ASA on Capitol Hill

Sociologist John Logan and National Science Foundation Director Neal Lane stand before ASA's lobby at a recent Capitol Hill exhibition showcasing the NSF.

With an impressive display on "Immigration and the Changing Face of America's Suburbs," the American Sociological Association on April 30 participated in a Capitol Hill exhibition designed to showcase the crucial role of the National Science Foundation (NSF) in meeting the nation's research and education needs.

The ASA was one of 34 scientific organizations in the exhibition, which was attended by NSF director Neal Lane, members of Congress, their staff, and a broad range of science policymakers. The event was sponsored by the Coalition for National Science Funding.

ASA featured the work of sociologists John Logan and Richard Alba, both at the University at Albany (SUNY), who are engaged in NSF-funded research on how recent immigration patterns and trends are changing American suburbs.

Using data from the 1990 Census, Alba and Logan have observed that American suburbs are providing homes for large numbers of Asian, Hispanic, and Afro-Caribbean immigrants. Unlike earlier waves of European immigrants, these immigrants are increasingly likely to settle in suburbs, either immediately or soon after their arrival. Logan and Alba note that for many white ethnic groups, suburbanization has reflected their social mobility and assimilation into the American mainstream. That dynamic, they add, is now more complex. Some of today's immigrants live a more affluent lifestyle, but they still may be segregated in group enclaves even when they live in suburbs.

ASA Executive Officer Felice J. Levine said the work of Logan and Alba reflects an NSF tradition of "nurturing excellence in basic science that contributes to the public good."

Senate Backs Down on Census Sampling Ban

The American Sociological Association and other organizations are applauding the United States Senate for backing down from a Senate Appropriations Committee proposal to prohibit the use of sampling by the U.S. Census.

On May 3, the Appropriations Committee approved the sampling ban as an amendment to a supplemental disaster relief bill. The amendment ordered the Census Bureau not to spend money developing statistical tools to estimate how many people are missed in the 2000 Decennial Census. The amendment would have kept the Bureau from utilizing sampling methods next year, including the long form that the Bureau needs to one household in six.

ASA Opposes Proposal

In response to the Committee vote, the ASA played a leadership role in organizing a broad coalition of scientific organizations, civil rights groups, local government officials, and business leaders to urge Senators to oppose the amendment when it came to the floor.

In the face of mounting opposition, the Senate Republican leadership decided to support compromise language that would allow the Census to move forward with its plans to use sampling. As long as such plans are not "irreversible," the Senate agreed to the amendment by voice vote on May 7.

"We are delighted that so many Senators resisted a prohibition on sampling and took seriously its potential use to make the Census more reliable and less costly," said ASA Executive Officer Felice J. Levine. Opponents of sampling contend that sampling methodology is untested, subject to political manipulation, violates the clause in the Constitution that mandates an actual enumeration. Levine said federal courts and the Department of Justice under the Carter, Bush, and Clinton Administrations have issued rulings affirming the constitutionality of sampling. Levine, who serves on the Census 2000 Advisory Committee, also noted that the National Academy of Sciences and the American Statistical Association have issued reports endorsing sampling in the Decennial Census.

On January 25, the ASA Council passed a resolution citing sampling "as an important and valid scientific method for containing costs and improving the accuracy of the Decennial Census."

Levine said that the Senate decision to back down from an outright ban on sampling was "only one of many hurdles to overcome." At press time, for example, several House members had indicated they might try to persuade House-Senate conferences to the supplemental disaster relief bill to include an outright ban on sampling.

On May 14, Levine, three members of Congress, and representatives of various organizations participated in a press conference to urge Congress not to pursue the ban on sampling.

"Make no mistake, we are not out of the woods yet," Levine said. "This issue will likely come up again, and it is important that the ASA membership remain vigilant."

Rural Ontario: An Intriguing Hinterland and a Place to Visit

by J. J. (Harry) Balder University of Guelph

Most participants at ASA will be tempted to restrict their sightseeing to Toronto, but a visit to rural Ontario should be high on everyone's agenda. Ontario—overflowing with natural wonders and rich in cultural centers—is divided into many regions: Southwestern, Southcentral, Georgian Lakelands (Owen Sound, Barrie, Huntsville), Central (Peterborough), Eastern (Cornwall, Ottawa), Near North (North Bay), Algoma (Sault Ste. Marie), and the James Bay Frontier (Timmins). The biological environment is varied. Roads wind through rolling hills and past sparkling lakes. It is worthwhile exploring the different regions for yourself.

Historical Background: Hinterland Stables

One of Canada's preeminent social scientists, Harold A. Innis (1956, 1972), stressed the importance in colonial economics of "staple commodities" (like lumber and wheat) for the development of hinterland areas. Innis' stress on the importance of imperial communications networks and transportation links influenced Marshall McLuhan's idea that the "medium is the message." The technological form determines the deep meaning of symbolic structures. Innis stressed the significance of the transition to "modernity" many Canadian social scientists have used Innis' insights to analyze aspects of development. Thus, for example, Clark (1968:71) points out that in rural areas durum wheat's trying efforts to maintain class distinctions failed. A rural "landed gentry" similar to that which existed in Great Britain did not emerge. "The capital, educational attainments, and refined tastes which some of the overseas colonists brought with them were little if any advantage in achieving success in agriculture..." (Clark, 1968:71, 72).

The intensive network towns in Ontario is partly due to the way in which the economy developed. After the American colonies became independent from
The Executive Officer’s Column

Strong Departments--The Foundation of Our Discipline

A question that occasionally comes our way particularly during the spring cycle of regional meetings is, “Just how are sociology departments doing these days?” Imbedded in this question is the expectation of a dire answer. We are pleased, however, to affirm not only the health of departments, but also the strong partnership between ASA and departments to nurture and ensure their continued vitality.

The good news can be conveyed quite simply: Since the mid-1980s, undergraduate enrollment has risen steadily as has the demand for BA, MA, and PhD degrees. Covenanted challenges to higher education are both an opportunity and a challenge, and sociology is not exempt. Departments are strengthening their programs and operating strategically to enhance what they do well and to prepare graduates for diverse careers.

ASA as Collaborative Partner

At ASA, a focus on departments and Department Affairs is the cornerstone of the Academic and Professional Affairs Program. Affiliate departments link with ASA to build a strong discipline and to work together on the important issues facing the academy. Whether via CHARIIT--ASA’s electronic bulletin board and the biweekly message board --or through mailings of publications and information, this relationship allows continuous and quick dissemination to departments. In short, the ASA seeks to invest in and serve departments as well as to attend to the interests of individual members.

Strengthening the Role of the Chair

Within the department, the chair is the key representative of the discipline, the person at the intersection of the discipline and the institution. ASA aspire for chairs and faculty members to use this position as an opportunity as well as a responsibility. Chairs and faculty increasingly recognize the pivotal role of the position for advancing the well-being of the discipline. It is instructive to know what motivates and challenges chairs and what is working and what is not. We look forward to sharing these insights with the next executive officer. In that spirit, we urge the incoming executive officer to take advantage of the experience gained in the past administration.

Emphasizing Department Planning

One of the most important lessons from the MOST Program is the value of integrated planning by departments. The MOST Program stresses that departments must have a plan to be effective. This involves planning for both current and future needs. Departments are encouraged to develop plans that are specific, measurable, achievable, relevant, and time-bound (SMART). Planning helps departments to identify and prioritize their goals and objectives. It also facilitates resource allocation and helps to ensure that the department’s efforts are aligned with the overall institutional goals.

Engaging in Issues in Higher Education

As the full-time eyes and ears for sociology, Executive Office sociologists track trends, represent the field, gather and share information, and prepare materials to support departments. In developing programmatic initiatives, we emphasize activities most salient to sociology or where we can harness our resources with those of other learned societies. High on our agenda is continuing our MOST experiment with 18 departments to produce department-wide innovations in excellence and inclusiveness. Special attention is being directed to innovations in research training at the undergraduate and graduate levels. Another priority is completion of a report on faculty ranks and rewards, which will provide useful strategies for assessing productivity in teaching and research. In addition, we are embarking on two new initiatives—one on peer review of teaching and the other on training to teach. With both, we plan to work with departments to develop models that can be used across institutions. Building strong and effective faculty for the future is an area where new strategies can make a difference. Lastly, this fall, the ASA will join with other learned societies to convene a conference on part-time and adjunct teaching in higher education.

