1995 Annual Meeting
Washington DC: From Bi-Racial City to Multicultural Metropolis

The multi-ethnic food choices in the Adams Morgan neighborhood, near the Washington Hilton & Towers, site of the 1995 ASA Annual Meeting (photo by Robert Manning).

NSF Announces Violence Research Consortium Funding

With little fanfare but high expectations, the National Science Foundation unveiled plans to establish a national multi-disciplinary center/consortium for research on violence.

At an informal January 19 press gathering, sociologist Cora Marrett, NSF's Assistant Director for Social, Behavioral and Economic Sciences (BBES), announced that the proposed Consortium is designed to advance fundamental knowledge about violence and to train future generations of violence researchers. She talked about the importance of basic scientific research in enhancing understanding of the conditions that give rise to acts of violence.

The center on violence originated with a January 1994 request by Senator Barbara Mikulski (D-MD) and Representative Louis Stokes (D-OH), chairs respectively of the Senate and House Appropriations Subcommittee with direct oversight for NSF. NSF responded to the directive by convening a series of meetings encouraging input and ideas from the scientific community. ASA participated in a workshop last April on reviewing multi-disciplinary scientific research on violence.

ASA Executive Officer Levine saw this workshop as "key to creating what a consortium/center could uniquely accomplish and to clarifying the leadership role NSF should play in advancing basic science on violence."

NSF's report to Congress, prepared by the SBE Directorate, concluded that a center for the study of violence was "both feasible and desirable," and the final appropriation language directed NSF to establish the new consortium. The NSF consulted extensively this fall with other agencies, the research community, and relevant scientific societies. NSF's planning landscape in November seems reminiscent of the Reagan/Bush Revolution of the 1980s.

So, you're wondering, what's news in Washington, DC, since the last meeting in 1990. Of course, News is "in" and the GOP electoral

Civil rights activist and three-term mayor Marion Barry is back, "in" following personal and political rehabilitation from his infamous recreational drug escapade in the Vista Hotel. Even so, Barry's campaign for DC mayorhood and city of "location without representation"

Conference Examines Implementation of Federal Education Legislation

by Carla B. Houry, Director, Spivack Program

A top federal education official told a conference of educators and sociologists of education in early January that a sociological perspective is needed in determining whether seemingly impressive school reform initiatives can maintain long-term success.

Marshall Smith, Undersecretary of the U.S. Department of Education, said that many fine educational innovations fail in leadership and conditions change. A sociological perspective is particularly valuable because it highlights the importance of school climate, school-community relationships, and systemic issues all of which help explain why improvement may or may not occur.

Smith made his comments at the January 6-7 conference held on education legislation approved by the last Congress. The conference was sponsored by the College of Education at the University of South Florida, the U.S. Department of Education Office of Educational Research and Improvement, and the ASAs Spivack Program in Applied Social Research and Social Policy.

The conference, entitled "Implementing Recent Federal Legislation: Goals 2000, the Realization of the Elementary and Secondary Education Act, and the School-to-Work Opportunities Act," was held in Florida and attended by more than one hundred attendees. Commissioned papers were presented on specific aspects of the three legislative initiatives. Smith said the legislation passed by Congress would provide for national standards while allowing for greater decentralization of funds and programs to the states.

"The value of having national standards in a fifty state system is important," he said. "We need the top-down national standards and bottom up leadership and implementation in local districts. It is imperative to align the system outside the school to support the school. Standard-
NEH Needs You!
Important Support in Peril

As reported on page 1 of the January issue of Footnotes, Federal funding for the humanities and arts is under siege by the new Congress. Indeed, a pillar of that federal commitment—the National Endowment for the Humanities—is in serious jeopardy of being sharply cut, or even worse, eliminated. As part of the National Humanities Alliance, the American Sociological Association has been collaborating with other scholarly societies in the humanities and social sciences to convey the importance of a continued federal presence. As we work with other societies at the national level, it would help to have individual sociologists stand up and make our voices heard.

Our interest in this fight is not tangential. Scholars working in historical and comparative sociology, sociology of culture, and humanistic sociology, to name just a few, require the support of NEH programs to continue important research and teaching activities. NEH also plays a pivotal role in the preservation and accessibility of historic documents held by libraries, archives, museums, and other institutions and repositories (including the historically black colleges). Such information is absolutely essential to sociological work.

Sociologists also participate in NEH teacher training programs, scholar-led reading and discussion programs, and NEH funded fellowships. Indeed, NEH annually awards sociologists several hundreds of thousands of dollars for research and other activities.

In the 1965 legislation establishing NEH, Congress declared that "an advanced civilization must not limit its efforts to science and technology alone, but must give full value and support to the other great branches of scholarly and cultural activity in order to achieve a better understanding of the past, a better analysis of the present, and a better view of the future." Social scientists continue to benefit from this nation's long-term commitment to "science and technology." But the creation of the NEH enriches our profession further, sometimes providing the funding for ongoing research, other times by taking us in dynamic new directions.

Over the years NEH has garnered support not only from scholars but also from a general public grateful for such major media productions as The Civil War and The Great Depression and a countless number of NEH-based museum exhibitions. Not surprisingly Congressionai support for NEH has been traditionally bipartisan. Federal funding for NEH in the Reagan and Bush years actually increased.

Why now do we face a challenge? Why are so many in Congress now threatening to eliminate NEH altogether or drastically curtail its budget? Basically there are two reasons.

The first concerns the consensus in Washington that the federal government should be downsized. NEH's budget is minuscule ($177 million), amounting to approximately 65 cents per taxpayer. Nonetheless, many in Washington are arguing that it is unwise to eliminate entire departments, reduce welfare benefits, and cut back in federal aid to needy countries and not require NEH to pay its share.

The second reason focuses on the whole issue of political correctness. The 1994 elections brought to power a number of leaders who are convinced that NEH reflects a corrupt liberal elitism that is stifling creative and scholarly energies. At a recent Congressional subcommittee, two former directors of the NEH, William Bennett and Lynn Cherry, cited political correctness in justifying the termination of the agency.

There are serious problems with both of these arguments. As for budgetary cutbacks, it must be emphasized that NEH's budget represents less than one hundredth of one percent of the federal budget. More important, this small amount allows NEH to leverage an average of $70 million of private support annually. Since the agency's 1991 matching fund has stimulated almost $1.4 billion in third-party support for the humanities. U.S. per capita expenditures on culture are far less than most other Western nations.

As for the argument of political correctness, the case has yet to be made. Cherry points to the NEH's (voluntary) National History Standards as an example of liberal bias. The problem is that it was under Cherry's leadership that the Standards were created and fully financed. The nature of the standards, their purposes, their breadth, and their intent to stimulate a "conversation" and serve as a model before any "correctness" is lost on the part of those involved in implementing the project. As Anita Jones, Executive Secretary of the Organization of American Historians, effectively wrote in the January 6, 1995 issue of The Chronicle of Higher Education, "The standards...pay appropriate attention to the work of previous generations of historians as well as to such the new subjects and new methodologies of historical research that have enriched the discipline over the past several decades." ASA has no desire to be involved in partisan politics. We do, however, want to ensure that misunderstanding and policies do not undermine the need to ensure the production of knowledge and information so critical to social public policy and a humane society.

