



NEWSLETTER

Pi Gamma Mu

International Honor Society in Social Sciences

The mission of Pi Gamma Mu is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service.

Number 190

November 2012

SCHOLARSHIP APPLICATION DEADLINE - JANUARY 30, 2013

Each year, Pi Gamma Mu awards 10 scholarships to outstanding members. Four are named scholarships, three are worth \$2,000 each, and the other seven are worth \$1,000 each. These scholarships are primarily intended for first-year graduate work in the social sciences. If you are interested in applying, you should start putting your information together right away. Applications must be fully completed and received at the Pi Gamma Mu office in Winfield with a postmark on or before January 30. Winners will be notified in March, with the grants awarded in September. Please check the [Pi Gamma Mu Web site](http://www.pigammamu.org/scholarship_application.asp) for information and the application form at: http://www.pigammamu.org/scholarship_application.asp

NEWSLETTER E-MAIL LISTSERV SUBSCRIPTIONS

Members who receive the *Pi Gamma Mu Newsletter* by E-mail are subscribed to the PIGAMMAMU-L listserv based at the University of Georgia.

Visit <http://www.listserv.uga.edu/cgi-bin/wa?SUBED1=pigammamu-l&A=1> to subscribe or unsubscribe to the Pi Gamma Mu listserv, and follow the instructions to leave or join the list. A confirmation will be sent to the e-mail address you enter, and you must respond to the confirmation within 48 hours.

CHANGE OF ADDRESS

Anytime you move, such as after graduation, please notify the Pi Gamma Mu office immediately. This will prevent your mailings from being interrupted or discontinued. We would appreciate it if you would mail a change-of-address card, post card, or letter with your name and old and new address to: Pi Gamma Mu, 1001 Millington, Suite B, Winfield, KS 67156. You can also E-mail the information to us at pgm@sckans.edu, or use the [Web site form](#).

When you graduate, please give us a new E-mail address if you have been using your college address to receive your *Pi Gamma Mu Newsletter*. At some point (each college is different), your college E-mail address will be eliminated and you will no longer receive the newsletter or other information from Pi Gamma Mu.

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PI GAMMA MU CELEBRATES MERCER'S LEADERSHIP

A decade ago, the Pi Gamma Mu social-science honor society was coping with a financial crisis, as its number of chapters and annual number of initiates were on the decline. The society was drowning in red ink and raiding its endowment fund to stay afloat.



Enter Dr. Gordon E. Mercer, Western Carolina University's professor of political science and public affairs (now professor emeritus) and founding director of the Public Policy Institute. In Oct. 2005, Mercer advanced from the office of international first vice president to the office of international president of Pi Gamma Mu. Within weeks, he activated an aggressive program to solicit chapter-building cooperation from professors at colleges that did not have Pi Gamma Mu chapters. He created a new position, that of chapter-development officer, at the honor society's headquarters. The trend of declining numbers of chapters and initiates reversed direction. At the end of the 2009-2010 fiscal year, the organization posted its first annual operating surplus in years. Pi Gamma Mu has now enjoyed three consecutive fiscal years of year-end surpluses.

Mercer's efforts were celebrated at the latest meeting of Pi Gamma Mu's international Board of Trustees, which met in Memphis, Tenn., on Oct. 19-20. A year after Mercer retired as the society's 13th international president, the society's board transferred \$5000 from its checking account to its endowment fund--something that had not occurred since the society lapsed into deficit spending years earlier--in honor of Mercer. The board also decided that a scholarship for Pi Gamma Mu members entering graduate school will henceforth be known as the Gordon E. Mercer Scholarship.

Pi Gamma Mu awards 10 scholarships annually. They are intended for the first or second year of graduate work in the areas of sociology, anthropology, political science, history, economics, international relations, public administration, criminal justice, law, social work, psychology, and human/cultural geography.

The honor society originated at Southwestern College in Winfield, Kans., in 1924. The society has been headquartered in Winfield ever since. Western Carolina University's chapter of Pi Gamma Mu was founded in 1983. Dr. Mercer was the chapter's sponsor from 1983 until 2011.

Barry D. Friedman
International President

SCHOLARSHIP APPLICATION DEADLINE - JANUARY 30, 2013



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SCHOLARSHIP WINNERS ANNOUNCED

After much deliberation on the part of the Scholarship Committee, Chairman Dr. Clara Small recommended the following scholarship winners to the Board of Trustees. Each of these candidates has met the expectations of the trustees who are pleased to award the scholarships to:



The Marvel Stockwell Scholarship of \$2,000 was given to **Ashley Davis** (left). She graduated from University of Mary Hardin-Baylor where she joined the Texas Zeta chapter. She is now attending Indiana University and plans to receive her Masters Degree in Public Affairs with an emphasis on Global Policy Studies/International Development. Davis stated that she "wants to pursue an international career with a nonprofit organization that promotes sustainable development in the less affluent areas of the world." She believes that "globalization has also created an unprecedented level of awareness to human suffering. Such cognizance generates a level of responsibility for capable individuals to take action. It is unacceptable to remain insular, ignoring avoidable human suffering attributable to the lack of adequate food, medical attention and critical infrastructure."

