse energy technologies more widely; and sociologists are beginning to recognize the importance of what the field has to contribute. Evidence of sociological interest can be found in publications in sociological, energy-related journals, and in papers presented at professional meetings, and current job descriptions in the field of sociology. A primary need is for sociologists willing to learn the difficult substantive technical content of the key energy technologies.

Publications in nonscience journals show that social researchers are communicating initial results and analyses with the energy research and policy community. Examples include many of the key social science articles that have been published in Energy, Annual Review of Energy, Oil and Gas Journal, Technology Review, Strategic Studies, Journal of Energy, and Journal of Economic Policy. A number of the articles show that sociologists have an opportunity to make a broader contribution to the energy debate.

In October 1990, a colloquium on the sociological implications of energy was held in the Journal of Applied Social Psychology, and the Annual Review of Sociology contains a special section on energy issues. In addition, other social science journals (Gonzales, et al., 1988; Ross, MacHin and Kauling, 1988, Kington, 1990). For applied social research to make a contribution to public policy, two ingredients are needed. First, the research must be individual knowledge, attitudes and practices and public opinion will be relevant to energy alternatives; market behavior with respect to energy efficiency is not the essential new energy technologies and products; diffusion of energy efficient innovations; energy-related behavior (such as recycling and carpooling); energy decision making processes; norms regarding energy use; technology transfer; and so on.

Organizations: corporate adoption of energy efficiency innovations; organizational decision making under uncertainty; program evaluation, utility decision making about renewable energy technologies; utility company behavior with respect to demand-side management (DSM) programs and integrated resource planning (IRP) stakeholders impact analysis with respect to alternative utility policy scenarios: technology adoption and development in the corporate sector; public/private sector interaction in the successful transfer of R&D results and findings; energy decision making processes by corporations and public sector organizations, and so on. Communities and Regions: community response to the siting of power plants, high-level waste repositories waste-to-energy projects, and other facilities conflict resolution structures and processes. Dealing with DSM (“just in my backyard”) syndrome: public participation processes, conflict reduction within and among communities and regions; policy analysis relevant to community and regional level variables. Interorganizational interactions on energy issues; and so on.

The International Atomic Energy Agency has issued a number of publications on the sociological and social behavior of organizations in the nuclear power industry. As a sociological discipline, the nuclear power industry is the classic case of a sociological discipline, sociologists have been able to explain, and to control, the behavior of organizations in the nuclear power industry. As a sociological discipline, the nuclear power industry is the classic case of a sociological discipline, sociologists have been able to explain, and to control, the behavior of organizations in the nuclear power industry.

Sociology informs an Electric Utility Industry Workshop

When surveyed, about 15% of electric utilities noted the siting of transmission lines among the top five factors that impact their operations. Utilities that need to expand facilities in the face of regulatory and scientific uncertainty and public concern, are now more aware of how to learn from successful cases of public involvement. Mary Barstow, an environmental analyst who has been at Southern California Edison since receiving her PhD in 1981 from the University of California, recently organized a workshop to highlight social and environmental issues in transmission line planning. The conference was held at the University of California, Santa Barbara, and was attended by representatives from a wide range of organizations, including utilities, government agencies, environmental groups, and community organizations. The conference provided an opportunity for participants to share their experiences and to discuss the challenges they face in integrating social and environmental concerns into transmission line planning.

The workshop was designed to provide a forum for discussing the complexities and challenges associated with the siting of transmission lines. The participants discussed a wide range of issues, including the role of community participation, the importance of stakeholder engagement, and the need for clear communication between utilities and community groups. The workshop concluded with a panel discussion on the future of transmission line planning and the role of sociology in informing decision-making processes.

The workshop was well-received by the participants, who praised the organizers for bringing together a diverse group of stakeholders and for providing a platform for open and constructive dialogue. The participants agreed that the workshop was an important step towards improving the siting of transmission lines and that it provided valuable insights into the challenges associated with this complex issue. The workshop resulted in a number of recommendations for improving the siting process, including the need for greater community involvement, the importance of clear communication, and the need for a more systematic approach to siting.