In all, NEH maintains important allies in Congress, and those identified with being liberal and conservative are speaking out in favor. In recent days, members of Congress have been reflectively urged that NEH be fully funded. Still the battle to keep NEH's effort will be difficult. Congressional appropriators contend they will spend money on an agency that has not been authorized. To date, the committee chairpersons with jurisdiction over NEH's authorization have shown little inclination for moving forward. Thus, our continued efforts to preserve this important institution remain essential. While ASA is working on Capitol Hill to save NEH and is actively participating in a multi-association effort to create a massive grass-roots campaign under the auspices of the National Humanities Alliance, we seek your help and need you to get involved now.

I hope you will read the adjoining box to find out what specific actions you can take. The social sciences have a great deal riding on our efforts. We seek your collaboration. -Felice J. Lesieur

Action Alert!
What You Can Do to Save the NEH

The National Endowment for the Humanities faces the greatest challenge to its survival in its 30 year history. Some members of Congress cite budgetary explanations for their opposition to NEH's continued exist- ence; others reject federal support for cultural or social science activities on philosophical grounds. If you agree that NEH has made a major cost effective contribution to the study of sociology and the social sciences in general, we urge you to get involved. Here's what you can do:

Immediate Actions

- Request an "Arguments for NEH" folder from NEH public affairs office, 202-606-4446.
- Write to your representatives and senators, as well as the GOP and Democratic leadership. Urge members of Congress to support NEH without eliminating budget cuts. Be sure to mail a copy of your letter or fax it to 202-785-0146.
- Urge trustees of major humanities institutions such as universities, universities colleges and community colleges to write letters.
- If you do not have time to write, call 1-800-333-7373. Western Union will hand-deliver three mailgrams the next day to the weekly's Congressional Representative and two Senators. This service is available for a flat fee of $9.50, charged to your phone bill.

Tips on Letter Writing

- Use simple language. Critics have often charged that NEH money supports elitist scholars. Thus, it is important to use technical words or high theory.
- Identify yourself as a constituent.
- Emphasize NEH's impact on your community and how your work relates to education and other public benefits.

ASA Sociologist Sought

Director of Academic and Professional Affairs
American Sociological Association

The American Sociological Association (ASA) is searching for a sociologist to join the professional staff and assume special responsibilities for academic and professional affairs. The position provides the opportunity to work with a like-minded group of other sociologists and a staff seeking to advance sociology, work on field development, and promote ASA objectives and activities. This Director of Academic and Professional Affairs, like the other professional staff, will work across programs and serve as liaison to ASA committees.

The Academic and Professional Affairs Program (APAP) aims to advance the place of sociology in colleges and universities and to advance sociology through teaching and practice. The program undertakes activities to strengthen departments of sociology, the role of the discipline in higher education, and, more generally, the quality of education at all levels (e.g., pre-college, college and graduate).

Nominations and applications are sought. Candidates should have a Ph.D. in Sociology, knowledge of the academy, faculty for program development, commitment to work with department chairs and academic leaders to strengthen sociology departments in the academy, excellent skills in presenting (in writing and orally) to diverse audiences, and management and administrative experience. Expertise in the sociology of education; the profession, organizations, and occupations; and/or teaching are highly desirable.

The ASA is interested in identifying persons who are professional service- oriented and who bring a strong commitment to advance the place of sociology in colleges and universities, strengthens departments, prepare the next generation of sociologists, and enhance the teaching of sociology. Whether or not you or someone you know is searching for a job or might be interested in a professional change, please do not hesitate to nominate or strongly encourage an application.

Applications will be reviewed until the position is filled; interested candidates should submit application materials immediately. The start date and conditions of appointment (e.g., leave from an academic position) are flexible. Candidates should send a letter of interest, resume, and a list of five references to: APAP Search, Executive Office, American Sociological Association, 1722 N St, NW, Washington, DC 20036. For further information, please contact Felice J. Lesieur, Executive Officer, at (202) 633-1410/3476; FAX (202) 785-0146; e-mail: aas_felice@asu.edu

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Key Figure in NIMH Minority Fellowship Programs Retires

Mary Harper: Sociologist Extraordinaire

by Ellen Berg

Mary S. Harper, a founder of the NIMH Minority Fellowship Programs, including ASA’s own, passed away in May, which just celebrated its 20th anniversary. On the occasion of her retirement, we are pleased to profile her remarkable career.

This spring the University of Alabama will dedicate the Mary Starke Harper Central Psychiatric Clinic, on a site adjacent to the building in which, six decades ago, young Mary Starke was denied scholarship on the basis of sex—despite having been accepted by several leading university nursing programs in the North. Poor, but undeterred, she chose to go to the University of Minnesota because the leaders in nursing were Minnesota graduates, and I waited to be a leader.” On meeting her, Dean noted that no black student had graduated from their programs. “Well,” she told him, “you are looking at the first.”

After receiving her BA (with honors), and her MA, Mary Harper returned to Alabama where she joined the staff of the Veterans Administration (VA) Hospital at Tuscaloosa, the county’s single facility for black veterans. Her rose quickly through the administrative ranks; simultaneously she sought and obtained a fellowship in psychoanalytic nursing. Soon she was “centralized,” which meant she worked under the aegis of the VA headquarters, which moved her every few years to a new hospital where her combination of research and administrative skills was needed.

Married and a mother by the time her job was centralized, Harper told her superiors she would welcome the new challenges, but that she had two requirements: that her family be able to travel to Washington, D.C., and that her moves be central to one she was leaving each time she moved, and that all her moves be timed for the end of her daughter’s school year. Noting that this took place “before women’s lib,” Harper wonders at her own courage—and at the VA’s progressiveness. “They stuck by me,” she reports, as over the years she moved nine times.

While studying nursing at Minnesota, Harper took her first sociology courses—from Agnes Smedley, Louis Wirth, and Talcott Parsons. She “fell in love with sociology,” as a discipline which offered theories and understanding of family settings in which mental illness arises, and in terms of which, she became convinced, they must be understood and changed. As her career moved around, she took advantage of the local opportunities to use sociology courses at the Universities of Chicago, at UC Berkeley, and at St. Louis. Finally, she decided to systematically pursue the PhD, which she earned from the University of St. Louis in 1965.

Mary Harper had a very meaningful experience during the 1963 ASA Annual Meeting in St. Louis. She was thrilled to be the graduate student assigned to escort Talcott Parsons during the week of the meetings; she had read about his work on the family as well as his general theory, and felt that he, more than anyone, was offering a useful framework for her concerns. Sharing her own ideas with him during that week, she was able to expand her mental horizons. In “revelation of my thinking,” she recounts, was the need for “redefinition” as a sociologist.

This experience was the proverbial silver lining in a dark cloud—a cloud of prejudice and discrimination which has hung over virtually all of Harper’s activities. In this case, just before the ASA meetings began it became known that the designated hotel would not allow blacks or Jews to even enter the meeting rooms. Harper recalls that local sociologists galvanized black and Jewish groups, and following quiet but intense negotiations the hotel modified its policy.

In 1963 Harper moved to New York, where she did outstanding research on race and class among mental health patients. Sensitive to the ways hospitals created “captive patients,” she developed a model in which hospital staff and community follow-up staff were trained to help the patient and his family identify and overcome the barriers to successful re-entry into the community. The conceptualization of the family as the treatment unit is a hallmark of Harper’s work, and she believes the family should be central to research on contemporary problems. “Family sociology,” she emphasizes, “has so much to offer; we just have to work hard to prepare people in-and-to sell it.”