Tamra Aguilera (right) is the recipient of the \$2,000 Carroll Parish Scholarship. She joined the North Carolina Epsilon chapter at Appalachian State University. She is now in the Individuals and Families program working toward her degree in Social Work at Appalachian State University. Aguilera has a desire to help women and children heal from substance abuse and domestic violence. She knows "the recovery and healing process require perseverance, commitment, dedication, and a willingness in order for these processes to work. My future goal is to develop and provide a safe supportive environment conducive to making positive lifestyle changes."





Winner of the \$2,000 Effie Urquhart Scholarship is **Dana Terry** (left) from the Florida Zeta chapter at Florida State University. She is now matriculating at Seton Hall University's Whitehead School of Diplomacy and International Relations. Terry reports that, "I believe in building bridges. Diplomatic bridges that pave the way for peace building, regional stability, cultural reconciliation, and understanding are imperative to our national security as well as the improvement of our world. My dream is to build the kind of bridges that will help to resolve intercultural disputes, foster peace and understanding, and improve our global relations while contributing to sustainable development, human rights, and conflict transformation." She plans to become fluent in Russian while at Seton Hall, then possibly studying or interning in Russia.

The Dan Quigley Law Scholarship, which honors the memory of Pi Gamma Mu's long-time corporate attorney, is given to **Katelyn McCombs** (right). McCombs is a member of Pi Gamma Mu through the North Carolina Mu chapter at Campbell University. She is now matriculating at Wake Forest University School of Law. She received a Bachelor's Degree in History, with Minors in Financial Planning and Business Administration. Her desire is to become an attorney either in the

field wealth management or a military career through the military's Judge Advocate General program.



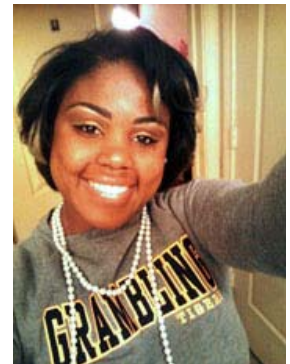
The following, in alphabetical order, were chosen for the \$1,000 Pi Gamma Mu scholarships:



Annie Azriel (left) joined Pi Gamma Mu through the Illinois Gamma chapter at Bradley University. She is now attending the University of Illinois, Chicago. Azriel stated that she "has been working at FamilyCore in their Child Welfare division as a Child Welfare Caseworker for Foster Children." While there she has "had the ability to make a difference in a child's life each and every day by doing things as small as giving them a hug, playing a game, getting them a snack when they really did not want to go to bed hungry another night, or by having the very difficult conversation as to why their parents were no longer in their life."

Wynter Bryant (right) joined the Louisiana Eta chapter at Grambling State University. She will begin matriculating at the University of Louisiana at Monroe in the spring to obtain a Master's Degree in Clinical/Neuropsychology. Bryant stated that, after her mother's massive stroke several years ago, she plans to

"focus my research on brain aneurisms and their true damage to not only the nervous system, but to the entire physiology of the human body." Psychology derives from in-depth studies of the "physiological make-up of the brain and how it influences behavior from person to person." She is highly passionate about helping others and making her mother proud.



Tina Ferg (left) joined Pi Gamma Mu through the Georgia Kappa chapter at North Georgia College & State University. She is now in their Master of Science in Clinical Mental Health Counseling program. Ferg reported, "My career goals are to pursue forensic interviewing, establish a local child advocacy center and initiate an art therapy program in north Georgia." Her skills "lie in the legal field by practice, criminal forensics by education, and soon counseling by education and training...I believe that the fields of law and counseling mesh perfectly when the goal is to save children from abuse."



Fatimah Finney (right) joined the Connecticut Alpha chapter while attending Trinity College. She is now in the Boston College School of Education's program to receive her master's degree in Counseling Psychology. Growing up, Finney

"saw the devastating effects of unhealthy choices that remain unchecked. Poor academic performance, fractured family structures, failed marriages and unemployment have plagued my community for so long that these issues have become the expected norm. Thus, I want to become a mental health counselor because I want to change this perception of mental illness and show how mental health is important to all other forms of health."





Ashley Grant (left) graduated from Campbell University's North Carolina Mu chapter. She is now in the Master of Education program at Campbell University with plans to teach History at the secondary education level with a specialization in world history. According to Grant, "a Masters in History Education will enable me to better myself as both a historian and an educator and is an essential element that will allow me to achieve my long term goal of becoming a professor of history on the collegiate level."

Marissa Stevens (right) joined Pi Gamma Mu through the Pennsylvania Alpha Omicron chapter at Washington & Jefferson College. She has matriculated to the University of California, Los Angeles (UCLA). She plans to study Egyptology and Ancient Near Eastern Civilizations in the Near Eastern Languages and Cultures Department. According to Stevens, she plans to "study the Amarna Period of Ancient Egypt's history, a time defined by radically altered religious beliefs, a new center of government, and a rouge pharaoh brazen enough to try to enforce his policies on the empire. Specifically, I intend to research Egyptian perceptions

of death and dying during Amarna Period, placing an emphasis on studying the liminal status of the deceased and the dynamic between the deceased and the living. " She intends to continue her study of hieroglyphs and hopes to gain practical skills as an archaeologist in the field and also work on university sponsored digs in Egypt.



