ASA Is 100 Years Old

by Ronald P. Ables, National Institutes of Health

Matilda and John (Jack) Riley adapted me into their extensive family of scholars, scientists, co-workers, professors, students, and friends in June 1974. At the time I didn’t know that my first acquaintance with them at this second session of the Social Science Research Council (SSRC) Committee on Work and Personality in the Middle Years (chaired by Orville G. Brim, Jr.) would change the introduction to the Council and its staff, and this committee session was my personal life. I had just joined the SSRC’s Personality in the Middle Years (chaired by Orville G. Brim, Jr.) would change the introduction to the Council and its staff, and this committee session was my personal life. I had just joined the SSRC’s Personality in the Middle Years (chaired by Orville G. Brim, Jr.) would change the introduction to the Council and its staff, and this committee session was my personal life. I had just joined the SSRC’s Personality in the Middle Years (chaired by Orville G. Brim, Jr.) would change the introduction to the Council and its staff, and this committee session was my personal life. 

At this time 100 years ago . . . at about the time that the Wright brothers flew the first powered aircraft, the American Sociological Society was also off to a flying start as a newly formed association (1905). 75 years ago . . . while many American families’ incomes dropped by 40% due to the Great Depression, the ASA published Publications of the Social Science Society, which included annual proceedings, papers and abstracts of the Annual Meeting, membership list, annual program and the Yearbook of the Section on Rural Sociology (1930).

50 years ago . . . when Disneyland opened its gates in Anaheim, the Association opened its doors to a new journal, Sociometry, received from J.L. Moreno (1955). 25 years ago . . . as women began to account for the majority of college students in the United States, the ASA awarded its first Distinguished Scholarship Award to Robert K. Merton (1980).

Reflecting on ASA’s Centennial Year, 2005

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This year will be the occasion for ASA’s 100th anniversary of ASA’s founding. This year will be the occasion for ASA’s 100th anniversary of ASA’s founding. This year will be the occasion for ASA’s 100th anniversary of ASA’s founding. This year will be the occasion for ASA’s 100th anniversary of ASA’s founding. This year will be the occasion for ASA’s 100th anniversary of ASA’s founding.

Nominations Invited for 2005 ASA Section Awards

ASA’s 43 sections honor work in their respective specialty areas through annual awards made to acknowledge noteworthy articles, books, dissertations, career achievements, and special contributions. The winners of the 2004 Section awards were featured in the November 2004 issue of Sociometrica (p. 10).

Because of its large size, the 2005 Call for Nominations for ASA Section awards is posted online at www.asanet.org/governance/secawardsnom05.html. Nearly all of the 43 sections are planning awards for this 2005 award cycle, bringing the total number of section awards to nearly 100. Award presentations will occur at the 2005 ASA Annual Meeting in Philadelphia, PA. Please see the call for nominations online and consider whom you would like to nominate among your colleagues and students whose contributions should have the special visibility accorded by a section award.

Anyone interested in a printed call for nominations, can contact the Executive Office at governance@asanet.org or call (202) 383-9005 x330.
The Executive Officer’s Column

On Being 100

It is a once-in-a-century privilege to be the ASA Executive in office at an historic moment—the 100th anniversary of this organization. For 100 years, the Association has stood for the scientific study of, and application of knowledge to, social organization and institutions. As a learned society and professional association, the ASA has helped build and support a membership and a discipline that has contributed richly to our society and our world through its scholarship and in intellectual collaboration (and creative tension) with sister disciplines’ studying behavior, culture, and society through the economic, political, psychological, cognitive, and natural sciences. As tempting as it is to offer my own views, as a member of this Association for almost 40 years, of where our discipline is, I will leave it to the many other sociologists and colleagues who will gather in Philadelphia in August at the ASA 100th Annual Meeting to rise vigorously to the challenge of President Troy Duster’s theme—Comparative Perspectives, Competing Explanations: Accounting for the Rising and Declining Significance of Sociology—to explore these issues.

