NIH Official Emphasizes Social Factors

Editor's Note: In April, 1995, National Institute of Health Director Harold Varmus appointed Norman B. Anderson to direct NIH's Office of Behavioral and Social Sciences Research (OBSSR). ASA, which played an important advocate role in the creation of OBSSR, meets frequently with Dr. Anderson to further a social and behavioral perspective at NIH.

by Norman B. Anderson
National Institutes of Health

In 1995 Congress established the Office of Behavioral and Social Sciences Research (OBSSR) at the NIH in the belief that scientific research on behavioral and social factors had been under-funded relative to their contributions to health and illness and compared with NIH funding for the biomedical sciences. As I will discuss below, the philosophy of the OBSSR is that although discoveries in the behavioral and social sciences are as critical for the nation's health as those from the biomedical sciences, knowledge from both areas must ultimately be integrated. Such integration will accelerate our understanding and treatment of physical and mental illnesses. Below I briefly present the scientific evidence supporting this philosophy, outline the mandated responsibilities of the OBSSR, and discuss some of its current and planned activities.

Why Behavioral and Social Sciences Research?

There are at least two key reasons why we need greater attention to behavioral and social contributions to health. First, there is an enormous body of research showing that behavioral and social factors are significant in the development, the onset, and the recurrence of a wide range of illnesses. A recent review of the epidemiology of cardiovascular disease has highlighted the role of social factors in that illness. Of course, social factors also play a key role in the development of numerous other illnesses, including cancer, mental illness, and other chronic conditions.

ASA Report on Violence Calls for Enhanced Research Investment

ASA will release a new report in February that aims to help science policy makers, legislators, private foundation leaders, and other analysts implement a strong research agenda on violence.

The report, Social Causes of Violence: Crafting a Science Agenda, highlights recent social science research on violence, identifies priority areas for further study, and recommends a national research initiative on violence. The book builds on an ASA-sponsored workshop of leading sociologists in violence research and is written by ASA Executive Officer Felice J. Levine and researcher Katherine J. Rosich.

The report stresses the importance of sociological research on violence and the current state of what we know. The book also indicates ways to build on extant knowledge and to sustain research momentum. Chapters focus on social demography, community contexts, key social institutions (family and school), social groups (gangs and other collectivities), social contingencies, social response, and social conflicts and disputes as they relate to violence. The report concludes with an analysis of science policy issues and makes several policy recommendations.

In reviewing the existing research, the authors emphasized the devastating consequences of violence in America for virtually all of the social institutions of society. Among the statistics cited:

- More than nine out of ten cities with populations over 100,000 have a gang problem;
- Homicide by firearm is the second leading cause of death for 15 to 19 year olds and is increasing; and
- Regardless of age, race, or sex of individuals, victimization rates are two to three times greater in neighborhoods with high population density.

"The pervasiveness of violence and the complexity of studying this human social behavior commend it as a priority for science investment," the authors note. "It is our hope that this report will make clear to Congress and others setting priorities for science that research funding can make a big difference in isolating the causes and consequences of violence and determining what mitigates or protects individuals, groups, or communities from its occurrence."

The report recommends a national research initiative on violence and emphasizes that there are a number of favorable conditions for creating one at this time. Available research indicates important next steps, a critical mass of researchers are engaged in relevant study, and, with the recently funded National Consortium on Violence Research by the National Science Foundation.

New York City Schools Stir Sociological Imagination

This is the third in a series of articles to be published on New York in anticipation of the 1996 ASA Annual Meeting.

by Peter W. Cocken, Jr.
Adelphi University

New York City's schools stir the sociological imagination because they are theaters of the past, present, and future. In the classrooms, halls, and playgrounds of the City's public and private schools, the hopes, tensions, comedies, and tragedies of the "American Experience" are played out by the children of the ultra-rich, the ultra-poor, the striving upper-middle class, the working poor, and the struggling middle class.

Students at an elementary school in Queens. Due to the enormous numbers of children in the school, not only are classes overcrowded, but the lunchroom is packed like sardines in a can.

Published by The American Sociological Association
In This Issue...

Fighting Addiction
ASA participates in a federal conference on drug abuse.

Resume's Terrific, but Can This Person Teach?
A panel provides some clues on how departments can find out.

Rankings Revisited
A sociologist offers a new way to rank sociology departments.

Stopping the Hate
ASA seeks to enlist sociologists to combat campus hate crimes.

Now is the Time...
Volunteer to serve on an ASA committee.

The Executive Officer's Column

Our Favorite Spring Ritual
Diving out from several snowstorms only heightens our anticipation of spring. At ASA, the spring season means participation at the annual meetings of the regional sociological associations. ASA staff sociologists will visit each of the regional meetings and continue to strengthen ties to regional associations and to sociologists across the country. Haviland Rodgers, Director of the Minority Affairs Program; Cindy Costello, Director of the Research Program on the Discipline and Profession; Carla Howery, Director of the Academic and Professional Affairs Program and the Spivack Program in Applied Social Research and Social Policy; and I will be flying out in different directions from March 20th to April 14th. Also, Connie Castillo, Membership and Customer Services Coordinator, will attend several of the regional.

ASA staff looks forward to the regional meetings because, unlike at our own Annual Meeting, we are not preoccupied by the logistical challenges and opportunities that you see and that we need to see to brainstorm together to strengthen and enliven all of our visions; to harmonize national ambitions with local knowledge; and—when all said and done—to schmooze sufficiently to more fully appreciate what is hot and what is not.

ASA's collaboration with the regional associations benefits all of sociology. Each organization offers special benefits as well as a common forum for scholarship and personal exchange. The regional associations graduate in graduate and undergraduate students at relatively low cost. From just a first visit to the annual meeting of the Southern Sociological Society, the Eastern Sociological Society, or the Midwest Sociological Society, one can readily see the tight and enduring networks of colleagues who have attended college and graduate school, and now work in the region. The common intellectual, social, and locational ties help explain the vibrancy and even growth of the regions. The Pacific Sociological Association convenes an annual meeting that is, for example, multiplying (what seems almost geometrically) every year.

We also look forward to the regional meetings because of the quality of the work and the people who come together each spring. A reading of regional meeting themes—from the Eastern ("Social Justice and Civil Society") to the Pacific ("Renewing our Sociological Imagination"); from the Southern and Western ("The Social Sciences in the Twenty-First Century: "Social Inequality and Social Action") to the North Central and Midwest ("Local Communities and Changing Contexts, "Sociology and its Interface with Other Disciplines")—indicates the substantive energy, relevance, and connectedness of the discipline to what is happening in the academy and in our larger society.

From our travels, we bring back new insights for our own work at ASA that affect the development of our Annual Meeting and programmatic initiatives on behalf of sociology.

ASA appreciates the support of regional associations in several key ventures, and the meetings provide an opportunity to strengthen collaboration. For example, many regions contribute to the ASA Minority Fellowship Program. The Southwestern Social Science Association began the tradition with an annual rousing and fruitful fundraiser to benefit the Program. Other associations also contribute and support a minority predoctoral fellow who attends a graduate school in his or her region.

What a wonderful way to extend the resources of ASA's program to more of the exceptionally qualified students who apply for support!