Now the phone rings with more requests for proactive assistance: for norming data about the profession, for recommendations for program review consultants (and we have the ‘Teaching Resources Group ready to undertake these assignments), and for ideas about innovations in departments and initiatives to change departments. We can imagine a day when even those with a proclivity to pose a dire question will instead be compelled to ask: “What is the best step forward for the discipline? And, by the way, how many sociology programs have been added?”—Teri L. Levine
ASA Urges Increased Funding for Social and Behavioral Research

ASA’s Executive Officer Felice J. Levine recently testified before three House Appropriations Subcommittees and urged lawmakers to increase research funding, for the National Science Foundation (NSF), the National Institutes of Health (NIH), and the U.S. Department of Justice (DOJ). In her written and oral presentations, she stressed the importance of investing in basic research, training, and data resources in the social and behavioral sciences.

Increase Sought for NIH

On April 16, Levine appeared before the House Subcommittee on Labor, Health and Human Services, Education and Related Agencies, urging that NIH’s budget should be increased nine percent from fiscal year 1997 to a total of $13.94 billion. She emphasized the key role of the NIH in fostering a coordinated science program on health, making key investments in basic research, and supporting training. Levine praised NIH’s increased efforts to coordinate social and behavioral science with biomedical research efforts. In particular, she cited the strategic role of the Institute’s Office of Behavioral and Social Science Research (OBSSR), created by Congress in 1995.

“The work of OBSSR is based on the premise that behavioral, social, and cultural factors affect health—and that they do not act in isolation,” said Levine. Citing examples of OBSSR’s leadership in the coordination and integration of science across institutes, she called for a budget increase for that office to $4 million in fiscal year 1998.

Much of Levine’s testimony focused on the compelling need for social and behavioral science research on health. Such support, she said, was already having a “positive and powerful” impact in areas such as AIDS, children’s health, and aging. “Investing in basic social and behavioral research in these areas creates a healthier nation,” she said.

Levine noted that NIH was also reaping benefits from its commitment to train future generations of scientists. The National Institute of Mental Health (NIMH), she said, continues to invest in an ASA-sponsored Minority Fellowship Program, which has trained more than 360 minority scholars in the sociology of mental health. She also praised the

ASA Celebrates NIMH’s 50th

The American Sociological Association (ASA), on April 23, joined 26 other professional associations and mental health researchers in a Capitol Hill exhibition designed to celebrate the 50th anniversary of the National Institute of Mental Health (NIMH).

Sponsored by the American Psychological Association, the American Psychiatric Association, and the Society for Neuroscience, the exhibit featured displays on the contributions of scientific research on mental health and mental illness and the importance of NIMH and the National Institutes of Health (NIH) funding for universities and research institutes.

The exhibition was widely attended by members of Congress, their staff, and key NIH officials, including NIMH director Steven Hyman. In remarks, Hyman reflected on the important scientific accomplishments made at NIMH and predicted exciting science in mental health fields ranging from “the molecular to the sociological.”

The ASA featured two major displays: “Sociology of Mental Health: Decades of Progress” and “Investments in Training: Minority Scientists in Mental Health.”

The exhibit on the sociology of mental health was created by sociologists Berenice Pesce and David Takeshi of the University of California-Los Angeles. Pesce and Takeshi presented 80 years of progress in the sociology of mental health, emphasizing how community culture and context affect the mental health of our population.

The training exhibit was created by ASA, and staff, and included the ASA’s Minority Fellowship Program (MFP). The exhibit stressed MFP’s success in training minority researchers in the sociology of mental health, featured strategies for successful training for students pursuing scientific careers in mental health, highlighted the goals of the MFP, and showcased important research contributions of former MFP fellows.

PUBLIC AFFAIRS UPDATE

✓ Sociologists Among Authors of New NRC Reports . . . . Four sociologists are among a 12-member panel that authored a new National Research Council report on immigration and the U.S. economy. The New American Economic Demographic and Diverse Effects of Immigration (NRC) examines the immigration benefits to the U.S. economy with the positive effects on the job market and labor force. The report’s authors include sociologists Paul R. Smith, University of Southern California; and Mary Waters, Harvard University.

Meanwhile, two sociologists are among a panel of authors of a new NRC report on the need for electronic health information and decision-making. The report, A Framework for Electronic Health Information: A Sociological Perspective, finds that electronic health information is increasingly being used in the workplace, and pressure on consumers is needed to bolster the privacy and security of electronic records. The report’s authors include sociologists Richard A. Epstein, University of Illinois-Chicago, and Scott L. Zemmelman, University of California-Los Angeles.

Copies of both reports are available from the National Academy Press (202) 334-3313 or 1-800-654-6446.

✓ Census Releases Report on Race and Hispanic Origin Questions . . . The Census Bureau has released results of testing alternative questions on race and ethnicity from the 1990 census and the 1996 American Community Survey (ACS). The study, together with other research from the Census Bureau and other federal agencies, will be used by the Office of Management and Budget in its review of the Statistical Policy Directive No. 15, "Race and Ethnicity: Standards for Federal Statistics and Administrative Reporting." The standard, which was issued in 1977, governs the categories used to collect and publish federal data on race and ethnicity. A summary of the report’s findings is available on the Internet: http://www.census.gov/population/www/socdemo/race.html.

Meanwhile, Sociologist Janis O’Hara testified on May 2 at a hearing of the House Subcommittee on Government Management, Information and Technology on how the federal government should measure race and ethnicity.

✓ Sociologists Featured Speakers at Capitol Hill Seminar on Census . . . Three sociologists were featured at a seminar on May 2 at the Census Bureau’s headquarters in Washington. "What’s It All About: America’s People, Workforce, and Small Communities." The event was part of a series by the Consortium of Social Science Associations and was designed to inform policymakers of the importance and widespread use of census data by public officials, the scientific community, and the general public. The event was attended by about 150 congressional and federal agency officials and representatives of interest groups and the media. The panel consisted of Reynolds Farley, University of Michigan; Suzanne Bianchi, University of Maryland; and Paul Starr, University of Wisconsin-Madison. For further information, contact Michael Burke (¢202) 484-3520 or mburke@census.gov.

✓ Federal Statistics Essential To Use . . . A recent official statistic should be easy to use and find as a result of a new World Wide Web site unveiled recently by the Clinton Administration. The site—FedStats (www.fedstats.gov)—uses the Internet’s link and search capabilities to navigate public available statistics from more than 70 federal agencies. The Administration says that Internet users can find the information they need, without having to know in advance which agency or agencies produce the data.

NSF Seeks Proposals for Graduate Education Training

The National Science Foundation (NSF) has announced a new initiative to support Integrative Graduate Education and Research Training (IGERT). This program is directed to meet the need for a cadre of broadly prepared PhDs with multidisciplinary backgrounds and the technical, professional, and personal skills essential to addressing the varied career demands of the future. IGERT is an agency-wide, multi-disciplinary, graduate training program which includes the social and behavioral sciences.

The goal of IGERT is to enable the development of innovative, research-based, graduate education that will produce a diverse group of new scientists and engineers well prepared for a broad spectrum of career opportunities. Each IGERT project will be conducted at a U.S. Ph.D-granting university, but collaborations may be from other types of institutions (i.e., E M, MS, industrial government, other departments at the same institution or another institution, etc.).

The proposal deadline is expected to be in late August or early September. Up-to-date information on the program can be obtained at the Web site: http://www.nsf.gov/igert.htm. For further information, contact Wyn Jenkins at (703) 292-1696 or by e-mail at pjenkins@nsf.gov.
Sociology and Drug Abuse Research Opportunities at NIDA

The National Institute on Drug Abuse (NIDA) was established in 1974 as the Federal focal point for research, prevention, and treatment of drug use and addiction. Over the course of the next twenty years, NIDA's mission became increasingly focused not only on research, but by the time NIDA joined the National Institutes of Health in 1992, it had become the nation's foremost biomedical and behavioral research organization on drug abuse issues.

