Key NSF Board Approves New Violence Consortium

The supervising body of the National Science Foundation on December 14, 1995, approved the National Consortium on Violence Research (NCOVIR), removing an important hurdle from final funding of the $12.2 million consortium.

NSF Officer Felice I. Levine praised the decision of the National Science Board (NSB) and said the consortium is "one step closer to becoming reality." ASA and other backers say the NCOVR will advance fundamental knowledge about violence and train future generations of violence researchers.

Alfred Blumstein

At its December meeting in Washington, DC, the NSB agreed to a proposal that the NCOVR be funded through the National Science Foundation and its

Directorate for Social, Behavioral, and Economic Sciences. NSF expects to award the $12.2 million to the Carnegie Mellon University, which will coordinate an interdisciplinary team of 39 researchers from 24 institutions in 11 states, Canada, Great Britain, and Sweden. Sociologist Robert Sampson of the University of Chicago and Richard Rosenfeld of the University of Missouri serve on NCOVR's 10-member steering committee.

"Violence is an issue that has been addressed primarily from an ideological perspective," said Alfred Blumstein, a professor of Urban Systems and Operations Research at Carnegie Mellon's Joint Human Resources School of Public Policy, who will direct the project. "The hope is that through the consortium, policies on violence can be based on sound scientific research.

Blumstein said consortium researchers, including these based in Europe, will communicate electronically. "The consortium would have been impossible ten years ago," he said. "The emergence of modern telecommunications technology will permit us to communicate via e-mail and video conferencing and to collaborate using shared data housed in a common data center. Some of the developments through the consortium could provide approaches for carrying out future research on a scale on other issues of major societal concern." Blumstein is a former president of the ASA. See Violence, page 8

Sociologists: Eyes for Trends in New York City

Editor's Note: This article is the result of a series of articles to be published on New York in anticipation of the 1996 Annual Meeting.

Andrew A. Beere, City University of New York

A New City Of New Immigrants

New York, of course, has always been the city of immigrants, but during the 1980s and into the 1990s, that trend has accelerated. Based on an analysis of Census data, in 1990 more than 3.5 million (or about 18 million) people living in the New York metro area were born overseas, and 3.5 million of these entered the US during the 1980s. The five top groups were from the Dominican Republic, Cuba, 100,000, China 750,000, Jamaica 74,000; Colombia 67,000, and Korea 59,000.

Recent analyses of the Current Population Survey indicate this trend is accelerating for the New York metro area. Many sociologists will experience this trend, when they get a taxi from the airport. Recently the New York Taxi and Limousine Commission reported that there were more Pakistani taxi drivers than any other group. New drivers must now pass (in English) an examination on their knowledge of New York City locations. You will also find examples of the immigrant wave, when you interact with service personnel in hotels or go out to dinner. Many restaurant employees are from Latin American countries, though not, of course, at more ethnically oriented establishments such as Indian, or Caribbean restaurants.

The extent to which immigration is "undocumented" is quite controversial. Some of the "old" immigrants were shocked when they found that Italians constituted the largest group of recent undocumented immigrants. When you have dinner in an ethnic restaurant away from the high priced downtown area, there is a good chance that the waiter/waitress and other service personnel did not enter the country legally or entered legally but stayed beyond a visitor permit.

The American Sociological Association is pleased to introduce the ASA Home Page or ASANet, the latest service provided by the ASA to enhance communications with our members and the general public. The Association's plan to launch the ASA Home Page has received enthusiastic support and encouragement from our leadership as well as members. ASANet will strengthen our ability to meet our three major objectives: serving sociologists in their work; advancing sociology as a science and profession; and promoting the contributions and use of sociology to society.

See Home Page, page 4

A Rising Black Middle Class

While walking around the mid-town area, you will see many well-dressed African-Americans going to and from their jobs, going out to lunch, frequenting coffee bars, book stores, department stores, and boutiques. Though working in Manhattan, many will take the subway back to Queens--the borough that Archie Bunker made famous. Nestled in Southeast Queens and continuing into Brentwood in Nassau County, and up into the Northeast Bronx and Mount Vernon in Westchester County are vast areas of middle-class housing, which are predominantly black and far removed physically, socially, and culturally from blighted urban areas.

In Queens, in fact, black households have a higher income than white households. This fact, based upon the 1990 Census, caused quite a storm of interest.

See New York, page 8

Published By THE AMERICAN SOCIOLOGICAL ASSOCIATION
**In This Issue...**

**Women and Science**
An NSF conference looks to the challenges ahead.

**What’s the Count?**
The Administration seeks ASA advice on the 2000 Census.

**Mark Your Calendars**
We’ve got the dates for the 1996 regional sociological meetings.

**Making the MOST of It**
First-hand accounts of ASA’s MOST Summer Institutes.

**In Public Forum... Get on a Reporter’s Rolodex**
A sociologist (he’s also a state senator) shares tips on the media.

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**The Executive Officer’s Column**

**Immigration Reform Threatens U.S. Research**

The scientific community has a great deal at stake in the outcome of Congressional proposals to overhaul the immigration system. Throughout our history, the leadership role of science and education has been built on a commitment to the international character of science and to attracting and welcoming immigrant scholars. The various immigration bills challenge the value of academic exchange and the rules by which we, as scientists and academics, engage in our enterprise.

First, as Congress moves steadily toward revising immigration law, the scientific community has been largely silent. So far, most opposition has come from industry, especially high technology firms. Also, higher education associations have expressed concerns about the pending legislation and, in particular, its adverse effects on access to federal student aid programs for legal resident aliens. Understandably, our own network of scholarly societies has been preoccupied with the federal budget and with resisting legislative efforts that could directly limit the advancement of science (e.g., the Family Privacy Protection Act). Yet, it is not too late to give the immigration bills our attention.

The full U.S. Senate and House will soon consider these major proposals. In their current form, the bills would limit the ability of American colleges, universities, research institutes, and companies to employ very skilled non-U.S. researchers and students, thereby affecting our nation’s access to talented scientists and future scientists. In the Senate, S. 1394, authored by U.S. Sen. Alan Simpson (R-WY), has been approved by the Senate Judiciary Subcommittee and will be considered by the full Committee shortly. A House Judiciary Committee hearing, H.R. 2203, passed the House Judiciary Committee in November and will soon be taken up by the House, perhaps in February.

Of particular concern for us are the bills’ provisions dealing with legal immigration, not those aimed at curtailing illegal immigration. Both bills reduce the absolute numbers of those who can enter the country legally and impose a number of disincentives for employers to sponsor foreign workers for temporary and permanent visas. The Simpson bill, for example, reduces legal immigration from 150,000 to 50,000. These figures include employment-based slots, which would be reduced from 140,000 to 90,000. Of significant to the scientific community, the measure also eliminates the national interest waiver and the waiver granted to outstanding professors and researchers.

Under present law, individuals with advanced degrees whose immigration is found to benefit the national interest can, at the discretion of the Immigration and Naturalization Service (INS), obtain employment-based visas without labor certification. Labor certification is a long and complex process—from one to two years—by which a U.S. employer must prove that there are no U.S. workers who are able and willing to take a particular job. By eliminating the availability of this waiver, the Simpson bill effectively denies colleges, universities, and companies access to a small but extremely important pool of talent.

Similarly, the Simpson bill eliminates the Outstanding Professor and Researcher waiver of a labor certification now provided for under current law. As amended by the Senate Judiciary Subcommittee, the Outstanding Professor and Researcher visa category would require labor market screening (a new, undefined form of labor certification), English language proficiency, and a two-year conditional permanent visa. In 1994, only 1,889 petitions for Outstanding Professor or Researcher visas were approved—with only a portion of these from colleges and universities. Given this small number (in comparison to the more than 800,000 faculty in higher education), the new restrictions hardly seem warranted.