When the National Institute of Mental Health (NIMH) established a Center for Minority Group Mental Health Programs, Harper was brought on board, to develop the Center’s programs. At NIMH, Harper created a Minority Fellowship Program, to train a critical mass of minority group members as mental health researchers, and university-based Minority Research and Development Centers, to facilitate research on Asian, Black, Hispanic, and Native American mental health. The development of both programs required overcoming institutional racism and other forms of resistance. For instance, NIMH gave approval but not active support to her plan to develop family funds from Human Services to initiate the Minority Fellowship Program—and so she had to go entirely alone to present their proposal to the Secretary; similarly, when the Research Centers were just gearing up, one recipient university dropped its feet for a year, retaining the grant—not setting aside space or hiring staff until Harper threatened a lawsuit on the grounds of discrimination.

When she designed the Minority Fellowship Program, Harper sought to do several things at once: (1) to improve the quality of research on minority mental health, (2) by developing a highly competent cadre of minority group researchers; (3) who were integrated into the mainstream of their disciplines; (4) by virtue of training at outstanding graduate institutions, (5) with the sponsorship of their professional associations. To do all this, she began with a bold innovation: rather than fund universities or students directly, she decided to funnel the scholarships through relevant professional organizations—in sociology, psychology, social work, nursing, and psychiatry. She identified the appropriate persons, who would administer the scholarships; a minority group member hires her/himself, this person would effectively integrate the staff of the associations. “To accept the minority program was tantamount to endorsing integration [at the association and in the profession],” and, for that reason, Harper notes, acceptance was not instantaneous. ASA was the first association to accept the program; this, Harper reflects, was because of “people in sociology with principles—such as David Marshall, Karl Schuessler, Ken Lunstensen, and Talcott Parsons.”

Throughout the Fellowship Program and the Research Centers Harper has sought to redirect the course of minority group mental health research—away from “mainstream” topics and, particularly, away from comparative studies of blacks and whites; and toward significant topics which reveal the normal patterns for each culturally distinct group. It pleases her greatly that, through these NIMH programs, there is a growing battery of assessment instruments for mental disorders which have been refined on minority communities.

During the Carter administration, Harper was asked to serve as Director of the Office of Policy Development and Research for the White House Conference on Aging, and she was the first woman to serve in such a policy position. During the Reagan-Bush years she was again asked to participate in two White House Conferences on Aging and last year she was asked to be a part of the Clinton Health Care Reform Task Force. For a number of years she has been a consultant to the World Health Organization.

Mary Harper has just retired, after 53 years in public service. Unsurprisingly, she cannot count on a free weekend until next June—in addition to assorted lectures, articles, and chapters, this book is completing two books in fields she piloted: one on delivery of mental health services to the elderly in their homes, and another on the enhancement of services to the elderly in community-based programs. Among her many past publications, Harper includes the first book written on minority mental health and aging, and the first book on research pertaining to mental health in nursing homes.

Harper’s career and contributions are interrelatedly impressive: she was a pioneer in sociological practice and applied sociology; and in the sociological conceptualization of mental health disorders. Over and above all this, given the social context in which this black woman worked, Harper’s social contributions are morally awesome: ASA and the discipline of sociology are among the beneficiaries of her genius for finding ways to promote minority scholars and scholarship, and to foster integration. Mary Starke Harper is truly a sociologist extraordinary.

Notes

I am grateful to Dr. Mary Harper and Dr. Ken Lunstensen (at NIMH), for interviews on which this article is based.

Correction

Laura Miller’s e-mail address was listed incorrectly in the ScanGuide article in the December Issue. The correct address is: ltmiller@harker.edu.

Sociologists Meet with Clinton, Gore

Last August, Jack A. Goldstone, University of California-Davis, took part in a briefing for Vice President Albert Gore, Tim Wirth (head of the State Department Office of Global Affairs), Brian Atwood (head of the Agency for International Development), and several senior White House and executive department officials. This briefing was part of preparations for the U.S. delegation to the UN Conference on World Population in Cairo in September. Goldstone was one of three presenters discussing the relationship between population growth and political conflict. Thomas Homer-Dixon (Political Science, University of Toronto), spoke on population growth and international security concerns. Yakov Smil (East-West Institute) described population and natural resource concerns in mainland China.

Goldstone discussed the historical contribution of population growth to revolutions and rebellions in Europe and Asia, based on his book Revolution and Rebellion in the Early Modern World (winner of the ASA’s 1993 Distinguished Publication Award).

Dane Archer, University of California-Santa Cruz, has produced a series of documentary videotapes about human verbal and nonverbal communication. The video tapes are designed for use in college and university social science classes, and they are distributed by the University of California Extension Center for Media on the University of California-Berkeley campus. The most recent video in the series is The Human Voice in Communication: A National Wire Service and television program. This video focuses on the importance of the human voice in relationships, the emotions, public speaking, and so forth.

Right after the wire service appearance appeared in many newspapers, Archer received a phone call from the office of Vice President Gore requesting the full set of tapes. Naturally, UC-Berkeley immediately expedited the video to 600 Townsend Avenue! Mr. Gore sent a nice note in reply.

The Washington Post reported on a special dinner President Clinton hosted at Camp David for "big thinkers." The purpose was to ask their input for the State of the Union address on issues of civility and citizenship. Attendees included sociologists Theda Skocpol, Paul Starr, On Garin, and Alan Wolfe. If you listened to the President’s State of the Union speech last January 24, perhaps you caught phrases such as “supporting the middle class and reducing the underclass” which just might have come from this dinner.

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NSF Solicitation for Consortium for Research on Violence

Editors Note: The following is excerpted from the NSF solicitation for a Consortium/Center for Research on Violence. The NSF Guidelines for the preparation of Proposals can be obtained by contacting NSF.

NSF Solicitation for Consortium for Research on Violence

The Directorate for Social, Behavioral, and Economic Sciences intends to support the establishment and operation of national consortiums for research on violence. This solicitation seeks proposals for the consortium.

Background

The high levels of violence, the increased attention to the incidence of random acts of violence, and the public's fear of violence has made this a salient policy concern in the United States today. Fundamental or basic scientific research can play a larger role in helping us understand and better the conditions that give rise to acts of violence. Considerable knowledge exists from studies about the dimensions, sources, and consequences of violence. However, significant gaps exist in our fundamental understanding of violence and the scientific community needs to be addressed through a long-term commitment to basic research that employs innovative approaches across disciplinary and methodological boundaries.

In supporting a "center without walls" or national consortium for research on violence, the National Science Foundation (NSF) seeks to create a vehicle to fill the gaps through advancing fundamental knowledge about violence and training future researchers on violence. A consortium shall serve a catalytic and leadership role in producing multidisciplinary, important scientific knowledge on violence as well as stimulating innovative research and advance scientific connections on this issue. NSF seeks proposals that will be creative and innovative in identifying strategies that show promise of theoretical, methodological and training gains well beyond what can be achieved through the continued support of small and large-scale individual research initiatives.