VIEW FROM THE PODIUM

Snatching Excellence from the Jaws of Mediocrity

As a professor in the social sciences, I am convinced that I have a responsibility to ensure that my students amass a mental repository of knowledge about my discipline (political science) and that they develop the capability to conduct research and report their discoveries coherently. My colleagues at North Georgia College & State University and I have discovered that we are far from having perfected the process of producing those results. Over the past few years, there has been a noticeable decline in the ability of our political-science seniors to write a research paper. An instructor's natural instinct is to attribute such a decline to the irresponsibility of the students, but, if I were to finally subscribe to such an opinion, I would have to be more foolish than any of my students actually are.

Instead of jumping to the conclusion that we are blameless and that our students are negligent, my colleagues and I opted to scrutinize everything about our students' failures and our instructional processes. As my colleagues and I talked over our concerns, one clue that I had filed away in my memory was my discovery that some of my students did not know how to obtain library books in the course of conducting research. Realizing that I had not explored the problem adequately, I discussed the matter with my students during our classes. Then I knew for sure that this unfamiliarity with the value and accessibility of library books was widespread.

Of course, our students know how to use the Google search engine to find Web pages of all kinds. They also seem to be adept at using online periodical guides, such as EBSCO and JSTOR, to find articles in online journals. In fact, other faculty members and our librarians eagerly call those periodical guides to their attention. But few students have experience using GIL, the University System of Georgia's online catalogue of the holdings of the libraries of the system's 35 public colleges and universities, nor, apparently, have they been encouraged to use it. It took me so long to absorb the information that most of my students don't know how to use GIL because I could not imagine a world in which students are unacquainted with what we used to call the "card catalogue" of a library. At Jefferson Junior High School in Meriden, Conn., in 1965, librarian Esther E. Fowler taught my seventh-grade classmates and me to use the library's card catalogue. When this dedicated educator died last year at the age of 100, she was probably at peace with her confidence that her former students, like me, could still find library books if we were to need them.

Early in this calendar year, I began to teach my students to use GIL. I have succeeded in getting many of them to come to my office, for an hour in each case, so that together we could use GIL to obtain library books for their research papers. I also recruited colleagues to work with me on an effort to overhaul how we instruct our students to do research. Dr. Dlynn F. Armstrong-Williams, head of our Department of Political Science and International Affairs, expressed her full support for this effort and appointed a committee consisting of Maria J. Albo, Dr. Carl D. Cavalli, Dr. Beth M. Rauhaus, and me. I am proud to observe that all of these educators are members of Pi Gamma Mu. We have begun to create resources (including essays that appear in Microsoft Word documents and on Web pages and outlines that appear on Microsoft PowerPoint presentations) to intensify our instruction of students about how to conduct research and construct research papers. You can see a Web page that we have already uploaded at http://www.northgeorgia.edu/psia/Default_1col.aspx?id=4294982254. The quality of my students' research products has responded favorably to this initiative. While I was frantic earlier this year, I am now entirely optimistic that this project will allow us to recover the level of quality of the education that we are delivering to our students and that we always *assumed* that we were attaining.

Lest anyone argue that he "knows" that students are hopelessly addicted to online content and are repelled by the printed word, I will report to you that most of my students who work with me in using Georgia's GIL system to obtain books for their research projects are *dazzled* when they discover the opportunity to find such books, to request them through the online ordering process, and to receive them just a few days later at our own library. "I didn't know that you could do this!" many of them exult. A whole lot of higher-education leaders around here--and perhaps across the country--ought to do a lot of soul-searching about the disaster of students not knowing how to obtain library books. This state of affairs may very well be the result of all of the teaching conferences and workshops in which teachers are exhorted to accept their students' infatuation with Internet-based resources and to abandon the unpretentious book as a productive delivery system for knowledge and a catalyst for igniting students' imaginations. I am a member of the original TV generation, but my teachers did not indulge us by showing us television programs all day or assigning the watching of television after school. The pernicious policy of pandering to our students' natural

desire to have fun all the time is an insult to their intelligence, a grave disservice to them and to American society, and an indefensible abdication of our professional responsibility.

Article I, Section 3, of Pi Gamma Mu's international constitution describes our mission as follows: "The mission of Pi Gamma Mu is to encourage and promote excellence in the social sciences and to uphold the ideals of scholarship and service." I am gratified, and not at all surprised, that fellow members of my Pi Gamma Mu chapter have rallied around this effort to give our university's students the fighting chance that they deserve to produce excellent research products. I am curious, naturally, about the experience of professors at other colleges and universities. What have *you* observed? If you have also encountered declines in students' ability to conduct research, how have you addressed the problem? It is quite possible that Pi Gamma Mu may have a role in evaluating our students' ability to conduct research and in providing information and encouragement to faculty members to help them protect *their* students from the incapability from which I am desperately trying to protect *my* students.

Barry D. Friedman
International President

CONGRATULATIONS ARE IN ORDER

Mark Quintanilla, sponsor of the Missouri Iota chapter at Hannibal-LaGrange University, has been selected to be a Research and Teaching Fulbright Fellow in Barbados and the Eastern Caribbean for the 2012-2013 school term. Dr. Quintanilla will be traveling to St. Vincent and the Grenadines in the fall and Dominica in the spring. He will be assisting the local junior colleges which are part of the University of the West Indies system.