ASA looks forward to the regional meetings. The meetings are a considerable innovation. The efforts taking place at the North Central meetings to reach out to sociology in elementary and secondary schools and to examine the K-12 curriculum reflect an important commitment to addressing sociological literacy generally and "pipeline" issues in particular. Our only full regional meeting—"the Mid-South Sociological Society—also plays an important leadership role in the discipline in its dedication to diversifying the profession and ensuring the full participation of sociologists at diverse institutions, including the Historically Black Colleges and Universities. The Mid-South meetings are a great way for full renewal before the year ends.

In short, in 1996 we hope to see as many of you as possible at the regional meetings. At the regional meetings, the ASA sociologists may appear on the program, usually on panels relating to trends in the discipline and critical issues facing the field inside the academy and in sociological practice. We try to also meet with regional officers, department chairs, or other groups who are similarly working on advancing sociology. As the full-time "eyes and ears" of the discipline, we relish the chance to engage in conversations about effective departments, graduate curricula, the pipeline of minority sociologists, quality mentoring, salary and enrollment data and projections, and sociology's friends and foes in Congress or in state governments—all topics on our agenda today.

We come especially to learn and to listen. In the exhibit area, you will find the ASA display booth. This is a good place to meet informally, to see some of our recent products, ask questions, or leave us a note. At the regional, we attend sessions to get a "feel" for what the issues are in a region. We hear from members and non-members who are in a variety of institutional contexts and work places, in states that have very different local and political textures. Indeed, if a regional is not yet on your calendar, but you can come, please join and let's meet!

The metaphors for spring center on growth and rebirth. Attending the regional meetings stimulates us to work on behalf of sociology, with new views and new insights. We look forward to seeing you there—Felicer J. Levine.

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Spring Regional Schedule
Southeastern Social Science Association—March 20-23, 1996; Houston, TX.
Pacific Sociological Association—March 21-24, 1996; Seattle, WA.
Eastern Sociological Society—March 28-31, 1996; Boston, MA.
Midwest Sociological Society—April 3-6, 1996; Chicago, IL.
Southern Sociological Society—April 11-13, 1996; Richmond, VA.
North Central Sociological Association—April 12-14, 1996; Cincinnati, OH.

Full Regional Schedule
Mid-South Sociological Association—October 30-November 2, 1996; Little Rock, AR.
ASA Participates in Drug Abuse Conference

The ASA was invited by the National Institute on Drug Abuse (NIDA) to participate in its second National Constituent Conference held on January 28-30 at the Lansdowne Conference Center in Virginia. More than 40 associations with reset or clinical interests in addressing the problems of drug abuse were invited to send a representative, Judith Levy (University of Illinois at Chicago), both an ASA member and NIDA grantee, attended on behalf of the Association.

"There is a general lack of public recognition that drug abuse is a health problem and must be studied in that context,"

NIDA convened the conference to solicit expert advice on its research agenda, and how to best communicate the results of NIDA-supported research. Dr. Alan L. Lesher, Director of NIDA, told the conference that the agency's primary mission involves undertaking two interconnected lines of action: bringing together the full power of science to bear on the problems of drug abuse and addiction, by generating scientific facts about the nature, prevention, and treatment of drug abuse and addiction; and developing common myths. Representives were then assigned to one of the three workgroups, each targeting a separate audience: the general public, professional researchers and service providers, and policy makers.

The conference ended with a report from the three work groups to the general assembly recommending both separate and collaborative activities that NIDA and the constituent organizations could undertake over the coming year. NIDA is currently compiling these recommendations into a report which will be available later this spring. For more information, contact Timothy P. Condon, Acting Deputy Director, NIDA, Office of Science Policy and Communications at (301) 443-6071.

Military Research Center Established at Maryland

The Center for Research on Military Organization has been established at the University of Maryland under the direction of David R. Segal and Mady Wechsler Segal, two of the nation's leading military sociologists. Established through a $1.1 million grant from the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), the Center will conduct research on the social and cultural dynamics of the American military during war as well as peace. It is the only center of its kind in the country.

"The U.S. Army experienced profound changes during the last two decades of the Cold War and is currently undergoing another wave of organizational change," according to David Segal. "We will research the trends and events in American society and in the international community that are consequential for American military organization, the ways in which the organization and culture of the U.S. Army and other military organizations in the modern industrial world are responding to these trends, and the implications of these changes for the recruitment and retention of personnel, their morale, their discipline, and their performance."

Currently, the Center for Research on Military Organization is examining such issues as gender integration in the military; the impact of peacekeeping deployments on soldiers and their families; and, the impact of the integration of homosexual men and lesbian women into the military.

In the Forefront

Recent developments in the military and military culture have been ongoing at the University of Maryland for four decades, enabling the university to emerge as a leader in the sociology of military organization. David Segal is a former special assistant to Army Chief of Staff General Gordon R. Sullivan. Both Segals have testified before Congress. They are the authors of many publications and co-authored the book, Peacekeepers and Their Wives: American Participation in the Multinational Force and Observers. Mady is the author of What We Know About Army Families, a major report for the U.S. Army Research Institute for the Behavioral and Social Sciences, and David is the author of Organizational Designs for the Future Army, also a major report for the ARI.

NSF Seeks Visiting Scientist for Statistics Program Director

The Methodology, Measurement, and Statistics (MMS) Program is searching for a new Program Director. The position is for a visiting scientist from an academic or research setting who is challenged by the opportunity to advance methodological and statistical research in the social and behavioral sciences and to help shape future research policy. Responsibilities include evaluating and recommending funding for post proposals, representing this multi-disciplinary field within the National Science Foundation, and representing the National Science Foundation in relevant settings. The position requires a broad knowledge of the field, a PhD or the equivalent, at least six years of research experience, administrative skills, an interest in working with others, and the ability to communicate effectively. Appointments are made for one year and may be extended for an additional one to two years. The term would start in the summer of 1996.

For more information, please contact Cheryl Eaves, MMS Program Director, (703) 306-1729 or e-mail: ceaveys@nsf.gov or William Butz, Division Director, (703) 306-1760 or e-mail: wbutz@nsf.gov. Both may be reached by mail at: Division of Social, Behavioral, and Economic Research, National Science Foundation, 4201 Wilson Blvd., Room 995, Arlington, VA 22230. Qualified persons who are women, ethnic/racial minorities, and persons with disabilities are strongly encouraged to apply.
Ranking Sociology Departments: A Different Perspective