In the past, sociologists principally acted as epidemiologists of the drug abuse problem in the United States. They have assessed the extent and nature of drug abuse, examined factors associated with the initiation of drug use, and studied the social consequences of drug abuse. Most of these investigators were trained in criminology or, frequently, in medical or other social science disciplines. Medical and other sociologists have contributed to the understanding of the causes of disease and health promotion, especially among the more difficult to reach members of our society.

Recent years, however, because sociologists have contributed to the understanding of drug abuse behavior, the roles of drug practices in the spread of disease, and implications for the delivery of health-related services such as primary medical care, drug treatment, and prevention.

The Epidemiology of Drug Abuse: Its Origins and Pathways

The behavior "drug abuse" and specifications of drug abuse issues have been defined by factors associated with drug abuse through cross-sectional and longitudinal studies. While the focus of many such studies has been primarily intrapersonal and cross-sectional, a more involved, interpersonal perspective also has been taken. Peer cluster theory, for example, describes the strong association between peer influence and the initiation and progression of drug abuse. Other social factors that correlate with drug abuse include low academic achievement, parent modeling behavior, failure to bond with acceptable social agents (e.g., school, family, church), and delinquency.

Such social factors have formed the bases for drug abuse prevention interventions. They indicate underlying processes and do not themselves cause drug abuse. The need to develop a set of sociocultural-psychological theories of drug abuse is evident. Such theories must recognize the patterned nature of drug abuse behavior (from initiation through dependency), the interaction of the individual in social groups and society, and the epidemiologic nature of drug use within the context of changing societal structures and processes, norms, values, and mores.

HIV Transmission

In the first decade of the HIV epidemic, the dominant view of transmission focused on personal behaviors that risked viral infection. But, HIV transmission is permitted through social interaction among two or more people thereof, group composition, relationship

A Peek Behind the Scenes of the GRE

by Cara B. Huyser, Director Academic and Professional Affairs Program

Perhaps while taking the Graduate Record Exam (GRE) or Sociology Subject Test, students may wonder about those unknown people who create the test. I never thought or wrote about who tests important for our field until quite recently. About five years ago, I was invited to the Educational Testing Service (ETS) headquarters in Princeton, New Jersey, to meet with the Sociology GRE Committee. That weekend meeting has led to continuing collaboration between ETS and the ASA, including repeat visits to the annual gathering of "the keepers of the questions." Surprisingly, ETS employees are involved only in a supportive role. The question keepers are in fact sociological professors—six of our own colleagues.

The Educational Testing Service is quite a place—a large estate with many attractive buildings and landscaping, a veritable Land of Oz. One year, the ETS brings in the Sociology Committee to review test items and discuss policy issues related to the Sociology Test. The meeting is intense, new members are astonished at how intellectually challenging it is to create the tests. But the Committee does more than create tests. Each year, the Committee has worked to retain sociology as one of the subject tests, to experiment with new types of questions, to advise ETS on the forms of the general GRE, and to analyze and oversee a curriculum survey that investigated the match between what is taught and what is measured by the Sociology Exam.

GRE Sociology Subject Test Revised

Two years ago, the Sociology Subject Test was considered for elimination because of the low use of the exam. According to ETS, about 2600 students took the subject exam each year. Drawing on ASA's data, about 5% of sociology departments require the subject test and 15-1% recommend it. ETS Educational Testing Service, in conjunction with the Sociology Subject Test Committee, has recently issued a revised version of the GRE, the Committee feels might be more appealing to departments and more valid in its measurement of graduate school success. According to the ETS, the revised test is "an even better predictor of a candidate's first year success in a sociology graduate program than the GRE General Test."

The ETS conducted a survey of departments to ascertain the fit between sociological curricula and the topics covered in the Sociology Test. The new exam reflects the information gathered from the survey and there are about 180 questions in the subject test, covering the 19 highest rated subfields in sociology that the survey indicated were most frequently taught to undergraduates and most important for graduate school.

One of the most significant changes in the test centers on a new type of questions, Sociological Research Methods, which is based on excerpts from sociological journals and books. It emphasizes sociological reasoning, interpretation, analysis, and presentation of data, and requires test-takers to "think like sociologists" in order to get the right answers. For a copy of the sample test booklet and results of the national survey on sociology curricula, contact Dr. Phyllis Toelke, Educational Testing Service, Rosedale Road, Princeton, NJ 08543; (609) 734-1714, fax (609) 734-5075; e-mail pt@ets.org.

In order to make sure the test questions reflect the field, ETS obtains test questions from college and university sociology faculty around the

See GRE, page 11
The Gift of Obscurity: Advice for Emerging PhDs

**Editorial Note:** In addition to intellectual debates, sociologists engage in the "professionalization" aspects of a career. In general, the considerations implicitly suggest that the benefits of a career only increase as one progresses. In this essay, written as "advice for a student of pre-doctoral fellows funded by the Spencer Foundation, the author argues that there are benefits to the early stages of a career which often suture into one's career advances.

by Annette Louna, Temple University
email: louna@temple.edu

*When I was at the stage of just finishing my dissertation in sociology, my friends and I seemed to long—actually with some amount of pain in our longing—for recognition. We often commiserated about our obscurity. We keenly noted that we knew so few people at the ASA annual meetings, and that famous people certainly did not know us. We worried that we had published so little. It was unclear if we would get a job, where we would get a job, and we could finish the research we were pleased about, and if anyone else would see anything of value in them. In short, it was unclear if we could make it. All of us had our own personal nightmares that we joked about in an uneasy fashion. The elements of the nightmare varied, but essentially suggested we would never get a job, we would always be broke, our student loans would need to be paid and we would end up as a PhD assistant, cab driver, or bartender for the rest of our lives.

In the end, we all did get jobs, some of which were in truly terrible locations, we did publish, some of us got new and better jobs, we did get acquainted with others in that field, and, perhaps most importantly, we all got tenure. But ten years away from our degrees, all of our complaints, sometimes bitterly, that we lacked time to work, time to think, and time to do research, I want to highlight here the benefits of the earliest stages of a career in sociology, particularly in an academic position. One such advantage that comes to the point is the satisfaction of finishing a dissertation is the gift of obscurity. This gift, which for me only appeared in retrospect, gave you more time and opportunity to do your own research than you will probably have later in your career.

External demands on my time, and the time of my friends around the country have increased as we have aged and, especially, as our careers have developed. Attached is the schedule for a "Professor" ten years after the doctorate. As you will note, although the professor only teaches two classes a semester, he or she maintains other obligations that interrupt one's ability to think and write. Particularly burdensome is the substantial committee obligations (i.e., tenure and promotion committees, faculty searches, college level committees) that come with the job. The time for the national organizations) that new scholars usually do not face. Although the hours vary, there exists a gap of at least ten hours a week laid up in obligations as one's career develops. Ironically then, the very realization of the desired goal—national recognition—severely curtails one's ability to continue a research agenda.

### The First Few Years

Although it is of questionable morality and fairness, the priorities for tenure are essentially: research, teaching, and service (in that order). The only time committee work really settles a tenure case is when there is a unusually pattern of publishing and the teaching is very weak. In an academic career, my advice is to reflect on your priorities in light of institutional priorities. Sue if you can manage, and even limit, your committee work in the first two or three years of your career. There are non-renewable demands, particularly at the department level. Nevertheless, in many institutions you can turn down very time-consuming appointments at the college and university level without reproach. Requests for many junior people to serve on a large number of service committees in order to provide a diversity of perspective: this problem is common to all but particularly keen for persons of color. Committee work will not help with tenure and, for example, one committee meeting in the middle of the day without talking, can severely disrupt a writing schedule. Before accepting an assignment immediately, ask for a day to think about it and consult with a respected member of your department.

Management of teaching is more complicated. Make sure that you prepare your classes especially well in the first year: New PhDs are very important. Your average teacher is very steep in the beginning; most people will not expect you to get research done in the first year of teaching. After you get settled into a routine, you might explore regular teaching of the same course or teaching two sections of the same widely offered course in one semester, including Introduction to Sociology, Men and Women in American Society, or Race and Ethnic Relations.