Consortium Concept

The consortium is expected to undertake innovative research and be at the leading edge in stimulating research and training on violence. Because violence involves a multi-disciplinary phenomenon, there is a particular need for interdisciplinary collaboration in order to integrate scientific knowledge across multiple levels of analysis. To that end, the consortium should consist of a collaboration of researchers from different disciplines and institutions, universities, research centers, or other institutions.

The NSF considers training to be an important and inseparable component of any research process. Therefore, the consortium is expected to take seriously the requirement for training the next generation of researchers in interdisciplinary theoretical and methodological approaches to understanding violence. Training requires extensive involvement in interdisciplinary work. Also, a major goal of the consortium is to increase the participation of underrepresented groups in research on violence. Therefore, special efforts should be made to include women and minorities (e.g., African Americans, Hispanics and Native Americans) in the full range of research and training activities. It is a strong point that the composition of the consortium reflect the full ethnic, cultural, and gender diversity of the United States.

Goals of the Consortium

The goals of the consortium are: 1) to develop integrated theories of violent behavior; 2) to foster collaborative, interdisciplinary research to ensure common measures, comparable data resources and effective analyses; 3) to develop interdisciplinary expertise to conduct multileveled research; 4) to promote interdisciplinary exchange and research that cuts across disciplines; 5) to develop a knowledge base for designing intervention and prevention strategies; 6) to facilitate undergraduate, preservice, and postdoctoral training and workshops on intellectual exchange across disciplines; and 7) to increase the research capacity of historically underrepresented groups.

The consortium should reflect in its research, training, and management activities the full diversity of the United States by including a significant representation of historically underrepresented groups at all levels of the consortium.

The consortium should reflect in its research, training, and management activities the full ethnic, cultural, and gender diversity of the United States by including a significant representation of historically underrepresented groups at all levels of the consortium.

Necessary Features of the Consortium

The NSF does not have a preconceived model as to how best to achieve the goals listed above, but requirements include the following:

- A clear and coherent vision of high quality fundamental research and training in areas that are likely to yield significant advances in knowledge about violence.
- A team effort among researchers with different disciplinary backgrounds and skills. The consortium should be organized to contribute more than individual investigators supported by separate individual or collaborative research grants, however small or large. The consortium's programs must be interdisciplinary and take advantage of the latest advances in research and methodology to unify knowledge and test hypotheses about multiple causes of violence and its control. Investigations drawn from different disciplines is not, in itself, sufficient evidence of multiple-disciplinary collaborative; a more important indicator is how well research from the various disciplines will be integrated.
- A program of fundamental research conceptually focused on the synthesis and integration of knowledge in the area of violence. This will include a mechanism for developing standardized definitions and measures and conceptualizing violence and conducting methodological research on their measurement properties; and encouraging the interdisciplinary sharing of data resources and utilization of findings.
- A strong educational component which develops training for interdisciplinary work and encourages use of the tools of other disciplines, and provides opportunities for undergraduate and graduate students to work on interdisciplinary projects.
- Procedures and programs for attention to issues of research ethics in all of its activities, and for attention to ethical issues that may be raised by the effects of the project it undertakes.
- A special emphasis on enhancing the nation's social science research community through increasing the research capacity of historically underrepresented groups. The consortium should reflect in its research, training, and management activities the full ethnic, cultural, and gender diversity of the United States by including a significant representation of historically underrepresented groups at all levels of the consortium.

The consortium should reflect in its research, training, and management activities the full diversity of the United States by including a significant representation of historically underrepresented groups at all levels of the consortium.

The letter of intent submitted in this form must indicate the title of the consortium, names and departmental and institutional affiliations of the director and key researchers and other partners, a statement of the focus of the consortium, and a brief statement of research areas to be covered and discipline involved. Submission of this letter of intent is not a prerequisite nor does it commit the sender to submit a full proposal. Letters of intent are due at NSF by March 15, 1995.

Proposals Guidelines and Format

Proposals must be prepared in accordance with the guidelines in the grant Proposal Guide (GPG-NSF 94-2 Reprint). Standard forms and an explanation of their preparation and purpose are contained in GPG, and are available separately in the Proposal Kit (PfK-NSF 94-3). Single copies of this (complete) brochure are available at no cost from the Forms and Publication Unit at NSF. Telephone your request to (202) 306-1300 or FAX your order to (703) 632-4278. This brochure is also available via electronic mail: pubs-info@nsf.gov (internet).
My Experience on the Staff of the Entitlement Commission

by Ill Quadjem, Florida State University, 1994 ASA Congressional Fellow

At the beginning of June, I began work as a staff member on the President's Bipartisan Commission on Entitlement and Tax Reform. As a member of ASA's Congressional Fellowship, our offices were in the Hart Senate building. On my first week of work, I noticed an excited crowd buzzing around the elevator. Was I to get a glimpse of the president? Perhaps, Al Gore Jr., who I've Bob Demers' dog, out for his morning constitutional, a lowly staff in tow.

After my first brush with the power elite, I settled in to my new job. In many respects, this position was ideal. Although the 32-member Commission had been appointed in February, it was late getting off the ground. I arrived when preparations were underway for the first meeting. Not only was there plenty of work to be done, there was also considerable flexibility in the office about who would do what. The staff, heavily advisory, is made up of loan officials, whose only role seemed to be establishing hierarchy, leaving considerable flexibility for staff to define their own roles and select their own organizational structure. Because the Commission's jurisdiction included all of the core social programs - Social Security, Medicare, Medicaid, and numerous other smaller programs, its agenda seemed perfectly aligned with my own interests.

In other words, the assignment was less than ideal. The Commission's primary objective was to consider cuts and reform of several of these programs - an unprecedented opportunity for me to work on issues I care about. I was given the freedom to choose which issues to focus on, and I was able to work closely with staff members from the different programs.

I was involved in drafting the report, but I was also able to contribute to the discussion and to influence the final product. I was able to work on issues that I was passionate about, and I was able to work with and learn from experts in a variety of fields.

Overall, my experience on the Commission staff was a valuable learning experience. I was able to contribute to the development of important policy recommendations, and I was able to work on issues that I care about. I would highly recommend this position to anyone interested in public policy and social welfare.

Call for Best Practices in Graduate Education

by Carla B. Houck, Deputy Executive Officer

During his term as ASA President, William A. Crossley, Boston College, set in motion an initiative to identify challenges in sociology graduate education and depart-
ments with "best practices" that address those challenges. The ASA Council, at its January 1996 meeting, established the Committee on Graduate Education for a three-year period to carry out these challenges. A complete description of the Committee and its goals appeared in the October issue of Footnotes. The Committee now again invites departments to identify their challenges and to share their "best practices." The Committee is interested in sharing successful strategies to improve the educational experience of graduate students.

How do students in MA-only departments enhance the articulation with PhD departments if they go on to an advanced degree? What is the role and contributions of MA-only sociologists and departments to our profession? Contact: James W. Buchanan, Department of Sociology, University of Kentucky, Lexington, KY 40506

Preparing Graduate Students as Teachers

What programs are successful in preparing students to be effective in teaching and scholarship? How can we prepare students for a career as professors? What are the critical success factors? Contact: William G. Goins, Department of Sociology, UCLA, Los Angeles, CA 90024.