by Yoshinori Kamo
Louisiana State University

Sociologists, like others, are concerned about the reputations of their institutions. The National Research Council's (NRC) 1993 reputation rankings of sociology graduate departments (November 1995; Footnotes) may have concerned many readers. There has been a debate between "subjective" rankings such as those based on reputations among peers and "objective" rankings such as those based on research output. The following is my observation based on the number of articles in three respected sociological journals (American Sociological Review, American Journal of Sociology, and Social Forces) for the last five years (1991 through 1995). Table 1 lists the top 25 universities according to the number of publications in the three journals between 1991 and 1995. The table also includes data on 1861-1996 publications and the NRC ranking. Some readers may be surprised to see SUNY-Albany in the number three position based on journal publications in 1991-95. Using the same criterion, Albany is ranked 2nd for the 1986-90 period. However, the reputation of the SUNY-Albany sociology department is unduly low (30th). Several other departments received low reputations, considering their numbers of articles in the three journals during the 1991-95 period; namely, Ohio State (8th is the number of articles, 28th in the reputational rankings), Vanderbilt (11th, 27th), Cornell (14th, 35th), Michigan (24th, 40th), and Nebraska (23rd, 67th). How do we interpret these two rankings and, in particular, discrepancies between them? The 1993 NRC rankings of 95 sociology departments are based on 197 sociologists' responses to the question, "How would you rate the scholarly quality of Program X?" (1) Distinctive, (2) Strong, (3) Good, (4) Adequate, (5) Marginal, (6) Not sufficient for doctoral education, or (7) Don't know. And these ratings are supposed to be "well enough to evaluate." Respondents are instructed to "consider only the scholarly competence and achievements of the faculty." (The list of faculty members is provided for each department. The rankings are similar to those in an earlier study using the same method, indicating relative stability in the reputational rankings of departments. This is expected given that such rankings are partly based on the history and past achievements of each department. In addition, reputational rankings are generally unaffected by the reputation of one university itself, especially the case of SUNY-Albany.

Meanwhile, publication rankings for the 1986-1990 period are similar to those for the 1991-1995 period (Table 1). Of the top 26 universities from the early period, five schools were dropped out (Maryland, Illinois, Washington, Georgia, and Johns Hopkins) and replaced by six others (Vanderbilt, Texas, Minnesota, Emory, Princeton, and Nebraska). Twenty universities were on the list for both time periods, indicating a nucleus of top departments measured by publications in the three sociological journals. The top 26 schools in Table 1 produced 383 publications of the total of 686, representing 56%. Of course, the vitality of the publication measure can be questioned. For example, there are departments in which books are emphasized over journal articles. Other departments place nearly equal value on specialty journals as on general sociological journals. Important articles often appear in journals other than the three considered here, and there are also many good and highly visible book chapters. Objective measures of research productivity are not limited to publications, either. The number and/or dollar amount of research grants and citation counts are two examples of non-publication measures of research productivity. One may also consider per capita rankings of departments, either based on publications, research supports, or citation beyond the Vitae: Finding Candidates Who Can Teach

by Carla B. Hanvey, Director
Academic and Professional Affairs

How odd that we hire faculty to teach and do not advertise for the specific teaching skills for which they are hired. Rarely do we ask for any documentation of class preparation, an evaluation of teaching talent or a demonstration of ability in the classroom. In Atlanta last month at an American Association for Higher Education conference, "Faculty Roles and Rewards," a panel presented models of effective "pedagogical colleagues" to address that oversight.

The pedagogical collegium is modeled after the standard research collegium, a sabbatical or two where candidates for a faculty job lay out interests, accomplishments, and field questions. In this case the agenda is teaching. What are the candidate's skills, experience, and teaching philosophy? One desired outcome of asking all candidates to do both a research and a pedagogical collegium (or a single session combining both elements) is the message it sends about the importance of effective teaching in the department and the commitment to collegial discussion about teaching.

Under current hiring practices, some departments ask a candidate to actually teach a class. This approach is valuable, primarily because it allows faculty to see the candidate interact with students, manage subject matter, and communicate clearly. The candidate benefits by meeting the kinds of students at the institution and understanding their pedagogical challenges. However, having a candidate teach a class could disrupt the flow of a course, and it is often difficult to coordinate the candidate's visit, candidate expertise, and the appropriate unit in a course. The pedagogical collegium gets around those logistic problems and has other advantages: a forum to showcase not only the candidate's pedagogical and communication skills, but the intellectual understandings and scholarly engagement she or he brings to teaching. Success Stories

Panelists who reported on pedagogical collegia in their departments, including a historian at Stanford University and a mathematician at the University of Georgia, felt the faculty learned a great deal more about a candidate by having multiple sources of evidence about scholarly performance. In some cases, a candidate who was strong in one collegium was weak in the other, and the faculty wrestled with these issues.

Table 1: List of Top 26 Universities in Number of Publications in American Sociological Review, American Journal of Sociology, and Social Forces (1991-95 and 1986-90) and NRC Rankings

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<th>Rankings</th>
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Note: Only the affiliations of sole authors or first authors were counted. No attempt was made to check the author's departmental affiliation. For those who listed two affiliations, the first one was credited. Comments, replies, and book reviews were not included.

Data were compiled by Niesthautz (1996)

*Ranks were below 25.

Not included in the 95 departments for the rankings.
New York, from page 1

represent the world's largest social and edu-
cational experiment—a virtual sociological laboratory. When you delve into the rural sociology, it is difficult to think of one field within sociology for which New York City schools do not provide data. Whatever one's issue, whether the City's schools are bound to amaze, confound, and dissolve comfortable assumptions. This is particularly true of the pre-college public system. New York's public schools are undergoing a transformation that teaches educational journalists from first-hand remedy to academic standards to student safety to teacher preparation.

The public school system is huge. One out of every 265 Americans is a New York City public school student, and it is estimated that by the turn of the century there will be a million and half public school students. The City educates approximately one million students a year and has a bud-
get of more than $4 billion dollars. City kids come from all over the world, over 200 languages are spoken, and diverse cultures are in the City's schools. Most recent immigrants come from Asia, Africa, the Middle East, the Caribbean, and South America; 73% of the students are minorities or African-American or Hispanic. Their lives are usually hard; 68% are eligible to participate in subsidized breakfast programs.

Violence is common; murder is a lead-
ing cause of adolescent mortality. As a result, public schools have elaborate security systems. Mayor Giuliani has organized a Commission on School Safety and is urging that all public schools take a greater share of responsibility for school safety. Mean-
while, doctors who work with inner city children in New York City's public hospitals, hospitals, and schools. The City's public school system is extremely complex. The revenue side of the budget is a pasture of public funding from federal, state, and local governments as well as from the private sector through such organizations as The Fund for New York City Public Educa-
tion. Recently, the Arnell Foundation gave $25 million to the City to start several dozen small experimental schools. The Foundation is also planning a $36 million, five-year program to revolutionize arts education in the public schools.

School Politics

School politics in New York is fractious and heated. Power is spread among 32 Community School Districts, the Board of

Education, the Chancellor, the New York State Department of Education, the United Federation of Teachers, administrators' unions, the Mayor's Office, educa-
tion lobbyists, the business community, the corporate sector, parent and grassroots community groups, and of course, the politi-
cal parties themselves.

The Mayor and the Chancellor are often in conflict, explaining why the City has had three Chancellors since 1992. The most recent, Dr. Randolph Crew, was appointed in October 1995 and has prom-
tised to streamline and reduce the bureau-
cracy. Crew faces a daunting task. It is estimated that for every budget dollar allocated to the City's public schools roughly half ends up in the classroom.

The public schools are old and deteriorat-
ing; some are still heated by coal furnaces that must be stoked during the winter. And a serious shortage of space and sup-
plies exists. In some schools, students study in halls, closets, and stairwells. Besides budgetary shortfalls, Crew faces such issues as the role of bilingual educa-
tion in preparing students for mainstream classrooms, the expansion of special edu-
cation, and the cultural politics of the cur-
riculum.