In terms of research, one piece of concrete advice deals with scheduling. Find a time when you can think and write and systematically protect that time from departmental and university encroachments. (Family obligations are a different matter.) Time to write is so limited that you need to control your schedule to maximize the time to be productive. Unfortunately, you are the only person who can protect your writing time. No one will do it for you. It takes determination and control to carve out time to write, it is essential at all stages of a career.

### Typical Schedule 10 Years After PhD

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Breakfast</td>
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<tr>
<td>9:00</td>
<td>Teaching, conference</td>
</tr>
<tr>
<td>10:00</td>
<td>Office hours, administrative work</td>
</tr>
<tr>
<td>11:00</td>
<td>Lunch, leisure activities</td>
</tr>
<tr>
<td>12:00</td>
<td>Teaching, committee work</td>
</tr>
<tr>
<td>1:00</td>
<td>Research, writing</td>
</tr>
<tr>
<td>4:00</td>
<td>Research, writing</td>
</tr>
<tr>
<td>6:00</td>
<td>Dinner, family activities</td>
</tr>
<tr>
<td>8:00</td>
<td>Study, leisure activities</td>
</tr>
</tbody>
</table>

**Footnotes:**

**Obligations to Students:**
- **Teaching:**
  - Tenure-track courses
  - Graduate seminar
  - Undergraduate sections
- **Research/Grants:**
  - Departmental committees
  - Interdisciplinary committees
- **Service:**
  - College committees
  - University committees

### Professional Obligations:

- **Review manuscripts for journals:**
  - 2 hours per 4 journal articles
- **Consultant for journals:**
  - 6 hours per 6 articles
- **Administrative work:**
  - 4 hours per semester

### Obligations for a Tenured Professor and Anthropologist

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00</td>
<td>Breakfast</td>
</tr>
<tr>
<td>7:00</td>
<td>Teaching, conference</td>
</tr>
<tr>
<td>8:00</td>
<td>Office hours, administrative work</td>
</tr>
<tr>
<td>9:00</td>
<td>Lunch, leisure activities</td>
</tr>
<tr>
<td>10:00</td>
<td>Teaching, committee work</td>
</tr>
<tr>
<td>11:00</td>
<td>Research, writing</td>
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<tr>
<td>12:00</td>
<td>Research, writing</td>
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<tr>
<td>1:00</td>
<td>Lunch, leisure activities</td>
</tr>
<tr>
<td>2:00</td>
<td>Study, leisure activities</td>
</tr>
</tbody>
</table>

**Notes:**

This table provides an estimate of time obligations for several faculty. It does not include time for courses, research writing or publishing research results. The time sociologists will devote to these activities during the semester will probably range from 6-10 hours per week. This is not included in the schedule and the additional psychological pressure on junior faculty. Nor does the schedule note the considerable time devoted to the "learning curve" of becoming a faculty member. The time allocations presented are obviously rough estimates.

Find time also to talk to people and hear talks; even if it means driving two hours each way. You should also get out to conferences at least twice a year and, in the beginning, you should expect to pay expenses for the conferences (which can be as much as one-quarter of month's take home salary). These conferences can provide intellectual stimulation and help build a network of colleagues who can possibly write letters of support down the road.

**The Issue of Balance**

Finally, reflect on the long term. Look around the academy. I often feel as if I see a set of shipwrecks. Many faculty are bitting struggles to be successful according to any scale of social prestige, many academicians seem themselves as insular professionals. One is appreciated, for some, who felt they gave too much of themselves to their work in graduate school and in the first five years of their career, their angry insistence of "getting a life back" or doing something besides work can be frustrating. And, eventually, pleasure and growth. In the coming years, it is important to sustain intellectual pleasure, for example, by always choosing topics you care about. A topic that appears to be an "easy publication" but provides little intellectual stimulation rarely turns out to be easy.

Another factor to consider in building a career is one of balance. Always take a bit of time off to relax and enjoy life, and trying not to invest more in one's career than one can manage in the long run. Do not skimp on regular periods of leisure time. Similarly, if there is a trip you would like to take, a family party you would enjoy attending, or something that will take you away from your work and slow you down, I would also, in almost all instances, encourage you to take it. At times, the transition between work and leisure can be awkward. Your family and friends outside of the academy may be perplexed about your choices. They may ask uncomfortable and difficult questions at a gathering (i.e., "are you still in school?" "what are you going to do with that degree?" "what is it you are studying, psychology?"). They may never truly understand why you spend so much time on comprehensive examinations, a dissertation defense or tenure. Nevertheless, in terms of your overall life satisfaction, your investments in your career should not be more than, it turns out, you can afford. Your parents will not be alive forever, many of you will move to other parts of the country away from people you care about and, ideally, in ten years, while having spent huge amounts of time working, you want to have a sense that you were still able to do many of the things you care about. On the other hand, you will know where the balance should be and, obviously, it is different for all of us.

Thus, the foremost benefit of early career in the sociology career stage can be outweighed by its unique benefits. When one is relatively unknown, one has an opportunity to engage in serious intellectual work; the peril of unresolved committee meetings and reviews which often occur in the career of a more senior sociologist has not yet arrived. Early in a career, one can discover the pleasure of beginning building a life of one's own. The gift of obscurity early in your academic career.
State Sociological Associations Are Flourishing

Carla B. Hawery, Director
Academic and Professional Affairs

State sociological associations are flourishing, innovating, and providing an important professional arena for sociologists to work together. About 20 states are represented in state organizations, some combining two states or working as a mini-regional, as in New England. Most are in the fall, but some have a spring meeting as well.

Perhaps not surprising, there is an organization of state associations called the National Council of State Sociological Associations (NCSSA). That group, as well as many others, meets in conjunction with the ASA's Annual Meeting, the NCSSA meets as a group, and the ASA convenes presidents of state and regional sociological associations to discuss topics of common interest.

State associations are more than smaller versions of regional and national organizations. They often provide special opportunities to serve the sociological community. In particular, state associations offer an entry into the professional community for under-graduate and graduate students, for members of the community, for K-12 teachers, who want to sustain their interest in the field. State associations often focus on topics where the locus of control is the state, such as curriculum and teacher standards for K-12 education, licensing requirements, funding of public universities, and state legislation on a variety of topics such as post-tenure review, affirmative action, outcome assessment, and admissions requirements. Colleagues working with and through the state organizations often work closely with state legislators and governing bodies. Here are some examples of innovative programs the state associations are leading:

- The Wisconsin and Georgia Sociological Associations offers workshops for high school teachers, both at their annual meeting and at other times of the year. Georgia is sponsoring a "lesson plan" contest for teachers to encourage more dialogue about teaching sociology.
- Through their state association, Wisconsin sociologists effectively organized to defeat pending legislation that would have excluded sociology BA graduates from being licensed for entry-level social service jobs.
- The Sociologists of Minnesota have reached out to sociological practitioners in the state and actively involves them in the annual meeting program and in the governance of the association. One of the slots on the Board is reserved for a sociological practitioner to ensure that perspective is represented.
- In North Carolina, the state association has developed career materials to educate potential employers about the special skills sociologists bring to a variety of work roles. The Association encourages employers to "consider hiring a sociologist" in a useful pamphlet highlighting how sociological training is helpful.
- The Illinois Sociological Association has worked intensively to involve colleagues from community colleges. Those colleagues contribute significantly to the innovative sessions and workshops on effective teaching.
- In Michigan, Wisconsin, Great Plains, and Pennsylvania, the state sociological associations sponsor journals, which often include articles on state issues.
- The state association in Kentucky includes anthropologists, and thus offers the opportunity to focus on common issues and enrich the many joint sociological and anthropology programs in the state.
- The Georgia Sociological Association offers a special award to honor a media person who has used sociological work correctly and effectively. Often long term relationships develop with the media award winner, who calls on GSA members for story ideas and research findings.