The main campuses are in Cave Hill (Barbados), Mona (Jamaica), and St. Augustine (Trinidad), Dr. Quintanilla will help prepare students who transfer to the main campuses to complete their degrees, to mentor faculty completing dissertations and degrees, and to encourage the integration of national history into the curriculum. His research will be focused on completing an editing project, a letter book of an eighteenth-century Irish planter and Attorney General of St. Vincent. The second project is a monograph examining British settlement and colonization of the "Ceded Islands" of Grenada, St. Vincent, Dominica, and Tobago from 1763 – 1806. Dr. Quintanilla has taken his wife and four of his five children with him for this year abroad.

Southwestern College, a founding chapter of Pi Gamma Mu, is ranked as a first-tier institution in the latest college rankings released by U.S. News and World Report. The rankings were reported in the magazine's September 18th edition of "America's Best Colleges." Southwestern College is the highest-ranked Kansas Collegiate Athletic Conference (KCAC) school in the category of Regional University/Midwest. Other Kansas colleges with Pi Gamma Mu chapters that made the list are Baker University and Emporia State University.

SHADOW PRESIDENT UPDATE

Four More Years

Despite a dismal and depressing four years characterized by high unemployment, political gridlock, exorbitant government spending, and intervention, Barack Obama was somehow re-elected as President of the United States, and given four more years to lead our nation. Obama's re-election is somewhat comparable to a sports coach who had four consecutive losing seasons, yet defied expectations of being fired and somehow managed to hold on to his or her job. The election showed that voters are considerably divided by race, age, and gender. Obama had an 11 percentage point advantage over Romney with women voters, while Romney had a seven percentage point advantage with male voters. Obama had a considerable advantage among voters under the age of 45, while older voters sided with Romney. Obama, in 2008, received 43% of the white vote. In this election he only managed to get 40% of the white vote, yet he was able to make up ground by having a huge advantage over Romney among minority voters. Obama secured 51% of the popular vote compared to 48% secured by Mitt Romney. The composition of the Senate and the House of Representatives will mirror what it has been the past four years with Democrats holding a slight majority lead in the Senate, and the Republicans controlling the House of Representatives. Republicans, going forward, will continue to struggle with its image problems as being an "exclusive" party controlled by "white males" who are callously out of touch with the common American people.



President Obama now faces immediate pressure in his attempt to work with Republicans in order to avoid another fiscal crisis that could send the country back into recession. The fiscal cliff (expiration of Tax Relief, Unemployment Insurance Reauthorization, and the Job Creation Act of 2010), enactment of the Budget Control Act of 2011 (which marks an end to the Bush-era tax cuts), and 1.2 Trillion dollar cuts in military and non-military spending, could potentially have a detrimental effect on the United States economy. The Congressional Budget Office recently expressed concern that the fiscal cliff could increase the unemployment rate to 9.1% by the close of 2013. Obama must deal with the country's economic issues. The Economic Policy Institute suggests that the United States must add an additional 9 million jobs just to get back to pre-recession unemployment levels.

The Obama administration may tout the fact that the nation has added 5 million jobs since February 2010, but there is still a massive gap that has to be filled relative to job creation. Economists have pointed out the nation has a considerably weak labor market with a low demand for workers. There are 3.8 million fewer jobs in the labor market than before the recession. Economists point out that the nation needed to add at least 5.2 million labor-market jobs during the past five years just to keep pace with the growth in the working-age population. In order to eliminate the jobs deficit, the nation would have to add 330,000 jobs a month, which equates to twice the rate it is today. At the current rate it

would take until the year 2020 to get the unemployment rate to 5% which is where it was before Barack Hussein Obama took office. This nation's economy is in a big hole.

Dr. Matthew Anderson
Shadow President

CHAPTERS IN ACTION

The Florida Lambda chapter at **Saint Leo University** (Florida campus) participated in a community service project by serving at Love One Another in Dade City, Florida. This organization provides meals to individuals in need on Sunday afternoons.

At **Grove City College**, the Pennsylvania Alpha chapter held a panel discussion about graduate schools led by social science faculty members.

Dr. Stephen Medvec, sponsor for the Pennsylvania Alpha Nu chapter at **Holy Family University**, takes a group of students to the State Capitol in Harrisburg each year for "Student Lobby Day."



Holy Family University students lobbying for education on the steps inside the State Capitol building



At the induction ceremony for Pi Gamma Mu members, Dr. Medvec always presents blue-tipped roses and honor cords to newly initiated students

The Pennsylvania Kappa chapter at **Mansfield University** had a very busy year. Last fall they attended the Pi Gamma Mu International Convention and took their excitement back to the chapter members. The members meet every other week to keep current on the activities they are involved in. They chose to hold a fundraiser to help support their project of purchasing Christmas gifts for children in their community. The fundraiser consisted of selling handmade baskets which were made in Pennsylvania by the brother of a student. This fundraiser was so successful that the chapter sold more baskets in the spring.

In December the installation of officers occurred with a dinner party during finals week at the home of Dr. Jan Purk, the chapter sponsor.

This year the Pennsylvania Kappa chapter hosted their eighth Careers in Aging week. They were able to obtain a speaker, Dr. Mary Ann Erickson, from the Ithaca College Gerontology Institute. Dr. Erickson presented a talk entitled "There's No Place Like Home: Aging in Places". Dr. Erickson discussed the meaning of home, aging in place, age-friendly communities, and issues in senior housing. Her lecture was attended by students as well as members from the community.

