Footnotes

1997 Annual Meeting
The City that Worked: Toronto's Contested Future

by Eginia F. Rots, York University

The mantra "Toronto, the city that works" has acquired a mythical character. Understandably, this myth has largely been fashioned in the United States with the gleeful acquaintance of Torontonians. Since the 1970s, American observers have commented on the differences between Toronto and American cities. "I have seen civilization, and I love it," concluded the prestigious Journal of Science, when promoting the 1987 meeting of the American Association for the Advancement of Science in Toronto. Harper's described Toronto in 1974 as "a city that works." In the same year, Fortune declared Toronto as the "new great city." In 1975, National Geographic toured Toronto "worldly, wealthy, personalityastic, and relatively problem free." And Toronto's Globe and Mail reported August 1, 1987 that prominent New Yorker Peter Ustinov regarded Toronto as "a kind of New York operated by the Swiss." The American fascination and praise goes back even further than the 1970s and 1980s. Just when another myth, "Toronto's magnificent skyline, surrounded by Lake Ontario, captured from Toronto's Centre Island. (Photo by the Metropolitan Toronto Convention & Visitors Association)"

The good (a city of blue laws and 'dry' wards) was beginning to fade from the collective memory. In the 1980s, and when Toronto still invited American experts to evaluate its problems (a practice that has been revived in the 1990s), the city was praised for its public health and transportation as a "maelstrom organisation, a model municipal institu-

DC's Control Board Taps Ladner for Leadership

The district of Columbia's financial house is in crisis—the stuff of national news and front-page stories in USA Today. Among those leaders trying to fix it is sociologist, educator, and long-time activist Joyce Ladner.

Ladner is one of five members serving on the highly controversial DC Financial Control Board, established by the federal government in June 1995 to help manage the city's finances. The Board was granted sweeping authority to review and reject all city legislation, review the proposed city budget, and approve the city's borrowing of any funds.

Members were nominated by Congress and appointed by President Clinton for a three-year term. Although these appointed positions are unpaid, each member maintains a salaried staff. The Board holds public hearings on an as-needed basis.

So far, says Ladner, the job is as much about dealing with personalities as it is about managing budgets. Often she confronts residents angry about potential service reductions, bureaucrats uneasy about change, and a mayor unhappy about the

Sociology at NICHD: A Span of Topics and Opportunities

Editor's Note: This is the fourth in a series of articles on sociology at various institutes at the National Institutes of Health. Each article highlights the research agenda of the institute and the ways in which sociologists can connect with that agenda. New investigators are particularly encouraged to contact the program staff.

by Christine A. Bechich, National Institute of Child Health and Human Development

With but disability, condoms, and the children of single parents have in common? They are all the subject matter of research grants awarded to sociologists by the National Institute of Child Health and Human Development. The NICHD differs from many other institutes at the National Institutes of Health in that it does not focus on a specific set of diseases or biological systems, but instead reflects a multi-faceted view of healthy human development. Sociologists are funded through each of the institute's three extramural research centers: the Center for Research on Mothers and Children, the National Center for Medical Rehabilitation Research, and the Center for Population Research.

The largest concentration of sociological research is funded through the Demographic and Behavioral Sciences Branch (DBSB), in the Center for Population Research. DBSB's mission is to support research on the processes that determine population size, growth, composition, and distribution and on the determinants and consequences of those processes. This involves looking both intensively at the demographic processes of fertility, mortality, and migration and broadly at their interrelationships with larger social, economic, and cultural processes. The Branch funds projects in sexual behavior and family planning, HIV prevention, family and household change, internal and international migration, residential segregation, infant and child mortality, social and demographic aspects of health, population, and environment, and formal demography. Some illustrative topics for which sociologists have received funding include:

- how social networks influence immigration streams and affect what happens to migrants' health and well-being after their arrival in

Torontonians are also fond of citing the unflattering name of Ernest Hemingway, once a reporter at the Toronto Star, in describing their city. Every myth requires a defining moment to begin fading from collective memory. Our former but immortal, tiny, and perfect mayor, David Crombie, declared last autumn that we have been living off the past in Toronto, and that we must reform the way we govern the Toronto metropolis. This may come as a surprise to Americans, but in many Tor}

See Toronto, page 6

See NICHD, page 8

See Lauder, page 8

Published by The American Sociological Association
The Executive Officer's Column

The K-12 Pipeline in Sociology

On November 20, 1996, the U.S. Department of Education released the initial findings of the largest and most comprehensive international study of math and science education underway to date. At a major press conference with the Secretary of Education, the Director of the National Science Foundation, and the President of the National Academy of Sciences, who results from the report, Pursuing Excellence, were presented. U.S. eighth graders were better than average in science and above average in mathematics in comparison to their international counterparts. From CNN and C-SPAN to the New York Times and USA Today, news reports emphasized that the U.S. educational system needs to be strengthened so that we may wish to foster science literacy in future generations. This message is well taken. Concerns over science competence and possible solutions to enhance science skills are legitimate as far as they go. Unfortunately, however, they do not go far enough. As we approach a new century, there is growing awareness of the importance of human and social factors to addressing our most vexing problems. Yet, the social and behavioral sciences are essentially absent from our strategic considerations of K-12 science education. This situation provides both a challenge and an opportunity.

Currently the social science terrain in the elementary and secondary schools is difficult to navigate. Fields like geography and history are clearly anchored in curricula and in teacher certification. Some domains of political science are well represented in civics education. Psychology, anthropology, and sociology concepts appear throughout the K-12 social studies sequence, but courses explicitly labeled "sociology" are generally located only as twelfth-grade electives, and there is no connotation of sociology, or the other social sciences, as part of the "family of science.

Building skills in the reasoning and methodologies of social science as part of the pre-college curriculum makes sense. First, there is much to be said for a broader public understanding of what the social and behavioral sciences are and how they enhance both everyday life and societal decision-making. Second, earlier exposure to the social sciences should bring future generations to these fields sooner and thus produce more and better-trained successors. From where sociology now sits in the K-12 curriculum, there is much to be done. As good sociologists, we must think about our goals systematically and develop strategies for change in light of our knowledge of schools and their priorities.

Bringing about systemic change will ultimately require infrastructural support and risk-taking from educational, science, and social science leaders. The Directorate of Education and Human Resources at the National Science Foundation (NSF) shows favorable signs of seeing the importance of social science education and encourages proposals, NSF, the National Academy of Sciences, and the American Association for the Advancement of Science can actively help to advance science education for all.

Even short of major educational reform, there is much that we in the social science community can begin to do. We can learn from the experiences of our colleagues in the natural sciences who have a long-standing relationship with elementary and secondary schools. Chemists, physicists, and mathematicians work in partnership with K-12 teachers to interest young students in science. NSF and the disciplinary associations have supported continuing education, curriculum development, innovative teaching projects, and alliances to encourage cross-talk among (natural) science teachers.

Whether promoted by ASA or elsewhere, program initiatives to incorporate the social sciences into the science curriculum will need to include courses and materials development, technical assistance, and teacher training. Fortunately the Association has strong interest in providing leadership. Past ASA President James S. Coleman was the first to express a commitment to pre-college training in sociology. Immediate Past President Maureen T. Hallman, too, has worked to enhance sociology's presence as a social science in the elementary and secondary schools.

Since 1993, the ASA has had an active Committee on Sociology in Elementary and Secondary Schools. In 1995, the Committee presented to Council a report about the preparatory coursework required of teachers certified to teach sociology. Based on this report, ASA Council passed three resolutions: (1) to be certified to teach "sociology" secondary school teachers must have at least nine credit hours of coursework in sociology; (2) that ASA should initiate discussion of an Advanced Placement (AP) exam with the College Board; and (3) that the Committee should develop course standards for the 12th-grade elective.

Also, Carla Howery, ASA Director of Academic and Professional Affairs, works collaboratively with her counterparts in APA and AERA, and with the National Council on the Social Studies, the professional association for social studies teachers. Similarly, I work to strengthen the links between our discipline and the science community engaged in K-12 education. In addition, ASA career publications and teaching materials, such as Teaching Sociology in High School: A Guide for Workshop Organizers and Using Research in the Introductory Social Science Course (designed for high schools) provide important educational building blocks.

We encourage sociology departments and individual members to link to K-12 teachers and enhance the quality of sociology taught in the schools. Some departments are already engaging in helping local high schools develop their science fair and other activities to ensure understanding of social science. Sociology faculty make presentations in local high schools, host high school recruitment days on campus, and send videos and print materials about careers in sociology.

Departments can also work with schools of education on campus to attract students interested in teaching social studies to major in sociology. Many states now require teachers to have a disciplinary major in addition to an education degree. Sociology is an exceptional choice. Some departments also offer summer school courses aimed at the continuing education needs of teachers. Finally, state and regional sociological associations can reach to high school teachers by offering free standing workshops and continuing education in encouraging participation at their annual meetings. The Wisconsin Sociological Association excels at hosting workshops for state pre-college teachers.