- Students have special opportunities in the Iowa Sociological Association. The spring meeting is devoted to student paper presentations, with a student discussion for each paper. Students receive considerable feedback about their papers from students and faculty who attend the meeting.
- The New York Sociologists sponsor an annual symposium on Careers in Applied Social Science. Harold Takahashi, Fordham University, and Henry D. Olsen, Medgar Evers College, have organized these day-long programs featuring sociologists who work in the corporate, research, media, and non-profit sectors in New York City.
- The New England Sociological Association meets in the fall and spring and includes several states. The association offers excellent workshops on teaching, including continuing education on technology. For more information on state association activities, contact:

National Council of State Sociological Associations. Contact: Catherine T. Howard, Editor, Wisconsin Sociological Association, 27199 S. Winton Road, Southfield, MI 48075-3002; (203) 760-4331; e-mail buillard@uncov.unuma.edu

Arkansas Sociological/Anthropological Association. President: Steven K. Warden, University of Arkansas, Fayetteville, AR 72701; e-mail wardenxm@compuserve.com

California Sociological Association. Executive Officer: James Glynn, Behavioral Science Division, Bakersfield College, Bakersfield, CA 93305; (605) 395-4294

Florida Sociological Society. Coordinator: Jeffrey W. Society/Criminal Justice, University of Miami, 4007 Street Johns Bluff Road South, Jacksonville, FL 32234

Georgia Sociological Association. President: W. Jay Strickland, Department of Sociology & Anthropology, Georgia Southern University, Statesboro, GA 30460; (921) 681-0886; e-mail strickl@gsu.edu

Great Plains Association (South and North Dakota). President: Diane K. Yang-Gale, Rural Sociology Department South Dakota State University, Brookings, SD, 57007; (605) 688-4426; fax (605) 688-6534

Hawaii Sociological Association. President: Joyce Chinen, Women's Studies Program, University of Hawaii-West Oahu, 59-043 Aiea Pearl City, HI 96782; (808) 453-6085; F (808) 453-6076; e-mail chinen@hawaii.edu

Illinois Sociological Association. Past President: Jack Horkins, College of Utopia, Social and Behavioral Sciences, 22nd Street and Lambert Road, Glen Ellyn, IL 60137; (708) 558-2500

Iowa Sociological Association. President: Mohannd A. Chalichian, 282 Westside Iowa City, IA 52246-4306; (319) 333-4034; e-mail mchachian@weg.com

Kansas Sociological Association. President: Mark A. Foster, 211 E. Santa Fe, Site 114, Las Vegas, KS 67602

Anthropologists and Sociologists of Kentucky. Secretary/Editor: Candice Crawford, Jefferson Community College, 109 East Broadway, Louisville, KY 40202; (502) 935-9840

Michigan Sociological Association. Past President: A. Jay Meenan, Oakland University Department of Sociology, Rochester, MI 48309-4401; (810) 370-2428; e-mail meuane@michigan.edu

Sociologists of Minnesota. President: Thomas Schmidt, Macalester College, Department of Sociology & Economics, 60 South 6th Avenue, PO Box 49, MSU Box 6804, 60001; (651) 389-1561

Missouri Sociological Association. Secretary and Editor of Newsletter: Gwinn M. Lovel, Department of Sociology and Anthropology, Southeast Missouri State University, Cape Girardeau, MO 63701; (314) 652-2662

Nebraska Sociological Association. 1996-97 President: Daryl Kelley, Department of Sociology, University of Nebraska at Kearney, Kearney, NE 68849; (308) 865-8756; e-mail kelley@platt.ne.edu

New England Sociological Association. President: Diane L. Balduzzi, North Adams State College, Department of Sociology, Anthropology and Social Work, Church Street, North Adams, MA 01247; (413) 622-5474; e-mail dbalduzzi@nasc.mass.edu

New York State Sociological Association. Secretary/Transfer: Henry Silver, SUNY-Purchase, Purchase, NY 10577-1304; (914) 251-9190

North Carolina Sociological Association. President: Mike Wise, Department of Sociology, Appalachian State University, Boone, NC 28608

Pennsylvania Sociological Association. President: Kathleen Moyer, Sociology Department Holy Family College, Grant and Frankford Avenue, Philadelphia, PA 19114; (215) 637-7700; fax (215) 637-7700

South Carolina Sociological Association. Vice President: Sylvia Koenig, Department of Sociology, Coastal Carolina University Convoy, SC 29526; (803) 347-3161; e-mail c200202@nmsvc.ccm

Virginia Social Science Association. President: Robert R. Durand, Department of Sociology & Social Work, Christopher Newport University, Newport News, VA 23608; (804) 594-7130

Washington State Sociological Association. Secretary/Transfer: Madeline Lovell, Seattle University, Broadway and Madison, Seattle, WA 98112-4460; (206) 296-5387

West Virginia State Sociological Association. President: Ahmad Khallili, Department of Sociology & Anthropology, Marshall University, Huntington, WV 25755; F (304) 696-6394; fax (304) 696-2803; e-mail khallili@marshall.edu

Wisconsin Sociological Association. President: Charles S. Green, III, Department of Sociology, Salisbury Hall, University of Wisconsin, Whitewater, WI 53190; (414) 472-1333/1123
A Sociologist Searches for Employment ... And Finds It

by Zhikang Han
Whittier College

The job search is one of the most frustrating and demanding processes in our academic lives. It can make you question your own worth and self-esteem, as well as the whole purpose of years and years of backstepping. Often, the standard question around graduate schools is "How do I find a job?" I think it might be useful for those who have found a job to share their experiences in the process with current and future job hunters. Here is mine.

Before I was offered a job in May 1996 (at Whittier College, about 10 miles out of Los Angeles), I had been on the job market for about a year and a half. I had come from China seven years before and had majored in Political Science from the City University of New York in 1993. By March 1996, I had sent out over 150 letters for teaching jobs, fellowships, or post-docs. I obtained four interviews, including one for a temporary full-time position.

Our Sociological "instinct" suggests that whether we can get a job in today's "capitalist" market is determined by innumerable variables, some personal, some social, economic, and political, many we don't know and may never know. (Latent variables?) Though this may be true, there are certain things we can do to help us along.

First, apply for various positions and find your strengths, or to put it in market terms, find your selling points. You might have so many strengths that you don't know which one to play with. To find out, send out applications claiming certain specialties that you believe match job descriptions. As I came to learn, it is difficult for me to claim to be a "specialist" in Asian Studies, Asian American Studies, or Chinese studies. Even though all of these are areas I write about, I do not have the same experience that I could specifically state in those disciplines. (This is not an absolute statement.)

Finally, I decided to emphasize my background in political comparative sociology which, in fact, best describes what I do. I became a specialist in my own right, with the knowledge I had specifically trained in those disciplines. (This is not an absolute statement.)

Revised in 1996, Mastering the Job Market with a Graduate Degree in Sociology serves as a valuable resource for students about to enter the job market and for the faculty who will be called upon to advise them. It is pragmatic in its focus, outlining an effective career-planning strategy that walks the reader through the array of career options for sociologists.

Similar resource is Embarking Upon a Career with an Undergraduate Degree in Sociology. Many times students express their enjoyment of sociology as a field of undergraduate study, tempered by the practical concerns about how it can be used to pay the bills after college. This publication covers general topics like employment search strategies, identifying career opportunities, writing a resume, and applying and interviewing for jobs. In addition, it explores the link between sociological course work and the skills and abilities that employers seek.

Undergraduate advisors should consider this an essential part of their preparation.

The Sociology Major as Preparatory for Careers in Business and Organizations is a brief brochure outlining the applicability of sociological insights to the modern business world. It offers a nice package of prospects for sociologists with undergraduate and graduate degrees, coupled with a discussion of the earnings available in the public and private sector. This publication might be particularly useful to students embarking upon a career of study in sociology, as it concisely presents some of the employment options available to sociologists.

Government Listings

If you have ever wondered how the U.S. government classifies sociologists and the work that we do, look no farther than the Government Classification Standards. This publication provides a landmark description of the federal occupational classification system as well as a reprint of the federal Position Classification Standard for sociology. Listing 13 positions in which you would apply your working knowledge of sociology, this one should be of interest to sociologists considering a position with the U.S. government, not least because it is the source reader to some of the language and classification systems that are unique to that employment sector.

These resources are designed to be of use to all sociologists, as we carve out professional niches in an unpredictable job market.

If the private sector is more to your interest, you might consider Sociologists in the Corporate World. This 40-page booklet outlines three distinct career opportunities: academic roles for the industrial sociologist, organizational roles, and independent consulting roles. Ten sociologists who work in a variety of settings describe their own career trajectories, highlighting both the advantages of the sociological perspective and the challenges that may be encountered in the practice of sociology. This publication is especially useful for its portrayal of the diversity of forms a sociological career may take, as well as the practical guidance regarding various employment opportunities.