ASA, it should be noted, has spoken against these two provisions and communicated its position to Congress. Originally, these two waivers were not included in the House bill. In August 1993, ASA Council passed a strong resolution condemning the Committee’s failure to retain the waivers. As stated in the ASA Council resolution, “the provisions will constrain access to U.S. academic and scientific institutions to international talent by creating new and cumbersome bureaucratic barriers. The ASA...urges the House Judiciary Committee to remove them from the bill and for the Senate Judiciary Committee to reinstate any similar provisions.” Eventually, the House Judiciary Committee voted to reinstate the waivers, largely along the lines sought by ASA.

But, in the Senate bill, these issues remain, as do a number of others in both bills. To cite but a small sample, the Senate bill:
- Limits temporary worker H–1B to three years from the current six-year level. The provision could discourage hiring non-U.S. students and researchers or could substantially delay or hinder many research projects lasting longer than three years. The situation is further aggravated by the three-year work requirement before an individual can obtain a permanent visa. Although the three-year work requirement could be satisfied while the individual is working on an H–1B visa, limiting H–1Bs to three years could make it impossible for an alien to complete his research and obtain a permanent visa. It is hard to imagine that an academic institution or company would want to invest in a researcher for a few years only to have to send the person home during the protracted green card process.
- Requires employers to pay 105 percent of the prevailing wage for temporary aliens. Under this policy, colleges and universities would have to pay foreign researchers and scholars’ salaries that exceed three paid to comparably employed U.S. academic researchers and scholars in other fields, a built-in wage disparity that is based not on talent or productivity, but on nationality; and
- Requires employers to pay 10 percent of the alien’s annual compensation—or $10,000 (whichever is greater)—to a private fund dedicated to increasing the competitiveness of American workers. Although increasing the competitiveness of American workers is certainly a laudable goal, it seems unfair to place this heavy burden of at least $10,000 per case on academic institutions and other organizations that are already investing in education and training or that aim to advance science and scientific productivity through the expertise of immigrant scientists. Although the American workforce is experiencing very real problems, it is reasonable to ask whether, in the short- or long-term, they will be alleviated by restricting American companies and universities from hiring non-U.S. and non-American scientists. Ongoing research (by sociologist Lynne Zucker and economist Michael Darby [both at UCLA]) suggest the opposite: “Star” scientists—including those from foreign nations—play a critical role in revolutionizing the American economy and commercially applicable discoveries. Very often, hiring foreign workers, researchers, and students results in more jobs for American workers as well as research breakthroughs that benefit all Americans.

Under the terms of the Senate bill, ASA will continue to address problems in the pending immigration bills and will urge other scientific associations to join in expressing opposition to Congress. With time running out, we encourage you to discuss these issues on your campuses and in your workplaces and to make your views known.—Tellep J. Levine
NSF Holds Conference on Women and Science

More than 700 people—representatives of ASA—participated in a
three-day conference in December to cele-
brate and build on recent achievements of
women in science.
The conference, "Women and Science: Celebrating Achievements, Charting Chal-
lenges," was sponsored by the National Scien-
tific Foundation and held December 15-17
at the Sheraton Washington Hotel in Wash-
ington, DC. Sixty sociologists Cymca Cudde-
back represented ASA at the meeting.
The conference opened with a video wel-
come from First Lady Hillary Rodham Clin-
ton, who discussed her unfulfilled dreams of
becoming an astronaut because of NASA
policies barring women from the field. Mrs.
Clinton said today's women astronomers are testimoni-
e to the progress made, which was
but added that barriers remain that disencor-
gage women and girls from entering careers in
science, math, and engineering.
NSF Deputy Director Anne C. Petersen
launched the second day of the conference
by emphasizing the value of the economic
importance of women in science: "In biology, if we don't have
hundreds of species, we begin to not see species. The same is true
that that's not a bad way to think about
science—that we really need the richness of a
lot of ideas from a lot of perspectives. And
that's one of the contributions that women
can make."
To address the question of women's sta-
tus in the sciences, the conference divided
into breakout groups by discipline, with
sociologists such as Barbara Reskin (Ohio
State University), Pae Roos (Rutgers Univer-
sity-New Brunswick), Phyllis Morey (Corn-
ell University), and Mary Frank Fox (Geor-
tia Institute of Technology). Reskin chaired a breakout group on the
social and behavioral sciences. Panelists in that ses-
tion, including Roos, pointed out that women being
better in sociology, psychology, and anthropology
than they are in economics and political science.
Reskin and Roos said women and men earn equal numbers
of sociology doctoral degrees but are under-
represented at the ranks of associate and
full professors.

ASA Data Cited
Citing data collected by the American Sociological Association's Survey of Grad-
ed Departmental Employees, Roos noted
that while women comprise 45 percent of assistant professors, they represent less
than 20 percent of full professors in soci-
ology. The discussion pointed to a number of
barriers that may account for women's under-
representation at the top levels of soci-
ology, including inadequate methodo-
logical, mathematical, and statistical training;
weak or nonexistent mentoring;
and a lack of challenging graduate and
postdoctoral research opportunities.

On the final day of the conference, par-
ticipants engaged in dialogue with seven assistant directors of NSF programs,
including sociologist Bora B. Marrett, Assistant Director of Social, Behavioral,
and Economic Sciences. Among the rec-
nomendations offered, participants said
NSF should:
• Encourage the education and train-
ing of women in sociology and the other
social and behavioral sciences at the sec-
condary and college level through curricu-
um development, career training,
and research opportunities.
• Enhance women's research produc-
tivity through greater availability of pre-
and post-doctoral support as well as spe-
cialized training opportunities, including
pre-doctoral and post-doctoral fellowships
directed to women's competence in
research.

• Consider implementing a training-
model program aimed at achieving structural change within fields of
science. Such model programs could
include the design of rigorous methodo-
logical training programs for women
graduate students and the development of
effective mentoring programs for
women at the pre-doctoral and post-doctor-
ate levels.

ASA Invited to Serve on Census 2000 Committee

U.S. Commerce Secretary Ron
Brown has invited ASA to serve on the
2000 Census Advisory Committee, a 25-
member panel charged with making rec-
ommendations on the content and imple-
mentation of the 2000 Census.

In a November 28 letter, Brown invited
ASA Executive Officer Felice J. Levine to
represent ASA on the panel, which was
created in 1992 in order to provide a
mechanism for receiving the suggestions and
concerns of the outside user commu-
nity.
In his letter, Brown told Levine that the
"outreach goals of the 2000 census
must include improving the total count,
reducing the differential in the count, and
containing costs. The representatives
from member organizations will provide
advice, from the standpoint of the outside
user community, on questions concern-
ing operational planning and imple-
mentation of the census."

Members on the Committee represent
private sector users; minority groups;
state, local and tribal governments; and
a number of other professional associations,
including the American Statistical Asso-
ciation, Population Association of Amer-
ica, and the Council of Professional
Associations on Federal Statistics.

On December 7 and 8, Levine attended
the first day and half of each year at
the U.S. Census Bureau in Staf
Maryland.

Levine said few federal agencies are as
important to the public and researchers as the U.S. Census Bureau. "The Advisory
Committee will help ensure that the
Bureau fully complies with the
Advisory Committee's recommendations regarding the design and use of Census
data," Levine said. "The requirement that ASA serve on this panel is an honor and a great opportu-
nity."
ASA Home Page, from page 1

What is ASANet?
For those of you who have access to the Internet, you can browse ASANet, the ASA Home Page, on the World Wide Web at http://www.asanet.org/... / ASANet provides the Association with enormous opportunities to provide value-added information and services to its members.