As our nation recognizes U.S. science education, it is appropriate that we simultaneously address the inclusion of sociology and the other social sciences in every revamped framework. Whether we focus on third grade learning about their community, sixth graders learning about ethnicity, or eleventh graders studying family forms, sociology can build an appreciation of the concepts and methods of science, develop a sociological imagination, and impart critical thinking skills. The sociological eye would serve students who do not go beyond high school as well as those who do. The excitement and possibilities of social science should be opened to youth early in their education, and our colleges and universities departments should embrace a new quality and quantity of students coming from this important pipeline.
Bertenthal Shares Vision for NSF Post

Editor's Note: In November, Bennett L. Bertenthal, a psychologist at the University of Virginia who specializes in the origins and early development of perception, action, and representation, was named the next Assistant Director (AD) of the National Science Foundation (NSF's) Directorate of Social, Behavioral, and Economic Sciences (SBE). Bertenthal replaced Cora R. Marrett, who returned to the faculty of the University of Wisconsin-Madison after four years as the NSF's AD. Bertenthal speaks of his new position:

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social, behavioral, and economic research?
Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conduct by the social and behavioral sciences.

I was gratified to learn that there was no overlap last year between NSF's staff and leadership to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology and should not be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly human science and technology facilitated through the people it serves.

ASA Executive Officer Levine Appointed to Violence Panels

The American Sociological Association further enhanced its profile in violence research in November with the appointment of ASA Executive Officer Felice J. Levine to three important advisory panels.

Levine, a social psychologist with a long background and interest in violence research, was invited to serve on the Advisory Committee for the National Consortium on Violence Research (NCVOR) and the National Television Violence Study (NTVS) Council.

Fundied primarily by the National Science Foundation and its Directorate for Social, Behavioral, and Economic Sciences, NCVOR is based at Carnegie Mellon University and includes a team of 39 violence researchers from 24 institutions in 11 states, Canada, Great Britain, and Sweden. The project is directed by Alfred Blumstein, a professor of Urban Systems and Operations Research at Carnegie Mellon's H. John Heinz III School of Public Policy (See January 1996 FO).

Among the others serving on the 14-member NCVOR Advisory Committee are sociologists James B. Kitay, Jr., of Washington State University; John Comiskey of the New York Times; and William Raspberry, of the Washington Post.

Hamburg, President of the W.T. Grant Foundation; and former U.S. Attorney General and Pennsylvania Governor Richard Thornburgh; and NCVOR Director, Charles R. Alpert, of the University of Chicago, serve as the Chair of this distinguished panel.

The National Television Violence Study is a three-year study of violence on television. Funded by the National Cable Television Association, research for the study is being conducted at the University of California-Santa Barbara. University of Texas-Austin, University of North Carolina-Chapel Hill, and University of Wisconsin-Madison.

The NTVS Council is an oversight and advisory body designed to ensure the integrity and independence of the study. The Council provides guidance and counsel to the researchers, and draws implications from the study findings. In addition to Levine, the Council is comprised of leaders from 16 national organizations, including the American Psychological Association, the American Bar Association, the American Psychological Association, the American Psychiatric Association, the Writers Guild of America, the Directors Guild of America, and the American Academy of Pediatrics.

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social, behavioral, and economic research?

Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conducted by the social and behavioral sciences.

I was gratified to learn that there was no one else last year that NSF would tend to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology, and should be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly the human science and technology facilitated through the people it serves.

Footnotes: Are you going to prioritize the significance and relevance of our disciplines by developing new opportunities to educate the leadership and staff of the other directorates? One of the very best strategies for accomplishing this goal is to continue to promote interdisciplinary research opportunities directed toward problems such as urban education, social infrastructure systems, and learning and intelligence.

Footnotes: What are your key priorities for the first year of your tenure?

Bertenthal: I anticipate working at NSF for three years, this is a very short time, and it is important that I learn as much as possibly as quickly as possible about the structure and organization of NSF. In particular, I plan a thorough examination of current policies and commitments by the Directorate. We are facing flat funding for the foreseeable future, and this requires that we carefully evaluate our support for infrastructure.

See Bertenthal, page 5

PUBLIC AFFAIRS UPDATE

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social, behavioral, and economic research?

Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conducted by the social and behavioral sciences.

I was gratified to learn that there was no one else last year that NSF would tend to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology, and should be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly the human science and technology facilitated through the people it serves.

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social, behavioral, and economic research?

Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conducted by the social and behavioral sciences.

I was gratified to learn that there was no one else last year that NSF would tend to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology, and should be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly the human science and technology facilitated through the people it serves.

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social, behavioral, and economic research?

Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conducted by the social and behavioral sciences.

I was gratified to learn that there was no one else last year that NSF would tend to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology, and should be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly the human science and technology facilitated through the people it serves.

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social, behavioral, and economic research?

Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conducted by the social and behavioral sciences.

I was gratified to learn that there was no one else last year that NSF would tend to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology, and should be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly the human science and technology facilitated through the people it serves.

Footnotes: Since accepting the position, you have had the opportunity to work with the NSF staff and leadership. How would you evaluate NSF's commitment to the advancement of social, behavioral, and economic research?

Bertenthal: I accepted the position of AD in October, but will not begin officially until January. Thus far, I have had only limited interactions with the leadership and staff of NSF, and thus any comments are necessarily very preliminary. My overall impression is very positive. The senior managers at NSF appreciate and support research conducted by the social and behavioral sciences.

I was gratified to learn that there was no one else last year that NSF would tend to congressional pressure to reevaluate its commitment to SBE, and indeed, Neil Lane has expressed considerable support for the necessity and importance of the Directorate. Nevertheless, it is important to remember that NSF covers a broad range of science and technology, and should be expected to support all research in the social and behavioral sciences. I anticipate that we will be most successful in achieving support in those areas that address directly the human science and technology facilitated through the people it serves.
Successful Practices in Master's Programs in Sociology

This is the second article in a series of reports from the ASA Committee on Graduate Education, identifying important practices in graduate education. The reports are available from the ASA Teaching Resources Center for $4.00 for members/$6.00 for non-members.

by James G. Haglund, Jr.
University of Kentucky

How can the Master's degree be made meaningful for students in sociology? It is sometimes said that the main purpose of the MA is to provide a consultation to students who are unable to complete their PhD, but a subcommittee of ASA's Graduate Education Committee has found that the MA offers several promising opportunities.

A combination of a mailed questionnaire and a combination of site visits and telephone interviews with some departments known to have widespread consultation and evolution. Although some departments at PhD programs in sociology are giving considerable attention to Master's-level education, the information in this article is based on departments that offer the MA or MS as their highest degree. This article provides a brief summary of some of the issues contained in a more extensive report prepared by the subcommittee.

Success in Acquiring Resources
Master's programs often function with limited resources, but some departments have become successful by looking beyond their own boundaries. Attention to obtaining grants and developing ties with other programs are particularly likely to be successful. Grants provide focused research programs for training as well as for teaching students. Ties with other programs serve to both facilitate relations with the external community and to identify research opportunities for graduate students. Also, links to other academic departments can often add breadth to students' academic experiences despite a small sociology faculty. In other cases, ties to multidisciplinary programs can lead to opportunities for new faculty positions and for increased integration into the college or university. Students involved in well-conceived multidisciplinary programs may well be on the cutting edge of emerging intellectual trends.

Student Recruitment
Carefully focused recruitment programs can be successful in recruiting highly qualified students whose interests are consistent with departmental emphases. A program may choose, for example, to recruit only students interested in research careers, or it may concentrate more specifically on those contemplating careers in a limited set of areas in which program faculty can provide expertise or regional employers can provide career opportunities. Other successful departments use more expansive approaches and offer several areas of specialization. While no single approach to successful recruitment exists, successful programs are likely to have thought carefully about their niche in their region, if not the nation, and the links between recruitment strategies and the academic goals and capacities of their faculty.

Program Requirements
Master's programs typically are expected to combine courses covering theory, methodology, and substantive areas with a thesis, internship, or exam, and they also are expected to accomplish these objectives within a limited period of time. The departments examined by the ASA subcommittee have adopted a variety of strategies to deal with these potentially conflicting objectives. Success appears to be associated with a well-articulated philosophy of graduate education. Several departments focus on the goal of providing research skills that will be usable regardless of post-graduation plans. In many cases, one or more required courses in methodology are combined with required participation in research projects or internships.

Encouraging timely completion can be a particular challenge for graduate programs. Several departments have even offered incentives to the following of required courses and have designed those courses to move students toward the development and completion of a thesis or other required project.

Sociological Practice
Master's programs differ in the value and emphasis they place on sociological practice. For some, it is a primary focus; for others it is a supplementary program available to students who are not interested in academic positions or those who cannot leave the local area; others avoid it altogether. Illustrative program emphases include applied social research, market research, media analysis, nonprofit social work, and policy analysis. In addition, some programs work with students interested in administrative or service positions in health and human services or criminal justice.