During our centenary, however, the Association itself will contribute to this intellectual dialogue to complement the Annual Meeting. We have supported a major ASA volume on American sociology, edited by Craig Calhoun (to be discussed at the Philadelphia meeting), and we have lent encouragement to a volume on diverse perspectives on American sociology, contributed by the ASA’s History of Sociology Section. We have commissioned a sequel to L.J. Rhoades’ History of the American Sociological Association: 1905-1980, focusing on 1981-2004. And not to be dubbed entirely humorless about ourselves, to commemorate our advanced age we have published The Sociologists’ Book of Cartoons in collaboration with The New Yorker and its 80-year-old collection of socially pointed humor.

While our association’s longevity may be reason enough to celebrate, I can say without risk of contradiction that we sociologists welcome any opportunity to throw a smashing party! In addition to the Annual Meeting, in the fall of 2005 we will also throw an ASA birthday party on Capitol Hill to remind elected and appointed representatives of the people how sociology matters. Visit ASA’s website <www.asanet.org/> to see our initial welcome of the Association’s centennial. Probe further (by clicking on the new centennial logo) to view an ever-developing “ASA Centennial News” webpage at <www.asanet.org/centennial/>. As of this writing, this page provides 22 online resources and identifies another soon-to-be-posted 16. Organized by category, the resources provide descriptions of our upcoming centennial activities, events, products, and news, as well as data or analyses about the past. As information becomes available for the in-development items, it will be posted, as will more material about ASA, the profession, and the discipline as reflected by the current 38 listed items.

Here is just a sampling: Centennial Events (e.g., fall 2005 Washington, DC, reception); Annual Meeting (e.g., 1999-2004 program archives as well as information prior to 1999); History and Archives (e.g., inventory of historical ASA materials forthcoming; bibliography of articles about ASA’s founding and history); Publications (e.g., the forthcoming History of American Sociology; Diverse Histories of American Sociology; Teaching Sociology, special issue); ASA Centennial Store; Research & Scholarship (e.g., ASA Data Briefs and Research Briefs on historical trends in the discipline; sociology’s most-cited articles); Education (e.g., The Way We Live video); Leadership and Awards (e.g., information and video on ASA Past Presidents; Membership (e.g., trends); and Sections & Aligned Associations (e.g., a history of ASA sections and regional/state associations).

Links to additional historical and centennial-themed sources will be added each month. Meanwhile, ASA staff are busy with an extensive overhaul of the website’s overall look as well as its behind-the-scenes structure and functionality to enhance your ability to search, navigate, and use the site’s vast resources. Footnotes also is publishing a series of centennial-related articles, easily identified by the specially designed ASA centennial logo at the left in this Vantage Point column.

A centennial is not about just happening to be at the right place at the right time. It is about longevity and meaningfulness. Popular press attributions of centenarians’ long lives (e.g., the daily shot of whiskey, Spartan yogurt and granola diet, weekly treks to the mountains) lead us to speculate about the “causal agent” of ASA’s growing strength across two centuries. Sociology has suffered lean fiscal years, times of political hostility, and unfriendly social periods (e.g., the fight for civil rights), but our discipline and profession have not vanished as has sometimes been predicted. Whether it is currently on the rise or decline in significance (intellectual or social), we shall debate with sociologists’ usual imagination—to explore these issues and the discipline than is reflected by the current 38 listed items.

—Sally T. Hillsman

In This Issue...

Lipset Lecture on Democracy
National Endowment for Democracy names prestigious lectureship after Seymour Martin Lipset.

BAs and Beyond
ASA’s newest research project sets out to study what recent graduates do with a bachelor’s degree in sociology.

Early Exposure to the “Sociological Imagination”
Sociologists are building relationships between high schools and sociology departments.

NSF Grants Enrich Social Research
The National Science Foundation awarded $5.5 million to sociologists in 2004.

The Environment Needs Good Sociologists
An environmental sociologist researches the junction between carbon load and civilization.

Global Academic Achievement
The latest Trends in International Mathematics and Science Study (TIMSS) assesses the math and science achievement of fourth and eighth-graders.