In order to take full advantage of current and future opportunities provided by the Internet, ASANet will be introduced in phases, with sections of information "under construction." In Phase One, ASANet is providing basic information on ASA's mission, membership, sections, meetings, journals, and awards. In addition to providing updated and more in-depth information on these topics in the coming months, we will also introduce additional topics in Phase Two, such as, governance, ASA publications and resource materials, ASA funding information, highlights of articles from Footnotes, and news releases and alert services on Public Affairs activities. In Phase Three, ASANet will be positioned as an important tool for sociologists and sociological organizations nationally and internationally, databases available in the public domain, and other scientific disciplines. Finally, Phase Four of ASANet will emphasize information and education about sociology. Educational modules could provide information about sociology to the public and introductory material for youth.

ASA and You
The Association is aware of the significant number of our members who do not have the resources to access the Internet nor the know-how to utilize the various Internet services. The Ad-hoc Committee on Electronic Communications, appointed by ASA President Maureen Hallinan, is conducting a survey among ASA members to gain a better understanding of the level of on-line connectivity and mastery of our members. You can take advantage of a number of special sessions and workshops planned for the 1996 Annual Meeting in New York City on topics ranging from accessing the Internet and searching for home pages on the World Wide Web, to accessing research databases, to creating your own home pages.
You can access ASANet using a number of World Wide Web browsers. To obtain the maximum effect, we recommend using a browser such as Netscape. We encourage you to visit ASANet often and check the main page of ASANet for listings of "What's New?" and "Coming Soon" so you can be kept abreast of updated information about ASA and sociology.

ASA Electronic Mail Addresses
Note: ASA encourages members to use the following electronic mail addresses. Our MCI Mail addresses will be phased out in the next several months.

| Executive Office | executive.office@asanet.org | heoward@asanet.org | stevenson@asanet.org |
| Governance | governance@asanet.org |
| Business Office | business@asanet.org |
| Membership / Subscriptions / Customer Service | subscriptions@asanet.org |
| Sections | sections@asanet.org |
| Meetings and Conference Services | meetings@asanet.org |
| Publications Department | publications@asanet.org |
| Academic and Professional Affairs Program | apap@asanet.org |
| Research Program on the Discipline & Profession | research@asanet.org |
| Minority Affairs Program | minorityaffairs@asanet.org |
| Stock Program in Applied Social Research & Social Policy | sphack@asanet.org |
| Public Affairs / Public Information Program | public.affairs@asanet.org |
| Other important e-mail addresses: | esj@asanet.org | eej@asanet.org | fdns@asanet.org | chio@asanet.org | mantlist@asanet.org |

Electronic Communications and Providing Enhanced Services to Our Members
We will make the Employment Bulletin, our monthly listing of employment and fellowship opportunities, available on-line at no charge as part of ASANet.
We recognize the importance of timely delivery of the Employment Bulletin listing to our subscribers and believe the on-line Employment Bulletin will be beneficial to employers as well as prospective employees.
ASA will continue to publish the Employment Bulletin in print form. For readers who are not on-line or prefer to receive the Employment Bulletin in a printed format, one can subscribe to the Employment Bulletin as part of membership or as an additional subscription. For members and subscribers who have subscribed to the Employment Bulletin for the 1996 year, you may request a refund if you decide not to continue to receive the Employment Bulletin in print form beginning with the April issue.

We hope ASANet will provide a means to encourage two-way communications between you and ASA. As you browse ASANet, you will have the opportunity to send electronic mail messages to the ASA throughout the Home Page. We welcome your comments on ASANet, your suggestions for new topics, and ways in which we can serve you better.

With the launching of ASANet, ASA has begun the transition from using MCI Mail for mass electronic mail to using our own domain name. A list of electronic mail addresses is included below for your reference. We look forward to hearing from you.

Mark Your Calendars for 1996 Spring Regional Meetings

- Pacific Sociological Association—March 21-24, 1996, Seattle, WA. Theme: Renewing our Sociological Imagination. Contact Sociologist E. Dorn, Department of Sociology, California State University, 6000 Jay Street, Sacramento, CA 95819-6054. Binets: don@dor@csus.csus.edu or 1996 Program Chair Ann Sundgren, assundgren@csalol.com.
- Midwest Sociological Society—April 3-6, 1996, Chicago, Ill. Theme: Sociology and Its Interface with Other Disciplines and Social Institutions. Contact 1996 Program Chair Anthony M. Oram, Department of Sociology, University of Illinois-Chicago, 1007 West Harrison Street, Chicago, IL 60607; (312) 996-3015; fax (312) 996-3154; e-mail u910299@uicvm.cc.uic.edu.
- Southern Sociological Society—April 11-14, 1996, Marriott Hotel, Richmond, VA. Theme: Social Inequality and Social Action. Contact John Moland, Jr., Department of Sociology, Alabama State University, Montgomery, AL 36101.
- Southeastern Sociological Association—March 20-21, 1996, Houston, TX. Theme: The Social Sciences in the Twenty-First Century. Contact Program Chair R. Torres Raine, Department of Sociology, Campus Box 177, Texas A&M University, Kingsville, TX 78363; (912) 995-2701, FAX (912) 995-2702, E-mail ktonro@alamail.cst.ua.edu.
- Midwest Sociological Association—October 1-2, 1996, Kansas City, MO. Theme: Sociological Research and Quality of Life Creative Approaches for the 21st Century. Contact Thomas J. Dunton, Jr., Department of Sociology, Louisiana State University, 126 Stroh Hall, Baton Rouge, LA 70803; (504) 388-1645; fax (504) 388-1645; e-mail socdau@lsuvmv.stt.csu.edu.

ASA Ethics Committee Seeks Material for Handbook
ASA's Committee on Professional Ethics (COPE) is revising ASA's Code of Ethics. In addition, COPE is preparing a Handbook to accompany the Code of Ethics designed to provide further background and educational material about ethical issues in sociology. The handbook will contain case examples of ethical issues that arise in sociological teaching, practice, and research. The two documents will be published simultaneously this year, and we would be grateful if you would consider submitting material for inclusion in the Handbook. If you have any questions, please contact the committee via e-mail (at the address above) or by telephone at (415) 788-8155.
Remembering the ASA MOST Program 1995 Summer Institutes

The American Sociological Association’s (ASA) MOST Program, funded by the Ford Foundation, is a five-year initiative which seeks to engage sociology departments in transforming their curriculum, in developing department-wide strategies to mentor students and junior faculty, in creating an effective learning community, and in re-examining how to build strong faculties for the future. Twelve undergraduate and six PhD mentoring institutions were selected to participate in the MOST program.

As part of MOST, summer institutes were held at Pennsylvania State University and the University of Massachusetts-Amherst. The MOST sites identify sophomore-level students of color to participate in the summer institutes. The institutes are a vehicle to assist graduate and undergraduate institutions to evaluate their programs in terms of the development of methodological training, research skills, and professional development, and mentoring of minority students. The institute serves to link graduate and undergraduate institutions and allows students of color to be exposed to concerns about race and ethnic studies, and social environments of PhD granting institutions. In the following section, the MOST coordinators at Penn State University of Massachusetts and Pennsylvania State University chronicle the experiences of students and faculty during the summer of 1995.

Pennsylvania State University
by Barrett A. Lee, R.S. Oropesa, and Townsend Price-Spratlen, MOST Coordinators

“We were practically a family.” This sentiment, expressed on an evaluation form, reveals more than its student author may have intended about the 1995 MOST summer institute in the Department of Sociology at Penn State. Many close relationships developed during our time together, from mid-June through the end of July. As in all families, however, there were occasional differences of opinion. Looking back, we believe that the ups outnumbered the downs by a substantial margin and that institute participants had a positive experience. Nevertheless, our assessment may reflect the tendency of family members to reconstruct the past in a manner that casts them in a flattering light as possible.