Successful applied programs are likely to include extensive methodological training, courses designed to prepare students for a particular organizational setting, and an internship. Many programs that are successful in placing students with training in sociological practice have established ties with local or regional employers.

Placement of Graduates
Most of the programs take pride in their record of placing their graduates into doctoral programs of high quality, and many faculty members use their personal networks to expedite this outcome. Placement into professional positions is less likely to be a priority, but several programs attempt to use course offerings or internships to enhance employment prospects, and several have established local reputations for producing highly qualified graduates. It is generally agreed that courses in methodology and statistics are important for expanding student placement, but faculty members differ in their opinions of the importance of substantive courses for job placements. Some feel that employers are concerned primarily with research skills and that the program should focus on training in the latest computer and statistical software used in applied research. Others report that knowledge of substantive issues is important for research clients, who want insightful analysis and effective writing as well as appropriate use of methods and statistics.

Problems
Despite their accomplishments, many programs experience problems for which solutions do not appear obvious. Limited faculty resources, the necessity of balancing commitments to (often large) undergraduate and (often small) graduate programs, wide variation in student background and ability, lack of administrative support for graduate education and/or sociology, the possibility of cutbacks in the face of budgetary pressures, inadequate numbers of assistantships with recurring funding, inadequate mentorship stipends, and inadequate computer facilities are among the problems noted by faculty in several programs. As resources shrink in higher education, these are the standard array of problems vexing many programs in many fields.

Facilities
The ASA subcommittee was most struck by the possibilities. Many programs described in the subcommittee's report have developed innovative and effective approaches to the education and professional development of Master's-level students. The MA seems to be effectively "seeding" and "feeding" the PhD pipeline and, more importantly, providing rigorous and focused training for research, policy, and administrative careers in government, business, or the nonprofit sectors.

Subcommittee on Master's Programs
Janet S. Charf, University of Houston, Easton; Kenneth Greenberg, Loyola University of Chicago; James C. Hargreaves, Jr., University of Kentucky; Thomas J. Keil, University of Louisville; Russell K. Schutt, University of Massachusetts-Boston.
Call for Nominations for 1997 ASA Awards

Award for the Public Understanding of Sociology

Description: The Award for the Public Understanding of Sociology will be given annually to a person or persons who have made exemplary contributions to advance the public understanding of sociology, sociological research and scholarship among the general public. The award may recognize a contribution in the preceding year or for a longer career of such contributions. Nomination Requirements: Please submit a biographical statement and a detailed one-page nomination statement that describes how the person's work has contributed to increasing the public understanding and knowledge of sociology. Mail: Ed Hatcher, ASA, 1722 N Street NW, Washington, DC 20036. Deadline: January 31, 1997.

Dubois-Johnson-Frazier Dissertation Award

Description: Created in 1971, this award honors the intellectual traditions and contributions of W.E.B. DuBois, Charles S. Johnson, and E. Franklin Frazier. An award will be given to either a sociology doctoral student for an outstanding dissertation. The award may recognize a contribution in the preceding year. Nomination Requirements: A nomination statement should indicate the dissertation, teaching, publications and the way in which these are consistent with the traditions of these outstanding Afro-American scholars and educators. Mail: Donald Connington, Department of Sociology, University of Rhode Island, Kingston, RI 02881. Deadline: March 1, 1997.

Dissertation Award

Description: Established in 1989, the ASA Dissertation Award honors the best PhD dissertation from among those submitted by advisors and mentors in the discipline. Nomination Requirements: Nominations must be received from the student's advisor or the most familiar with the student's research. Nominations should explain the precise nature and merits of the work. Dissertations defended in the 1996 calendar year will be eligible. Submit three copies of the dissertation and nominations with vita current address to the Chair of the Committee. Mail: to: Jan E. Stets, Department of Sociology, Washington State University, Pullman, WA 99164. Deadline: March 1, 1997.

Editor's Note: The selection committee for the 1997 ASA award has concluded their work and award winners will be announced in forthcoming editions of Footnotes.

such as digital libraries and archival data banks, investigative projects, and interdisciplinary centers and research. As researchers, when federal funding for our projects is secure, we are more aware of the need to maintain a strong base of support for investigator initiated research. And, to encourage our research communities to begin considering more seriously the need to pursue larger projects that involve interdisciplinary teams. My reason for this recommendation is based on pragmatics. The one opportunity available for increasing our base funding in the Directorate is through our participation in new inter- disciplinary research initiatives that offer funding. As a result, I am in favor of leveraging our results and intellectual capital to foster new collaborations with other disciplines. However, if we are to develop new methods for studying social, behavioral, and economic research, here, methods include procedures for improving measurement, procedures for improving and evaluating large databases, and the development of new statistical procedures. Our science is only as good as the methods available for pursuing the questions we seek to address. Methods are foundational to the research process, and I seek to improve this foundation.

Footnotes: What do you see as the major infrastructural needs of the social and behavioral sciences? Berntenthal: Most of our infrastructure needs are concerns with large databases and digital libraries. These data bases and libraries represent some of the most important tools of our discipline. They are extensively used to develop and maintain, and we are constantly faced with the problem of providing the support that these infrastructure needs deserve for young investigators to compete for these scarce funds. I believe, however, that these investigators are in a unique position to develop new ways of using data bases and to re-organize these data bases and make them more accessible to the researchers who depend upon them.

Footnotes: You are obviously aware that some in Congress sought to eliminate the ASA direc- torate in 1995. If the proposal came to a vote in the Congress, what will be your key arguments against it? Berntenthal: There are multiple reasons why Congress may question the need to allocate resources to a directorate for the social, behavioral, and economic sciences, but it is important to be prepared to counter these criticisms if and when ever and whenever they arise. My strategy is to be proactive and promote the importance of our research wherever possible. I sincerely believe that part of the reason for our vulnerability is that the public and Congress remain uninformed about the substantive research questions that should be addressed before education, economic, and social policy decisions are formulated. We have already begun to assemble a library of noteworthy studies with important and sometimes countervailing results that are useful to discuss when questioned about the fundamental significance of the science. It is also important to communicate that social scientists address fundamental questions with the same commitment to rigor and precision as researchers conducted in the physical and biological sciences. The difficulty we face is that these resources are shared between the disciplines of the sciences represented by our Directorates.

Footnotes: Considerable emphasis is placed on interdisciplinary bridges across fields of sciences. How do you see the social and behavioral sci- ences best capitalizing on such opportunities? Berntenthal: I agree that interdisciplinary research is foundational to all the sciences, and that the need for this research is becoming more evident as the questions we are beginning to address assume a larger scope. The Human Genome Initiative (HGI) is an example of how interdisciplinary research could and should inform the basic research questions that scientists seek to address. It is somewhat arbitrary and misleading to partition problems into specific categories such as research on violence or neighborhoods or schools or the workforce. It is studied separately. I would like to encourage more interdisciplinary research both within and between disciplines so that we can begin to address the reality that our country is facing with the very best resources available. I am especially committed to working with the other directorates to discover ways that new technologies and analytic methods could be more effectively addressed by SBE researchers. It is my sincerest belief that fostering these interdiscipli- nary collaborations could lead to some quantum leaps in our understanding of basic problems. But, I recognize the impediments that support for interdiscipli- nary research has faced in the past. It is for this reason that I will strive to develop new opportunities for interdisciplinary research.

Footnotes: What role do you envision for the Directorate for Social, Behavioral, and Eco- nomic Sciences in directing the next generation of scientists to our fields? Berntenthal: As I have already mentioned, I am concerned about our current support levels that we are providing for young investigators and I am concerned about attracting new investigators to our field. Currently, the Division of Science Resources Studies is expanding its survey research on graduate education and training in the sciences field. We are keenly interested in learning more about who is entering graduate school, who is graduating, and how this happens to these individuals after they complete their graduate education. I plan to follow the first tranche of this survey closely and perhaps implement some addi- tional initiatives to further our understand- ing of the outcomes of graduate training in the SBE sciences. I hope that we can develop additional strategies for recruiting and retaining the next generation of scientists.

Footnotes: What are your overall impressions as far as working in a federal agency what you expected and how do you feel? Berntenthal: Since I have not yet begun offici- ally, my impressions are necessarily very preliminary. I suspect that I will be spending my "honeymoon" period at the Foundation, which is why this question can be answered. As far as working in a federal agency, I feel that the Foundation has been quite welcoming and that the senior managers have been quite accommodating and I feel that there has been a real effort made on the part of the senior managers to make me feel comfortable. I am very pleased and excited about the opportunity to collaborate with other federal agencies and to be able to work with them, and I think that I will be able to work with them very well and to have a very positive experience.
Toronto, from page 1
onto is still among the most liveable cities in the world. But at least the knowledgeable elite—policy makers, journalists, academics, and planners—would echo Cronin’s prediction that, if Toronto continues to make the way it has since the 1970s, it will become just another American city. Why? What’s been happening here?
I cannot answer these questions here, but let us step back a moment and talk about the successes and the failures. As we move along, however, remember that Toronto now refers to at least three entities: the City, Metro, and the Greater Toronto Area (GTA).