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In conclusion, the workshop was a valuable opportunity for stakeholders to share their experiences and to discuss the challenges they face in integrating social and environmental concerns into transmission line planning. The workshop provided a platform for open and constructive dialogue, and the participants agreed that it was an important step towards improving the siting process.
10 Years of Research Support from NIA

Atten, George C., Indiana University—Hammond: "Kang, Saving, and Households of the Elderly." $63,479.


Bell, Kercher K., Western Kentucky University: "Identifying and Monitoring of Visual Functioning in Older Adults." $128,329.


Bender, M., Florida State University Research Foundation Institute: "Morbidity Decline Among the Elderly: An Epidemiological Study." $156,491.

Beny, J., Oregon State University: "Coping and Physical Activity in Older Adults." $73,032.


Bobynek, J., University of Kansas College of Liberal Arts and Sciences: "Problem Solving and Reasoning in Elderly Adults." $123,206.


Cahill, J., Cornell University, Department of Sociological Anthropology: "Demographic Change in Urban Dwellers: The Impulse of Mythic Age." $117,000.


Caro, J., University of New Mexico—Albuquerque: "Cognitive and Sensory Changes in Aging." $144,000.

Caruso, M., University of Michigan—Ann Arbor: "Understanding the Role of Age in Health Care." $41,622.

Chen, J., University of Denver: "Age-Care Processes and The Role of, and Impact on, Care Specialists." $146,317.


Cullen, W., Northwestern University: "Multidisciplinary Mortality Among Aging Sanctioned." $28,593.

Cummiskey, E., University of Southern California: "The Impact of Mortality on Mental Health." $101,000.

Davies, L., University of Florida: "Age Differences in Risk Factors for Coronary Heart Disease." $141,476.

DeFreitas, J., University of North Carolina—Chapel Hill: "Self-Care Assessment of the Community-Based Elderly." $113,100.


Elliott, J., University of Maryland—Baltimore: "Care of Older Adults: Risk Factors for Caregiving Burden." $122,206.


Gao, L., University of California—San Francisco: "Age Hypotension and Intercultural Differences." $222,415.

Gao, L., University of California—San Francisco: "Age Hypertension and Intercultural Differences." $222,415.

Gao, L., University of California—San Francisco: "Age Related Factors in Memory Failure: An Epidemiological Study." $177,271.


Teaching, from page 4

evolved during the course of his graduate education.

When departments receive reference letters in interviews, they do not respond to the letters sent, the department should take the time to give feedback to the applicant personally. For example, a department could write, "We appreciate your letter from Mr. Wagner. We have a good feel for your scholarship accomplishments. However, we are not prepared to accept you as a graduate student." Heavy teaching commitments make it hard to know much about their teaching skills. How can you give them personal feedback? If you are not familiar with this aspect of their work, then a simpler letter could be, "We encourage you to consider the department's point of view." A more complete letter, or a supplementary letter could be sent.

Consistency in the Message

The obligation is not on the reference letter writer alone, however. Departments which are interested in knowing about how teaching competence and potential of applicants ask for that information. The department needs to carry out its interviews. An excellent guideline is entitled "20 Suggestions for Improving the Departrmental Procedures for Receiving Reference Letters." At the front of the process, students should expect to receive training in teaching as part of their graduate education and should ask for advice on receiving training from faculty mentors and should learn to teach their own teaching work as part of their training.seed. Consult "Preparing for Teaching: Suggestions for Graduate Students of Sociology," which is the set of guidelines and documents he is taught by William Ewens and are available from the Teaching Resources Center. Are you getting letters of reference that say, "While I've never seen Mr. Jackson teach, I am sure he is excellent!" We have to work together to constructively change current practices. Departments have to ask for and expect information on the teaching skills of job candidates. Letter writers who are taking the time and genuinely wish to help their students must gather and evaluate this information on teaching skills. As the validity and usefulness of letters of reference increase, so, too, will the effective teaching community by new faculty members.