School politics in New York is compli-
cated by several private school systems that compete for students and, occasion-
ally, public recognition. Wealthy parents often send their children to exclusive and expensive independent schools. Religious schools, too, are a part of the City's educational system. The Roman Catholic Church operates an extensive network of elementary and sec-
ondary schools. Some of these schools are academically exclusive, and some serve New York's poorest populations. Despite some research evidence that Roman Cath-
olic schools are more educationally effec-
tive than public schools, the Catholic schools have far fewer students today than they did in the 1960s. There is also an extensive network of Jewish schools, which are not necessarily uniform in their interpretations of Judaism. Catholic and Jewish schools may comprise the majority of religious schools, but many other reli-
gious and ethnic groups have created schools and youth service centers.

Reforms Underway

Efforts to reform the schools are under-
way. One of the most interesting reforms is the initiative to found small schools. More than twenty years ago, Anthony Alvarado, then Superintendent of District 4, radically decentralized education in East Harlem by creating mini-schools within school buildings that had tradi-
tionally housed one school. Since that time, the small school movement has gained increasing support from the United Federation of Teachers, the Board of Education, and the Mayor's office. The result of the fall of 1995, 48 experimental small schools have been founded—46 of them are high schools with enrollments of 110 to 600 students.

These schools were started by neighbor-
hood advocates, conservatives promoting school choice, educational pioneers eager to test their theories, and by the United Federation of Teachers hoping to give teachers' unions more authority and autonomy. Many of these schools have unique mis-
sions, often reflected in their names: Lower East Side School for Social Change (teaches labor history and sits political involvement), Bridges to Brooklyn (know Brooklyn, know the world), The Urban Peace Academy (college preparation), The Choir Academy of Harlem (girls and boys who sing), and The John V. Lindsay Wildcat Academy (another chance for truants, dropouts, and paralelles). Thus far, 135 mil-
don dollars has been spent on these schools. Many of them are located in leased offices, church basements, and fac-
tories. It is estimated that the cost of experimental academics is approximately $10 thousand a seat, while the recently built Stuyvesant High School for the aca-
demically gifted cost $54 thousand a seat. By the year 2000, the experimental acade-
mes will enroll 50,000 students. Naturally, the small school movement is not without its critics, including the president of the Council of Supervisors and Administrators who asked: "What data is there that these schools are working?" (New York Times, 5/25/95).

For sociologists, the small school move-
ment offers an exciting opportunity for research. Middle class concepts of educa-
tion are being challenged as is the efficacy and morality of exposing students to the "one best system." At El Puente Academy for Education and Justice, for instance, students are taught about social justice and human rights. The Academy seeks to educate young people in Brooklyn's predominantly Hispanic south side of Williamsburg to become community activists.

One of the founders of the school is Luis Garcia-Acosta, who was a member of the Young Lord's Party, a militant Puerto Rican organization similar to the Black Panthers. After graduating from Harvard with a medical degree, Garcia-Acosta returned to Williamsburg to organize the commu-
ity and to struggle for a new educational system. The Academy's director, Frances Lucerna, believes that a primary purpose of the Academy is the transformation of the community. Aside from offering such core courses as mathematics, English, and science, El Puente's curriculum focuses on health, the environment, and the arts. A student at the school, Nytopia Walker, described her experience, "We're trying to teach ourselves so we can teach others to view things in terms of the world, no. closed in. If we just sit around, things aren't going to get better." (New York Times, May 25, 1995).

New York City has a reputation of being a tough town. Sometimes "out-of-towners" do not see the other side of the City. The "media tends to fixate on the problems of New York and its schools, but there is also a moving story to be told about individu-
als, families, and communities pulling together in order to survive and thrive. Recently, approximately 1000 business executives, academics, writers, and actors came twice a day in a day in New York for a schools program as a "Principal for a Day." As a con-
sequence, a permanent public school advo-
cacy group was created that contributes

money and time to the schools on an on-
going basis. Cynicism gives way to ideal-
imism when opportunities are made avail-
able.

A visit to a New York City public school is research of a special sort. These schools capture what is most shiny about American life, yet somehow repre-
sent what is most hopeful. What happens to the kids that live in the shadow of the dream will determine in good measure whether the American dream is a fantasy, a cruel delusion, or a reality.

ASA Addresses

Hate Crimes

As part of an on-going effort to edu-
cate sociologists on how to respond to incidents of hate crimes on campus, the ASA will offer a teaching workshop on "Reducing Hate/Bias Crimes on Cam-
pus" at the 1996 Annual Meeting. There is no registration fee or the workshop, which will be announced in the prelimi-
nary program.

ASA’s Director of Academic and Pro-
fessional Affairs Carla B. Howery said ASA wants to make sure sociologists feel equipped to handle hate crimes when they occur and provide them with certain tools. "We want sociologists to be able to step forward and lead discussions in dormitories or at open forums about inter-
group tensions," she said.

Teaching Guide

Howery noted that the ASA Committ-
tee on Hate and Bias on Campus has pro-
duced a teaching resource guide that is now available through ASA’s Teaching Resource Center. The guide, she said, grew out of a feeling by Committee members that a few well placed readings and group exercises could give "some pause from shouting and slander and let them reason, civil reasoned discourse slip in and take root."

The guide, "Teaching About and Responding to Hate Crimes On Campus: A Resource Guide," includes syllabi from courses sociologists have taught on hate crimes, satanic cults, and the social con-
struction of hatred. The guide also con-
tains position statements and training documents from various universities as well as draft language for those seeking to produce a position statement on hate crimes.

The publication was edited by Claire Renzetti, St. Joseph’s University; Marcia Teder Segal, Indiana University South-
est and Howard Elrich, Center for the Advanced Study of Prejudice and Ethno-
violence. Renzetti and Segal will lead the teaching workshop at the Annual Meeting. The Committee on Hate and Bias is working on other ways to collect and share information and strategies, all to the goal of enhancing civility in our college and other communities. If you have ideas and materials to share, please contact the incoming committee chairs Betty Dobrati at Iowa State University and Shanks-Mele of Indiana University.

"Teaching About and Responding to Hate Crimes on Campus" can be ordered by sending a check to ASA Teaching Resources Center, 1722 S W N. Wash-
ington, DC 20036. The cost is $15 for ASA members and $15.50 for non-mem-
bers. All orders must be prepaid.
NIH, from page 1

 predictors of illness and death; indeed, such factors contribute to at least 50% of all annual deaths in the United States. More specifically, behavioral and social factors are associated with heart disease; cancer; stroke; unintentional injuries and accidents; lung disease; AIDS; suicide and diabetes. Other health problems plaguing society—infant mortality and low-birth weight, mental illnesses, addictions, homicide—are also associated with behavioral and social factors. Behavioral and social predictors of these outcomes include smoking, dietary practices, alcohol abuse, social support, access to health care, neighborhood environ-ment, unsafe sexual practices, physical activity, stress, socioeconomic status, and illicit drug use.