Americans are struck by the liveliness and energy of its downtown core and its surrounding neighborhoods with virtually no urban decay (though some former industrial lands sit vacant awaiting redevelopment). Known among its citizens affectationally as a “city of neighborhoods,” the City of Toronto is genuinely a mosaic of distinct neighborhoods such as Little Italy, Kensington Market, Bloor West Village, the Annex, the Danforth, Cabbagetown, Rosedale, the Beaches, the Islands, Riverdale, St. Lawrence, Parkdale and Roncesvalles.

Toronto is a diverse region where the spatial and social polarization that characterizes many American cities is nearly absent. The City and Metro have one of the most reliable transit systems in North America, and a range of municipal services from public education to public health that are the envy of many cities. The City is dense and compact, built on a grid where arterial roads are flanked by sidewalks of shops of every description, restaurants, cafes and bistros, often serving the local ethnic populations, bringing out crowds of pedestrians most of the day and into the evenings. The Toronto region is also among the most economically dynamic of urban areas in the world, housing nearly one hundred ethnic and immigrant communities in peace and safety. Multicultural here is not an abstract word but a lived everyday experience. Only a few other North American cities can rival Toronto’s center for theater, film making (classical and popular), music, dance and opera, and a multi-layered arts scene, not to mention its universities and medical facilities, and governmental offices (Toronto is Ontario’s provincial capital). Its downtown remains strong as a centre of commerce and banking, retail and entertainment, alive day and night. This success has often been attributed, in part, to the Municipality of Metropolitan Toronto (Metro), formed in 1953, which was the first metropolitan government created in North America since New York City in 1898. Metro is an upper-tier government that covers 430 square kilometres. Initially, its planning powers were, however, extended to an area covering a vast region of 1,865 square kilometres, three times the size of Metro itself. This was a far-seeing measure, anticipating regional planning. Legislation retained the then-existing local municipalities as a lower tier, though the central city held the seats on its council. New legislation in 1967 reduced this thirteen to six: the city and five suburban boroughs.

As a governing structure, Metro Toronto was, however, more of a symptom rather than a cause of the success of Toronto. It embodied a number of values, defining a Canadian culture of governance or civic culture, if you will, that set it apart from American cities. Metro Toronto has been a vehicle for the provincial government to redistribute wealth and ameliorate inequalities. Metropolitan government has been much less litigious and less fragmented, which allows for efficient and fair resolution of conflicts. Ontario like other Canadian provinces, has supported public enterprises for the provision and delivery of services; and local governments have been restructured by provinces with these values in mind. In the end, the values that define a civic culture have more to do with differences between American and Canadian cities. Metropolitan Toronto was one among other places that perhaps would have fostered these values.

By the 1970s, Metro’s usefulness was called into question because growth was expanding beyond the 1953 boundary. As a result, the province created further metropoleo-styles governments around Toronto and cut back Metro’s planning area to Metro itself. According to many, this was the beginning of the end of the myth that Toronto was the prototype to produce a regional plan for Metro and its surrounding regions in the 1970s which failed miserably. The regions surrounding Metro began a steady expansion that resulted in stagnation within Metro and its transformation to a core city within a sprawling region. This prompted a transformation planner to describe Toronto euphemistically as “Venice surrounded by Phoenix.” (This euphemism has now been turned into a geographic referent in a design proposal by Bell Canada to designate Metro-Toronto in the area code “416” and its surrounding regions with “905.” Unlike the growth of Metro in the 1950s and 1960s, the new suburbs were much lower in density and almost entirely based upon the automobile. The emergence of edge cities with a booster mentality such as Markham, Mississauga, Richmond Hill, Oakville, and Oshawa has opened a regional split between the new “core city” and its “suburbs.”

Once again, the problem here is not that Toronto’s governing structure did not fit its more recent growth pattern. Rather, the troublesome question is whether the spatial coincidence that has emerged between the new core city and its suburbs is a reflection of a new class conflict: a conflict of classes consisting of a heterogeneous group of lower-income, ethnic, professional, and artistic communities surrounded by a homogeneous middle class that sees the new core city as either a playground or an unnecessary burden on its lifestyle. The new middle-class cities that dominate the new edge cities seem opposed to the four values that characterized Metro Toronto: equalization, fairness, public services and collectivism. Instead, the values that describe their worldview appear to be competitive, privatization, individualism and escapism. Since the 1970s, successive provincial governments have attempted to deal with the regional sprawl without success. A new conservative provincial government was elected into office in April, 1995 largely by the new edge city vote and has become the epitome of these new values.

It promptly declared urban sprawl as a non-issue and ignored the consequences of a task force, set up by the outgoing provincial government to deal with sprawl in the Toronto region.

On October 26, 1995, over one-hundred thousand Ontarians assembled in front of the provincial capital building, Queen’s Park in Toronto, extending along University Avenue for a few miles to the south, protesting a series of urban sprawl backlashes, privatization and the decline of public services. The gathering was described by the organizers as the largest protest in Canadian history. The amazing diversity of people in the crowd reflected the city’s ethnic, class, gender, and racial diversity. They were really there to re assert the values that Canadians cities apart from their American counterparts. Whether this historic moment will appear as the occasion of a reassessment of old values or the last gasp before the old values die out remains to be seen. It has now become a cliché to assert that Toronto is at cross roads. Toronto’s future is clearly being contested and will depend more upon renewing its civic culture of governance than upon a new governmental arrangement.

Acknowledgments
I am grateful to Jon Cartwright, Frances Frinken, Evelyn Bumpson and Tony Turit for their comments on earlier drafts. Jim Lemon’s historical work on Toronto, as always, proved to be an invaluable resource.

Notes
7. Jon Cartwright as remilitarized by Jon Cartwright as "The Day Perfect Mayor (Toronto: Lorimer, 1978) who served as the mayor of the City of Toronto between 1973-1978. He has recently been appointed by the new conservative government of Ontario as the chair of a quasinon-profit organization, among other things, Toronto’s local government structure.
9. See Jon Cartwright, City Form and Everyday Life: The Case of Metropolitanism in Toronto (Toronto: University of Toronto Press, 1994).
American Humanities and a Sociology Major: A Winning Combo

by Carla B. Hinson, Director, Arts and Professional Affairs Program

When the perennial question comes up, "What can I do with a sociology major?" faculty often center their answer on state and local government positions, such as a parole officer or case worker. While these entry-level social service jobs are plentiful and appealing, students should be encouraged to take a look at other market sectors. One of the most promising matches between a sociology major and job opportunities is in non-profit organizations.

Consider the labor pool needed to staff entry level professional positions for the American Red Cross, the Boys Scouts of America, Goodwill Industries, the YMCA, YWCA, and Big Brothers/Big Sisters. While these organizations may be satisfied with any well prepared liberal arts graduate, sociology can make the case that the major is "first among equals." Sociology majors excel in all the general skills of communicating clearly, writing well, critical thinking, and problem solving.

In addition, the sociology major has substantial preparation in understanding macro-level solutions, bringing different sources of data to bear on a problem, accounting for the importance of demographic contingencies, and using an empirical repertoire from survey design and needs assessment to program evaluation.

One way to enhance the link between undergraduate majors and large non-profit organizations is through a program called American Humanities. American Humanities is a non-profit alliance of college, universities, and non-profit agencies preparing undergraduates for careers with youth and human service organizations. The program describes itself as "the only national program that focuses on the pre-employment non-profit education and certification for undergraduate students.

The program enrolls 300-500 interns in a 12-month, 180 contact hours in of classroom instruction, and co-curricular activities, through the student leadership association. Students who complete the program are certified for work in these large non-profit organizations.

Headquartered in Kansas City, American Humanities programs are available on more than 20 campuses, with plans to expand to 100 campuses within the next five years. Students interested in participating in the American Humanities program should contact the university director.

February 7 Deadline Nears
NSF Announces Funding for Learning and Intelligent Systems Initiative

The National Science Foundation (NSF) has announced an opportunity for interdisciplinary research in Learning and Intelligent Systems (LIS). The program, "Announcement NSF 97-18," is soliciting proposals to coordinate and manage the initiative through a special committee with an appointed chair. The NSF will be looking for proposals that include innovative, interdisciplinary approaches to learning and intelligent systems, and address fundamental problems in learning and intelligent systems.

NICHID, from page 1

A new country.