Global Academic Literacy
The Program for International Student Assessment released its most recent study of science and math literacy.

Our Regular Features

Public Sociology .................................................. 7
Departments ..................................................... 12
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Footnotes
The ASA Task Force on Institutionalizing Public Sociologies is pleased to announce its new website at coserver.ubuo.edu/cosoci/. The mission of the site is to “support and advance the practice of public sociology.” We invite ASA members to register with the site and provide input regarding public sociology projects. In particular, the Task Force would like ASA members to enter information on their public sociological activities as well as any departmental tenure and promotion guidelines relevant to evaluating public sociology. Data will be publicly available and will be a valuable resource to promote networking among sociologists. In addition, the material will assist ASA in supporting public sociology.

The Task Force on Institutionalizing Public Sociologies was created in August 2004 at the ASA Annual Meeting in San Francisco and charged with (1) develop proposals for the recognition and validation of on-going public sociology; (2) develop guidelines for evaluating public sociology as a scholarly enterprise; and (3) propose incentives and rewards for doing public sociology. The website represents the Task Force’s first step in addressing its charge.

The Task Force hopes to develop the site as a repository of public sociology projects in order to increase the visibility and variety of existing public sociologies. In addition to collecting descriptions of and materials supporting public sociology activities, the Task Force wants to engage the membership in a discussion on the important issues affecting public sociologists—specifically issues around promotion and tenure. By registering on the website, members will be able to contribute to the definitions of public sociology and its development, and other resources for public sociologists; download syllabi, papers, and other resources for public sociologists; engage in discussions about topics such as promotion and tenure, tensions in the practice of public sociology, and others.

We encourage ASA members to visit the site, provide input and feedback, and engage in discussions on public sociology. The Public Sociology website was developed by Randy Stockecker, University of Toledo. Non-academics interested in public sociology projects are encouraged to contribute as well.
What Can You Do With a Sociology BA? 

Departments are invited to participate in an ASA survey

by Roberta Spalter-Roth, Research and Development Department

Sociology students, their parents, and the public have long asked, “What can you do with a bachelor’s degree in sociology?” and, recently, over the last 25 years, the American Sociological Association (ASA) has developed publications for undergraduate majors that give advice on skills, doing a job search, and potential career paths. Despite efforts to provide early career information, ASA has never had national information about what sociology majors actually do after graduation. To provide this information, ASA’s Research and Development Department is directing a three-wave longitudinal survey. It will ask questions of majors at three points in time: (1) during their senior year of college, (2) one year after graduation, and (3) two years after graduation. The Sociology Program of the National Science Foundation (NSF) has provided funding for this study. The first wave of the survey will be fielded in spring 2005, and initial results will be available in August 2005. “This national survey will tell us not only what jobs new graduates could pursue, but which ones they are already pursuing.” — Sally T. Hillsman

This national survey will tell us not only what jobs new graduates could pursue, but which ones they are already pursuing.

The ASA Research and Development Department will randomly select 20 PhD-granting departments, 20 master’s degree-granting departments, and 40 bachelor’s degree-granting departments from among all departments granting a bachelor’s degree in sociology. This sample will represent the share of graduating seniors from each type of institution of higher education. We will ask chairs of these departments if they are interested in participating in the study and if they are, they will be able to provide us with a list of senior majors and their e-mail contacts within a few weeks. In some cases we will require approval from their own IRBs. If a chair of a randomly selected department declines to participate, we will substitute another school of the same type from a list of volunteer departments.

Data Collection

Senior sociology majors in the selected departments will be invited to participate. They will be provided with a consent form to sign as part of the online survey, if they decide to participate. The aggregated results of this survey will be issued to sociology department chairs and majors in a variety of formats, including customized tables. These data will be useful in efforts to improve department curriculum, activities, services, and public views of the discipline.