The application of the label “summer” to the institute is accurate only if January rooms are a warm and sunny month in Pennsylvania. That was when planning began in earnest. Sal Oropesa chaired a committee charged with designing the institute’s structure and objectives while Barry Lee tackled room and board contracts, health insurance coverage, and other logistical details. Initial brainstorming sessions probed from the input of Penn State faculty, students, and administrators. By early spring Oropesa, Lee, and Townsend Price-Spratlen were meeting weekly to finalize institute arrangements, including the matching of the 17 MOST students with their summer faculty mentors and graduate student “buddies.”

A well-defined mission emerged during the planning stage. We conceived of the institute as an important vehicle of anticipatory socialization, allowing students to try on the kinds of hats they might one day wear on a full-time basis as professional sociologists. Accordingly, we emphasized skill enhancement in the broadest sense: how to think and read critically, formulate a research problem, select appropriate methodological tools, use the computer and statistical software, interpret results, and write in a profi cient manner. Students gained familiarity with the diverse substantive areas in which sociologists work and learned of the increasing centrality of race and ethnicity to these areas. They were also introduced to sociology as a discipline and profession. Because sociology was still new to the students (most of whom were between their sophomore and junior years), they had many questions about graduate training and career opportunities. We did our best to satisfy their curiosity, supplementing presentations and discussions with a strategy best described as network-building. Our institute was organized to bring students into contact with colleagues in a wide variety of positions and settings. Simply put, they met a lot of sociologists during their brief time at Penn State.

A Typical Week
In a typical week on campus, students encountered the institute as a set of complementary activities. The glue responsible for holding all of these components together was a daily research methods course team-taught by Oropesa and Price-Spratlen. Featuring hands-on collaborative exercises, the course guided each student through the steps required to draft a full-fledged research proposal. The proposal’s final points were sharpened during regular consultations with a faculty mentor whose interests coincided with the student’s.

To expand horizons and provide an insider’s view of sociological inquiry, Lee arranged for one or two research seminars to be offered by faculty members every week. Seminar titles varied greatly with respect to topic, from the challenges faced while studying family life in the Third World, to understanding the determinants of racial attitudes in the U.S. The weekly schedules also included a professional development seminar, lab sessions, and assorted “gathering” events. Taking advantage of the latter, students jogged, swam, danced, picnicked, Wal-Marted, canoed, put-putted, desiganted, and semifixed their way through Happy Valley. Our institute definitely was not all work and no play.

Neither was it limited to the confines of our Penn State home. Like many families, we vacationed together. The most notable of our outings was a three-day fieldtrip to Washington, D.C. In addition to exploring the city on their own, students met with social scientists employed in non-academic settings, thanks to Census Bureau and Westat visits coordinated by Donald Hernandez and Laura Spencer Loomis, respectively. Jeffrey Henig (George Washington University) and Robert Manning (American University) took the students on informational tours of some of Washington’s ethnically rich neighborhoods. Closer to home, we traveled to nearby Harrisburg, the site of colleague Linda Burton’s research on multigenerational African-American families, and were instructed by emeritus professor Roy Buck on the ways of the Amish during a trip to Belleville, PA. Although the MOST students eagerly devoured these structured activities—achieving near-perfect course, seminar, and fieldtrip attendance—they learned much from each other as they did from the institute proper. They came to Penn State from diverse geographic, class, and cultural backgrounds. They brought with them different ethnic identities, ideological commitments, and views on gender and sexual orientation. Despite this potentially combustible mix, they were able to study together for half a summer. Conflicts occurred, to be sure, but so did personal growth. The instructor to degree of mutual understanding and group cohesion attained by the students reminds us of a lesson that fades with age: never underestimate the power of the midnight “zap” session.

Needless to say, living is fully enjoyable when the the dormitory without air conditioning at the peak of a heat wave. This meteorological circumstance, which greeted students upon their arrival (and which led to a rash of fan purchases and periodic sleepovers in their air-conditioned offices in the Sociology Department), was the first of many surprises that kept us on our toes for MOST participants at Penn State.

Indeed, our figurative family photo album is full of snapshots that capture such unexpected moments. Among those that we won’t forget are a test for diarrhea and hepatitis A and B in price. Communal dining at an Ethiopian restaurant (hard to stomach for some, who resettled to McDonald’s later in the evening). An “energetic” classroom discussion that required a deadening yell to be brought under control. The thrill of discovering that one can produce under pressure in a quasi-graduate school environment.

In the end these surprises combined with the planned components described above, ensured the institute carry out its socialization function. As MOST coordinators, we would like to claim credit for such an outcome. The many contributors to our institute, however, confirm the popular African proverb (liberally paraphrased) that it takes a village to launch a sociological career. We certainly learned from previous generations, revising our program design in response to suggestions from the 1994 institute coordinators at Texas A&M and Michigan State universities and from faculty at the undergraduate “sending” schools. Our institute was further enriched by visits from Rath Peterson (Ohio State), Rogelio Saenz (Texas A&M), and Min Zhen (UCLA), who interacted informally with the students and inspired them with their research narratives.

Getting Local Support
Last but not least, local support was truly impressive. At every administrative level, Penn State invested in the institute both materially and intellec- tually. Several administrators, including the Dean of Liberal Arts, participated in our seminars. The crue...
MOST, from page 5

...ual investments, of course, were made by members of the Sociology Depart- ment. Twenty faculty served as mem-
tors and seminar speakers. And MOST assistant Quynh Tran rallied 16 of her
graduate student peers, whose roles
ranged from counselor to computer
guru to focus group subject. Enthusi-
asm for the institute permeated the
department, producing volunteers in
unanticipated places (e.g., a Penn State
undergraduate serving as a student
buddy and lab assistant because of his
commitment to the MOST agenda; a
soccerball game yielding a faculty
member to drive one of the vans on
the Washington fieldtrip).

This breadth of involvement bodes
well for our department's efforts to
transform itself into a place where
students of color can thrive. Though
the鲫e is significant, we are due
to benefit from the momentum
generated last summer. A MOST committee
made up of faculty and students
is hard at work fine-tuning and imple-
menting a series of initiatives aimed at
structural change. Some of these target
our undergraduate program. For
example, the committee has assigned
high priority to the incorporation of
diversity-related content into existing
courses. By bringing that content into
courses of introductory sociology and
social psychology and even into the-
ory and methods, instructors can make
their material more relevant to the
society and more appealing to a wider
spectrum of students.

At the graduate level, our curric-
ulum objective is equally important:
to expand the number of seminars that
focus on racial and ethnic topics. This
is the first move toward establishing
race/ethnicity as a distinct specialty
area. Another, concurrent step will be
to more closely align core interests in
the area who can help anchor it. More
generally, we seek to institutionalize
MOST in a fashion that will enable us
to hold ourselves accountable—by build-
ing them into the next departmental
government reports. The reason for such
action goes beyond the purely sym-
Bolic; we would be committed in a
very public way to improving climate
effecting positive changes in minor-
ity recruitment, retention, and
placement.