Expertise Sought

Maybe you are lucky--you have a fulfilling position, and none of your students, colleagues or friends is contemplating the job market. (If so, would you consider offering your secrets to others seeking a publication like the ones described above?) Maybe your professional responsibilities include advising students as they approach the job market. Or maybe you are thinking ahead, and wondering where you want to be professionally in five years. These resources are designed to be of use to all sociologists, as we carve out our professional niches in an unpredictable job market.

For ordering information, call (202) 838-3410, X309, or orders@annual.org.
Behavioral Science Track Awards for Rapid Transcript (B-S-T) programs at NIMH and, more recently, at National Institute of Drug Abuse as an effective way to increase the number of social and behavioral scientists.

Support for Office of Justice Programs

On April 17, Levine spoke to the Subcommittee on Commerce, Justice, State, the Judiciary, and Related Agencies about the significance of the research and statistics programs of the Department of Justice, in particular the National Institute of Justice (NIJ) and the Bureau of Justice Statistics (BJS). "Social and behavioral scientists," noted Levine, "have made strong contributions to our crime and criminal justice policies," citing NIJ research on career criminals, sentencing alternatives, and juvenile delinquency. Levine argued that "social science provides significant insights into the nature of crime, including its causes and prevention."

Levine spoke to the Subcommittee on behalf of the Consortium of Social Science Associations (COSSA), where she serves as chair of the organization's 15-member executive committee.

She urged Congress to increase research support for NIJ and BJS, which have received minimal increases in recent years. Outlining core areas of scientific and policy significance, she concluded her remarks by emphasizing that, "The cost of inaction is far too high to forego investing in criminal justice research and analysis. A major investment today can enhance the quality of life and produce real savings in human and social costs now and for the future.”

Increase for NSF Sought

Testifying on May 1 before the Subcommittee on VA, HUD and Independent Agencies, Levine urged a real increase in the NSF 1998 budget which has not grown in three years. She noted that the agency endorses the recommendation by the Coalition for National Science Funding to increase NSF’s budget by 7.1 percent above fiscal year 1997. She focused on NSF’s critical role in supporting the social and behavioral sciences and the need for continued NSF investments in basic research, data resources, and training initiatives.

Sociologists, she said, are producing important and useful findings on human behavior; interaction, and social systems, organizations, and institutions. Levine highlighted the current impact and potential future payoff from NSF-funded research on children, violence, human capital and learning and intelligent systems.

On a negative note, Levine told the panel that NSF-funded long-term data programs, such as the General Social Survey and the Integrated Public Use Microdata Series, are "the backbone of social science research in the United States. They are as important and essential as the study of society as observers or accelerators are to the investigation of the physical world."

The GSS, Levine noted, "continually measures a wide range of important social phenomena such as changes in race relations; impact of divorce and other negative life events on personal well-being; the role of self employment as a way out of poverty; and, the way education develops employment skills and values. "As a result, the GSS expands our understanding of how society operates, what problems persist, and why things are changing," concluded Levine.

Levine also discussed the necessity of investing in training, and credited NSF for providing many of its training programs to include the social and behavioral sciences. These sciences, she noted, are included in NSF’s new Integrative Graduate Education and Research Training Program (IGERT). She added that NSF has also provided funding for social and behavioral science participation in its Alliances for Minority Participation (AMP) projects, designed to increase the quantity and quality of traditionally underrepresented minorities who earn undergraduate degrees in science.

Editor’s Note: The full text of this testimony is available on the ASA home page at http://www.asanet.org.

Nine Receive ASA/NSF Small Grant Awards

The American Sociological Association is pleased to announce nine recipients of the Fund for the Advancement of the Discipline (FAD) awards from the winter submission cycle. Supported by the ASA and the National Science Foundation, these awards provide scholars with venture capital for innovative research to challenge the discipline and create new networks for scientific collaboration.

Selected proposals illustrate the essential role of FAD in the production of important scientific work. Award winners include:

- Eduardo Bouval-Silva (University of Michigan) for "Tim Not a Racist But....: An Exploration of White Racial Attitudes in the Post-Civil Rights Period," $4,000.
- Maria Charles (University of California-San Diego) for "Comparative Perspectives on Sex Segregation;" $3,000.
- Rhonda T. Levine (Colgate University) and Lorna J. Simmons (SUNY-Binghamton) for "Replanted Lives: German Jewish Immigrants in the New York, 1935-1955;" $3,750.
- Peggy Legut (Harvard University) for "The Transnationalization of Everyday Life: A Comparative, Historical Perspective;" $4,000.
- Chien Lin (Wagner College) for "An Act of Marital Sexual Life;" $3,525.
- Marietta Morrissey (University of Toledo) for "Work and Settlement Experiences of Migrant Farm Families in Sandusky County: 1949-1977;" $2,446.
- Vicki Smith (University of California-Davis) for "Chronic Work and Finding Jobs: Labor Market Preparation in Employment Organizations;" $2,880.
- Richard Tessler (University of Massachusetts-Amherst) for "Families with Children from China: A Study of Bi-Cultural Child Socialization;" $3,000.
- Nancy Whitter (Smith College), Daniel S. Meyer (City College New York), and Belinda Robnett (University of California-Davis) for "Social Movements and Society: Micro-Macro Interactions;" $4,000.

Deadlines for submissions to FAD are December 15 and June 15 each year. For application procedures, contact FAD at the ASA Executive Office (202) 833-3410 ext. 312 or email research@asanet.org.

MOST Program on Display at Southern Sociological Society Annual Meeting

The ASA’s Minority Opportunities through School Transformation (MOST) Program recently played a high-profile role at the 1997 Southern Sociological Society (SSS) Annual Meeting in New Orleans. MOST sessions ranged from "The Hampton University Undergraduate Research Experience: A Tradition of Scholarship and Activism" to "ASA MOST Student’s Current Research: Socialization into Practice" to "Varieties in Mentoring and Induction into the Profession: Views from ASA MOST Mentors," among others.

These sessions included the active participation of MOST students and faculty from Hampton University, Augusta State University, Millsaps College, Centre College, Hendrix College, and LeMoyne-Owen College.

Innovative Poster Session

One of the highlights of this year’s SSS Annual Meeting was an innovative poster exhibit which included 40 award-winning posters presented by students and faculty. According to former SSS President Karl Alexander, the poster session was a "showcase event—a plenary session—which included an outstanding collection of presentations."

Gabrielle Mills, a current MOST student at Millsaps College, was awarded a "High Honors" for her poster titled "An Exploration of Identity on the Internet." Gabrielle was "especially commended" by the selection committee for her "intriguing research question and the exceptional clarity" of her exhibit. Other MOST students participating in this exhibit included: Nakeshi L. Dyer and Cherry Whitehead, LeMoyne-Owen College; Matika Olmjer, Centre College; Dessallines Agnagwe, Hendrix College; and Emma Sinkfield, Augusta State University.

According to Allen Scarboro, MOST Coordinator for the Associated Colleges of the South, "the high level of activity of the MOST students, MOST mentors, and other students associated with the MOST Program, at the SSS Annual Meeting, provided clear evidence of the effectiveness of their efforts. ACS and Hampton University students and MOST mentors presented papers, served on panels, discussed posters, and brought their enthusiasm to the meetings."
Sociologists Receive Awards and Fellowships

Anne Boyle is First ASA-AAAS Media Fellow

Anne Boyle, an advanced graduate student in sociology at Yale University, has been selected as the first ASA-AAAS Media Fellow. Boyle's work on the American Association for the Advancement of Science (AAAS) to sponsor a sociologist in a summer placement with a media organization. After a training and orientation session in Washington, D.C. with 14 other ASA Science Fellows, Boyle will begin her ten-week placement with science writer Larry Spohn of the Albuquerque Tribune. Spohn has participated in the AAAS program for eight years. Boyle's research interests center on social stratification, social networks, and gender and informal interaction, and the role of informal social interaction in social stratification. Her undergraduate senior thesis at the University of Minnesota focused on "Petting and Fratting in the U.S. House of Representatives." She currently writes for the Yale Daily News covering music and the arts. Spohn said he is eager to work with a social scientist and to gain Boyle's insights for stories on defense, mining, the military, and the environment.