Help Needed

As of December 2004 we began building the pool of volunteer commitments interested in participating in the study. These departments will serve as substitutes, in the event that any of them randomly selected departments are unable or decline to participate. Not all substitute departments will need to participate. Volunteers will need to provide a list of students majoring in sociology, and indicate whether they need or can obtain IRB approval for this project. Survey materials (including the questionnaire, the survey protocol, a list of advisor, committee members, and a list of departments that have volunteered) can be found on the research website at <www.asanet.org/research/>.

In order to be included in the survey, please let us know so that we can send you further information about the survey. Contact Roberta Spalter-Roth at spalter-roth@asu.edu or William Eskinke at eskinke@asu.edu. 

The ASA Research and Development Department will randomly select 20 PhD-granting departments, 20 master’s degree-granting departments, and 40 bachelor’s degree-granting departments from among all departments granting a bachelor’s degree in sociology. . . .

The Senior Survey

The senior year survey asks seniors why they chose sociology as a major, what job skills and concepts students report learning, how education, but also what skills and majors in a variety of formats, including customized tables. These data will be useful in efforts to improve department curriculum, activities, services, and public views of the discipline.

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NSF Awarded $5.5 Million to Sociology in '04

Regular Awards
Blew, Kathleen, University of Pittsburgh, Program in the History of Medicine, $967,573.
Bennett, David, University of Illinois, Chicago, Social Problems and Social Policy, $435,000.
Chase-Dunn, Christopher & Thomas R. Barnes, Arizona State University, Societal Evolution in the Americas, $461,000.
Rosenberg, Virginia, University of North Carolina, Institute of Cultural Evolution, $250,000.
Jackson, James, Ronald Brown, Vincent Hutchings & Cara Wong, University of Virginia, National Study of Ethnic Pluralism, $225,000. Jointly funded with the Political Science Program, $300,000.
Jacobs, David & Zhongshuo Qiao, Ohio State University, Survival on Death Row: A Study of Incarcerated Men and Women, Conflict and Public Policy, $58,672.
Kern, Michael, California Institute of Technology, The Political Economy of Globalization and Democratic Accountability, $753,000.
Kerr, Stephen Matthews, Pennsylvania State University, Allocation in Urban & Rural Health Care, $211,842.
White, Robert, University of California-Berkeley, Democratic Ideology or Democratic Malfeasance in US Corporations, $7,500.

Footnotes
1 NSERC, p. 5,
2 U.S. Peace Movement, 1990-2004 Integration Since 1840,
3 William Taussig, University of Chicago, A Social Science Program, $149,296.
4 Stephen Matthews, Pennsylvania State University, Allocation in Urban & Rural Health Care, $211,842.
5 Harry & Gabriele Sanabria, University of California-Irvine, Dynamics and Sex Segregation in the U.S., $7,500.
6 Manson, Robert, David Smith, University of California-Irvine, Globalization and the Network of Global Power, $7,500.
7 theoretical focus,
8 and the Methodology , $152,228.
9 the Center-elite Refashioning of American Evangelicalism, $7,500.
10 Theory of Collection Action
11 the Politics of Status Achievement, $7,474.
12 Michigan, $7,500.
13 the Socialization of Labor Force Participation, $7,500.
14 the Women’s Movement in America, $7,489.
15 Jointly funded by the Geographical Society and Regional Science Program, $100,000.
16 Jacobs, David & Zhongshuo Qiao, Ohio State University, Survival on Death Row: A Study of Incarcerated Men and Women, Conflict and Public Policy, $58,672.
17 Zhenchao Qian, Ohio State University, Jointly funded with the Geography and Regional Science Program, $80,589.
work planning the centennial events for the Philadelphia meeting, a historically appropriate location for the meeting. The Annual Meeting Program will focus on the past, present, and future of the discipline. The ASAs, and other aligned organizations within the context of social and historical events of the past, present and future. The ASAs and the ASA website for news on developments of special centennial-focused or thematic sessions.

ASA President Troy Duster has chosen “Comparative Perspectives, Competing Explanations” as the overarching theme for the 100th Annual Meeting. The theme is conceptualized as being broad enough “to address a wide historical sweep, and is conceptualized as being broad enough to focus on intellectual history and on the “rising and declining significance of sociology” over the past century from a perspective of comparative analysis and with competing theoretical orientations, was invited to contribute.