Models for Professional Socialization of Graduate Students

What are the factors that contribute to the professionalization of graduate students? Contact: Robert C. Kuehler, Department of Social Work, University of California, Berkeley, CA 94720.

Models for Placement of Graduate Students

What are the best practices for placing graduate students? Contact: Barbara A. Biddle, Department of Sociology, University of California, Berkeley, CA 94720.

I believe, is because reducing entitlements garnered support across the political spectru-

Dr. Quadjem was the 1994 ASA Congressional Fellow from June-December 1994. The program is funded by the American Sociological Foundation and administered by the Social Problems Program at the University of Minnesota. The fellowship provides a stipend, travel support, and a set of resources to support graduate students in sociology who are engaged in policy-oriented research.

I left Washington, D.C., with a clear understanding of how the federal government operates and how it can be used to promote social justice. As a result, I feel more equipped to take on the challenges of my future career as a sociologist.

William Foote Whyte Autobiography

Available

Habemus eightsieth birthday. William Foote Whyte continues in the quiet revolution that has characterized his remarkable career in the social sciences. A sociologist, anthropologist, and industrial psychologist, Whyte's most important legacy to the social sciences is what he calls "participatory action research." In his autobiography, Participant Observer, recently published by University of California Press, Whyte traces the development of this model of research.

Beginning with his study of neighborhood gangs in the North End of Boston and moving into such diverse workplaces as the oil fields of Oklahoma, the diners at Sloppy Joe's, and the rural villages of Yemen, Whyte's research focused on connections between social organization and human performance. His constant presence on the research site, talking and working with the people he was studying, diminished any sense of distance or disengagement. His unique approach to research as an observer. He listened to what workers told him, gave their views weight in his recommendations to decision-makers and eventually became a powerful voice for greater worker participation and workplace democracy.

Participant Observer: An Autobiography is also a personal chronicle. Whyte reflects with candor and sometimes great amusement on the years of his childhood, college education, and early marriage. He tells of being stroked with polio and how he and his family worked to overcome the resulting handicap.

Whyte is recognized for his contribution to an understanding of the links between social organization and human behavior. Whyte has served as president of the American Sociological Association, the Society for Applied Anthropology, and the Industrial Relations Research Association. He currently chairs the research efforts of Cornell University's Program in Urban and Workplace Systems and coordinates the exploration of the role of the social sciences.
Washington, DC, from page 1

seep offers a unique opportunity to witness first-hand the interplay of social and economic outcomes of the processes of racial empowerment.

In contrast to the Bill and Hillary have had local NFL football fans the second most important leisure activity of the popula- tion (after TV and radio). In fact, another hornet's nest (D-13), but also threats by the Redskin owner to move the team to Northern Virginia and more recently to a Maryland suburb. Sports, of course, are a multi-billion dollar industry and this is a common feature of contemporary urban development. The growth of the inner city is shifting the "polar" of the existing suburbs. Although the D.C. suburbs have some growth potential and significant initiatives have been on the rise with the Nationals long ago, their own momentum has been influenced by privatization. One of the key issues is the privatization of a state park system. A New Yorkers' National Association of Art. For those who do not know or care about the diverse problems between pigskin and cowhide, this arena is a crucial development in the quest for a balance of cultural and economic renaissance of downtown Washington. The bankrupt city government must resist the temptation to sell its cultural treasures, non-profit organizations, the public bureaucracies, and growing numbers of white and black middle-class residents to such explod- ing edge cities of suburbs at Silver Spring, Rockville, Gaithersburg, Alexandria, Crystal City, Reston, and Dulles. Between 1980 and 1990, the D.C. suburbs gained over one million residents while the District declined by over 300,000.

For those who used to enjoy the traditional DC experience - cultural, political, and bureaucratic - this transformation means a virtual separation from the rest of the city. The Library of Congress, National Archives (with Archives II now in College Park), Congress, White House, and numerous monu- ments have changed little, except for security protocols, but several exciting new programs give hope for a new DC/special attention. The Smithsonian Institution (which will soon celebrate its 135th birthday) has been planning the last museum on the Mall (National Museum of the American Indian). The project will make a significant contribution to the National American Museum "Project." If you wish to enjoy DC's rapidly growing "blackening" neighborhood - Adams Morgan - a ten-minute walk from the Hilltop will take you to the hub of this fascinating multi- class, multicultural community. Here, you will begin to see a truly unique social and cultural society. You have never seen a more dynamic and diverse part of the city than the "black" (for example, Georgetown once had a very vibrant working-class African American com- munity). The establishment of institutions (e.g., International Monetary Financial World Bank), organizations (e.g., Organiza- tion of the American States), and embassies increased the demand for low-wage service workers. This development was accompanied by the enormous expansion of the U.S. administrative and defense/intelligence bureaucracy which fueled the dra- matic growth of the predominately white suburbs from 7 million in 1950 to 22.5 million in 1970 and over 34 million today. Accord- ingly, this led to the growth of African Ameri- can migration to the District. The consequence is the racialization of the suburbs (especially after the 1970 census, and expansion of the I-270 road- way).

Several attended socioeconomic factors underlying the emergence of Washington, D.C., as a multicultural, post-industrial metropolis. First, the arrival of "new" immigrants began in the late 1970s diversified the low- wage work force of the District and contrib- uted to the exodus of African Americans to the Maryland/Virginia suburbs in the 1980s. Second, the emergence of a metropolis sys- tem of edge cities facilitated a profound shift in the patterns of economic and demographic growth from the central city. In 1997, three fourths of the metropolitan population resided in the District whereas today it accounts for about 35 percent. Third, the concentration of native minorities in the metropolitan core created a tremendous economic opportunity for "new" immigrants to live and work in the booming suburbs and thus to add to their cul- tural diversity. Together these trends illus- trate a striking characteristic of the social geography of the post-industrial metropol- is: the widening economic gap between central city and suburbs. For example, the median household income in 1999 for Washington, DC, residents is at least $50,000 higher in the suburbs than in the District across all racial and ethnic groups. Not surprisingly this is the result of socioeconomic realities contributed to the largely Latino immigrant inspired riots in the Mt Pleasant neighborhood of the District during the spring of 1999. For students of race and ethnic relations, this civil disturbance urban disorder, Washington, DC, that challenged the unequal opportunity structures of the post-industrial metropolises and constit- uete a prelude to the much larger social con- flict that followed in Los Angeles.

ASA ChairLink Keeps Chairs on the Cutting Edge

by Janet Mancini Billson, Director, Academic and Professional Affairs Program

ChairLink, an electronic bulletin board, was created as a practical, low-cost, and dynamic tool for communicating. Open only to ASA Department Affiliates, ChairLink facilitates communica- tion between ASA and departments of sociology. The system is not interactive, but helps ensure that department chair members are kept abreast of the latest issues on the cutting edge of policy and campus development. This issue includes Special Reports and, when appropriate, Action Alerts (for example, on the recent Educational Testing Ser- vice decision to abandon the Sociology Graduate Record Exam). One of the most important features of ChairLink is that department chairs can make brief requests for information or other chairs. For example, in recent issues, several chairs have asked if other departments can provide information on MA programs in applied sociology or ideas for following up on the SA sociolinguistics project after graduation. In addition, special notices appear on grants, fellowships, and high- level research position openings to sociologists.