Another reason we need a greater emphasis on behavioral and social sciences research is the often overlooked fact that health and illness are the result of an interaction of biological, behavioral, and social factors. Genes and gene expression is often affected by behav-
ioral, social, and psychological factors. At a molecular level, psychosomatic factors have been shown to influence behaviors ranging from tobacco use, alcohol intake, cognitive performance. The clearest evidence of biopsychosocial interactions concerns the effects of behavioral and social factors on physi-
ological functioning. For example, research shows that smoking, dietary practices, physical exercise, sleep, stress, anger, social support, and socio-economic status all have profound effects on the central nervous, cardio-
vascular, endocrine, and immune sys-
tems. Such interactions make it a scientifi-cally imperative that we more fully integrate the behavioral and social sci-
ences with other areas of the health research enterprise.

Critical Research Needed

Four areas of research are needed to move toward treating behav-
ioral and mental illness. First, we need to identify new biological and behavioral risk factors for illness, including smoking, physical activity, and socio-economic status. We must continue to investigate other constructs within the array of biological and social functioning that might be health-dam-
aging or health-protective. We must carry out well-controlled, prospective epidemiological studies to confirm the associations with such factors as perceived control, job characteristics, social isolation, and various personal-
ity constructs.

Second, we need more research on biological, behavioral, and social int-
eractions as they affect health. Several avenues of promising break-
throughs in our understanding of these interactions. It has already been dis-
covered, for example, that psychological stress can inhibit sodium excretion, suppress immune system functioning, and contribute to coronary occlusion. The hallmark of research on biopsychosocial interactions has been multi-disciplinary collaborations, and these efforts must be expanded.

Third, we must develop new behav-
ioral and social intervention and preven-
tion approaches. Directing more attention to such approaches will allow us to expand on the remarkable progress that has already occurred in this area. For example, behavior therapy is extraordinarily successful for many mental disorders such as anxiety and depression. Moreover, research sug-
gests that behavior therapy may work synergistically in preventing interventions for anxiety and other dis-
orders. In the area of heart disease, it is now known that lifestyle changes can act to reverse coronary ath-
erosclerosis in post-heart-attack patients.

Finally, we need more basic behav-
ioral and social sciences research to accelerate advances in such areas as learning and memory, emotion, motivation, perception and cognition, social class, cultural practices, social relations, and the organization and functioning of health care systems. As basic biomedical research is critical to clinical research in medicine, basic behavioral and social re-
search also forms the foundation for all other research in the behavioral and social sciences.

Mandates and Responsibilities of the OBSSR

The legislation establishing the OBSSR followed more than a decade of intense pressure by representatives of the importance of behavioral and social influences on the nation's health. The unprecedented level of support for the National Institutes of Health (NIH) budget, the report from the annual appropriation's Reports from Congress that accompanied the NIH budget, the reports from general directives aimed at increas-
ing behavioral and social sciences research throughout the NIH, to com-
ments encouraging grant initiatives at specific institutes.

Most recently, the House Appropriations Committee, in its report on the FY 95 appropriations for NIH, said the mission of the OBSSR is "to provide a prom-
omenous within NIH health and behavior research conducted and sup-
ported by the NIH institutes and cen-
ters." The Committee instructed the OBSSR to develop a plan "to evaluate the importance of lifestyle determinants that interact with medicine and contribute to the promotion of good health; fos-
ter a comprehensive research program; increase support for behavioral and social sciences research at the NIH; sup-
plement current institute research and training programs; stimulate competitive research initiatives; ma-
inate multidisciplinary research; and inte-
grant a biobehavioral perspective into research on the promotion of good health and the prevention, treatment, and cure of disease." The OBSSR officially opened on July 1, 1995. As set forth in its formal mission statement, the OBSSR seeks to develop and implement a trans-NIH plan to increase the scope of and support for behavioral and social sciences research; develop initiatives to design and conduct research in the behavioral and social sci-
ences, integrate a biobehavioral perspec-
tive across the research areas of the NIH, and encourage the study of behavioral and social sciences across the NIH's Institutes and Centers.

Activities of the OBSSR

Although the OBSSR has been oper-
ating for only a few months, a number of activities are underway, including:

- Defining behavioral and social sci-
ences research. In the legislation estab-
lishing the Office, Congress mandated that "...a standard definition of "behav-
ioral and social science" must be established. . ." A draft definition has been developed that encompasses basic and clinical research in the behavioral and social sciences. This definition is to be used and monitered in this area at NIH. As required by Con-
gress, the definition will be reviewed and refined through consulta-
tion with behavioral and social scientists and with relevant professional research organizations. This process is underway and should be soon.

- Preparing a special report to Con-
gress. One of the OBSSR's responsibili-
ties is to prepare a special report to Congress that identifies those specific activities within the national research institutes which represent NIH's behavioral and social science research portfolio. The Office will use the new definition of behavioral and social sci-
ences to research to assess current funding levels in relevant areas and prepare the mandated report during FY 1996.

- Developing a strategic plan. Also in FY 1996, the OBSSR will develop a stra-
getic plan, in consultation with the sci-
entific community, to assist in charting the future direction of the Office and establishing its priorities. The plan will not only outline goals and directions for the Office but will delineate measurable criteria for evaluating its success.

- Funding research activities.

The OBSSR will use a portion of its budget to fund research grants, workshops, and conferences in consultation with the leader of NIH Institutes and Centers. For example, in 1995 the Office funded 23 research grants and ten conferences and workshops that involved 16 NIH Institu-
tes and Centers. These projects ranged from basic animal research to epidemiol-
ological studies. Future research funding using OBSSR funds may be used in spe-
cific research areas targeted in the stra-
ategic plan or recommended by advisory groups.

More generally, the OBSSR will also work closely with all NIH Institutes and Centers to enhance their behavioral and social sciences research portfolios and assist them in identifying promising research directions that should be sup-
ported. Emphasis will be placed on research that cuts across Institute boundaries to foster trans-NIH collabora-
tions. Several new funding initiatives are currently being developed.

- Increasing public awareness of behavioral and social sciences discoveries.

The OBSSR will be a focal point for the dissemination to the public of behavioral and social sciences discov-
eries. The goal will be to increase the public's knowledge of scientific findings in general and to demonstrate the signif-
icant relevance of behavioral and social sciences research to improving health.

Therefore, the OBSSR will work with scientists, science organizations, and NIH communications officers to develop strategies to increase the cov-
rage of behavioral and social sciences research through electronic and printed media and to develop a plan to disseminate practical information resulting from behavioral and social sciences research to targeted audi-
ciences (e.g., patient groups, adolescents, etc.).

- Advising the NIH director. The OBSSR's director serves as the princi-
pal advisor to the NIH director, Dr. Harold Varmus, on matters concern-
ing behavioral and social sciences research, including important develop-
ments in research funded by the NIH. These advising goals are accomplished through monthly briefings for Dr. Var-
mus by leading behavioral and social scientists and through a monthly semi-
nar series for the NIH director and the entire NIH community.