... the impact of sexual inequality on access to and use of health care services, and the effects of growing up in a single-parent family or experiencing divorce on children's development and well-being. In addition to providing funds for basic research, DBSS also supports: (1) training and infrastructure to assure the preparation of future generations of scientists and provide resources that support the development of research; (2) the collection of data for demographic research and dissemination of data for secondary analysis; (3) methodological research to advance techniques for data collection, measurement, and analysis in population studies and research to improve and extend the theoretical foundations for population research; and (4) research and dissemination strategies that promote the integration of basic research and development and evaluation of intervention programs and into the information base for policy development. In fiscal year 1996, the program invested about $40 million in support of population research.

Other parts of NICHID also support research by sociologists. The Center for Research on Mothers and Children includes several branches that support research on issues in maternal health and child development such as low birthweight, mental retardation and developmental disabilities, learning disabilities, growth retardation, and HIV infection among mothers, children, and adolescents. Several programs include in their mission topics with sociological dimensions, including:

- the family relationships of children with developmental disabilities (Mental Retardation and Developmental Disabilities Branch);
- cultural and behavioral aspects of nutrition (Biological Nutrition and Growth Branch);
- the cognitive, social, and affective development of children with learning disabilities (Learning Disabilities and Child Development Branch); and
- the development of health-promoting and risk-taking behaviors among children and adolescents (Human Learning and Behavior Branch).

In the National Center for Medical Rehabilitation Research, two branches—the Applied Rehabilitation Medicine Research Branch and the Basic Science Research Branch—promote the application of new knowledge to develop medical, behavioral, psychological, social, and technological interventions that will optimize functioning for the physically disabled individuals. Two recent Institute-wide program announcements have highlighted new funding opportunities. In August 1996, NICHD issued a broad announcement designating areas of high program relevance to the Institute. Among the areas likely to be of greatest interest to sociologists are:

- Risk taking and compliance;
- Race and ethnicity;
- Men's family and fertility-related behavior;
- Determinants and consequences of nonmarital childbearing (including marriage);
- Improved contraceptive use and prevention of unintended pregnancy;
- Immigrants and ethnic minorities;
- Outcomes research in medical rehabilitation.

Applications that fall into one or more of the areas designated as having high program relevance by the Institute are given special consideration for funding, along with applications that are innovative or high risk/high payoff, that are submitted by new investigators, or that maintain critical ongoing research efforts. NICHD has set aside one quarter of the funds available for competitive grant awards for this purpose. Full details of the high program relevance areas of the Institute are given in the August 25, 1995 issue of the NIH Guide to Grants and Contracts (Vol 24, No. 31). The designated areas will remain in effect until September 30, 1997.

NICHD has also established a small grants program. These grants provide up to $30,000 in direct costs for each of up to 2 years of support. This program is compatible with applications in any area relevant to the Institute's mission; specific priorities have been defined by Branches and are listed in an announcement published in the NIH Guide to Grants and Contracts (Vol 25, No. 3, February 9, 1996). Most Branches particularly encourage applications from new investigators and applications that conduct innovative, high risk, or pilot studies. Support for thesis or dissertation research may not be requested. The program follows the regular NIH application deadlines of February 1, June 1, and October 1. In the December 1996 issue of Footnotes, Ron Abels of the National Institute on Aging provided useful hints for sociologists contemplating an NIH application. Abels advises applicants to: 1) be interested in funding from NICHD, and hence well not be rejected here. There is one final message, though, that cannot be repeated enough. We who seek NIH program officers at NICHD are here to help you as you seek funding for your research. We welcome inquiries about a BIG for between your review scores and Interests and our programs, and can help put you in touch with the right program if your BIG is clearly in one of our files. We can help you think about the right mechanism: Should you apply for a F31/ST award (for new investigators), a regular R01, or a small grant? We can often (not always, due to time constraints) act as a sounding board for ideas about applications. And we can give you information about the review process and how a decision will be made about your application. About the only thing we cannot do is influence the review, which is handled by a separate group within NICHD.

So, if you are interested in applying for funding, please call. For the Demographic and Behavioral Sciences Branch, please contact Christine Bachrach at 301-496-1174; email bachrach@nih.nih.gov. For other programs at NICHD, please contact Hildegarde Topper at 301- 496-1134 for a referral to the appropriate program officer. Christine A. Bachrach, PhD, is Chief of the Demographic and Behavioral Sciences Branch at the Center for Population Research, NICHD.

Ladner, from page 1

"importance of structures and how they work."

Prior to her appointment, Ladner taught for more than a decade at Howard University's School of Social Work. In 1999, she was selected as Vice President for Academic Affairs and became Interim President four years later. During her tenure at Howard, she received many honors and awards, including ASA's Distinguished, Jochen, Frasier Award for outstanding scholarship in 1984. So, Ladner's work on the Control Board has drawn widespread praise. Andrew Brinner, Chairman of the Control Board, believes Ladner was an idea choice for the Board. "She is a national leader among us," he says. "When issues arise, the first question I ask is, 'What does Joyce think of that?"'

Brinner has relied particularly on Ladner's expertise in education. A life-long educator, Ladner has been vocal in her opposition to the current structure of District schools. She speaks regularly a local schools about the need for drastic educational reform.

With Ladner's prodding, the Control Board issued a report that publicly denounced local government officials for the shabby, dilapidated state of the capital's public schools. In November, the Board forced the resignation of its school superintendent and installed a former Army general to act as interim president. Although the move has exasperated complaints that Board employs democratic cautions, Ladner defends the Control Board's decisions. "We're making progress. But change is slow, and we're making important changes not yet seen."

The Board position keeps Ladner continually in the spotlight. Board sponsored community meetings often attract large crowds of local residents. Board decisions are reported regularly on the pages of local newspapers and on local television and radio broadcasts. Ladner herself was the recent subject of a Washington Post article.

For Ladner, the media attention—both positive and negative—is part of the process of social change to which she has devoted her life. Growing up during segregation's heyday in Mississippi, Ladner says she learned first had what structural inequality meant. Those experiences led to participation in the Civil Rights movement, research on urban issues and their effect on children, and a lifelong commitment to justice.

Sociological scholarship, she adds, has given intellectual shape to her experiences. As a student at Washington University, she found herself most drawn to theories questioning the idea of value-free sociology. She began embracing a commitment to applied sociology. To this day, she remains committed to a sociology that melds theory with practice. "We have a curiosity about the world, but we should also want to linker with it," she says. "I'm interested in communities, and I've worked, including her dissertation, has focused on African American grappling with racial identity in poor, urban communities.

Controversy surrounding the Control Board is unlikely to go away. Its members continue to fight the tide of public opinion and negative press. And that seems to suit Ladner just fine. "We have a job to do," she says. Currently, Ladner is on leave from her faculty position at Howard University and attempting several writing projects, including her memoirs.

Sociology Students Receive Fulbrights

Nine young scholars in sociology were recipients of the Fulbright Scholarship, in conjunction with Fulbright's U.S. Student Program. The Fulbright Scholarship is one of the nation's most prestigious scholarships programs. The U.S. Student Program is designed to give recent BS/BA graduates, master's and doctoral candidates, and young professionals and artists opportunities for personal development and international experience. The recipients are currently pursuing their research topics worldwide, from Sweden to Mexico.

- Sarah L. Bibb (MA, 1993, Northwestern University) is studying institutional stability and policy influence in the Mexican Central Bank in Mexico.
- Raman K. Bajaj (MS, 1993, University of Oregon) is studying changing gender relations of Egyptian women in Egypt.
- Courtney A. Brea (BA, 1994, College of William of Mary) is studying rape as a gender identity, focusing on refugee women in Jakarta in Indonesia.
- Charles R. Clark (MA, 1995, University of Montana) is studying the role of property rights in tropical forest conservation in Guatemala.
- Angela M. Crocy (MA, 1991, University of California-Irvine) is studying the political economy of timber plans in Sweden.
- Jennifer S. Crone (BA, 1997, Brown University) is studying the status and role of foreign workers in China.
- Elena T. Fulbon (BA, 1995, Johns Hopkins University) is studying gendering of the "coloured" population in South Africa.

Grantees design their own programs, which may encompass independent study, field research, or university courses. The Fulbright Program was created in 1946 by Congress with the intent of fostering international understanding through research and scholarship. The Program is sponsored by the U.S. Information Agency. It annually sends about 800 scholars to more than 130 nations.

For more information on The Fulbright Program, contact U.S. Student Program, Institute of International Education, 809 United Nations Plaza, New York, NY 10017-5003, or call (212) 994-3333.
Emphasizing Social Science Inquiry Early in the Curriculum

by Carla B. Howery, Director
Academic and Professional Affairs

Those who pursue to make categorical criticisms of introductory sociology courses usually allege that the courses are descriptive, not critical. They state, Sociology 101 is overloaded with terms and names which no learner could possibly remember; the emphasis on home organizing of information and making conclusions; that the student learns more about the specialties of sociology and the theoretical battles than about how to understand society. Later in the curriculum, the required methodology course(s) comes under attack for being disconnected to anything that goes before or after, for being a cantaloupe for "math anxiety," or for being the discipline's version of "meaning by hazing.”