ASA Recession Fighter

Attended the Annual Meeting in Cincinnati—it's drivable for 3/4 of ASA members to a low cost and hotel and restaurant expenses.
Which Campus Will Host MOST?

ASA is seeking applications from graduate departments of sociology interested in hosting the Minority Opportunity Summer Training (MOST) program, beginning in 1992. It is expected that two sites will be selected by the time of the 1991 Annual Meeting to replace the University of Delaware and the University of Wisconsin-Madison, which have hosted the institutes for two years. Applicants should plan on hosting MOST institutes for two summers.

A letter of interest from the department chair should be sent to the MIF Director at ASA by March 15, 1991. Those will be reviewed by the MOST Advisory Committee. Prospective sites selected in this preliminary review phase will be asked to submit detailed proposals regarding the structure and content of the program and selected items deemed important for the final selection. Detailed proposals and budgets, with supporting documentation from appropriate administrators regarding university contributions, will be due at ASA by June 15, 1991.

MOST summer institutes at Delaware and Wisconsin have followed the guidelines of the program that established this program. Prospective sites, however, are not bound to that basic structure (schemed below) and are encouraged to propose modifications. These could be in curriculum content and format, administrative structure (e.g., a different living arrangement), financial support, or other ways that would help achieve the primary objectives of the program: increasing the recruitment, retention, and career attainment of minorities in sociology.

The MOST program is a cooperative venture between ASA and host sites. ASA assumes primary responsibility for coordinating and administering the national program. This includes advertising the fellowship competition, administering the fellowship selection process, notifying applicants, and disbursing stipends to fellows and funds for institutional expenses (i.e., room, board, tuition, fees, and book allowances) to host sites. ASA also takes responsibility for fellows' transportation expenses. Host sites are responsible for faculty salaries and local educational expenses involved in all course work and enrichment activities.

MOST summer institutes were begun in 1990 as ASA activities at Delaware and Wisconsin. These institutes were designed for talented minority under graduates, preferably juniors, as a way of enhancing preparation and success in graduate studies and subsequent career attainment. In addition to an honors-styled curriculum, institutes have included a major component whereby students work closely with faculty mentors at the summer site, either on an ongoing project or one of their own design. Students are expected to continue with their projects at their home institutes during their senior year with the help of local mentors. Local provosts are also expected to serve as academic counselors and guides to the profession.

A modest honorarium is paid by ASA to local mentors. Departments interested in the details of the institutions as structured at Delaware and Wisconsin are encouraged to contact those Institute Directors, Professors Margaret Anderson and Carol Minnino, respectively, at the University of Delaware, (302) 451-2581, Professor Cora Marrett directed the Institute at Wisconsin, (608) 262-8588.

Implementation of the institutes differed at each site. For example, Delaware's summer institute focused on social issues, with a component on research methods and statistical procedures. Students had access to individual PCs made available by IBM. In addition, visiting minority sociologists at different stages of their career cycle discussed their work and academic careers, as well as opportunities in sociology. Enrichment experiences included visits to the ASA office in Washington, DC; faculty research presentations; and research facility tours. Students were housed in nearby metropolitan areas of New York, Philadelphia, and Washington, Wisconsin's, by contrast, gave participants the choice of classes in which they could enroll in research methods, statistics, or theory. In addition, each student was assigned to a faculty member whose research was related to the student's interests. All students participated in a general seminar in which departmental faculty discussed their research interests. There were also several opportunities for field trips.

MOST's pilot phase is being funded with grants from the Ford Foundation, the Maurice Falk, Medical Freind, and the American Sociological Foundation. Long-term funding is being sought.