Further information on how to join Department Affiliates and the ChairLink electronic service, please send a message via e-mail to ASA_CHAIR_LINK@MIIAC.ORG.

ASA Regional Reps Sought

Applications are now being accepted for Regional Representatives to the ASA Mem- bership Committee, whose charge is to work on recruitment, retention, and outreach: Regional Representatives: • work with the ASA Executive Office Liaison in planning and conducting ASA regional sociological association meetings. • attend the annual meeting of their regional sociological association for a two- year term and • organize an ASA membership table at the regional meeting.

Up to $200 will be reimbursed annually to help cover expenses associated with these activities.

The starting date is Spring 1996 and continues through 1997. For more information, call Connie Castillo, Executive Office Liaison to the Membership Committee (202)753-3131, x 394. Please mail your application to Regional Representatives, ASA, 1722 N Street NW, Washington, DC 20006.

Education, from page 1

ized, norm-referenced tests, for example, are pernicious because they are not aligned with what is actually taught in the school curriculum. It also reflects from recent legislation are to succeed, Smith added, schools need technical assistance and professional develop- ment. That help is included in the legislation and sociologists should be a part of that team that helps schools. Most of the conference centered on papers written by sociologists of education. Each 40-minute paper presentation was fol- lowed by prepared rejoinders and audience discussion. Topics included: Systemic Reform: Shifting Authority, and Institutionalizing Literacy, National Standards for Content and Performance: Voluntary National Opportunity-to-Learn Standards, Workforce Skill Standards, School, Parent, and Community Support; Professional Development, and School Context and Climate: Implications for Federal Legislation for States and Local School Districts. The papers were written for a book on educational policy reform. For more information about the conference, contact Dr. Kathleen Rovine, University of South Florida.

The conference is part of ASA's ongoing effort to collaborate with the Department of Education's Office of Educational Research and Improvement (OERI) and other policy makers on education policy issues. In June 1993, the ASA Section on Sociology of Edu- cation and the OERI sponsored a conference in Washington, DC, in which ASA members help formulate a research agenda and helped craft legislation in this area. Also, in May 1994 the ASA/Alpaca Program convened a Congressional Briefing on Educa- tional Financing.

Closing of NIH Socio-Environmental Lab on Hold

National Institutes of Health Director Dr. Donald S. Fredrickson informed ASA, COGA, and other social science organizations that no finding has been made regarding the closing of the Laboratory of Socio-Environmental Studies in the Intramural Research Program at the National Institute of Mental Health (NIMH). In a December 5 letter, Dr. Varmus wrote: "... the likelihood is not that the Labor- atory would be closed, but rather that it would be merged with another intramural component as part of an effort to conserve resources during the current period of tight fiscal constraints."

The letter from Dr. Varmus was in response to the requests by numerous organi- zations protests over closure of the Labor- atory and the review system of intramural laboratories at NIH. ASA began its protest after learning that Dr. Michael Browne, Acting Scientific Director, NRL, told Laboratory Director Dr. Carmi Schoeller of the LaBi's imminent closure. (see Footnote, November 1994). For seemingly unrelated reasons, Dr. Browne has since resigned. Even though the decision to close the Lab- oratory appears to be temporarily on hold, ASA Executive Officer Felix Levine was caus- ing great concern about what too much into the statement. "The letter from Dr. Varmus provided no new insights but revealed the official NIH position that the Laboratory will not be closed. Dr. Var- mus will base his final decision on the Institute's fiscal situation, competing priorities, and the results of a review by the NIH Board of Scientific Counselors."
The European Sociological Association

Introduction

At the end of the first European Conference of Sociologists, delegates, after a group of sociologists made up of delegates to the conference from the European national sociological associations and other interested parties met to discuss setting up a European sociological association. As a result of this meeting, a steering committee was established, charged with developing an agreed structure for an association, drawing up its statutes, creating a financial groundwork, and elaborating the basis of a European sociological association. The association was launched in 1995, meeting periodically over two years. At a meeting of national delegates from the European Sociological Association held during the Thirteenth World Congress of Sociology at Berlin, Germany, the statutes that would govern the European Sociological Association were adopted formally after a month of vote approval. And on July 15, 1996, the European Sociological Association (ESA) came into existence. The members of the Steering Committee have been: Sylvia Wilk, University of Bremen (Chair); Jordi Santamaria, University of Málaga; Michaela Schade, University of Augsburg; Francesca Blundo, University of Padova; Discipline and Equality: The Implementation of Gender Equality in European Societies; and Thomas Jäger, University of Münster. The ESA has a secretariat, located in the Netherlands. The organization is currently led by Jerzy Mozur (President), Vladimir Milanov (General Secretary), and Miguel Ángel de la Fuente (Treasurer). The ESA also has a number of thematic networks, including the Network on Social Inequality and Social Policy, the Network on Gender, Work, and Family, and the Network on European Social Policy. The ESA is a member of the International Sociological Association (ISA), which is the largest sociological association in the world. The ESA is also a member of the International Union of Sociocultural Sciences (IUSCS), which is a network of national and international sociological associations. The ESA is committed to promoting high-quality, interdisciplinary research and to fostering cooperation among sociologists from different countries and regions. The ESA is also committed to promoting the professional development of sociologists and to supporting the work of sociologists in their home countries.
Concern Over Depiction of Trieste
Aubrey Raic and Malune Igale

The announcement for the 1995 Congress in Trieste invites scholars to attend the Conference with the theme of "Dialogue Between Cultures and Changes in Europe and the World." In this second paragraph it provides a long list of ethno-
group which have contributed to a cosmopol-
tic culture of Trieste. However, there are even
comorphic opposition from this list, namely the
Slovenians. The Slovenians are Italy's ethnic
majority concentrated in Trieste and nearby
areas bordering Slovenia. According to some
anthropological conceptions of Trieste, there is
evident minority threat which has been troublesome ever since the
fall of the Austro-Hungarian Empire and the
assertion of Italian authority over Trieste.
During the inter-war period, the fascist regime
persecuted the Slovenian population and, by
applying terror, forced thousands into exile.
Finally, the time will come for a demographic
structure. After World War II, Trieste attempted a
recovery and the local community developed a
reputation for aggressive acts against the cultural
identity of ethnic Slovenians, for example, barring
Slovenian schools and cultural movements and
the violent rhetoric of its neo-fascist auxiliaries.
The local government used its powers to deny
the ethnic Slovenians by denying them their
constituent rights to express themselves in
their native language. And, with the success of
the neo-fascist National Alliance in the recent
elections, the pressure on this minority is
increasing due to Italy's hostile foreign policy toward
neighboring Slovenia.

In light of this historical context, the omis-
sion of the Slovenians from this announcement
appears to be just another move of denying their
actual ethnic diversity of Trieste and the region.
It is not enough to contempt
the irony of a conference which invites scholars
but excludes the theme of "Dialogue Between
Cultures" and which at the same time
refuses to acknowledge the most significant
source of multiracial identity in its immediate
environment. We believe that in this
case, it is just another example of active
discrimination. As such, it goes directly
against the core values of the profession in
general and the Association in particular.
It is particularly offensive to Slovenians and
inconsequent at the inter-categorical level of Italian communities, we ask
the editors to investigate this issue and act upon it.
We realize that this might seem only a very
minor incident. But given the casualness of the pattern we feel obliged to raise our voice.
Academia should be the place to perpetuate
ethnic tolerance and petty political agendas
linked to it.