The ASA-AAAS is a new initiative of the Association. "A core ASA goal is to increase public understanding of the uses and contributions of sociology," said ASA Executive Officer Peter J. Levine. "Support of this fellowship reflects that objective."

After her summer placement, Boyle will have opportunities to write for Science and the media, and to participate in the Annual Meeting. This initiative is one of several important outreach efforts being led by ASA's Spivak Program on Applied Social Research and Social Policy.

Lois Monteiro Selected as ASA Congressional Fellow

Lois Monteiro, Brown University, has been selected as the 1997-98 ASA Congressional Fellow. She will relocate to Washington, D.C., in February 1998 to work for six months on the staff of a Congressional office. Monteiro is a well-known expert on the health care and the Veterans Administration, and several Congressional offices are eager to tap her expertise.

The ASA Congressional Fellowship is an opportunity for a sociologist to work on a Congressional staff and to demonstrate the contributions and uses of sociology to policy relevant topics. Prior Fellows have included Catherine White Beresford, Skidmore College; Peter Cookson, Jr., Columbia University; Jill S.

Woodrow Wilson Fellows Include Sociologists

The Woodrow Wilson International Center for Scholars, Washington, D.C., has announced the appointment of 34 Fellows, including three sociologists, for the academic year 1997-98. Chosen from 604 applicants from 75 countries, these Fellows represent a variety of disciplines, professions, topics, nationalities, and view points. Created by Congress in 1968 to recognize the twenty-eighth president, the Center seeks to complement the scholarly depth and the public concerns of Woodrow Wilson through support of scholarship at the most advanced level.

The three sociologists and the titles of the research projects they will pursue at the Wilson Center are: Alexander Edlin, Senior Research Fellow, Institute of Sociology, Russian Academy of Sciences, "Serts and Intel ligentia: Popular Mystical Sectarianism and Models of Rationality in Pre-Revolutionary Russia;" Luis Greenfield, University Professor and Professor of Sociology, Boston University, "The Pride and Wealth of Nativity: The Economic Implications of Nationality;" Gary T. Marx, Professor of Sociology, University of Colorado, Boulder, "Windows into the Soul: Surveillance in the Age of High Technology."
Ontario, from page 1

the British Crown many British Americans came to Ontario as "United Empire Loyal-ists." (Many Loyalists claim their New England properties were unjustly seized in 1776.) That migration helped to popu-
late the province. McCallum (1988) has used Irwin's staples approach to study the development of agriculture in "Upper Canada." Ontario flour exports rose dra-
matically in the 1840s and peaked in the 1860s, while wheats and flour pro-
duction fell after the 1830s. The capital accumulated during the mid-nineteenth century provided the basis for "urban" class differentiation. An entrepreneurial
bourgeoisie emerged in the towns of the agricultural economy of the city of London was firmly established in the 1840s, largely on its local grain exports. Other towns also prospered with the new foundries, planning mills, sawmills, distilleries and tanneries. So-called "backward linkage industries" emerged. Agricultural
machinery, originally imported from the U.S., came to be produced in Ontario. Peo-
ple like Arnold Massey, G. McLaughlin, Thomas Carling and John I. A. Laidlaw started workshops and mills that eventually grew into multi-
national industrial corporations (Bakker, 1981).

By 1896, export activity shifted further west to the Prairies. Ontario became the industrial heartland of Canada. Nevertheless, agricultural pro-
duction of commodities continued, and many family farms prospered. Also, single in-
dustry towns developed around mines, mills and railway
heads. Such towns remained important in Northern Ontario (Lucas, 1971) and the rest of Canada, but Southern Ontario towns tend to become more differen-
tiated. The percentage of the population living on farms has declined from 21% in 1931 to 3% in 1981, but there are still many family farms, many of which date back a century or more. The structure of agriculture has changed. The number of family farms has decreased, although the average under cultivation has remained fairly constant. Many agro-business activ-
ities have become significant, particularly the tobacco and wine industries. In Grey-Brace County, Allen Wilford (1985) has been at the forefront of the revival of tobacco production and honey produced by the Eastern Ontario Honey Company is exported nationally.

Northern Ontario, particularly the Copperbelt, is an area of mining and resource-based activity. The mining industry is significant in the region and provides employment for many residents. The development of mining has contributed to the economic growth of the region. However, mining activities can also have negative environmental impacts, particularly in terms of water quality and land use.

The Ontario government has implemented policies aimed at balancing economic development with environmental protection. These policies include regulations and incentives to promote sustainable mining practices. The region continues to be an area of economic activity, with mining, forestry, and tourism industries playing important roles in the local economy.

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d’a “West Point.”
From the Northwest: Fascinating mining towns and First Peoples abound in the northern part of this province, North of Superior. Before colonization the Huron, Ottawa, Chippewa, and Potawatomi lived in this region (Quimby, 1960). The Great River Road, a 3,000 mile network of roads following the Mississippi River extends from the Gulf of Mexico to Minneapolis, Ontario. (Ojibway “mizkik” means beautiful country). The Ojibway-speaking Native People are very significant in Northern Ontario (Hedlin, 1986).

Styrmest (1975) has discussed “social relations” among “ethnics” and “Indians” in a Northwest Ontario town (i.e. Crow Lake). His ethnographical analysis of joking behavior and defensive strategies of Native People is an analysis of the construction of ethnicity.

You might want to enter Canada at Rainy River, Ontario’s most western border entry. Proceed to Fort Frances, one of the oldest settlements west of the Great Lakes (circa 1731), now a summer resort town. Highway 502 to Dryden offers some of the most rugged scenery along the Mississippi River Parkway.

Maps can be obtained free at the border, for information and reservations call Travel Links at 1-800- Ontario or 1-800-668-2746.

References
Ontario Government. 1996. Fall Auto Tour. Toronto: The Queen’s Printer for Ontario and Ontario Tourism, T & OE.

Make Your Hotel Reservation Today!

ASA members and program participants are urged to make their hotel reservations for the Annual Meeting as outlined in the 1997 ASA Preliminary Program. August is prime tourist season in Toronto, and guest rooms are in demand. Rooms at the ASA rates are available on a first-come, first-served basis only. Room blocks may fill before the cutoff date for reservations. The Preliminary Program with the Official Housing Form (on page 85) was mailed in mid-May and should have arrived in most mailboxes by now. Fax your reservation to the Housing Bureau today!

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country. The Sociology Subject Test Committee members also write some questions, and they review every question thoroughly both as individuals and as a group, before it is approved for use in a test. As one might guess, debates at committee meetings over which is the “right answer” can be lively. The Committee is equally energetic in carrying out its other role—advocating for policies and practices. Committee membership is designed to represent as many subfields of sociology as possible. The current Committee, for example, includes a sociologist specializing in the sociology of aging, a sociologist specializing in medical sociology, a Marxist sociologist, a feminist sociologist, a sociologist specializing in the sociology of work, a sociologist specializing in international relations, and a sociologist specializing in the sociology of education.

At the 1997 ASA Annual Meeting, a professional workshop on “Refocusing on the Graduate Admissions Process” will be offered on Tuesday, August 12, from 8:30-10:15 a.m. The panelists will discuss how graduate admissions decisions are made, what criteria have proved most important, and how the department handles recruitment and selection. Richard Hall, SUNY-Albany and Phyllis Teitelbaum, ETS, will be part of the workshop staff and will answer questions. Teitelbaum will host a poster session during the Showcasing Graduate Programs in Sociology Luncheon” to be held on Monday, August 11, from 2:30-5:30 p.m., providing another occasion to understand the work of the Educational Testing Service. According to Teitelbaum, who is himself a sociologist, the revised Sociology Test can be used to help departments that they desire. It could significantly improve a department’s ability to compare students in different undergraduate sociology programs, to determine how much sociology a non-sociology major, or an international student knows, and to distinguish among candidates whose qualifications are otherwise very close. Some departments find it helpful in selecting teaching assistants or fellowship recipients. Other departments use the source as one part of the qualifying examination for a master’s degree or for readiness to enter a PhD Program. With the inclusion of the new question type, sociological reasoning, we expect the test to be an even better predictor of success in sociology because it now requires test-takers to “think like sociologists.”