As with the summer institute, the
success of these structural initiatives
hangs on the participation of many
people inside and outside our depart-
ment. Indeed, the defining characteris-
tics of MOST seems to be that it is a
collective enterprise in practice as
well as in theory. That the collective
approach can have the desired results
was evident at the close of the institute
when students presented their research
proposals to an audience of Penn
State's home school mentors, and
ASA staff. The presentations demon-
strated just how far bright, highly
motivated individuals could progress
in a short period of time, given access
to training, resources, encouragement,
and each other. We feel forward to the
day when some of our institute partici-
pants (along with some of our students
of color at Penn State) are welcomed
into the larger family of sociologists,
complemented one another. They were
taught by Pamela Anne Quirce and
Dorete Alina Rosyster with the help of
through our assistant, assistants and

themselves from nine visiting scholars.
As initially conceived, four week-
end-long seminars would be devoted to
formal

course instruction, followed by
afternoon discussion sessions and

computer laboratories. In addition to
these activities, each student was
expected to develop a research project
of his or her own devising.

Excessive Demands

At the summer progressed, it
became apparent that our demands
were excessive for students who had
just finished their sophomore year of
college. Further, we wanted to insure
that students had the time to make
progress on their own research agendas.
In order to accommodate these
changes, we eliminated two afternoon
discussion sessions per week and
dedicated this time to assisting students
in developing their research proposals.
Our guiding principle in helping the
students was that the proposals
should be rooted in their own theoret-
ic, political, and personal interests
and that with guidance the students
should devise their research designs
and methods.

As part of the professional develop-
ment activities of the summer institute,
students visited the Social and
Demographic Research Institute (SADIR)
which is a departmental research
organization. Students were exposed
to the diverse research that
SADIR members have in progress.

SEMESTER TOPICS were set up to
discuss sociology graduate pro-
grams, the processes of applying to
graduate school, writing a self-port,
preparing a vita, interviewing,
financial support, the experiences of
being graduate students, and potential
sociological careers.

Weekly debriefing sessions or 'real-
ity checks' were conducted with the
students, faculty, and TAs. These ses-
sions were meant to cope with the
inevitable strains arising within a
group of persons tightly

thrown together for long hours over six
weeks. While the debriefing sessions
allowed for a certain degree of confid-
ence, one tension that could not be dis-
pelled was of the MOST staff's
deliberate meeting. Our insistence
that the students design their research
projects, methods, data collection, and
analysis created considerable amount
and stress. Perhaps as a result of these
demands, the students also enjoyed
an intense collective. When their day
was over and the presentations completed,
the general consensus was that the
projects were widely diverse, they were
formally significant, the data col-
lection techniques and the research
designs were exceptionally original,
and overall the proposals were remark-
able for undergraduate students. It was
for all the students a successful day.

A Successful Summer

The day following the presentations
the summer institute came to an official
end. Students departed on chartered
vans for the airplanes and trains that
would take them home. As the vans
pulled awav and our attention turned to
the future of MOST at UMass. Although
the MOST faculty and TAs did success-
fully strengthen the student communica-
tion to sociology, as evidenced by the
large number professing plans to go on
for advanced study in the discipline, the
students in turn taught the institute staff
and the department about the special
needs and challenges encountered in educat-
ing students of color; a one-way street
had turned into a two-way highway.

Our department is now engaged
in articulating the lessons of MOST.
As conceived by the ASA, one central
purpose of MOST is to assist departments
in increasing their capability to success-
fully recruit and educate minority
graduate and undergraduate students. In
approaching these issues, the summer
MOST program and our experiences
with its students provide an invaluable
model.
Sociological Tale of Close Encounters with Political Assassination Events

This is a story of one sociologist's encounters with political assassination events. It is a story about professionalism, gathering information, and sociological analysis of events.

The context of this story is the assassination of Prime Minister Yitzhak Rabin. After the event, a sociologist was invited to participate in the investigation of the assassination.

The sociologist was tasked with analyzing the social dynamics surrounding the event, including media coverage, public reaction, and the role of political leaders.

The sociologist's aim was to understand the context of the assassination and its impact on Israeli society. Through interviews, analysis of media reports, and other sources, the sociologist sought to gain insights into the broader implications of the event for Israeli politics and society.

The story highlights the sociologist's work in understanding the events leading up to the assassination and the subsequent impact on Israeli society. It serves as a reminder of the complexity of political events and the role of sociologists in providing a deeper understanding of such occurrences.

References


- Nachman Ben-Yehuda, Hebrew University, Jerusalem, Israel.
Violence, from page 1

New York, from page 1

when it was reported on page one of the New York Times. Many New Yorkers refused to believe it; others wondered that it must be due to the success of Caribbean-born blacks, especially those from Jamaica—the island of Colin Powell’s ancestors. In fact, black immigrants do make slightly more than native-born blacks in Queens, but white immigrants also make more than their native white counterparts.

Levine and Edith, it seems blacks in Queens have closed the gap by having both husband and wife hard at work at the same time.

The Rich Get Richer

While taking a break from the meetings or going up to shop along Fifth Avenue, you will undoubtedly see men and women walking along elegantly tailored—yet oblivious to the passing scene as they talk on their cellular phones. Nearby poorly-dressed individuals will be asking for “handouts.” This typifies the growing income inequality in New York, where those working in certain sectors may have seven figure salaries, while others will make do with far less. Still others are unable to “make do” and end up being reliant upon Social Services, or worse yet, literally forced into the streets. If you visit the Metropolitan Museum of Art, you should know that the Census tract directly north (between Fifth and Park Avenue from 86th to 91st) had the highest average family income in New York as of 1993. At over $30,000, average family income, it is just a short cab ride from the Frick Collection in East 70th Street to 87th Street in Manhattan. The Census tract directly south (between 45th and 55th) had the lowest average family income of just $6,000 in 1990. Few would put that area on their list of “must-see” New York sites.

Mean Meanwhile, the City and the region often make deals that are very advantageous to businesses to keep them in the area.

Reثمان of Government Services

As you pay $1.50 for a subway ride at night, and wait and wait for the train to come, you should know that you are paying about two-thirds of the cost of that trip. Meanwhile, the man in the suit and cellular phone that you saw on the street paid less than half of the cost of his train ride.

When such individuals go home to their suburban enclaves, few poor or minority individuals will be living nearby. These same suburbanites may spend over 15 or even 20 thousand per child for education in the public school that is limited to children of their small wealthy suburb. Such school facilities may rival those of elite colleges or preparatory schools.

Indeed, Scarsdale recently replaced the windows in its high school to conserve on energy costs, and the second time to acquiesce to residents who complained that the first set of replacement windows were not architecturally correct.” State aid was provided to help with the replacement.

At the same time the son or daughter of the immigrant from Korea, Jamaica, or the Dominican Republic, along with the black, Hispanic and white children who are of modest means are relegated to overcrowded classes, teachers with emergency certification, few books, and limited guidance/counselor services and sports facilities. The overall funding for such schools continues to decline.

While experiencing the many varieties of sociology that are available at an ASA meeting, sociologists should try to experience the variety of New-York society. They will just need to keep their eyes open.

Andrew A. Berendy is Associate Professor of Sociology at Queens College and the Graduate Center of CUNY. He is a demographic data consultant for the New York Times, which has reported on a number of his studies. Further information can be accessed on the Internet at http://www.soc.cq.edu.
Teaching Materials Sought for New ASA Products

The following ASA products are under development or will be revised in 1996. Submissions of course syllabi, class exercises and assignments, examinations and evaluation instruments, computer software and film reviews, and essays on pedagogical challenges and opportunities involved in teaching those courses should be sent to the appropriate editor, listed below.

These products are not yet available. As soon as they are published, they will be announced in Footnotes and distributed through the Teaching Resources Center.

1996 Annual Meeting...
Seeking Meeting Space? Here are the Guidelines

The ASA provides two services for individuals or groups desiring space at the Annual Meeting. ASA Council policies on the use of space are outlined below. Because ASA Sections have been allotted program time, they are excluded from these provisions.