William Y. Daniel contacted the conference
Director Dr. Giovanni Troili. He ensured
there was no intent to insult the
Slovenes, who are the second largest population
group in Trieste. He said that the intention of the
organizers was not to focus on today's population of Trieste
but to indicate the breadth of people who
brought their culture to Trieste start time. Had
they known how much public criticism it would receive
they would have included the Slovenians.

How Useful is the GRE?
James W. Lowen, University of Vermont

As sociologists we should respond more
wisely to issues of standardized testing, say, chemistry. Your alarm over ETs' possible
discovering the GRE in sociology ("Cosets and
Departmental Near and Far News" in Foot-
note, December 1994) and prior articles
seems motivated largely by the threat to the
image of sociology just as the American
Chemical Society would object if ETs pro-
vided to determine the chemistry of

As sociologists, we know that ETs have an adverse impact on minorities, women, and
older students. But let us be honest, the GRE
is useless to us. We know that African
Americans, Native Americans, and Mexican
Americans have much lower scores than white
Americans. We know that affluent
students have much higher test scores than poor Americans. Surely we have a responsibil-
ity to question the implications of the tests:
"Whether they measure aptitude or cognitive ability." For good theoretical and empirical
reasons, we know sociologists that test scores result at least as much from the social
structure as from individual characteristics.

What about the usefulness of the GRE at some universities, GRE scores correlate
heavily with graduate school performance in sociology and other disciplines. Its lack of
robust predictive power may explain why some departments have stopped requiring the
GRE. Now you want them to resume? Why?
Is the prestige of sociology really at stake? We know that most colleges have no real
reason to require the GRE, since fewer than a hundred colleges are really interested in
young people's GRE scores. And, since the SATs offers only a week addition to the
rules of people from high school grades and other measures. Yet colleges are anxious
to offer an exam, lest they seem unim-
pressively. Most students do.

Surely we have an opportunity to say to the
Educational Testing Service, thank you for your work over the years, but we now
happily support your decision to drop the GRE in soci-
ology. It's time. We know that African
Americans use the GRE too little, and we wish you well as you move on to other areas.

Volunteer to Serve on an ASA Committee!

ASA Committees are formed by the ASA Committee on Committee (COC), which makes recommendations to the
ASA Council. To serve on a committee, you must be a full member of the ASA. Associate members may be asked to serve
on committees, but are required to become full members before acquiring the appointment.

Each with the long list of appoint-
ment-to-be made each year, the people
involved call upon the full array of their
accomplishments in making appointments.
Those colleagues known personally
or through their professional activi-
ties or written work. It is worthwhile,
therefore, to identify anyone you know on
Council or COC of your interest in serving on
a particular committee. Those respon-
sible for committee appointments are
always glad to know of willing volun-
tees.

Another way of being "known" is through activity in other arenas, such as
your own department, regional associa-
tions, ASA sections, or related organiza-
tions.

You are interested in serving on a committee, please complete the following form.
Committee Service Forms are due to
ASA by April 1, 1995 to: ASA, Governance,
1722 N Street NW, Washington, DC
20036-2981.

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1722 N Street NW, Washington, DC
20036-2981.
Official Reports and Proceedings

1993-94 Council Minutes

Monday, August 8, 1994, Los Angeles, CA

The 1993-94 Council was convened at 2:40 p.m. by President William A. Galbraith.

Attending: members of the 1993-94 Council (listed below), student organizers, and members of the ASA staff. The meeting was open to the public.

A. INTRODUCTORY REPORTS

1. The meeting was unanimously approved as prepared.

2. Report of the President: President Galbraith reviewed the newly elected Council members who were attending the meeting. He highlighted the history and purpose of the Committee on Student Affairs, the role of the Council in providing leadership and support to student organizations, and the importance of student representation in the ASA.

B. ADJOURNED PROCEEDINGS

C. Call for Papers

CONFERENCES
ASA Roundtable: "Community of Communities" in conjunction with the 1994 American Sociological Association Meetings hosted in Washington, DC. We would like to invite participants for a roundtable discussion on adopting a community service component in undergraduate sociology courses. Anybody interested in research or having experience with the implementation of community service as a pedagogical tool at the undergraduate level is cordially invited to participate in this informal roundtable discussion.

3. Policy on ASA Election Vote Reporting

President Gamson noted that election results are no longer reported in the minutes but that Council needs to decide whether it wishes to give such information to members upon request or to the applicable bodies. Council noted that the original intent of reporting actual vote counts in Footnotes was to avoid embarrassing candidates.

4. H innarization for Journal Editors

The publications Committee has recommended to EOB an increase in editor's honoraria to take account of living costs. Secretary Daniels stated that EOB recommended an increase commensurate with the increase in cost of living. Vice President Cook spoke against the recommendation, noting that the honoraria have not been increased for ten years. She suggested that any increase be less than 30%.

V. ADJOURNED PROCEEDINGS

The meeting was adjourned at 3:00 p.m. Chairman of the Council.

The Association for Research on Nonprofit Organizations and Voluntary
Call for Papers, continued

Action (ARNOVA) will hold its 1995 Annual Conference November 24-26, 1995, in Cleveland, OH. We invite one-page proposals for scholarly papers on any aspect of nonprofit organizations, voluntary associations, interest groups, philanthropy, or citizen participation. Proposals should contain at most 300 words. Submissions should be sent to the attention of the program committee. Please send your submission to:

Conference Call for Papers, Action (ARNOVA) 1995 Annual Conference 2151 N. High Street Columbus, OH 43212-3986

THE UNIVERSITY OF MINNESOTA

Survey Research Center

March 30, 1995 - May 21, 1995

Survey Research Center (Norman Bobo)

The University of Michigan

Survey Research Center presents its 1995 Annual Summer Institute in Survey Research Techniques

Course offerings

May 30, 1995 - July 21, 1995

Introduction to Survey Research and Data Collection Methods in Survey Research (Michael Cooper)

Methods of Survey Sampling (Jan Lepkowski)

May 30, 1995 - June 23, 1995

Data Analysis of Survey Data I (McKee McConney)

Introduction to Statistical Research Design (William Tilley)

Data Analysis of Survey Data II (McKee McConney)

Multi-Level Analysis of Survey Data/Vera Lee

Survey Design and Data Collection - Mail and Telephone

Techniques (Michael L. Jost)

Computer Analysis of Survey Data I (Laure Kline)

Applied Topics in Survey Research (Bob Bell)

June 26, 1995 - July 21, 1995

Longitudinal Survey Design and Analysis (David A. Ascher)

Design of Evaluation Research (William Blyth)

Qualitative Methods in Survey Research (Tim Fricke)

Survey Research Computer Analysis of Survey Data II (Laure Kline)

Cognition, Communication and Survey Measurement (Robert Schwartz, Bob Bell)

For more information about the courses and on the one- and two-week workshops, contact: Dr. Anne F. Alwin, Director of the Summer Institute, Survey Research Center, Institute for Social Research, University of Michigan, P.O. Box 117000, Ann Arbor, MI 48117-1300, Telephone: 313-763-6950, e-mail: arsen@umich.edu
Awards, continued

Joy, NOW, Urban League, Project Concern, Fellowship of Reconciliation, Free Press, and Urban League of

Associated Societies.