**AMERICAN SOCIOLOGICAL ASSOCIATION**

**AUGUST 9 - 13, 1997 • TORONTO, CANADA**

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The March 1997 "New Publications" column was incorrectly identified in the title of the Practical Sociological. For additional information, contact: Jane M. Landweb, Journalism Manager, SAGE Publications, 6 Bonnell Street, London EC1A 2PU, United Kingdom; +44 (0)171 374 0871; e-mail: jane.m.landweb@sagepub.co.uk; http://www.sagepub.co.uk.

Call for Papers

CONFERENCES

The Association for the Sociology of Higher Education seeks submissions for its 21st Annual Meeting to be held Feb. 10-12, 1998, at the Atlanta Mark Hosi, Atlanta, GA. Contact: Nancy D. Hall, Sociology Department, 325 North Artis Avenue, Athens, GA 30601-2772; e-mail: bahaast@uga.edu.

The California Sociological Association has issued a call for papers for its Eighth Annual Meeting to be held November 7-8, 1997, at the Holiday Inn Capitola Plaza, Santa Cruz, CA. Information for additional contact: Dr. Rick Shupe, Sociology Department, Siskipine College, Foresthill, CA 95636; e-mail: Rick.Schulze@adobe.com.

The Georgia Political Science Association has issued a call for papers for its 1998 Meeting to be held February 20-21, 1998, at the Georgia Institute of Technology, Atlanta, GA. Information for additional contact: Dr. Mike Hebert, Political Science Department, Georgia Institute of Technology, Atlanta, GA 30332; e-mail: mhebert@cc.gatech.edu.

Society for Research on Adolescence has issued a call for papers for its 1998 Annual Conference to be held February 24-26, 1998, at the University of California, Los Angeles, CA. Information for additional contact: Dr. Richard J. Schofield, Sociology Department, University of California, Los Angeles, CA 90095; e-mail: richard.schofield@ucla.edu.

The Wisconsin Sociological Association 1997 Annual Meeting will be held jointly with the Illinois Sociological Association, October 20-21, 1997, at the Clock Tower Resort, Buckhead, IL. Contact: Ann S. Wyckoff, Sociology Department, University of Illinois at Chicago, 850 South Wabash Avenue, Chicago, IL 60607-7083.

The World Congress of Sociology International Sociological Association Research Committee seeks papers for presentation at its conference to be held July 26, 1998, at the Progressive City: How Do Localities Support Poorly Organized Activists? Submit an abstract (200 words) of the proposed paper. Include a title, name and affiliation, and a complete mailing address. Deadline for submissions is May 1, 1997. For additional information, contact: Don A. Chorafas, Sociology Department, University of Illinois at Chicago, 850 South Michigan Avenue, Chicago, IL 60607-7083; e-mail: atronom@uic.edu.

Sociological Perspectives, the official journal of the Pacific Sociological Association, seeks submissions for a special issue on tourism. The deadline for submission is August 15, 1997. For additional information, contact: Dr. Ronald E. Fussell, Sociology Department, University of California, Santa Cruz, CA 95064; e-mail: ron@soc.ucsc.edu.

Teaching Sociology, a journal of the American Sociological Association, seeks papers for a special issue that will contain reports by institutions that have implemented the curriculum reforms recommended by the ASA/AAC. Submit "Letters to the Editor" by December 15, 1997. For additional information, contact: Dr. Philip Meier, Sociology Department, University of California, Santa Cruz, CA 95064; e-mail: pmeier@soc.ucsc.edu.

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For more information contact Paul D. Allison, 3718 Locust Walk, Philadelphia, PA 19104-6299, 215-898-6717, allison@sas.upenn.edu, http://www.sas.upenn.edu/~ecilison/. Fee for each course is $800.

Other Organizations

The North Central Sociological Association issues a three-year volunteer to serve as editor of its newsletter. The editor must manage, collect articles, send out, process, and publish the newsletter bi-monthly with year in March and October. Send three copies August 1, 1997. For additional information, contact: Katherine R. Reissel, Elizabethtown College, 1-10 West Third Street, Elizabethtown, PA 17022-1396. E-mail: kreissel@eastern.edu

Deaths

James E. Turver died in June 1996.

Obituaries

Fern Ahmed (1906-1997)

Fern Ahmed, a scholar, journalist, and political activist died suddenly at his home in Silver Spring, Md., on April 19, 1997. A professor in the School of Social Work at Howard University, in Washington, D.C. and a demographer by profession, she was an autonomous, courageous, and principled woman who was a leading voice for social change on national and international stages.

Fern Ahmed was born in Pakistan in 1906 and, after fleeing the Germans, she lived in the United States from the age of 10 years.

New Programs

Indiana University has launched a new program on health and medicine. The program, called Health Studies, is funded by a grant from the University Trustees and will involve undergraduate, graduate and professional students.

Fern Ahmed was a social activist who was involved in various social movements in India and Pakistan. She was a member of the Women's International League for Peace and Freedom, and a member of the National Women's Party. She was also a member of the International League for Human Rights. In addition, she was a member of the World Council of Churches and the World Council of Women. She was a member of the World Council of Churches and the World Council of Women.

Fern Ahmed was also a member of the American Sociological Association and the American Anthropological Association. She was a member of the American Sociological Association and the American Anthropological Association. She was also a member of the American Sociological Association and the American Anthropological Association.

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Obituaries, continued

Gerald R. Leslie (1925 - 1996)

Gerald R. Leslie, professor emeritus, and the former chairman of the Department of Sociology at the University of Illinois in Urbana-Champaign, died at his home in Monticello, Illinois, at the age of 94.

Leslie was a leader in the field of sociology, and his research spanned several decades. He made significant contributions to the understanding of social structures and processes, and his work had a lasting impact on the field.

Leslie's research focused on a wide range of topics, including social stratification, social mobility, and the sociology of work. He was known for his ability to combine theoretical insights with empirical evidence, and his work was widely cited by other scholars.

Throughout his career, Leslie was deeply committed to education and to the advancement of sociology as a field. He was a mentor to many students and colleagues, and his influence can be seen in the work of those who were fortunate enough to work with him.

Leslie's legacy will continue to be felt for many years to come, and he will be remembered as a scholar whose work has contributed significantly to our understanding of the social world.

S. Miller, Boston College and Routh University

Erich Rosenthal (1912 - 1995)

Erich Rosenthal, whose sociological research and teaching were instrumental in the advancement of sociology as a学科, died at the age of 83.

Rosenthal was a professor of sociology at the University of Chicago, where he taught for over 30 years. He was known for his work on social change, social movements, and the sociology of the family.

Rosenthal's research was widely recognized, and he was a prominent figure in the field of sociology. He was a member of the American Sociological Association and the American Society for Political and Social Research, and he served on the editorial boards of several leading journals.

Rosenthal's contributions to the field of sociology were significant, and his work has had a lasting impact. He will be remembered as a scholar whose work has contributed to our understanding of the social world.
A One-Day Course on Hierarchical Linear Models

Date: August 8, 1997 (the day before the 1997 ASA meeting)
Location: Sheraton Centre, Toronto, Ontario
Time: 9 a.m. - 4 p.m.
Instructor: Stephen Raudenbush
School of Education, Michigan State University
Fee: $140
(Discount for Methods Section members & students)
Application: Contact the Meeting Services Dept. of the ASA
(202/833-3410)
E-mail: meetings@asanet.org
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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

NEW ON ASA'S HOME PAGE

- Revised ASA Code of Ethics
- 1997 Annual Meeting highlights
- Recent Congressional testimony
- Employment Links for sociologists
- Opportunities for research support
- Publicly available data resources
- Funding opportunities at the ASA
- Teaching and grants resources
- June 1997 Employment Bulletin
- Information on new 1997 Guide to Graduate Departments of Sociology

Topic Index Errors
The 1997 Preliminary Program, which was mailed to all ASA members in mid-May, contains errors in the index of sessions by topic. A revised Index of Topics is available on the ASA home page (http://www.asanet.org).

Footnotes

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Footnotes

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