Meeting Space
Groups wishing to meet in conjunction with the Annual Meeting may request space by sending a formal letter of request to the ASA Executive Office by March 1, 1996. Rooms are allocated on a first-come, first-served basis, one meeting per group. In the event that space exceeds demand, requests for a second meeting will be considered. Please note that space requested after March 1 is subject to a firm deadline and cannot be assured.

Space requests are categorized as follows:
1. Small groups sponsored by ASA members requesting space for the purpose of conducting sessions on a special aspect of sociology will be allocated one time slot from 6:30-8:15 p.m. on the first or fourth evening (Friday, August 16, or Monday, August 19) or 7:30-9:00 p.m. on the second evening (Sunday, August 18). The topic to be discussed should be closely related to the request, along with an estimate of the size of the group expected to attend the session.
2. Groups or organizations wishing to gather for other meetings such as those of a religious, political, or special interest nature are required to submit a petition containing the signatures of ten ASA members who support the request. These groups will be assigned one meeting room from 8:30-10:30 p.m. on the second night of the meeting (Saturday, August 17). No plenary activity has been planned by ASA for Saturday evening. If the number of requests exceeds the available space on August 17, requests will be assigned to the 6:30-8:15 p.m. time slot on another day.
3. Those groups or organizations wishing to hold receptions, dinners, or other social gatherings should also send an initial letter requesting space for the March 1 deadline. Space availability is normally limited to 6:30-9:15 p.m. on August 19, and from 8:30-10:30 p.m. on August 17.

All requests for space should identify the nature of the meeting, the number of people expected to attend, desired room setup or other physical needs, and the scheduling preference of the group within the parameters given above.

An announcement of each meeting will be included in "Activities of Other Groups" and in the body of the program schedule in both the Preliminary Program and the final Program. The listings will include the name of the group or title/topic of the session, name of organizer/sponsor, if appropriate, and date, time, and time of the meeting. Room assignments are included in the Preliminary Program.

Table Space
Association members may apply for table space to display literature. Available space is assigned without charge on a first-come, first-served basis.

Due to the number of requests and the limited space available for displays, tables are usually assigned to each table. There are no general storage facilities beyond the space beneath each table, so each party is solely responsible for the security of its display materials. Policies on use of table space are that nothing may be sold and nothing of an offensive nature may be displayed.

Deadline
Requests for meeting space and/or table space must be made in writing and postmarked no later than March 1, 1996. Send requests to Janet Asner, ASA Meeting Services, 1722 N Street NW, Washington, DC 20036-2993; USA; faks (202) 785-0146.

Internationalizing: Syllabi for Internationalizing Courses in Sociology, Michael Arrer, Department of Sociology, Florida State University, Tallahassee, FL 32306

Introduction: Introductory Sociology Resource Manual, James Sikora, Department of Sociology, Illinois Weslyan University, Bloomington, IL 61701

Medical: A Handbook for Teaching Medical Sociology, Bernice A. Posner, Indiana University, Department of Sociology, 747 Ballantine Hall, Bloomington, IN 47405

Proseminars: Proseminars in Sociology, Lisa Callahan, Russell Sage College, Department of Sociology and Criminal Justice, 45 Ferry Street, Troy, NY 12180

Race: Teaching Race and Ethnic Relations, Donald Connington, Department of Sociology, University of Rhode Island, Kingston, RI 02881

Science: Syllabi and Instructional Materials for Science and Technology, Stephen Zede, Department of Sociology/Anthropology, University of Southern Indiana, Evansville, IN 47712

Sex and Gender: The Sociology of Sex and Gender, Syllabi and Instructional Materials, Virginia Powell, 3710 Stratford Road, Richmond, VA 23225

Social Change: Teaching Social Change: Center Design, Syllabi and Instructional Materials, Ronelle Cohen, 4024 Woodrow Avenue, Lafayette, HI 96704


Social Psychology: Teaching Undergraduate Social Psychology, Michael Frakes, Department of Social Science, 1500 Douglas Pike, Smithfield, RI 02917-1294

Social Statistics: Syllabi and Instructional Materials for Social Statistics, Louis R. Gaydos, William Paterson College of New Jersey, Department of Sociology/Anthropology, 300 Pompton Road, Wayne, NJ 07470

Social Stratification: Social Stratification Courses: A Set of Syllabi and Instructional Materials, Scott Servoss, Department of Sociology, Indiana University-South Bend, 1700 Mishawaka Ave., Box 7171, South Bend, IN 46634

Sports: Syllabi and Instructional Materials for Courses on Sociology of Sport, Cai Ingham Berlage, Iona College, Department of Sociology, 715 North Ave., New Rochelle, NY 10801

Urban: Urban Sociology: A Resource Read, Philip Ohanns, Center on Rural Elderly, University of Missouri, 1000 Rockhill Road, Kansas City, MO 64110

Welfare: The Welfare State Revisited, Bernice Pescosolido, Indiana University, Department of Sociology, 747 Ballantine Hall, Bloomington, IN 47405

Work: Sociology of Work and Occupations, Carol Austen, Department of Sociology, Franklin and Marshall College, Lancaster, PA 17604-3003
More Section Awards from ASA’s 1995 Annual Meeting

Comparative Historical
Reinhart Bendix Prize
The co-recipients were Katherine Stovel, University of North Carolina, and Dali I. Sobieski, University of California, Los Angeles. This year's Bendix prize, was for the best paper written in 1995 or 1994 by a graduate student.

Stovel was chosen for her paper "The Structure of Lynching: Temporal Patterns and Spatial Variation in the Deep South, 1902-1937." The paper makes "sense of the complex and spatially distributed lynching in the Deep South. Stovel provides a very sophisticated methodological discussion as she links spatial regularity in temporal sequencing to the social organization of the perpetrators. The paper proposes a standard career of a lynching, relying on Bronfenbrenner’s typology of lynching and Abbitt's sequencing and empirical matching methods.

Editor, currently an assistant professor at the University of Tel Aviv, was cited for "The Making of Italian Fascism: The Extremity of Power, 1918-1922." This article, published in Political Power and Social Theory (1993), criticizes class and modernization theories of fascism and the theories of the social bearers of fascism. Elazar argues that these theories depict fascism as the culmination of earlier historical processes or as a reflection of its social base, ignoring the role of the fascista organization. Elazar argues convincingly that the triumph of fascism in Italy was "the outcome of concrete political struggles guided by specific strategies."

Crime, Law and Deviance
Distinguished Scholar Award
Editor’s Note: The Crime, Law and Deviance Section Award was first given in

NIMH Announces Award for Minority Faculty
The National Institute of Mental Health (NIMH) announces its Mentored Scientist Development Award for New Minority Faculty. The program enables minority faculty members to have the necessary time and assistance early in their academic careers to initiate a program of research and to help them become outstanding independent investigators in mental health research. Applications may be submitted on behalf of the proposed candidate by departmental, non-profit, public and private universities, colleges, and professional schools that are engaged in mental health research. The applicant institution must provide evidence that the time required for the proposed project has been made to the candidate. The candidate must be new, non-tenured minority faculty in their first full time position who has earned a doctoral degree by the time the award is made. A person who has been principal investigator on a Public Health Service (PHS) research or who has had equivalent research support is not eligible for this award. Recipients of NIMH Dissertation Research Grants are exceptions to this restriction and are eligible to apply.