Louis Willie Takes a Backswing at Segregation

Charles V. Willie, Harvard University, says he and his doctorate student were raised to “give to the community.” The family’s latest effort at civil rights centered around the Shackle Creek Country Club in Birmingham, AL, where the PGA tournament was recently played. Willie was chosen to host the tournament. He says he was hired by the club to open up and integrate the club. "My brother recognized the value of his modulating the situation to keep the peace," says Charles Willie. "Racial minorities have a different calling. You never know when you’ll be called. The marginal individual often must bear the burdens of the society. Just about all people have the capacity to say yes, but most choose to say no. But if you’re strong enough, you accept it. My brother has done that. I’m not saying him and I can answer this. He will not be a target number, just as I have not been in the 17 years I’ve been a professor at Harvard. Being on inside, you can do a lot. These clubs are the one of the last bastions of segregation . . . ." 

Material excerpted from the Boston Globe
ICPSR Summer Program in Quantitative Methods of Social Research
July 1 - 28 and July 29 - August 23, 1991

Quantitative Analysis of Crime and Criminal Justice
July 1 - July 28, 1991

Part of the ICPSR Summer Program, this four-week seminar will introduce participants to the major surveys sponsored by the Bureau of Justice Statistics (BJS), which are part of the holdings of the ICPSR Criminal Justice Archive. Through daily class meetings, instructors Dr. Merry Morash (School of Criminal Justice, Michigan State University) will focus on current theories and models being employed in criminal justice research. Computer-aided data analysis will be an integral part of the seminar. Participants will become familiar with studies that have used BJS data to address important issues in criminology. Enrollment will be limited to ten, and preference will be given to postdoctoral scholars who have prior methodological training. Applicants must show evidence of intellectual interest and commitment to this substantive area and should include with their applications. Stipend support for those admitted will be provided by BJS.

For further information and application contact:
Dr. Victoria Schneider, Archival Assistant
Director, ICPSR
P.O. Box 1248
Ann Arbor, MI
48106 - 1248
313/763-5010

Finally, the program conducts short one-week workshops on advanced statistical topics including Logit and Log-linear Models, Regression Diagnostics and Data Analysis, Network Analysis, and General Structural Equation Models.

For more information, a copy of the Summer Program brochure, and application contact:
ICPSR Summer Program
P.O. Box 1248
Ann Arbor, MI 48106 - 1248
313/763-8392

Sponsored by the Inter-university Consortium for Political and Social Research

10 FEBRUARY 1991 FOOTNOTES

Call for Papers

CONFERENCES

American Sociological Association Annual Meeting, August 25-28, Cincinnati, OH. Papers are requested for the Symbolic Interaction sessions on August 25 and 26. Sessions include Cultural Studies, Postmodernism, Sociology of Knowledge, Self and Change, and Popular Culture. Papers, or five-page abstracts are due to session organizers by March 1. For address of organizers write David F. Franks, Department of Sociology and Anthropology, VCU Box 2099, Virginia Commonwealth University, Richmond, VA 23284-0001; (804) 644-6463.

15th Annual Western Undergraduate Research Conference in Anthropology, April 20, Santa Clara University, Santa Clara, CA. Proposals are encouraged in all areas of anthropology, and critical and review papers are invited. Proposals for theme sessions, paper presentations, and poster presentations will be considered. Deadline for paper and poster abstracts is February 15. All correspondence and inquiries should be directed to Charles Powers, Anthropology, Santa Clara University, Santa Clara, CA 95053; (408) 996-9412.

Gypsy Law Society Annual Meeting and Conference, July 19-22, Leicester Polytechnic, Leicester, England. Papers on any aspect of gypsy, traveller, or related peripatetic subcultures are welcome. Abstracts of 250 words must be received by March 9. Please send abstracts to: Dr. N. F. Millar, Department of Sociology, University of Lancaster, Lancaster, LA1 4YR, United Kingdom.

Massachusetts Sociological Association Spring Meeting, April 27, Lesley College, Cambridge, MA. "Women and the Professions." By March 1 send papers, abstracts, and ideas for sessions to: Robin L. Smith, Boston University, 121 Boylston Street, Cambridge, MA 02215.