- Increasing the scientific and policy impact of behavioral and social sci-
ences research. The OBSSR will develop new "pathways" for convert-
ing basic research findings to health-
policy and practice recommendations. For example, how can findings from basic animal research facilitate more innovative basic and clinical studies with humans? How can findings from human clinical studies be converted more quickly to health policy and from research to practice? In biomedical research, these processes are facili-
tated by the existence of pharmaceuti-
cal companies which utilize basic and clinical research findings for the develop-
ment of new drug treatments. In the absence of a comparable enterprise in the behavioral and social sciences, we must develop alternative methods for facilitating the more rapid conversion of basic research to clinical application. These new pathways will help ensure that behavioral and social research findings are fully utilized for the bene-
fit of society.

Concluding Thoughts

The research supported by the NIH should help us better understand, treat, and prevent mental and physical ill-
nesses. Thus far, this has been a suc-
cessful enterprise, one in which the return on the public's investment has been substantial. Despite the substan-
tial progress, the prevalence of chronic diseases-many of which are linked to behavioral and social factors—is a daunting public health challenge. Therefore, health scientists must contin-
ually ask, "How can we do better?" For health research to meet its fullest poten-
tial, we must remove the artificial sepa-
rations between biomedical research and behavioral and social sciences research and view them as equal and comple-
mentary partners in achieving the Nation's health goals.

Dr. Anderson is Director of the Office of Behavioral and Social Sciences Research, National Institutes of Health. He is on leave from his position as Associate Profa-
essor of Psychiatry and Psychology, Social and Health Sciences, Duke University.
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Mike McClelland
Gatton 2000

Terrestrial Telecommunications Inventory Interviewing is so widely used, call, fax or write for a free demo disk.
Meetings, continued

Awards

Lauren Aarsman, University of Kansas Medical Center, received the Distinguished Alumnus Award in Physical Therapy. If you know a winner of an award, please let us know. If you have any suggestions for the award committee, please let us know.

New Books


Sonia Samsung, University of California, Berkeley, Route to Damascus: Right-Wing Movements and Political Power in the United States (The Caldwell Press, 1995).


John Fullen, West Georgia College, Sex, Drugs, and Street Life: The Social Impact of Illegal Drugs (SAGE Publications, 1995).

Summer Short Courses

Taub by Paul D. Allison in Philadelphia

Categorical Data Analysis

July 22-26

A complete course on regression analysis of categorical data. Topics include logit, probit, multilogit, cumulative logit, conditional logit, discrete choice, poisson regression, contingency tables, panel data, and more. The final exam will be held on August 1, 1996. The course will meet from 9:30 AM to 5:00 PM on Monday, Tuesday, Wednesday, Thursday, and Friday.

Event History Analysis

June 24-28 / August 2-5

A comprehensive course on analysis of longitudinal event data. Topics include censored, accelerated failure time models, proportional hazards models, time-varying explanatory variables, competing risks, repeated events, discrete-time methods, and more.

New Books, continued

Yale City's Times Square (Greenwich Publishing Company), Daniel C. Green.

New Publications. The Interaction of Race, Gender, and Class, developed by the Institute for Teaching and Research on Women (ITROW), is an interdisciplinary bibliography interlinking categories of experience that affect all aspects of human life and are the basis for many social problems. For further information contact Institute for Teaching and Research on Women, University of Wisconsin, Madison, WI 53706. (608) 263-6626.

Sociological Research On-Line is a new electronic journal published in the English language which promotes rapid communication among sociologists. The first issue will be published in March 1996. Contact: Stuart Parkes, Department of Sociol- ogy, University of Surrey, Guildford GU2 5XH U.K., Email: socsci@pa.surrey.ac.uk.

Theoretical Criminology is a new Sage journal committed to advancing theoretical criminology and crime prevention. To receive the theoretical interrelation of theory and data in empirical research. New link between criminological analysis and gen- eral social and political theory. The first issue will be published in February 1997. Contact: Department of Criminology, University of Southern California, Los Angeles, CA 90089-0135; or email general@crim.ucla.edu.

Summer Camp: The Asian Studies Development Program. The ACDP of the East-West Center and the University of Hawai'i announces its sixth annual ACDP summer camp to be held in Honolulu from July 22-August 10, 1996. The camp is open to students in humanities or social science depart- ments in two- or four-year colleges/universities in the United States. The institute welcomes faculty and academic visitors to American Association of Community College Presidents, American Association of State Colleges and Universities, the Hispanic American and Latino National Association for Equal Opportunity in Higher Education, Faculty of liberal arts colleges are encouraged to consider the program for their students. The deadline for applications is March 15, 1996. Contact: The Asian Stud- ies Development Program Secretariat, East-West Center, Honolulu, Hawaii 96822, (808) 944-7630/7631, fax: 944-7847, e-mail: norahw@news.hawaii.edu.

The Center for Young Children and Families at Teachers College, Columbia University, is announcing the fourth year of the summer fellow camp for doctoral students. Puttig Chil- dren First is a Fellowship Training Program to Child and Family Policy, with an additional training program which provides the opportunity to link academic training with actual practice with interent issues in social policy. In cooperation with the Center of Policy Research (CPR) and the School for Social Work (SSW) at Teachers College, Columbia University, the program offers full-time summer placements for eight weeks in a variety of policy settings in New York City government and non-profit agencies. Fellow- ships begin on June 20, 1996. Fellows receive $2,500 stipend and a travel grant. The deadline for applica- tions is April 1, 1996. Contact: Judith Smith, Center for Young Children and Families, Teachers College, Columbia University, Box 39, 535 West 120th Street, New York, NY 10027, (212) 662-2671.

The University of Michigan Pediatrics Center invites applications for a teaching/research assistant professor position. The deadline for applications is March 31, 1996. Contact: William E. Frey, Cemex Workshop, Pediatrics Center, University of Michigan, 1500 E. Medical Center Dr., Ann Arbor, MI 48109; or email William.Frey@umich.edu; http://www.peds.med.umich.edu.

Interaction if you are teaching a course in Sociology of Race, Ethnicity, or a module, please share your materials and ideas. Contact: Cynthia Farrow, Center for Development Center, 261 Kennedy Boulevard, Salt Lake City, UT 84107; or email: farrwcl@scsu.smu.edu.

Peter's College, Jersey City, NJ 07306 and Jean Monet-Belhassen, Chats: Depart- ment of Sociology, University of New Orleans, 2015 Beacon Street, River Forest, IL 60305.

The University of Minnesota, Depart- ment Emplovement has been serving the growing sayısı has recently been updated. It now con- tains a list of approximately 6000. Home- page resources relevant for undergraduate. The direct link is http://www.socsci.umn.edu/employment. Comments may be sent to Karin S. Niemi, Employment Center. University of Minnesota, Department of Sociology, 207 Education, Minneapolis, MN 55455.


Obituaries John P. Clark (1928-1995) A biography of the late John P. Clark, who died in his sleep in his home in Los Angeles on December 23, 1995. Born November 29, 1928 in Fireport, N.Y., to John and Mary Clark, sur- vived by his wife, Shirley, three chil- dren; Mary, David, and Timothy; two brothers, Donald and Dean; and a granddaughter, Josephine. A memorial service to celebrate his life and aca- demic career was held on Saturday, January 5, 1996, in the Cordington Lounge on the University of Oregon campus.