Invisio F. Deutsch, Washington, DC, received the Lester F. Ward Award in Sociolinguistics. This Award in recognition of distinguished contributions to the study of sociolinguistics through research, teaching, practice, and service from the Society for the Study of Sociolinguistics.

Howard Elrich, Center for the Applied Study of Prejudice and Ethnic Relations, received the Award for Sociological Practice in recognition of extraordinary contributions to sociological practice through the development and application of sociological skills and resources from the Society for the Study of Applied Sociology.

Himoku Fukuzaki, University of California at Los Angeles, received the Donald R. Turner Award in the Field of Sociological Education.

Jaya G. Grindlay, Sociology Department, University of Illinois at Chicago, received the Early Career Award in Social Science Research, and the Early Career Award in Social Science Education.

Michaela Grzymek, University of Florida, received the Early Career Award in Social Science Research.

Sara J. Hallinan, Sociology Department, University of California, Berkeley, received the Early Career Award in Social Science Education.

Peter T. Hahn, University of Minnesota, received the Early Career Award in Social Science Research.

Alison J. Heslin, University of California, Berkeley, received the Early Career Award in Social Science Education.

Samantha Himmelfarb, University of Chicago, received the Early Career Award in Social Science Research.

Sara J. Hough, University of California, Berkeley, received the Early Career Award in Social Science Education.

John E. Hough, University of California, Berkeley, received the Early Career Award in Social Science Research.

Jana K. Jordan, University of California, Berkeley, received the Early Career Award in Social Science Education.

Evan A. Kline, University of California, Berkeley, received the Early Career Award in Social Science Research.

Sarah L. Kline, University of California, Berkeley, received the Early Career Award in Social Science Education.

Emily Kline, University of California, Berkeley, received the Early Career Award in Social Science Research.

Richard Kline, University of California, Berkeley, received the Early Career Award in Social Science Education.

Karen Kline, University of California, Berkeley, received the Early Career Award in Social Science Research.

John Kline, University of California, Berkeley, received the Early Career Award in Social Science Education.

The following are the recipients of the 1994 Annual Meetings Excellence in Teaching Award, presented for outstanding teaching in the field of sociology.

Marilyn A. Liukkonen, University of Washington, received the Outstanding Teaching Award in the Field of Sociological Research.

Karen A. Liberman, University of California, Berkeley, received the Outstanding Teaching Award in the Field of Sociological Education.

The following are the recipients of the 1994 Annual Meetings Excellence in Service Award, presented for outstanding service to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Research Award, presented for outstanding research in the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Communications Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Professional Development Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Mentorship Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Advocacy Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Public Service Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Community Service Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Professional Leadership Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Professional Contributions Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Public Affairs Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Institutional Service Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in International Service Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Educational Service Award, presented for outstanding contributions to the field of sociology.

The following are the recipients of the 1994 Annual Meetings Excellence in Government Service Award, presented for outstanding contributions to the field of sociology.

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Organizations, continued

Philip M. Hauser

Philip M. Hauser, one of the nation’s leading sociologists and a distinguished demographer, died December 13, 1994, in the Hyde Park retirement home where he had resided since 1983. Hauser founded the University of Chicago’s Population Research Center, a seminal institution for research on population characteristics and development, factors affecting fertility and mortality, and the study of racial segregation and many other aspects of urbanization.

He was also an editor of a number of important books and studies, including the 1952-53 Migration Supplement, a classic of its genre.

While working at the Census Bureau, Hauser helped improve the statistical methods of the agency. He is remembered for his contributions to the field of sociology.

Throughout his career, Hauser was a member of the American Sociological Association, the American Statistical Association, the National Academy of Sciences, and the American Philosophical Society.

He was a prolific author, and his work has been widely cited in academic and professional circles.

Obituaries

Million L. Barnett (1871-1959)

On a pleasant summer afternoon in mid-August, close to a hundred people gathered near the Old Mill at Upcountry Park, to celebrate the life of Million L. Barnett, a long-time resident of the area. The celebration was held in Barnett’s honor, to commemorate his contributions to the community.

Born in New York City in 1901, Barnett received a degree in education and a minor in English literature. In 1931, he moved to Chicago to continue his studies at the University of Illinois. Barnett worked as a professor of English at the University of Illinois until his retirement in 1959.

Barnett was known for his contributions to the field of literature and his dedication to education. He was a respected member of the Chicago community and a beloved teacher.

His legacy continues to inspire his students and the community at large.

Deaths

Thomas A. Bonomo, Bloomsburg University, died on October 16, 1994.

Tillman Bolling died on November 4, 1994.


Helen Phillips, University of Pennsylvania, died on December 3, 1994.

FEBRUARY 1995 FOOTNOTES

(continued)
Obituaries, continued

on many issues.

In his 23 years at UPI, Newhall taught numerous courses. In addition to his work with the Center for International Education, he included Principles of Sociology, Research Methods, Social Rela-

Newhall was also very involved in the community. He belonged to the First Unitarian Universalist Church and was actively involved in various community agencies, as president of Aging Services of Indiana, a member of the Governor's Council on Aging, establishing Family Planning Ser-
ices in Indiana County, and creating Parent Anonymous (known now as the Center for the Improvement of Parenting) in 1974.

His love for the University of Pennsylvania led him to serve as a founding member of the Human Relations Committee, which empha-
sized Benning College, a position at the work place and in recreation.

Upon his retirement, the Sociology Department established a special award in his name for outstanding excellence, which is given annually to a sociology or anthropology stu-
dent who is making outstanding classroom performance as well as a strong impact in the community. His students knew he cared about them and would encourage outstanding students to pursue the most advanced degrees.

Memorial contributions may be made to the Eiko E. Newhall Award for Excellence in Sociology and Anthropology, the University of Pennsylvania, 3719 Locust Walk, Philadelphia, PA 19104.

John B. Stephenson (1957-1994)
The unusually short life of John B. Stephenson ended on December 1, 1994. He was born in Williamsport, PA, on February 4, 1957, and attended Williamsport Area High School, where he was a member of the track team.

After graduating from Williamsport Area High School, John entered the University of Pennsylvania in 1975, where he majored in Sociology. In 1979, he graduated with a B.A. in Sociology from the University of Pennsylvania.

During his time at the University of Pennsylvania, John was involved in various activities, including serving as a member of the College Republicans, participating in the Student Senate, and serving as a teaching assistant.

John's research interests centered around political economy, with a particular focus on the role of corporations in shaping public policy. He was known for his rigorous and analytical approach to policy analysis, and his work had a significant impact on the field of political economy.

John's contributions to the field of political economy were recognized by his peers, who praised his ability to blend theoretical analysis with empirical research. He was a dedicated scholar, and his work has had a lasting impact on the field.

John's commitment to social justice and his passion for research were evident in all aspects of his life. He was a dedicated and respected scholar, and his contributions to the field of political economy will be remembered for years to come.

He is survived by his wife, Sheryl, and his two children, Sarah and David.

A memorial service will be held at 11:00 AM on Saturday, December 11, 1994, at the First Presbyterian Church of Williamsport, PA. Contributions in his memory may be made to the John B. Stephenson Scholarship Fund at the University of Pennsylvania.
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