17th Annual Conference on Social Theory, Politics, and the Arts, October 17-19, University of North Florida, Jacksonville, FL. Suggested topics include regionalism, art at the periphery, high and popular culture, art and entertainment, art and the state, etc. Send these copies of papers (or double-spaced manuscript) together with abstracts to Andrew Buchwalter, STPA Conference Center, the Humanities, University of North Florida, Jacksonville, FL 32216; (904) 627-2058. The deadline for submission is April 15. Proposals for three-page papers should be sent to same address as soon as possible.


Society for Phenomenology and the Human Sciences Annual Meeting, October 17-19, Memphis State University, Memphis, TN. Theme: "Experience and Everyday Life: Problems of Description and Reflection." Submissions and suggestions are invited for papers, presentations, sessions, or roundtables on the conference theme or related topics. By February 15 send three copies of proposal or paper with a one-page abstract to: Leo Ostrom, Behavioral Sciences Department, Motuion Building, Belvedere College, Memphis, TN 38152-1617 (901) 465-2902, or George Piapato, Department of Sociology, 100 Cummings Street, Boston University, Boston, MA 02215; (617) 353-2391.

PUBLICATIONS

Industrial Crisis Quarterly invites sub-
missions for an special issue on "Sociology of Risk." Send four copies of manuscripts (no longer than 30 pages) for a June, 1991 issue. Send all correspondence to: Lucy Stone Hall, Lakeside Campus, FL 33072. Rutgers University, New Brunswick, NJ 08905-1207. Please include a self-identified, stamped postcard for acknowledgment of receipt. For further information, contact: Paul Srebnik, Department of Management, 474 Olson Science
Many sociologists have discovered

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Call for Papers, continued

Budapest, Budapest University, Leipzig, P.O. Box 11979, 1400 Hungary. Phone: (36) 1-222-3200 or (36-1) 121-48079, 86. FAX: (36) 1-122-1443.

Meeting

April 11-13. First Annual Conference on Administrative Computing and Information Technology for the Social Sciences, Athens, GA. Contact: Quadra Newhouse, Jr., President of the Conference, 1992, 703-0060, or Keith R. Hillygus, University of Georgia.

April 12-13. Center for Rural Regional and Community Studies, University of Wisconsin, Madison, WI. Contact: Dr. W. H. Carter, 1207 University Blvd., Madison, WI 53726.


Many sociologists have discovered

New Research in Sociology

HANDBOOK OF CLINICAL PSYCHOLOGY

by Howard M. Rebach and John G. Brahen

with a foreword by John F. Glass

This unique, state-of-the-art handbook surveys recent developments in clinical psychology. Contributors focus on the evaluation of sociological knowledge, theory, and methods to clinical practice in sections on the clinical field of sociological psychology, general practical concomitants of sociological practice in specific settings, and work with special populations.

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360-437279-4 $19.95 softcover 0-395-11580-5

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This volume presents a systematic and comparative assessment of major changes that have occurred in selected societal institutions during the past 50 years. Contributions identify structural, organizational, and other antecedents of these changes, and use diverse theoretical perspectives to examine the consequences of these changes for organizations and individuals.

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DELINQUENCY CAREERS IN TWO BIRTH COHORTS

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Based on the authors’ longitudinal study, this volume examines the development of delinquency careers of youths in two birth cohorts to determine the differences and similarities in their delinquent behavior. The inaugural volume in the Tomkit Series in Crime and Justice.

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The Logic of Social Control

by Allan V. Howitt

with a foreword by Donald Black

Howitt synthesizes findings from various disciplines on the panel, community, criminal justice, and therapeutic styles of control systems, and develops a number of important generalizations that can be drawn from the way these styles work in society.