John Clark received his bachelor's, master's, and doctorate in sociology 1960 degrees at Ohio State University studying under the late criminologist, Walter Reckless. He was invited to present the annual Walter C. Reckless lecture at Ohio State University on May 5, 1992. In a productive career spanning almost four decades, John Clark was a deeply involved member of three dif- ferent universities and their depart- ments. He held the position of his academic life in 1961 as an assistant, and then later an associate, professor at the University of Oregon. He was appointed an assistant in sociology while working toward his doctorate. At the time Joe arrived at Michigan, Cooley was near the end of his dis- cerned career, but Cooley's studies in childhood socialization made a deep impression on Clark, which would time to bring all to all that they would. They were very strongly in support of sociology in a profession and his fore- Most of his life, John Clark devoted to the study of crime and was very interested in the crime, sociology; and criminal justice. There are few who would say of him that he was an innovator in crime. His work has been recognized by many honors and awards.

As well as teaching many subjects to several generations of students, Joe was a dedicated member of the Jewish community serving as president of several Jewish service organizations. He was a dedi- cated Jew, acquiring sufficient flu- ency in Hebrew to study with rabbis and with fellow scholars on Talmudic topics. He was also actively associated with the Jewish. A quiet man whose influence in Jewish life was not immediately evident but grew steadily, he was a scholar and a wisdom of the Israeli-speaking world. His work on interactive interpreta- tion theory continued long after his death. Some of us who knew him

Continued on next page
Official Reports and Proceedings

Council Minutes

1999-00 CHICAGO

Held at the Hyatt Regency, Chicago, Illinois on January 22, 1995

The meeting convened at 10:00 a.m. Present were: Maureen T. Hallinan, Jane C. Hulteen, Adrienne S. Heith, Patricia Hill Collins, Karen Cook, Amitai Etzioni, Joe Perales, Myra Marx Ferree, Cheryl Swendson Gilton, Silvia Pedraza, Alejandro Portes, David A. Snow, Mel J. Simester; Patricia Ross, Sara McLaughlin, Alondra Morris, Teresa A. Sullivan, Donald Y. Williams, Charles V. Wessner, and Susan Wilentz.

ASLA Staff: Felicia J. Levine, Carla B. Hovland, Teresa M. Butz, Interim Secretary, Gray Edwards, Havanad Rodriguez, Edgar Fitchner, and Janet L. Asner.

I. Introductions and Orienting Documents

Hallinan welcomed the Council members to Chicago and thanked them for their willingness to serve. She noted that they face some critical times for social science and sociology, creating intense challenges. It is therefore important that each Council member hold the role to the ASLA, because it is important for the discipline. Most of our energy needs to be focused on that task. We also need to serve as care and consideration as Council members. Compiyment, if not continuous, is important. That spirit will lead to great achievements.

II. Approval of the Agenda

The agenda was approved as revised.

2. Report of the President

President Hallinan updated Council on the 1996 Annual Meeting, and the implications of the award body gasp. She noted that regret that some very interesting work was not submitted to the Chicago site. We should not be afraid to trigger our work in the third week of work, among other things, on how to highlight New York on their pages.

She discussed the Ad Hoc Committee on Fellows, Networking, created a move to the ASLA in programs and in the journal, as well as the award body for the 1996 Annual Meeting. She noted the of the Fellows Officer Phoebe Stevenson, and Executive Officer Felice Levine. Levine has worked to the Hedwig Induction Association.

She reported that the Publications Committee, charged by Council to create a submission for the Canadian journal Educational, has appointed Barry Wellman, who is an editor with expertise in computer science, to that subcommittee, along with members of the Publications Committee.

3. Report of the Secretary

Secretary Teresa A. Sullivan noted her pleasure and honor as secretary when the ASLA is in good health. Members have demonstrated the work of the ASLA in 1995, the total of the Annual Meeting registration is over 7,000, a new record attendance.

Although the approved 1995 budget initially projected a slight deficit, in fact, after depression, shows a slight positive bottom line. Annual Meeting income will be higher than anticipated, due to the high attendance.

4. Report of the Executive Officer

Sullivan noted that the ASLA programs and activities, including key issues for Council’s consideration were four separate agenda items. She also emphasized the ongoing role of Council members as ambassadors for the discipline and for ASLA.

She distributed a new brochure with general information on the ASLA, and also the focus of the Board, ASLA Publications Manager, expressing appreciation for Allion for her work on the brochure and in her work for other areas of ASLA publications and promotions. Levine discussed opportunities for outreach at state sociological society meetings, and asked Council members to consider representing ASLA at one of the meetings.

II. Report on ASLA Technology

Sullivan reported on computer hardware/software in use in the Executive Office and noted that the staff is now on a diverse platform. ASLA plans to create a home page and integrate information into the internet services. There appear to be two options: Implementing an internet service at the ASLA, requiring a major investment in hardware and software, or to consider using a outside vendor to work with ASLA to create a home page and provide on-line storage and maintenance support. The second option is more likely for ASLA at this time.

Sullivan pointed out that the switch from MCI Mail to e-mail addresses under the auspices of several resources for these technological improvements.

Motion: To authorize $7,500 in funds to move ahead with the creation of the ASLA’s home page. Carried.

III. ASLA Committee Reports

1. 1997 Program Committee

President-elect Simester proposed the creation of the 1997 Program Committee, in addition to the constitutionally mandated committees that are on the Committee: James Short, Joc Pfennig, Gisela Berr, Gray Edwards, and Nancy Howard. These were asked to serve as a consultant to the 1996 Program Committee. Simester noted that the program committee was involved in the Canadian Sociological Association in the 1996 meeting, and the 1996 Committee’s meeting will be major programs toward developing the program.

Meeting took place on the 1997 Program Committee. Carried.

2. Report on the Publications Committee

Sullivan reported on the Committee’s year-long discussions on the Rose Series, and the ASA Series. Her first step is to name an editor. The Publications Committee created a list of names, asking each member to contact those candidates to ask if they are willing to create the Rose Series. There is a need to name an editor. Sullivan provided some information on each candidate and on whether each has expressed an interest. She noted that the Committee feels a different procedure for recruiting for the Rose Series. The Committee notes that the series has special circumstances surrounding the series at this time. The concern is that in a hiatus, the Rose Series may fall into disuse, and that we need to be involved in crafting the vision for the series.

Council expressed concern about being involved in the selection of Rose Series members. It was noted that the selection of these members is critical to the continued existence of the series and that the members must be involved in this process. The Council feels that the ASLA is well-positioned to cover the costs of these members. It was noted that funding is needed for the current editor of the Rose Series, the funding must be made available.

Motion: To recommend that the Rose Series be continued with the current editor. Carried.

3. Committee on Professional Ethics

Levine reported that the Committee is working on the reconstruction of the Code of Ethics which will, at a subcommittee meeting this month. She indicated that President Hallinan will appoint the Code membership by "honoring" a post to ensure continuity on this major revision of the code. Carried.

4. Committee on Sections

Patricia Ross, Council Liaison to the Committee, confirmed that the biggest issue from the Section Board concerns the newsletter allocation. The newsletter allocation for each section is 24 pages per year. Sections may use that allocation in three 8-page or four 6-page blocks of six pages. The Committee recommends that for 1995-96, Sections that choose to exceed the 8-page allocation for four times a year may pay the marginal printing and mailing costs for the year. Levine noted that this interim policy would be followed for one year, with a revocation at the end of the year.