The chapter also helped support the presentation of Howard Zinn's *Marx in Soho* which was about the time that Marx was writing in Soho, England. Actor Bob Weick's presentation was attended by over 150 people from the college and surrounding community. Mr. Weick met with the students after the presentation and talked to them about the works of Karl Marx.

Another annual event for the chapter was Relay for Life. They did fundraising and used the hand-made baskets filled with items for raffles at Relay for Live. The students were able to collect over \$500. Over 18 members of Pi Gamma Mu were involved in walking for the relay. Their spring focus became the organization Concern. Concern provides counseling for families and help for children. Their need was for sports equipment and children's activities so the chapter collected and purchased over \$150 worth of materials.

At **Wilmington University** the Delaware Beta chapter of Pi Gamma Mu had their annual Polar Bear Plunge last spring. The chapter was able to raise \$1400 in 2011, and \$1295 in 2012. This money went to the Delaware Special Olympics. Unlike 2011, when the air temp was actually colder but the sun shone brightly, the 2012 plunge was dominated by grey skies, dark swirling water and frisky waves, wind blowing from the north-- which altogether made for a frigid plunge at Rehoboth Beach. Bodies were braced against the cold, and feet stung with ice needle-like prickles as bare feet stood on the sand. Faces grimaced in the cold air and feelings of "*What in the world am I doing?*" were displayed in hunched shoulders looking at the angry grey waters beating the shore. They have chosen to continue this event each year, so Team Pi Gamma Mu will meet on the beach February 2, 2013 to again "take the plunge" with some of the Delaware Beta alumni joining them in February.



Pi Gamma Mu Polar Bears from Wilmington University, 2012



Total number of participating individuals in 2011

SCHOLARSHIP OPPORTUNITIES

1. LIVE. LEARN. INTERN. in Washington, DC

www.DCinternships.org

The Association of College Honor Societies (ACHS) and the Washington Internship Institute (WII) are pleased to announce that all inducted student members of ACHS societies are eligible to receive a \$500 merit-based scholarship for the Washington Internship Institute (WII). Since spring 2005, WII has awarded over 140 ACHS/WII scholarships. Pi Gamma Mu has been a member of ACHS since 1953.

Summer 2013

- Guaranteed Internships - Courses for Credit - Housing in DC
- Early Deadline: December 5, 2012
- Scholarship Funding Available

Spend a summer in Washington, DC making an investment in your future that will help set you apart after college. The comprehensive programs sponsored by The Fund for American Studies include a **guaranteed internship placement**, courses for transferable **credit**, and furnished **housing** in downtown Washington.

EXPERIENCE

We've been creating academic internship experiences for over 40 years and guarantee all participants an internship placement. Your options are endless – we work with over 300 different federal agencies, policy groups, international affairs organizations, media outlets, public affairs firms, government relations offices, and nonprofit organizations.

CONNECTIONS

Who you know does matter - especially when it comes to your future job search. Our programs are designed to allow students to make valuable professional connections and practice networking skills in a real-world setting. You can participate in a mentor program, and attend professional development seminars as well as roundtable discussions and networking receptions with program alumni.

LOCATION

Washington, DC is the perfect place to explore a variety of career paths while enjoying a vibrant arts and culture scene. Take advantage of the free Smithsonian museums, many musical and theatre performances, as well as sports events. You can explore DC and meet fellow program participants through program-planned social activities including a guided tour of the monuments, a day trip to Mt. Vernon, canoeing on the Potomac River, and outing to the National Zoo.

COURSES FOR CREDIT

Earn up to 9 academic credits from the DC Metro Area's George Mason University. Mason was recently ranked #1 Up and Coming University by *U.S. News and World Report*. Each program has a curriculum that is designed to complement the internship experience.

BACKSTAGE PASS

You will have a front row seat to a variety of exclusive briefings and uniquely D.C. events, allowing you to further explore your career field, make important professional connections and have fun while doing so. You will have the chance to attend once-in-a-lifetime tours and hear from leaders within such powerful institutions as the State Department, U.S. Congress, White House, World Bank and CIA.

APPLICATION INFORMATION

Students will be accepted on a rolling basis until the final deadline of March 7, 2013. Applicants are encouraged to apply for the early deadline of **December 5, 2012** in order to receive preference in admissions and scholarship consideration, as well as a 5% tuition discount.

For more information and to begin an online application, please visit www.DCinternships.org. Questions may be directed to Jennifer Fantin at admissions@tfas.org or 202.986.0384.

The Fund for American Studies

Several other opportunities are available each year which are sponsored by **The Fund for American Studies** in partnership with Georgetown University. You can check out these programs at www.tfas.org (search for Washington DC Programs).

The Fund for American Studies sponsors institutes for undergraduate students and one for law students in Washington, D.C. These Institutes prepare young people for leadership in the life of their communities and the nation by providing them with opportunities in the nation's capital for enlightenment and enrichment.