9.95 360 pages illus. 0-395-11580-5

Pleon Publishing Corporation 133 Spring Street, New York, NY 10013 Telephone: 212-620-8000 1-800-203-5930

INTERNATIONAL JOURNAL OF POLITICS, CULTURE, AND SOCIETY

Editors: Arthur J. Vidich, Stanford M. Lyman, Michael W. Hughley, and Robert Jackall


Pleon Publishing Corporation 133 Spring Street, New York, NY 10013 Telephone: 212-620-8000 1-800-203-5930

The American Institute for Contemporary German Studies, The Johns Hopkins University, announces the Young Scholars Program in the Social Sciences. The program offers four residencies in fellowships at the Institute in Washington, D.C., for postdoctoral scholars who are in the process of transforming their dissertations into book manuscripts. Fellowships will begin as early as September 1991 and no later than February 1992. Awards are for one year of research, and a number of the candidates selected in the initial year will be invited to continue under a second year of funding, at the discretion of the candidate.

Funding

American Bar Association Commission on College and University Nonprofessional Legal Studies announces a mini-grant program for 1992. This program includes projects in campus counseling, faculty seminars, new curricula, policy development, and institutional software program planning or evaluation, and experimental learning. Awards of up to $1,200 will be given. Submit a brief (two or three pages) proposal describing your project to the Office of Research, American Bar Association, 326 N. Michigan Avenue, Chicago, IL 60601.

Continued on next page
Social Research is More than Crunching Numbers

All leading statistical analysis packages will crank out statistical results, but you were probably told that this is not enough. The computer is just an extension of you, and your experience with the data is what counts. But how can you communicate your results to others? And how do you know what your results mean? We will discuss these issues in this section.

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THE AARON DIAMOND FOUNDATION POSTDOCTORAL RESEARCH FELLOWSHIPS IN THE BIOMEDICAL AND SOCIAL SCIENCES

The Aaron Diamond Foundation in New York City announces the establishment of 23 postdoctoral research fellowships in the biomedical and social sciences for the prevention of AIDS or drug abuse. The purpose of the fellowships is to attract promising investigators to academic and research institutions in New York City and to encourage increased research into understanding and solving two of today's most pressing public health problems.

Fellowships are paid annual stipends beginning at $36,000. Each fellowship is for two years, with an option for a third year. Applicants must have a Ph.D. or M.D. in the biomedical or social sciences. M.D.s should have completed at least two years of clinical training and received their degrees no earlier than 1984. Ph.D.s are eligible immediately after graduation. The fellowships are open to all U.S. citizens and qualified foreign applicants who have applied for U.S. citizenship. Women and members of minority groups are encouraged to apply. Applications are accepted through March 1, 1991. New York City residents who have agreed to sponsor a particular applicant. Mentors participating in the fellowship program are listed in the application materials. The mentor's institution receives $30,000 to cover the fellow's living expenses, travel, and research costs.

For further information and application forms contact: New York State Health Research Council, Office for the Aaron Diamond Foundation Postdoctoral Research Fellowships, 5 Penn Plaza, Room 308, New York, NY 10001, (212) 613-2522.
Obituaries, continued

received, in 1967, the Michae Award of the University of Georgia, and, in 1986, a "Tribute of Appreciation from the International Communications Industry."

[John Belcher will be remembered for his courage and tenacity. He believed deeply in the importance of bringing the lessons of sociology to the public, and he worked tirelessly to help others understand the social issues of our time.]

Wayne E. Yarbrough, Jr.

Father Foley also assumed a major role in the revitalization of Birmingham after the riots of 1963. From 1965-1968 he was involved in the reform of the school system in Birmingham. Father Foley and his staff helped to reform the school system for public school personnel in its major school systems.

In 1965, he set up an executive development program for middle management to train them in the skills of handling people in the work force. In recent years, he directed a Head Start Supplementary Staff Training Program and the TIPSA Sales Job Training Program.

His author of numerous books including a Classic of Outlaw, Patrick Henry: The Story of the Slave Born in Georgia Who Became the Second Founder of America's Great Catholic University which was published last November by Per-

He left a legacy of teaching and research which have appreciated more fully with the passage of time.

In 1939, Father Foley served at the University of Southern Louisiana. Perretta attended high school but resigned because of economic necessi-

At Harvard, a Rockefeller Foundation Fellowship enabled him to present his studies on French-speaking cultures, one each in France, Canada, and the United States. This project was interrupted by World War II. In 1943, he married Dorotha Kemp. They were to have two children, Sharon and Ver-

In that year while on Naval intelligence duty in the South Pacific, he was totally and permanently blinded by an ammunition explosion.