While any stereotype has a grain of truth, departments are working on ways to introduce social science inquiry both earlier and continuously in the sociology curriculum. This article briefly describes some of the ways in which rigor in social science inquiry is being used in lower division courses for the sociology major or minor.

Modeling the Inquiry Process

Many introductory courses now include active learning. The most common technique links a personal computer to an experiment or demonstration. The instructor displays data tables and asks students to suggest different explanatory relationships, which can be quickly called up on the screen. Students experience sociology as a process of discovery, hypothesis testing, reflection on theories to identify predicted relationships, and as a creative process. Sometimes faculty move through the stages of their own research, highlighting the creative decision points in conceptualization and interpretation. The emphasis of class time shifts from "answers" to "questions.

Student take different careers in Sociology: 301, Sociological Inquiry, is positioned after the introductory course. Students have been focused on the subject matter that sociologists study and now look at the types of questions that sociologists seek to answer; how to use sociological theory to frame questions; how to develop researchable ideas and questions, the process of field work techniques and the techniques of literary research; and how to write effectively in sociology.

Exposing Students to Computer Skills and Capabilities

Students today enter college with considerable computer competence. Some sociology programs have incorporated social science software in their computer literacy as either a part of the requirements for the major or as a way to meet college-wide, general education credit. Students are learning basic statistics in the social sciences, as well as software that might be relevant to sociology projects provide additional leverage in the job market. At a BA-granting state university, the sociology department has proposed adding a one-credit computer module to one or two courses. Similar to "writing intensive courses," the computer designation would allow students to work on developing social science computers skills. This approach is especially appealing to end practical courses with large numbers of non-major students who are majors or who are very interested in the subject. The software is not to "teach literacy," "sociology," departments have joined with other social sciences to offer computer courses that are more pertinent to the substance of the discipline. In small institutions, if the statistics course is taught in the math department, or by another social science department, then an additional module on computer packages in sociology can provide substantive examples to strengthen students' understanding of sociological research.

Strengthening Technical Writing Skills

Learning to write is a challenge. Most sociology curricula offer a menu of substantive courses for the sophomore and junior year, but few courses will not do. Some programs have placed a course immediately following the introductory survey course to teach scientific thinking and writing as a prelude to the substantive courses. At North Carolina A & T University, students take Sociology 201: Basic Quantitative Writing and Computer Skills in Sociology after they have completed the introductory sociology course. Lawrence Sherman, the instructor, indicates that this coursework focuses students on the technical aspects of sociological writing, including conventions, statistical calculations, and the basic elements of survey analysis as well as writing research reports in social science. Students undertake data analysis exercises using CIES and must write a number of short research summaries for different audiences.

Critical Thinking Skills for Consumers of Social Science

Critical thinking is a core goal for general education. Many institutions have found value in linking disciplinary subject matter to the skill of critical thinking and have encouraged departments to offer courses with that focus to students. Several departments have found the critical thinking approach to be valuable preparation for students taking social science courses, with its major. The framework of critical thinking links well with evaluating evidence, and the presentation of that evidence. The approach recognizes other forms of knowledge (such as personal opinion, religious beliefs) but requires students to be clear about the source of information from which they make an argument.

Critical thinking seems to be particularly useful in social problems courses. These courses are vital to ideological debates and to understanding sociological evidence as "just the professor's opinion." Further, since most social problems are complex, simply mechanical and sociological evidence as "just the professor's opinion." Further, since most social problems are complex, simply mechanical and students need tools beyond those of sociology to deal with them. Sociology students need tools beyond those of sociology to deal with them. Sociology students need not "spend money on" as we guide, suggest, streamline, and streamline, and encourage effective critical thinking. This involves a lot of active learning and collaborative group work as well as a lot of interaction between the professor and students. Students need only to "spend money on" as we guide, suggest, streamline, and streamline, and encourage effective critical thinking. This involves a lot of active learning and collaborative group work as well as a lot of interaction between the professor and students.

At California State University-Sacramento, Dean Dorn teaches a course called, "Sence and Nonsense in Social Research and Social Issues." As the syllabus states, the purpose of the course is "to learn how to think critically about printed statements on social problems and social issues written by journalists, sociologists, social scientists, members of vested interest groups, and the general public." Dorn argues that students will be continuously faced with an endless number of printed statements and claims about social problems. An informed citizen, then, must evaluate these claims. This course concerns "how to think about social problems and social issues, not what to think about them." Question is, "What is the strategy? The fundamental goal is to think critically about formal training in sociology. Much of the excitement of sociology comes from its scientific discovery, challenges, and implications. Why not share this process and these marketable skills with students, early and often?"

ASA Honors Program Celebrates 24th Year

The ASA Honors Program is now accepting applications for 1997. The Honors Program is held each year in conjunction with the ASA Annual Meeting. Honors Program students have the opportunity to attend general session papers and workshops that are of particular interest to them. Students are also an exciting way to meet professional sociologists interested in networking purposes and the exchange of ideas. Undergraduate and graduate students are encouraged to apply.

The Honors Program students now organize several paper sessions and roundtable discussions, which are open to all participants. These events have been held at a Business Meeting. The final day of the meeting, most of the students share their papers and develop lasting friendships with other sociologists at early stages in their careers.

Requirements

Valid applicants include: (1) graduate students, (2) traditional undergraduate students who are seniors by September 1997, and (3) students finishing their studies in non-traditional settings and community college. Students selected in recent years have been about evenly divided between seniors and graduate students. The program is limited to 50 individuals per average of 3.5 (out of 4.0) in sociology required for consideration. Overall GPA should be consistent with the average in all sociology courses.

Each applicant is asked to write a short essay on how they became interested in sociology. Applicants must have a faculty sponsor who will write a short evaluation of the applicant. Both graduate and undergraduate applications are peer by actively participating in the ASA Honors Program at the 1997 meetings. Students who

Credits and Fees

All applications must be accompanied by a $25 application fee paid to the ASA Honors Program. In the event of non-acceptance, the application fee will be promptly refunded. Students must be or become ASA members. Honors Program students must pay all their own transportation costs, meals, hotel expenses, and incidentals. There are three ways to mediate these costs, however.

(1) Hotel expenses are considerably reduced because of block of rooms in the convention hotel at low rates, which will quadruple occupancy reduces room costs per person to as little as $20-25 a night.

(2) A limited number of presentation slots. All students who are interested in participating in the Honors Program may be eligible for one of the slots. Student presentation slots will be limited to students who are presenting in the ASA Honors Program at the 1997 meetings. Students who

Benefits

As student papers submitted over the years indicate, almost everyone who participates in the ASA Honors Program describes it as a significant and positive event. Although they no longer are confined to being the end of the summer, they are virtually unanimously in stating that participation has benefited them greatly and reinforced their determination to pursue their doctoral studies or other career goals.

Perhaps the most important advantage lies in the forming of national and international networks with other outstanding students. This should prove to be invaluable as you develop in your future careers. We hope in the Honors Program to foster both lasting friendships and lasting collegial relations.

The Honors Program Student Association

Founded in 1982, the HPSA is an alumni group of Honors Program students. Eligibility for membership in the HPSA is gained by acceptance into the ASA Honors Program and by going through the program established for new students. The HPSA plays an important role in planning and administering each year's ASA Honors Program. For example, HPSA members serve as organizers of the paper sessions and roundtable discussions. Members are active on various committees, contribute to the newsletter, the Network, and assist with the development of an instructive and interesting program.

How To Apply

Interested students are invited to obtain an application by writing to: Dr. Duane Dukes, Director, ASA Honors Program, Act ing Associate Dean, College of Arts and Sciences, John Carroll University, University Heights, OH 44118-4801, (216) 397-4287, fax (216)-747-2636, e-mail ddukes@jcu.edu; or Alan Brown III, President, Honors Program Student Association, Department of Sociology, University of California-Riverside, CA 92521, (909) 787-3740, e-mail awiczard@cox.net.
ICPSR Summer Program in Quantitative Methods of Social Research

First session: June 23–July 18, 1997
Second session: July 21–August 15, 1997

Quantitative Analysis of Crime and Criminal Justice Seminar

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

Sponsored by the Bureau of Justice Statistics (BJS)

Seminar dates:
July 21–Aug. 15, 1997

For more information or to obtain a Summer Program brochure and application, contact:
ICPSR Summer Program, P.O. Box 1248, Ann Arbor, MI 48106
Website: http://www.icpsr.umich.edu 313/764-8392  E-mail: sumprog@icpsr.umich.edu

Continued on next page
Obituaries, continued

practiced and developed at Minnesota by Arnold Rose and Gregory Stone, the most compelling influence on him may have been the writings of the late Ernest Becker.