The Institutes are intense, combining lectures, coursework, internships, evening lectures and site briefings at key institutions of national government. Each Institute offers courses for academic credit. Through the internships, students gain practical experience that prepares them for their careers. Learn more about our DC Institutes at www.dccinternships.org

Institute on Political Journalism (IPJ)

The quality of public discourse in a free society depends heavily on the accuracy of information provided by the news media. IPJ was established in 1985 to ensure that future journalists apply basic ethical principles to their reporting and have the tools to accurately cover issues involving economic concepts.

The Institute selects many of the best undergraduate journalism students in the country to attend this Institute each summer, where they attend classes in economics and ethics and serve in internships in major news organizations. Participants also attend events at the National Press Club and regular briefings at principal news sites such as Congress, the U.S. State Department and the Federal Reserve Board.

Institute on Philanthropy and Voluntary Service (IPVS)

The American traditions of philanthropy and volunteering are unrivaled. However, the wealth generated by our free society is oftentimes used in ways that either ignore or undermine America's core values.

The first project of IPVS educates students in ways consistent with the American traditions of philanthropy and individual responsibility. Students deepen their understanding of the history and ethics of philanthropy, while gaining valuable experience working in community organizations and foundations.

Legal Studies Institute (LSI)

LSI gives first year law students direct exposure to the American legal system and constitutional principles. A ten-week summer program, LSI combines summer associate positions, academic coursework for credit, networking opportunities, and career development activities. Participants of the program have the opportunity to interact with leaders in the legal profession - enabling them to build a valuable professional network as they enter careers in the law.

Capital Semester on Political Journalism (CSPJ)

Experience counts in the competitive field of journalism, and there is no better place to gain valuable reporting, writing and editing skills than the number one news town in the world. CSPJ is a 15-week program designed for students looking for professional, hands-on training in print or broadcast journalism, politics or public relations. Students enrolled in the program earn credit at Georgetown University and attend exclusive site briefings with journalists, politicians and policy makers.

Other summer programs offered are International Affairs and Economics, Political Journalism and Communications, and Public Policy and Economics. International programs will be held in the Czech Republic, Greece, Hong Kong and Chile.

Please click on this link to request an informational brochure: <https://www.DCinternships.org/tfas/brochure/index.asp>

2. JAMES MADISON FELLOWSHIP

Also available is the **James Madison Fellowship**, which is a national program offering graduate fellowships in every state. Deadline to apply is March 1, 2013. The Junior Fellowships are awarded to students who are about to complete, or have recently completed, their undergraduate course of study and plan to begin graduate work on a full-time basis. Junior Fellows have two years to complete their degree.

Senior Fellowships are awarded to teachers who wish to undertake work for a graduate degree on a part-time basis through summer and evening classes. Senior Fellows have up to five years to complete their degree.

The Fellowships are intended exclusively for graduate study leading to a master's degree. James Madison Fellows can attend any accredited institution of higher education in the United States. Each individual entering the program will be expected to pursue and complete a master's degree in one of the following:

1. Master of Arts degree in American history or political science (government and politics)
2. Master of Arts in Teaching degree concentrating on either American Constitutional history (in a history department) or American government, political institutions and political theory.
3. Master of Education degree or the Master of Arts or Master of Science in Education, with a concentration in American history or American government, political institutions, and political theory.

The Fellow's proposed plan of graduate study should contain substantial constitutional course work. Fellows are encouraged to choose institutions which offer courses that closely examine the origins and development of the U.S. Constitution, the evolution of political theory and

constitutional law, the effects of the Constitution on society and culture in the United States, or other such topics directly related to the Constitution.

Whatever institution and whichever degree a Fellow selects, at least 12 semester credits (or 18 quarter credits) of constitutional study must be part of the Fellow's program. The institution should accept the six credits earned at Georgetown University by the Fellow at the Foundation's Summer Institute on the Constitution. For more information, check out their Web site: www.jamesmadison.com.

3. INSTITUTE FOR HUMANE STUDIES

Humane Studies Fellowships: If you need funding for the 2013-2014 academic year, consider applying for a *Humane Studies Fellowship* (HSF), offered by the Institute for Humane Studies. **Applications** will be accepted from now until *January 31*. HSF provides a renewable award of up to **\$15,000 per year** for current and prospective graduate students committed to the principles of liberty; and the award goes beyond funding—fellows also receive:

- Publishing advice
- Assistance navigating the academic job market
- Access to invitation-only colloquia
- Substantive input from current leading thinkers of the classical liberal intellectual tradition

Eligibility: Successful applicants will be full-time graduate students or prospective graduate students planning to begin studies in 2013, and outstanding undergraduates with a demonstrated interest in pursuing a scholarly career. Students in any discipline are eligible to apply. For more information, visit www.TheIHS.org/HSF. **Begin your application here.** Note: If you apply by January 5th, you waive the \$25 application fee by using the code *HSFJan5* upon submission.

The Hayek Fund for Scholars provides awards of up to \$750 to graduate students and untenured faculty members for career-advancing activities. The award is open to graduate students who intend to pursue academic careers and untenured faculty members whose academic work contributes to the understanding of the principles, practices, and institutions necessary to a free society or to the understanding of the classical liberal or libertarian tradition. <http://www.theihs.org/programs/hayek-fund-scholars>

IHS Summer Seminars provide an opportunity to learn about classical liberal ideas, such as individual rights and free markets, and apply these ideas to topics in history, economics, philosophy and many other disciplines. Choose from 11 weeklong, interdisciplinary seminars that vary according to topic complexity, career path, and academic interest. <http://www.theihs.org/programs/summer-seminars>

Charles G. Koch Summer Fellow Program

Advance your career while advancing liberty!