Publications

The ASA Council has been planning centennial events and publications for several years. In February 2003, Council members discussed at length some ideas to mark its 100th anniversary. As early as December 2002, the ASA Council began work planning the centennial events for the centennial, including special centennial-focused or thematic sessions.

Two centennial subcommittees of the ASA Council have been formed to focus on the centennial celebration. The Executive Office has also been working with the ASA Council on planning the centennial events and publications for the centennial, including special centennial-focused or thematic sessions.

The Council Subcommittee on Intellectual History, under the direction of Craig Calhoun, is responsible for the preparation of an edited volume to be titled History of American Sociology. An outstanding group of sociologists with diverse backgrounds, from various subdisciplines and intellectual orientations, was invited to contribute.

The text of these volumes on the history of sociology contributes to society. The ASA website, which is being researched and finalized, will be created on materials currently being researched and finalized. The banners will be created on materials currently being researched and finalized. The ASA website will include a wide array of photos, films/video presentations and exhibits for museums and schools, and targeting educational and informational features (e.g., slide show or posters). Members of Congress, their staffs, representatives from federal agencies, aligned organizations, and the media will be invited to celebrate sociology’s past and its contributions to society and to policymaking.

ASA commissioned a new logo for the Centennial, which is being used extensively in marketing the Centennial. The Centennial logo appears on special commemorative postage stamps, and on a variety of special products and memorabilia (e.g., mugs, tote bags, baseball caps, mousepads, t-shirts, and sweatshirts, buttons, and refrigerator magnets) available for purchase from the ASA Centennial Store on the website.

Lipset

Lipset, a senior fellow at the Hoover Institution and the Hazel Professor of Public Policy at George Mason University, has focused on comparative analysis of the two great democracies of North America, and is a strong advocate for U.S.-Canadian cooperation. The joint U.S.-Canadian sponsorship of the Lipset Lecture provides an opportunity for influential audiences in both countries to hear and discuss a major intellectual statement on democracy each year and will serve as a catalyst for further cooperation between the U.S. and Canada in the promotion of democracy. The lecture will be held in the coming year. This event will include a keynote speaker, and an informational feature (e.g., slide show or posters). Members of Congress, their staffs, representatives from federal agencies, aligned organizations, and the media will be invited to celebrate.

Centennial, from page 1

by Carla B. Henrey, Academic and Professional Affairs Program

Two new program assistants have joined the ASA Executive Office staff. Victoria Hougham and Jessica Spickard were hired in July, in time to work with their predecessors and then become immediately and completely immersed in the 2004 ASA Annual Meeting. After “trial by fire,” they returned to the Executive Office where they assist with the Academic and Professional Affairs Program and Governance Department, respectively.

Victoria success Jean

Victoria Hougham, who attends the University of North Carolina-Chapel Hill in public administration. Carla B. Howery, Academic and Professional Affairs Program, has chosen to hire BA-graduates as program assistants. Each is asked to make a commitment of at least two years at ASA. Some program assistants then leave ASA to pursue graduate studies. Having program assistants with training in sociology is a definite advantage for ASA. And the assistants who go on to graduate school usually do so with a well-informed view of the field of sociology.

by Victoria Hougham

Jessica Spickard

Victoria Hougham is nearing completion of her Ph.D. in sociology at the University of Pennsylvania. Jessica follows Erin Higgins, who attends the University of North Carolina-Chapel Hill in public administration.

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The Global Carbon Project

An environmental sociologist researches the junction between carbon load and civilization

by Penelope Canan, National Institute for Environmental Studies, Tsukuba, Japan

I have a great job. I have the privilege during a two-year leave of absence (from the University of Denver) to work on fostering the inclusion of the social sciences into the earth system science partnership at the Global Carbon Project (GCP), located at the National Institute for Environmental Studies in Tsukuba, Japan. There, until the end of this exciting opportunity in April 2006, I will be working on projects sponsoring collaboration across disciplinary boundaries within and among the social and natural sciences, and, I do this on a topic of global significance: global warming and climate change.