His impact on the field of sociology is legendary. His work has been used as a standard text in the field of sociology.

Continued on next page

Emeritus Membership

If you have been an ASA member for 30 years and are no longer in your primary workplace, consider applying for emeritus membership. Write for more information.

EASY CAUSAL MODELING

The first latent variable modeling program whose input and output are path diagrams.

This path diagram

<table>
<thead>
<tr>
<th>X1</th>
<th>X2</th>
<th>X3</th>
<th>X4</th>
</tr>
</thead>
<tbody>
<tr>
<td>U1</td>
<td>U2</td>
<td>U3</td>
<td>U4</td>
</tr>
</tbody>
</table>

is input like this:

\[
(F) \rightarrow -1 \rightarrow X1, \\
-2 \rightarrow X2, \\
-3 \rightarrow X3, \\
-4 \rightarrow X4,
\]

and output like this:

\[
(F) \rightarrow -1 \rightarrow X1, \\
-2 \rightarrow X2, \\
-3 \rightarrow X3, \\
-4 \rightarrow X4,
\]

\[
(U1) \rightarrow 5 \rightarrow X1, \\
(U2) \rightarrow 6 \rightarrow X2, \\
(U3) \rightarrow 7 \rightarrow X3, \\
(U4) \rightarrow 8 \rightarrow X4
\]

EzPATH is one of the few computer programs whose output is also its input. Written by Professor James H. Steiger, a noted authority on causal models and latent variable modeling, EzPATH makes latent variable causal modeling accessible to applied researchers. No matrices, no complex equations. EzPATH includes a full range of residual diagnostics and significance tests, and its coefficient estimates are identical to those of LISREL, EQS, and other popular latent variable modeling programs.

EzPATH is available exclusively as a supplement to SYSTAT—the microcomputer statistics software package that has won top honors in every competitive review for the last five years—through SYPHRAPH, described by InfoWorld as "simply the most dazzling, versatile PC statistical graphics package ever." Call or write SYSTAT for more information or copies of our InfoWorld, PC Week, or PC Magazine reviews.

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they both needed to read. With his running comments, the education of this experience was potions for both young and older graduate students, directing 19 doctoral dissertations and serving on almost 150 graduate committees.

Since research had to be done secretive with others, he wrote extensively on topics such as education, community, ethics, relationships, social psychology, mental change, the sociology of disaster, occupations, and stratification. He was a member of the American Sociological Association and the Sociological Research Association.

A native of Indiana, he obtained his BA and MA degrees in sociology at Indiana University, where he analyzed the social and economic effects of the World War. In 1936, he became a sociology teacher at John Carroll University in Cleveland, Ohio. He remained there until his retirement in 1968.

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At the doctorate level he moved to The Johns Hopkins University to work with Coleman, and served on the editorial board of the journal "Social Problems". He was also a member of the American Sociological Association and the Sociological Research Association.

In 1944, he was appointed to the position of professor of sociology at the University of Notre Dame. He served in this position until his retirement in 1968.

A native of Indiana, he obtained his BA and MA degrees in sociology at Indiana University, where he analyzed the social and economic effects of the World War. In 1936, he became a sociology teacher at John Carroll University in Cleveland, Ohio. He remained there until his retirement in 1968.

In 1940, he moved to New York City, where he continued his research and writing. He was a member of the American Sociological Association and the Sociological Research Association.

In 1942, he returned to Indiana University and served as a professor of sociology until his retirement in 1968.
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NEW BOOKS

Prentice-Hall (1999)

Teaching Social Science

Gregory D. Squiers, University of Wisconsin-Madison, wrote an op-ed piece excoriating racial quotas and affirmative action which ran in the December 19-20 issue of The Times and the December 20 issue of The Milwaukee Journal.