Denny began his career as a profes-
sor at the State University of New
York, Buffalo, and also taught at Portland State University before he moved to Duluth to lead the new Behavioral Sci-
cence section in the Medical School at
the University of Minnesota-Duluth.

Dr. Bresnahan’s list of publications is
distinguished by careful attention to
text. Writing within the tradition of
psychology, he published an important
article on collaborative behavior in
the American Journal of Sociology before
becoming the director and driving
force behind IDEA Theater, a dramatu-
gerical troupe which he wrote with
his student from the State University
of New York-Buffalo, Charles Edgerly.
The book was “the result of our two
years of working together in a coherent form writings within the newly emerging dramatur-
gical tradition which developed in the 1960s and early 1970s.

A prolific writer and sensitive collabo-
rate, Denny published numerous articles,
books and monographs, including his

12

JANUARY 1997 FOOTNOTES

Although his writings will be trea-
sured, those of us who knew him will
never, ever be able to see his classes
will remember him best for his ques-
tions and comments. More than anyone else, he was able to tell us the best
people you could talk with if you
were working on a project and wanted
to get a better handle on the central
issue.

As a result, his phone was always
busy with colleagues and students
talking to him about their work.
Through all of this, and even at this
to be gracious and kind, down-to-
earth, and pleasant to be with. On his
death, at the time of his death, families of
motives. Correspondence and a partially
completed manuscript review for one of
the many journals that sought Denny’s

one of the most common words, seldom in
these we have ever known, Denny would
done being compared to Sinbad of
Goldman, and yet he belongs in that
together in a coherent form writings within the newly emerging dramatur-
gical tradition which developed in the 1960s and early 1970s.

A prolific writer and sensitive collabor-
tsor. Denny published numerous articles,
books and monographs, including his

50 YEARS

SUMMER INSTITUTE IN SURVEY RESEARCH TECHNIQUES

JUNE 2 - JULY 25, 1997

Presented by the Survey Research Center Institute for Social Research • University of Michigan

COURSES IN SURVEY RESEARCH COVERING:

Coursework Design
Analysis of Survey Data
Qualitative Methods in Survey Research
Introduction to Statistical Research Design
Observational Studies for Evaluation Research
Cognition, Communication and Survey Measurement
Data Collection Methods in Survey Research
Survey Design and Analysis
Methods of Survey Sampling
Multi-level Analysis
Plus many short courses in various survey topics

For more information contact: St. James Landscape, Director, Summer Institute Survey Research Center, P.O. Box 1288, Ann Arbor, Michigan 48106-1288
Phone: (734) 647-7388
Fax: (734) 647-1998
Visit our website at http://www.umich.edu/~surveys

During his last day, he was completing a book entitled A Nation of Movers, the first edition of which was published in 1980. That book is under contract and is being written in collaboration with his co-author, Charles Edgerly.

Denny was survived by Karen, his wife of 34 years, and by four children and two grandchildren. His legacy of scholarship included a high-level position in the American Sociological Association, a long-standing interest in the development of the discipline, and an educational program at the University of California-Davis, long after formal retirement.

Edwin L. Leonard had just begun work
on an article and completed his last
research on the Survey Research Center
(SRC) in 1995. The SRC in 1995
at the time of his death in his eighty-fifth year, on November 9, 1996. Few persons of
more than 50 years, one of whom was particularly noted by those who had been
by work and who had devoted their careers to pursuing a better understanding of the
cultural, sociological, and psychological dimensions of human behavior.

The topics to which Leonard made
many of his contributions are the most
important areas of study in the field of
sociology today. His interest in the
study of social problems and their causes
determined the lifelong focus of his career,
and his work in the field of social problems
and their causes has been a major
innovation in the study of the role of social problems in the development of
society.

Charles Leonard was the editor of the
Quarterly Journal of Sociology, and he
was the author of numerous articles in the
field of sociology. He was a member of the
American Sociological Association and
was the recipient of numerous awards and
citations for his contributions to the
field.

Richard E. Martin

Professor Richard E. Martin, 35, a sociologist and administrator at Butler University, Indianapolis, for 15 years, died on September 27, 1996.

Martin received his bachelors degree in sociology from Indiana University in 1974, his masters degree in sociology from Virginia Commonwealth University in 1976, and his doctorate degree in sociology from the University of Illinois in 1980. He was a member of the American Sociological Association and the Midwest and Southern Sociological Societies.

Martin was a member of the American Sociological Association and the Southern Sociological Societies.

Martin was a member of the American Sociological Association and the Southern Sociological Societies.

Mark A. Stein

Mark A. Stein, 35, a sociologist and administrator at Butler University, Indianapolis, for 15 years, died on September 27, 1996.

Martin received his bachelors degree in sociology from Indiana University in 1974, his masters degree in sociology from Virginia Commonwealth University in 1976, and his doctorate degree in sociology from the University of Illinois in 1980. He was a member of the American Sociological Association and the Midwest and Southern Sociological Societies.

Martin was a member of the American Sociological Association and the Southern Sociological Societies.

This is the second book that Denny wrote in the last 10 years, and it was the most
enjoyable experience of his life. The
book, entitled A Nation of Movers, was
published by the University of Michigan Press in 1980. That book is under contract and is being written in collaboration with his co-author, Charles Edgerly.

Denny was a prolific writer and sensitive collaborator, publishing numerous articles, books and monographs, including his

50 YEARS

SUMMER INSTITUTE IN SURVEY RESEARCH TECHNIQUES

JUNE 2 - JULY 25, 1997

Presented by the Survey Research Center
Institute for Social Research • University of Michigan

COURSES IN SURVEY RESEARCH COVERING:

Coursework Design
Analysis of Survey Data
Qualitative Methods in Survey Research
Introduction to Statistical Research Design
Observational Studies for Evaluation Research
Cognition, Communication and Survey Measurement
Data Collection Methods in Survey Research
Survey Design and Analysis
Methods of Survey Sampling
Multi-level Analysis
Plus many short courses in various survey topics

For more information contact: St. James Landscape, Director, Summer Institute
Survey Research Center, P.O. Box 1288, Ann Arbor, Michigan 48106-1288
Phone: (734) 647-7388
Fax: (734) 647-1998
Visit our website at http://www.umich.edu/~surveys

Martin, a sociologist and administrator at Butler University, Indianapolis, for 15 years, died on September 27, 1996.

Martin received his bachelors degree in sociology from Indiana University in 1974, his masters degree in sociology from Virginia Commonwealth University in 1976, and his doctorate degree in sociology from the University of Illinois in 1980. He was a member of the American Sociological Association and the Midwest and Southern Sociological Societies.

Martin was a member of the American Sociological Association and the Southern Sociological Societies.

When his concepts and mode of inquiry have become part of the fundamental curriculum of the American Sociological Association, his book has become the standard text in the field of social problems and social issues.

An alumna of the University of Vir-
ginia, an alumna of the University of Virginia, and an alumna of the University of Virginia, Anne Stamos, was born on June 15, 1927, and graduated from the
University of Virginia in 1950, with a
bachelors degree in sociology. She
was a member of the American Sociological Association, and was the recipient of numerous awards and
citations for her contributions to the
field.

Charles Leonard was the editor of the
Quarterly Journal of Sociology, and he
was the author of numerous articles in the
field of sociology. He was a member of the
American Sociological Association and
was the recipient of numerous awards and
citations for his contributions to the
field.

Richard E. Martin

Professor Richard E. Martin, 35, a sociologist and administrator at Butler University, Indianapolis, for 15 years, died on September 27, 1996.

Martin received his bachelors degree in sociology from Indiana University in 1974, his masters degree in sociology from Virginia Commonwealth University in 1976, and his doctorate degree in sociology from the University of Illinois in 1980. He was a member of the American Sociological Association and the Midwest and Southern Sociological Societies.

Martin was a participant in numerous
workshops in Europe, Britain, India, and
Bad Ragaz, Switzerland. He believed in
practicing sociology in work to solve the
problems of everyday life, and he dis-
played this commitment throughout his
teaching, administrative service, and
service to the global and local communi-

Continued on next page
improvement of care at chronically ill and frail older adults. It focused on the wide-scale establishment of qualitative work in medical care and on the development of medical sociology/social psychology of health and illness. The study included qualitative analyses, and (6) demonstration of their significance for the later development of theories of illness and health. The authors were J. G. Ackerman, E. C. Ackerman, and C. Ackerman, who developed a comprehensive theoretical framework for understanding the importance of qualitative work in medical sociology/social psychology of health and illness. The study included qualitative analyses, and (6) demonstration of their significance for the later development of theories of illness and health. The authors were J. G. Ackerman, E. C. Ackerman, and C. Ackerman, who developed a comprehensive theoretical framework for understanding the importance of qualitative work in medical sociology/social psychology of health and illness. The study included qualitative analyses, and (6) demonstration of their significance for the later development of theories of illness and health. The authors were J. G. Ackerman, E. C. Ackerman, and C. Ackerman, who developed a comprehensive theoretical framework for understanding the importance of qualitative work in medical sociology/social psychology of health and illness.
### American Sociological Association Magazine Program

The American Sociological Association has arranged for members to obtain magazine subscriptions at substantially reduced prices. Through this program members can save up to 50% off the regular subscription rates of both new subscriptions and renewals. Hundreds of magazines are available at reduced rates through the program, including a number of publications that are not normally available at discounted prices. To order a title that is not shown below, simply call the ASA Magazine Program for the current special price.