The Mentored Scientist Development Award is a five-year, non-renewable award, intended for persons who plan to pursue careers in mental health research and applies to all research supported by NIMH. Recipients must devote full-time (at least 75%) to career development activities, research, or other related activities relevant to their research goals. Participation in workshops, scientific meetings, or academic activities are encouraged if they contribute to the purpose of the award. The salary support proposed must be consistent with the established salary structure for full-time, 12 month staff appointments at graduate institutions. The NIMH contribution to salary support is granted to the institution’s base salary. In addition to salary support, funds of up to $30,000 are available for support. Applications are to be submitted on the grant application form PHS (rev. 9/94) and will be accepted on the standard application deadlines indicated in the application (February 1, June 1, October 1). For additional information and requirements call the NIMH FAIRU line at 301) 443-4513 and request the Program Announcement: PAR 95-040.

ASA MOST Student Named Rhodes Scholar
Juan De Lara, a senior at Prieter College and a participant in ASA’s Minority Opportunities through School Transformation (MOST) program, has been selected as a Rhodes Scholar.

The Rhodes Scholarship Trust on December 9 announced the selection of 32 Americans for the annual program. Nominees are judged on intellectual attainment, character, and potential for leadership. Recipients of the Rhodes Scholarships, the oldest of the international study awards available to American students, study for two years at Oxford University in Great Britain. Born in 1974, Juan is the sixth of seven children. His parents worked as farm laborers, and he spent much of his childhood working in the fields with his parents. With Spanish as a first language, Juan attended Coachella Valley High School in Coachella, California. He entered Prieter College in the fall of 1992 and was selected for the MOST program in 1994. He is a candidate for a Bachelor of Arts degree, and he is expected to graduate in May 1996, with a dual major in sociology and labor studies, and a significant coursework in Chicano studies.

Deadlines Near for Spivack Initiatives
Applications Sought for ASA Congressional Fellowship
The ASA encourages applications for the 1996 Congressional Fellowship. The Fellowship is funded by the American Sociological Foundation and supported by the Spivack Program in Applied Social Research and Social Policy. The Congressional Fellowship opportunity brings a PhD-level sociologist to Washington, DC as a part of a sabbatical or leave from an academic or applied setting for the spring or summer part of the calendar year (four-month minimum). The sociologist works as a resource within the Congress or for a congressional agency (e.g., the Office of Technology Assessment or the General Accounting Office). The Fellowship allows a sociologist to bring the knowledge of one’s discipline to bear on important issues and to learn more about the policy making process. ASA will join with other associations’ Congressional Fellows to offer orientation, meetings, and support for the person selected. The person will work closely with the ASA’s Spivack Program in Applied Social Research and Social Policy, with possibilities for Congressional staff or press briefings, public speaking, writing issue papers, and other opportunities.

Each applicant should have a general idea about the area of interest, some experience in client-driven work, good writing skills, and a commitment to the policy process. It is helpful to investigate some placement possibilities in advance, or to suggest some in the letter of interest. The letter should highlight the link between one’s sociological expertise and a current policy issue. Be sure to specify the time span available to do the fellowship placement.

The stipend for the Fellowship is $5000.
Send a statement of interest and a vita to: ASA Congressional Fellowship, 1722 N Street NW, Washington, DC 20036. Materials must be postmarked by March 1, 1996.

Community Action Fellowships Available
The Community Action Research Fellowships are designed to stimulate and support sociologists to undertake initiatives that bring social science knowledge, methods, and expertise to community-centered issues and concerns. Fellowship recipients are encouraged to work with community organizations, local public interest groups, or community action projects. Up to $2,500 is awarded for each Fellowship to cover direct costs associated with doing the community research. Fellowships cannot be used to support doctoral dissertation research. For more information please see the November issue of Footnotes on pages 14 and 16 or contact: The Spivack Program, American Sociological Association, 1722 N Street, NW, Washington, DC 20036, e-mail: ASA.Spivack@AOL.COM.
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Twenty-Third Annual Professorship in Journalism Award

The Henry A. Murray Research Center awards $2.5 million to doctoral students through its Dissertation Award Program. Projects should focus on some aspect of the study of love, concentrating on issues in human development or personality. Priorities will be given to projects dealing on center data. The application deadline is April 15, 1996. Contact: Morley Research Center, Bowdoin College, 107 Gardiner Street, Cambridge, MA 02142 (617) 495-8414.

The Henry A. Murray Research Center awards $2.5 million to doctoral students through its Dissertation Award Program. Projects should focus on some aspect of the study of love, concentrating on issues in human development or personality. Priorities will be given to projects dealing on center data. The application deadline is April 15, 1996. Contact: Morley Research Center, Bowdoin College, 107 Gardiner Street, Cambridge, MA 02142 (617) 495-8414.
Funding, continued

deadline is April 1, 1996. Contact: Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138 (617) 495-6140.

The Henry A. Murray Research Center seeks applications for the Radcliffe Research Support Program, offering small grants of up to $5,000 to postdoc-

tural psychologists for research on issues related to center's data. Proposals are preferred to be stimulated by the center's existing disciplines or interests, and may be for computer time, assistance in col-

lecting data, and other research expenses. The deadline is April 15, 1996. Contact: Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138 (617) 495-6140.

The Henry A. Murray Research Center will host workshops on the social facilitation of Radcliffe's foci: sex and gender issues for one to six to eight scholars who wish to investigate some aspect of working with and/or conducting research in some area of focus. The program does not include stipends. Interested applicants planning to use center data may apply to the Radcliffe Research Support Pro-

gram up to April 15, 1996. Contact: Murray Research Center, Radcliffe College, 10 Garden St., Cambridge, MA 02138 (617) 495-6140.

The Robert Wood Johnson Foundation invites applications for the Investigator Awards in the Health Policy Research Program. This program challenges researchers from a variety of fields to tackle critical health policy issues. The program seeks projects that will develop theory, create models, develop new terminology, and influence the health policy debate. Each award is in the amount of $60,000 for a minimum of three years. The deadline for applications is April 15, 1996. Contact: Robert Wood Johnson Foundation, 430 Main St., Princeton, New Jersey 08540 (609) 924-4550.

The Social Science Research Council announces two new programs, the Mel-

kovka Conference on the Post-Soviet Experience, and the Mellor Predo-

cademic Research Grant Program. The Melkovka Conference is open to scholars from the former Soviet Union and Eastern Europe and to others who have been involved in teaching and research on post-Soviet and Eastern European issues. The Mellor Predo-

cademic Research Grant Program provides grants of up to $3,000 to support the development of minority scholars in the arts and sciences. The program is designed to increase the number of African Americans, Latinos, and Native Ameri-

cans in those fields and to diversify the faculty at colleges and universities by providing research support for qualified minority scholars. The Social Science Research Council encourages innovative, interdisciplinary research and the development of minority scholars in the arts and sciences. The program is designed to increase the number of African Americans, Latinos, and Native Americans in those fields and to diversify the faculty at colleges and universities by providing research support for qualified minority scholars. The Social Science Research Council encourages innovative, interdisciplinary research and the development of minority scholars in the arts and sciences.

Competition:

The ASA Sex and Gender Section is accepting nominations for the 1996 Award for Distinguished Contributions to the field of sex and gender, defined broadly, by either a body of work on the "cutting edge" of sociological inquiry, an important book, or an innovative article. The deadline for nominations is March 15, 1996. Contact: ASA, 730 15th St., N.W., Washington, D.C. 20005 (202) 544-0100.

The 1996 National Media Awards for Excellence in film, media, and television programs on issues related to aging. There are three categories within the competition: independent film and video, television, and radio. The deadline for nominations is February 15, 1996. Contact: The Age Network, 730 15th St., N.W., Washington, D.C. 20005 (202) 544-0100.