Jane E. Meeker, University of California, published an article on the efficacy of social science textbooks in September.

Eleanor Burgess, professor of sociology at the University of North Carolina-Greensboro, retired from teaching in May. Burgess is an expert on race relations and southern Africa, and is the former president of the Southern Sociological Society.

ALBERTO SEPULVEDA

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FEBRUARY 1991 FOOTNOTES

New Publications

Get-A-Ref 4.3, by DarkM, Inc., is a new menu-driven bibliographic reference software that resides in the random-access memory. The social scientist can access reference information while teaching, preparing a course outline, or running a computer program and can insert references or comments directly into the document's text at the touch of a key. Reference lists can be created automatically and tailored to specific needs. Get-A-Ref may contain as many as 20,000 references with as many as 14,000 characters each. The user can rapidly search on author names, titles, or subject descriptions; no user-defined keywords are necessary. Reference lists can be printed or sent via electronic mail to other users. The software can be generated automatically. Get-A-Ref is available for the IBM PC AT, 6802 or compatible computers with MS-DOS or PC-DOS. Cost: $260 for multiple copies. Student rate: $100. Order or for more information, contact DarkM, Inc., PO Box 869, Madisonville, KY 40448-0869, (803) 238-4677.

The Law and Justice Catalog, from IAB (Information Access Network) Publishing, contains over 125 hard-to-find local, state, regional, and foreign laws, regulations, and court opinions and documents on a host of important topics. Such critical areas are addressed on police power, state and local training programs, police department discipline, police use of deadly force, and many other pertinent subjects. The Law and Justice Catalog is targeted to those involved with local or state justice system—police officer, police academy director, state criminal justice administration, society for police science, etc. The catalog is also available in a companion volume, The Law and Justice Catalog, which can be requested by calling (213) 495-7425 from 9 a.m. to 5 p.m., and is written by DANE Publishing Co., 800 Upham Avenue, Upland, PA 19066. Special discounts are available for ordering books at the same time, and nearly all orders are shipped via ground service.

The Responsive Care Book is a new quarterly journal dedicated to exploring the roles played by social workers, social workers, and social workers' families in the care of the American family, the AIDS crisis, Continued on next page
Corporate social responsibility, national service, and education reform are three of the most pressing issues that need to be addressed to improve the social and economic landscapes of our communities.

The Responsible Community, 2020 Pennsylvania Avenue, NW, Suite 200, Washington, DC 20006.

Outlines for the publication of the first issue of February 1991 Footnotes are available for download. The publication will be available online at a later date.

Contact
The Journal on Peace and War is compiling a list of all contact information for military personnel who are interested in publishing articles related to war and peace issues. The list will be available online and can be accessed by visiting the Journal’s website.

The National Institute on Aging (NIH) is seeking volunteers to participate in a study on the effects of aging on cognitive function. Participants will be compensated for their time and travel expenses.

The National Institute on Aging (NIH) is offering a summer program for students interested in pursuing careers in aging research. The deadline for applications is May 15, 2023.

The Canadian Society for the Advancement of Science (CAS) is seeking submissions for their annual conference, which will be held in Montreal, Quebec, Canada. The deadline for submission is January 30, 2023.

The Summer Programs Annual Ontario Summit Program is accepting applications for their 2023 conference, which will be held in Toronto, Ontario, Canada. The deadline for applications is April 15, 2023.

The Quebec Summer Seminar, June 5-10, Montreal, Quebec, Canada, Registration: Contact: John Burch, Annual Quebec Summer Seminar Center, for the Study of Canada, SUNY Plattsburgh, Plattsburgh, NY 12901 or (518) 564-2886.

The National Institute on Aging (NIH) is offering a summer program for students interested in pursuing careers in aging research. The deadline for applications is May 15, 2023.

The European Society for the Study of Aging is seeking applications from researchers interested in aging research. The deadline for applications is March 1, 2023.

The British Society for the Study of Aging is offering a summer program for students interested in pursuing careers in aging research. The deadline for applications is April 1, 2023.

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