**Office hours are 9am-5pm Mon.-Thurs. and Fri. 5pm Est.**

| Publication | NEW | OLD | SAVINGS | PERCENT SAVINGS |
|-------------|-----|-----|---------|----------------|----------------|
| Allure      | 12  | 15.00 | 11.97  | 20.8%         |
| Amer Health | 12  | 18.97 | 13.97  | 27.4%         |
| American Photo | 6  | 22.00 | 18.97  | 16.1%         |
| American Science Fiction | 15 | 25.00 | 19.95  | 23.3%         |
| The Atlantic | 12  | 22.00 | 15.97  | 27.4%         |
| Audubon | 12  | 24.00 | 13.97  | 42.4%         |
| Automotive | 12  | 24.00 | 13.97  | 42.4%         |
| Autoweek | 22  | 20.00 | 20.00  | 0.0%          |
| Backpacker | 9  | 27.00 | 19.85  | 25.3%         |
| Basketball Digest | 8 | 29.95 | 11.97  | 59.1%         |
| Better Homes | 26  | 22.00 | 13.97  | 35.4%         |
| & Gardens | 24  | 26.00 | 13.97  | 45.7%         |
| Broadcasting | 10  | 19.95 | 14.95  | 24.8%         |
| Black Enterprise | 12  | 19.95 | 14.95  | 24.8%         |
| BusinessWeek | 12  | 19.95 | 14.95  | 24.8%         |
| BusinessWeek | 12  | 19.95 | 14.95  | 24.8%         |
| Cat Fancy | 12  | 19.95 | 14.95  | 24.8%         |
| Car & Driver | 12  | 19.95 | 14.95  | 24.8%         |
| Car Stereo Review | 6  | 17.94 | 14.95  | 17.4%         |
| Child | 12  | 19.95 | 14.95  | 24.8%         |
| Consumer Life | 12  | 19.95 | 14.95  | 24.8%         |
| Consumer Reports | 12  | 19.95 | 14.95  | 24.8%         |
| Consumer Digest | 6  | 15.97 | 14.95  | 6.6%          |
| Cruising World | 12  | 20.00 | 14.95  | 25.3%         |
| Deans | 12  | 15.00 | 12.95  | 16.7%         |
| Discover | 12  | 15.95 | 13.97  | 14.0%         |
| Dog Fancy | 12  | 25.97 | 15.95  | 38.0%         |
| Down Home | 12  | 20.00 | 13.97  | 34.8%         |
| Eating Well | 12  | 6.00  | 12.00  | 50.0%         |
| Ebony or Ebony Man | 12  | 12.00 | 10.97  | 8.7%          |
| Entertain | 51  | 123.00 | 85.96  | 28.9%         |
| Exhibit | 51  | 23.00 | 18.97  | 18.1%         |
| Ella Decor | 6  | 20.00 | 19.95  | 0.5%          |
| Entertainment Weekly | 52 | 51.48 | 25.74  | 50.0%         |
| Engine | 12  | 15.95 | 9.95   | 38.8%         |
| Enter | 12  | 20.00 | 14.95  | 24.8%         |
| Family Life | 6  | 12.94 | 9.95   | 27.4%         |
| Field & Stream | 12  | 12.94 | 11.97  | 8.0%          |
| Financial World | 12  | 18.95 | 21.99  | -14.7%        |
| Food & Wine | 12  | 18.00 | 13.97  | 25.5%         |
| Forbes | 27  | 57.00 | 38.09  | 33.2%         |

### ASA Magazine Program

ASA Magazine Program 29 Glen Cove Ave Glen Cove NY 11542

| Publication | NEW | OLD | SAVINGS | PERCENT SAVINGS |
|-------------|-----|-----|---------|----------------|----------------|
| Midwest Living | 12  | 18.00 | 11.97  | 36.7%         |
| Mirabella | 12  | 15.95 | 9.95   | 41.6%         |
| Money | 13  | 35.95 | 15.97  | 56.1%         |
| Mute Touch | 12  | 19.54 | 9.95   | 51.8%         |
| Mountain Bike (Road) | 11  | 19.97 | 14.95  | 25.3%         |
| Mountain Bike (MTB) | 8  | 11.95 | 8.97   | 26.7%         |
| Mountain Pines | 12  | 19.54 | 15.95  | 19.4%         |
| No Nukes | 12  | 20.00 | 14.95  | 25.3%         |
| No:Data [Online services] | 12  | 25.97 | 25.97  | 0.0%          |
| New Yorker | 12  | 40.00 | 25.97  | 33.8%         |

### Questions

**Mail this advertisement to:**

Albert H. Wohlers & Co.
1440 N. Northwest Highway, Park Ridge, IL 60068-1400

**Mail this advertisement to:**

1-800-323-2106

**Questions**

**Name**

**Address**

**City**

**State**

**Zip**

**Birth Date**

**Mail this advertisement to:**

1-800-323-2106

**With a credit line up to $100,000, it’s the card you'll carry into the new century!**

To help meet your needs, additional features include:

- $1 Million Common Carrier Travel Accident Insurance
- Purchase protection against theft or damage
- Toll-free MBNA Platinum Plus service 24 hours a day
- With the optional MBNA Platinum Plus Miles travel rewards program, you can earn free airline tickets. And there's more! Certain restrictions apply to benefits.

To apply or find out more information, simply call MBNA America® Bank today—and experience the new standard in credit cards.

1-800-847-7378

**Please mention priority code QCKY when calling.**
The American Sociological Association presents

**SOCIAL CAUSATION OF VIOLENCE**

by Felice J. Levine and Katherine J. Rosich

124 pages, 1996

$10 ASA members, $15 non-members; add $4 for postage outside the U.S.

Send check or money order to
American Sociological Association, 1722 N Street NW, Washington, DC 20036;
(202) 833-3410

Or fax your Visa/MasterCard order to (202) 785-0146

---

The Sydney S. Spivack Program in Applied Social Research and Social Policy Fellowships

**1997 Community Action Research Fellowships**

Deadline: February 15, 1997

Program Description: To encourage sociologists to undertake community action projects that bring social science knowledge, methods, and expertise to bear on addressing community-identified issues and concerns. Fellowship applications are encouraged from sociologists seeking to work with community organizations, local public interest groups, or community action projects.

Award: Fellowship are likely to range from $1,000 - $2,500 to cover direct costs associated with the project; these funds cannot be used as a salary stipend (including course release). Approximately four Fellowships will be awarded each year.

**1997-98 Congressional Fellowship**

Deadline: March 1, 1997

Program Description: The Fellowship brings a Ph.D.-level sociologist to Washington, DC to work as a staff member on a Congressional Committee or in a Congressional Office. This intensive four to six month experience reveals the intricacies of the policy making process in the sociological fellow, and shows the usefulness of sociological data and concepts to policy issues.

Award: The stipend for the Fellowship is $10,000.

For more information on either of these two fellowships, write to Spivack Fellowships, American Sociological Association, 1722 N Street, NW, Washington, DC 20036.

---

**This is your last issue . . . .**

. . . unless you have renewed your ASA membership for 1997. Please refer to the expiration date on your mailing label.

For those individuals who have not yet renewed, a second notice was mailed in mid-December. Also note that only members who have renewed in 1997 will receive ASA journals as journals will not be mailed to non-renewals.

ASA membership is on a calendar year basis, January 1-December 31.

Individuals joining after January 1 will receive back issues of selected journals. Uness specifically requested, back issues of Footnotes will not be provided to late-renewals.

If you need assistance, please contact the ASA Membership Department at (202) 813-3410, x339, or by e-mail at membership@asanet.org.

---

American Sociological Association
1722 N Street NW
Washington, DC 20036-2981

NON-PROFIT ORG.
U.S. POSTAGE PAID
ALBANY, NY
PERMIT NO. 21

---

Future ASA Annual Meetings

1997
August 9-13
Toronto, Ontario, Canada

1998—August 21-25
San Francisco, California

1999—August 6-10
Chicago, Illinois

2000—August 12-16
Washington, DC

---

Footnotes

Published monthly with combined issues in May/June, July/August, and September/October. Subscriptions, $20.00. Single copies, $3.00.

Editor: Susan J. Levine
Managing Editor: Ed Hacker
Associate Editor: Cathy B. Haney
Production: Karen Gray Edwards

Copyright 1997, American Sociological Association. Third class postage paid at Washington, DC, and additional mailing offices. ISSN 0094-968X.