The Sociologists AIDS Network announces an annual competition for the outstanding student paper award. Eligible candidates must be currently enrolled as graduate or professional students at the time of submission. Applicants should send four copies of a not-


verbally published or unpublished paper that is no more than 30 double spaced pages (including text, tables, figures, and references). Deadline for applications is March 1, 1996. Contact: Beck Schurman, Sociology Department, University of California, Santa Barbara, 93106.

To receive a complimentary review copy, call 800-433-1279; 7411-670@compuserve.com; or write: Mayfield Publishing Company, 1260 Vila Street, Mountain View, CA 94043.

Mayfield Publishing

Sociologists In The News

Jenet Mandin Bilbon, George Wash-

ington University, has had numerous media appearances since July, including fil-


Morton G. Endler, University of North Dakota, was interviewed and quoted in the Amy Times, December 10, 1995, about research examining new types of media communication such as visual and multiple, television-based research that sheds light on U.S. military deployments over-


seas, and the increasing role of the media in shaping public opinion.

Michael Givens, Adelphi University, was interviewed in the New York Times, Octo-

ber 7, 1995, in the sports column on "Waking Up A City That's Asleep."

Katie Henshaw and Barbara Baur, University of Nevada Las Vegas, were quoted in The Nevada Appeal, October 12, 1995, in an article on "The End of the Block Party: A Shaking Up of the Las Vegas Metro-

munity."

Robert Parker, University of Nevada-

Las Vegas, was quoted in the Las Vegas Review-Journal, November 30, 1995, and in an article on "The End of the Block Party: A Shaking Up of the Las Vegas Met-

munity."

Mary Romero, Arizona State Uni-

versity, was quoted in an article on "The End of the Block Party: A Shaking Up of the Las Vegas Met-

munity."

Charles Willi, Loyola University and ASA Vice-President, was quoted in the American Sociologist, October 21, 1995, on the subject of separation.

Earl Wysong, University of Tennessee, was interviewed and appeared on an ABC television documentary, "The Inside Job," September 29, 1995, about the role of political media in the election.

People

Cheryl E. Dunn, Duke University has been named associate professor in the Department of Sociology at the University of Akron.

Contined on next page
In the News, continued

Gay C. Lloyd, University of Akron, has been elected Treasurer of the National Council on Family Relations.

Brian Pendleton, University of Akron, has been elected Treasurer of the Society for Applied Sociology.

Erie Holberg, College of Agriculture, Iowa State University, has accepted the position of Associate Dean of Academic Programs.

Jack Susan Porter, Director of the Spencer Institute, Northwestern University, spoke at the Holocaust Museum on Human Rights and Jewish Resistance.

Awards

Helena Z. Lopata, Loyola University, received an honorary Ph.D. in Science in Social Gerontology from the University of Georgia, Canada, June 9, 1995. She was also a co-recipient with Zdenek Bronk and Ira Hochberg of the first Bronfman MahNovski Award in the social sciences of the Hebrew University of Jerusalem, Israel. She was also the recipient of the International Research and Exchange Board for a project on The Family and the Cosmopolitan Community of Scholars.

Amulah Eshoo, George Washington University, received the 1996 award for lifetime achievement from the American Association for Research on Nonprofit Organizations and Voluntary Action.

Jessica Fields, University of North Carolina, received the 1995 Herbert Blumer Award for her paper entitled, "The Post-1960s: The Criticality of Socialism."

Catherine M. Miles, University of California, received the 1995 George Herbert Mead Award from the Society for the Study of Symbolic Interaction.

Helena Z. Lopata, Loyola University, received the Mentor of the Year Award for 1995 from the Geriatric Society of America.

Maddox May, Beloit College, received the Haukestorf Award for Teaching Excellence from the Wisconsin Sociological Association.

Katherine McKinney, Illinois State University, has been selected as the Outstanding University Teacher for 1995-1996.

Brian Pendleton, University of Akron, has been awarded a $21,000 grant from the U.S. Department of Education for a training program for early education of the handicapped.

Richard Salom, University of Wisconsin Whitewater, was the recipient of the 1995 George Bower Award for Service to the Discipline from the Wisconsin Sociological Association.

Richard Stephens and Richard J. Gigliotti, University of Akron, have been awarded a $690,000 grant from the National Institute of Health to conduct an evaluation study of the national neighborhood AIDS Education Project.

Suzanne Taub, William Paterson College of New Jersey, received two awards for her outstanding work with students. She was the only faculty member chosen to receive the Students' First award by the student government association, and the Office of Minority Education also awarded her into their "Achivecr's Circle" because of her dedication to serving minority students.

N. Priyda Ullman, Colorado State University, Lin Hui-Hsiung, Kansas State University, and Ray Carriere and Hugh P. Whyte, University of Nebraska-Lincoln, received the 1995 Distinguished Book Award from the Midwest Sociological Association for their book, "The Currents of Cultural History: An Integrated Model of Society and Environment" (SUNY Press, 1994).

Charles V. Williams, Harvard University and ASA Vice President-Elect, has received two small grants from the NIMES Foundation and the Boston Globe Foundation, to study ways of achieving excellence in the urban schools and to write a book about how parents and children can select these schools.

New Books


Jacques Coenen-Hulst, University of Gelleve, "Observation Participante: U Theo" (Department of Sociology, 1995).

Matthew Diano, Chicago University, "Perry Dinao" (Department of Sociology, 1995).


Lawrence C. Hamilton, University of New Hampshire, "Data Analysis for Social Sciences" (Research, 1995).


New Publications

Family Health Care Nursing: Theory, Practice, and Research. First edition, published by Lippincott, 1990. This book is a comprehensive text that examines the theoretical and practical aspects of family health care nursing. It covers topics such as family dynamics, communication, and interventions designed to promote family well-being.

Obituaries

Harry A. Osborn (1894-1995)

Harry A. Osborn, 81, a Census Bureau director since 1952 who worked to increase the accuracy of the census, died on August 30, 1995. He was the son of Harry and Ethel Osborn.

O'Sullivan, Ivan, et al. (1996-1997)

Ivan O'Sullivan, 90, a retired insurance executive, died on September 14, 1995. He was the husband of Elizabeth O'Sullivan.

Simeon, Harold, M.D. (1912-1995)

Simeon Simeon, M.D., 83, a retired general practitioner, died on September 11, 1995. He was the husband of2 Ruth Simeon.

Summer Programs

NIH Summer Seminars for College Teachers will be held on July 8-August 8, 1997. Seminars cover National, International, Identity, Media/Politics, U.S.sats, teaching and research, and will be held at three different sites: University of Michigan, University of Colorado, and Harvard University.

Contact

American Sociological Association

Society for Social Work Research

Society for the Psychological Study of Social Issues

Aging and Sociological Thought in New Directions

American Sociological Review

Paula England, Editor

Quarterly, ISSN 0003-150X, $30 members, $60 non-members, $120 institutions

Contemporary Sociology

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Deaths

John F. Clark, University of Oregon, Oregon, Oregon

Rodney Riddel, National Education Association, died on January 1.

Richard Schenewerk, University of Wisconsin, Wisconsin, died on January 9.

Morris S. Schwartz, Brandeis University, died November 4, 1995, of acute leukemia.

Corrections

Two items of information to Footnotes on Section 1:1500.

The deadline for announcements for the ASA Medial Sociological Section's Roberts (Sociology, Medicine, and Health Care) Award is May 1, 1996, not April 1 as announced in the December issue.

The description of Sibert, Piers's function, which received honorable men- tion for the Sex and Gender Section's Martin Levine Memorial Fellowship Award, was not accurate. Sibert's dissertation investigates pat- terns of homophobia and heterosexism faced by lesbians in their employment and the relationship of lesbian identity and lifestyle concept within the Jewish commu- nity to behavior and perception in the workplace.

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