Motion: Sections that choose to exceed the 8-page allocation for four times a year will pay the marginal printing and mailing cost for the year from their restricted accounts. Carried.

Motion: To request that those who do not use the allocated funds for newsletters would like to use the additional funds for other purposes. Sections must have a detailed accounting of how section funds are used.

Levine reviewed the history of the petition of action that are allocated to functional expenses. Any additional money over the 8 allocation is part of the Section’s income. The Executive Office will review in which the allocation is used.

The Section Board also requested that the Executive Office will investigate the possibility.

The Committee on Sections reviewed the bylaws for Rational Choice and the proposal for a new set of bylaws. Levine reviewed the proposed bylaws. The Committee on the Committee for the next meeting.

Motion: To approve the proposed bylaw for the National Section Council.

Motion: To approve Mathematical Sociology as a Section in Formation. Carried (one abstention).

There was an additional discussion on programs for the establishment of the focus groups and for areas of sections, which are currently under revision.

Council suggested a meeting on a future agenda the issues of action proliferation, the number of meetings, and equal opportunity for all.

The motion passed, and it was agreed that the first year.

5. Committee on Award Programs

Levine reported on the Committee’s meeting. The key topic on the Committee’s agenda was consideration of a media award. The Committee recom- mended that Council award an annual award to honor someone who has increased the public’s understanding of social science. The award will be selected by the Committee on Public Information, and will be submitted to the Council for final approval.

The motion was adopted and the award was passed.

The Award for Public Understanding of Sociology will be given annually to a person or a group who has made outstanding contributions to the public understanding of sociology. The award will be presented to the person or group at the Annual Meeting.

The award will be presented to the person or group at the Annual Meeting.

6. Committee on Annual Meeting

Levine noted also that there was a pro- Motion to name the Duhne-Johnson-Pratt Award be awarded at the annual meeting. This pro- Motion was approved by the Committee on Awards Policy. The Committee on Awards Policy will review the changes and make recommendations.

Council also noted that the Awards Committee will be held in Fall/Winter and with the executive committee, immediately prior to the Honorary Reception, in order to have a meeting with the Council on the Annual Meeting.

There was some concern that the committee would name the recipient of the award. Levine stated that she would do this.

There was some concern that the committee would name the recipient of the arts. Levine stated that she would do this.

The Committee met to take up issues

The Committee met to take up issues (1) resolution on sexual harassment, (2) Constitution, and (3) in the National Interest Act).

The Committee recommended no action by Council, but that CORRA would be reviewing the issues.

The motion passed, and it was agreed that Council at this time. She recom- bined CORRA’s resolution on the issue.

The concern is that the resolution will not limit the development of scholarly exchange and international sociologies.

Motion: To accept the proposed ASA for the resolution. Levine noted that the specific aim of the resolution was to use the additional funds for other purposes. Sections must have a detailed accounting of how section funds are used.

Levine reviewed the history of the petition of action that are allocated to functional expenses. Any additional money over the 8 allocation is part of the Section’s income. The Executive Office will review in which the allocation is used.

The Section Board also requested that the Executive Office will investigate the possibility.

The Committee on Sections reviewed the bylaws for Rational Choice and the proposal for a new set of bylaws. Levine reviewed the proposed bylaws. The Committee on the Committee for the next meeting.

Motion: To approve the proposed bylaw for the National Section Council.

Motion: To approve Mathematical Sociology as a Section in Formation. Carried (one abstention).

There was an additional discussion on programs for the establishment of the focus groups and for areas of sections, which are currently under revision.

Council suggested a meeting on a future agenda the issues of action proliferation, the number of meetings, and equal opportunity for all.

The motion passed, and it was agreed that the first year.

5. Committee on Award Programs

Levine reported on the Committee’s meeting. The key topic on the Committee’s agenda was consideration of a media award. The Committee recom-
Questions and answers about the implementation of the policy would vary by the particular activity. Therefore, no impact to a financial statement is expected to have a global and meaningful ASA policy, with options for individual units of the program to set their own implementation of ASAs to their own goals. The program will set their goals and costs related to the relocation of the Executive Office in order to maintain budgetary neutrality at the EF2 location. Sullivan asked for comments to review and take action on a number of recommenda- tions from the Committee as the Executive Office and Budget (EOB). Motion to approve EOB budget rec- ommendations for 1995, Carried. Motion to consider the income ranges for specificincomes and the co-journal duties categories in January and 1996, President elect. Motion to include the President's administrative support line in the ASA annual budget, Carried. IX. Council discussed the recommendation on the House bill on immigration. A motion was made focusing on the bill that applies to the noncitizen scholars and researchers and those whose research are in the national interest of the United States. Motion: The American Sociological Association (ASA) deplores certain provisions of H 222 entitled the Immigration and Nationality Act of 1990 as potentially detrimental to the future of science including the social sciences. U.S. science has benefited substantially from open exchange across these international communities. The specific provisions of H 222, as reported by the Subcommittee of the House Judiciary Committee, that ASA finds objectionable: elimination of the special priority category for outstanding scientists and researchers that exempts potential employees from the labor certification process; and elimination of the labor certification waiver for research scholars. ASA will lead a conference in con- junction with IIA. Emmanuel Walderson (ASA representative to IIA and current ASA President) and Levine, a former ASA President, to obtain the external funding for this conference. President Walderson and President Walderson and Levine have been invited to participate in this conference. Motion: To accept the request of the National Science Foundation to grant the Council for the Advancement of the Social Sciences. 3. Council agreed to meet on January 27- 29, 1995 in Washington, DC. Council adjourned at noon on Thurs- day, August 24.

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ASA Standing Committees are filled by the Committee on Committees (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 accepting the appointment.

Faced with the long list of appointments to be made each year, the people involved call upon the full array of their acquaintances in making appointments. These include colleagues known personally or through their professional activities or written work. It is worthwhile, therefore, to tell anyone you know on Council or COC of your interest in serving on a particular committee. Those responsible for committee appointments are always glad to know of willing volunteers.

The COC Chairperson for 1996 is Catherine White Bertheide, Department of Sociology, Skidmore College, Saratoga Springs, NY 12866.

If you are interested in serving on a committee, please complete the following form. Nomination Forms for Committee Service are due to ASA by May 1, 1996. Mail them to ASA, Governance, 1722 N Street NW, Washington, DC 20036-2981 (no faxes please). The nomination form is available in the Governance Section of the new ASA Home Page (URL: http://www.asanet.org/). Please print a copy of and mail the completed form to ASA.

Nomination Form for Committee Service

To be considered for the August 1996 COC review, this form must be submitted by May 1, 1996, to: Elizabeth Czepiel, ASA, 1722 N Street NW, Washington, DC 20036-2981. Self nominations are encouraged.

Standing Committee:
Nominee's Name:__________________________
Nominee's Address: __________________________
City:________________ State:________ Zip:____
Current Place of Employment: __________________________
Title:____________________________________
If teaching, please indicate classification: two-year ___ four-year ___ graduate program __
Rationale for Nomination (include relevant experience and interests of nominee supporting nomination) __________________________
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