The Charles G. Koch Summer Fellow Program combines a **paid public policy internship** with **two career and policy seminars**. Fellows gain real-world experience, take a crash course in market-based policy analysis, and acquire the professional skills necessary to effect change. Participating internship hosts include more than 80 think tanks and policy organizations across the United States. Deadline for this program is January 31, 2013.

As one of **80 Koch Summer Fellows**, you will work with others on research projects throughout the summer and make lifelong friends from among the many Fellows who share your interest in ideas. You will also join the **network of more than 900 program alumni** succeeding in policy, journalism, legal, business, and academic careers. For more information, please check here (link to: TheIHS.org/Koch-summer-fellow-program)

Harper Internship Program

The Harper Internship Program invites talented and passionate liberty advocates into the center of the liberty movement as IHS team members. As an IHS intern, you can customize your experience—from start and end dates to specific departments and projects, the Harper Internship Program gives you the opportunity to choose the experience that will position you to succeed in your career.

IHS offers internships in every department within our organization and provides all participants with:

- Competitive daily stipend of \$58
- Access to books and other publications on economics, history, philosophy, and more
- Networking opportunities with liberty-friendly individuals and organizations

Options for Interns

Interns can join a range of teams including conference management, Learn Liberty, marketing, operations and hiring, network relations, and more. Interns often find opportunities to offer program suggestions to senior staff members, and participate in IHS all-staff meetings and internal book discussions. For more information, see TheIHS.org/harper-internship-program.

4. UNIVERSITY OF MARYLAND SUMMER RESEARCH INITIATIVE 2013

Dates for the 2013 eight-week program will be posted on this space in the near future. All BSOS departments and centers are invited to participate. **Application materials will be posted to the SRI Web site in December, and the deadline date (post-mark date) for submission of application forms and all associated documentation will be posted as soon as it is available, on or around February 2013.**

5. CITY HALL FELLOWS

City Hall Fellows is a Teach For America-style leadership training program that simultaneously serves as a mini-think tank for our partner local governments. Our primary initiative is a 12-month-long, post-college, pre-graduate school Fellowship program that integrates hands-on, full-time experience inside local government with intensive training in how cities work and the people, issues and organizations that influence local policy. Our Fellows spend their service year working on high-need government-run initiatives in cities where they have personal ties.

Hands-On Work Experience Inside Local Government

City Hall Fellows groups Fellows in cohorts within a partner city or metropolitan region. During their service year, each Fellow works full-time as a special project assistant for a senior local government administrator or official. Fellows are matched to work placements based on the host government's immediate needs and the Fellow's skills. Our placement process ensures that new talent is spread throughout government agencies, not concentrated solely in high-profile political offices. Check out the Fellows' pages to see the types of placements our Fellows have and the work they do.

Intensive Civic Leadership Training

The year-long Fellowship starts with a 3-week orientation designed and run by City Hall Fellows that grounds Fellows in the cultural, social and political history of their host community and prepares them for the fellowship year. Thereafter, Fellows gather weekly for a half-day to participate in our intensive, proprietary Civic Leadership Development Program (CLDP). Facilitated by a City Hall Fellows employee, the CLDP takes Fellows on a structured exploration through the context and operations of local government. Fellows learn about the structure of their host government (including budgets, civil service, labor and unions, and the governmental, quasi-governmental and non-governmental organization which regulate, impact or provide public services to or within that community), the services the host government provides, the host government's policy-making process, and the relationship and interactions between both local and state and local and federal government. Networking and engaged reflection are built into this curriculum. Through guided discussions with policy-makers, policy-influencers and subject matter experts, behind-the-scenes site tours, reading assignments, and hands-on practice with policy-making (in the form of service projects). Fellows develop the knowledge, skills and network necessary to become effective local civic leaders.

An application is available here: <http://www.cityhallfellows.org/apply.html>

The Fellowship is open to students of ALL majors. A detailed overview of the Fellowship opportunity, as well as application materials and instructions, are on their Web site, www.cityhallfellows.org. For more information, contact Bethany Henderson, founder and executive Director, City Hall Fellows, bethany@cityhallfellows.org or www.cityhallfellows.org

SPECIAL REQUEST

In 1995, **JSTOR** began building a comprehensive digital archive of important scholarly journal literature. This company digitizes complete journal runs, back to the first issue published, and creates exact replicas of the original printed pages, issues, and volumes in digital form. This will ensure the preservation of the intellectual content of these journals. The Pi Gamma Mu board of trustees has signed a contract with JSTOR and shipped every complete journal in our headquarters to JSTOR for archiving purposes of *International Social Science Review* (formerly *Social Science*). There are some journals that are missing from headquarters, and we would like your assistance in locating the missing back issues. Would you check your copies of our journal or ask your library if they have any of the missing issues? We would be pleased to recognize you in the newsletter and on our Web site should you locate any lost journal. Missing issues are as follows:

- Volumes 1 – 4 (1925-29)
- Volume 5, #1 (1930)
- Volume 5, #3 and #4 (1930)
- Volume 6, #1 (1931)
- Volume 6, #3 (1931)
- Volume 8, #3 (1933)
- Volume 12, # 3 and #4 (1937)
- Volume 13, #2, #3, and #4 (1938)
- Volume 14, #1 and #3 (1939)
- Volume 15, # 2 and #3 (1940)
- Volume 16, #2, #3, and #4 (1941)
- Volume 35, #1, #2 and #4 (1960)
- Volume 37, #2 and #4 (1962)
- Volume 38, #1, #2 and #3 (1963)
- Volume 39, #2 and #3 (1964)
- Volume 44, #1 (1966)
- Volume 45, #1, #2, #3 and #4 (1970)
- Volume 46, #3 (1971)
- Volume 47, #1, #2, #3, and #4 (1972)
- Volume 48, #2, #3 and #4 (1973)
- Volume 49, #1, #2 and #3 (1974)
- Volume 50, #1 and #2 (1975)

OPPORTUNITY FOR PROFESSORS

Aixa Powell, Dean of the Department of Behavioral Science and Humanities, is working with Pi Gamma Mu headquarters and the chancellor of the South/Southwest Region to charter a Pi Gamma Mu chapter at Monterrey Technological Institute in Mexico. This will be the first chapter in Mexico in the 88-year history of Pi Gamma Mu. We are very pleased to be working with Professor Powell in this endeavor.

Monterrey Technological Institute is looking for professors who would be willing to teach on their campus next semester or in the future. If you might consider taking advantage of this opportunity, please look over the information at <http://www.pigammamu.org/newsletter/november2012/article3.html>.

CALL FOR PAPERS

The *International Social Science Review* invites the submission of manuscripts in history, political science, sociology, anthropology, economics, international relations, criminal justice, social work, psychology, social philosophy, history of education, and human/cultural geography.

Articles must be based on original research and be well-written. They must be word-processed in Times New Roman 12 font and double-spaced, and will preferably not exceed 30 pages (including endnotes). Endnotes and style must conform with Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations* (7th ed.) and *Chicago Manual of Style* (16th ed.), respectively.

Deadline for submissions for publication in the spring edition is January 15 and for the fall edition is June 15.

An author who is interested in publishing in the *ISSR* should submit a 100- to 150-word abstract of his or her manuscript, three hard copies of the paper (E-mail submissions will not be accepted), contact information (phone number, mailing address, and E-mail address), and an abbreviated C.V. to:

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PI GAMMA MU SOLICITS YOUR FINANCIAL SUPPORT

While Pi Gamma Mu is not the largest or wealthiest of the 62 national and international honor societies affiliated with the national Association of College Honor Societies (ACHS), arguably our international officers and trustees and our chapter sponsors are the hardest-working volunteers who can be found in any of the societies.

Please, would you consider being one of our tenacious partners? We gratefully accept donations of any size. Donations of \$25 or more are acknowledged both on our Web site and in the *Pi Gamma Mu Newsletter*. If you are willing to help us maintain our array of outstanding programs, projects, and publications, send a check payable to "Pi Gamma Mu" along with a note identifying your name, your mailing address, and the name of the college or university whose chapter initiated you. This is our address:

Pi Gamma Mu
1001 Millington Street, Suite B
Winfield, Kansas 67156

If you would like to discuss the possibility of establishing a scholarship fund, call our executive director, Sue Watters, at (620) 221-3128, or send her an E-mail message (pgm@sckans.edu). She will happily assist you to establish a scholarship in your name, or in the name of someone whom you would like to honor or memorialize.

For more information, visit the Web page at <http://www.pigammamu.org/donate.html>.

 The Print donation coupon is available at <http://www.pigammamu.org/newsletter/common/donate.pdf>

Thank you!

Pi Gamma Mu wishes to thank its donors who made contributions of \$25 or more during our fiscal year from September 1, 2011, to August 31, 2012.

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North Georgia College & State University

Paula J. Coleman
Dr. Barry D. Friedman
Dr. Charles Hawkins, Jr.
Sue Watters (Pi Gamma Mu
Headquarters)
Amanda Wolcott

IDEALS OF PI GAMMA MU

There are seven ideals of Pi Gamma Mu. Do you know them?

1. **Scholarship** – it is basic to all the rest. With knowledge, we can build society and better understand humanity and what has been thought and said and tried in all generations.
2. **Science** – we need and admire the spirit of science – the firm belief that the problems that confront humanity can be solved if we will search out the facts and think clearly on the basis of those facts.
3. **Social Science** – we shall never understand or solve the problems of human association until we examine the souls of people, the passions, prejudices, hopes and fears.
4. **Social Idealism** – we believe in a human society fit for human life that humans themselves can build. "Where there is no vision the people perish." We will not give up our vision.
5. **Sociability** – specialization makes us narrow. Our social problems are complex. They will never be solved without the cooperation of all the social sciences and of those who study them.
6. **Social Service** – the primary purpose of science is to know and to enable us to do. What we know we want to put to work for the benefit of humanity.
7. **Sacrifice** – we are engaged in the greatest and finest of all the arts, the building of human society. Without giving freely, fully, and sacrificially of means, time, talent, energy and passion, all our other ideals will fall short and the contributions we hope to bring will never come.

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Pi Gamma Mu Newsletter is available online at <http://www.PiGammaMu.org/newsletter.html>