Below I: describe the Global Carbon Project, outline how I got to this position, and invite your contribution to public environmental sociology.

Global Carbon Project

The GCP was created by the International Human Dimensions of Global Change, the International Geosphere-Biosphere Program, the World Climate Research Program, and DIVERSITAS, an international program of biodiversity science. There are two GCP offices: one in Canberra, Australia, which coordinates the natural science observations and analyses, and one in Tsukuba, Japan, which is dedicated to bridging the social and natural sciences. The overall aim is to develop a complete picture of the global carbon cycle including its biophysical and human elements together with the interactions and feedback between them. This goal requires investigation of the spatial and temporal patterns and variability in carbon pools and fluxes as well as a search for determinants of carbon cycle dynamics and identification of opportunities for intervention. The key questions for sociologists are related to what drive fossil fuel emissions and land use changes (e.g., deforestation, urbanization).

To integrate the physical and social dimensions of the global carbon cycle for the purposes of effective carbon cycle management, the GCP-Tsukuba conceives of the "global" as the collection of and interaction among local(e)s where social processes interact with the carbon cycle in real places, as well as in social space. Geographic places vary in terms of their natural endowments; climate patterns; development histories; cultural traditions; social and environmental values; socio-economic conditions; spatio-temporal patterns of land use and land cover; industrialization; and location within the national, and global systems of place stratification. These variables directly impact the carbon cycle.

The questions for science include how these variations are reflected in the carbon footprints of human settlements—from village to city, from mountain slope to coastal zone, from the tropics to the deserts? Are there regional constellations of communities or varying size, location, natural characteristics, and social organization that are more promising for a decarbonized future?

Planning for Carbon

The GCP is developing an Earth Systems Science framework for place-based carbon cycle research to support future regional development decisions. We call this effort the RC6 Initiative of the GCP. RC6 stands for "Regions, Carbon, Culture, Cities, Climate, Change and Consequences." The scope of the RC6 Initiative can be understood to include the following:

1. Typologies of development legacies/political economies and current carbon footprints;
2. Dynamic, historical, comparative, contemporary, and future orientations,
3. Three spatial "shells":
   • The city as entity (e.g., administrative boarders) with a continuous array of cities
     and measure the structure of community values on the island of Moloka’i and how
     they informed the choice of electricity production options. Later I helped design a
     Social Impact Management System for the city and county of Honolulu.

SLAPPed into Action

In 1983 I returned to the University of Denver (where I’d received my PhD) for a one-year visiting position that turned into 20 years. There, I conversed over lunch about environmental groups getting sued for participating in public decision making processes led to a 20-year collaboration with law professor George Pring on SLAPPs or "Strategic Lawsuits Against Public Participation," that is the use of civil lawsuits to silence political speech. Our book, SLAPPs: Getting Sued for Speaking Out (Temple University Press 1996), and our testimony before state legislatures helped lead to 23 states enacting anti-SLAPP laws.

Effective Regulation

In 1990 I was invited to serve on the Economic Options Committee of the Technol-
Sociological Perspective on International Trends in Mathematics and Science Achievement

by Theodorus A. Lamb and Rodney Bybee, Biological Sciences Curriculum Study, Colorado Springs, CO

The Trends in International Mathematics and Science Study (TIMSS) released results in December 2003 on its latest assessment of fourth and eighth grade students. Formerly known as the “Third International Mathematics and Science Study,” TIMSS is a multi-million-dollar global effort undertaken by a complex collaboration of several organizations and government agencies (e.g., National Science Foundation, The International Association for the Evaluation of Educational Achievement, The TIMSS International Study Center at Boston College, and Westat). It provides reliable and timely data on the mathematics and science achievement of U.S. students and those of students in other countries.

Also released in December were the results of the Program for International Student Assessment (PISA) on academic literacy for 15-year-old students worldwide in mathematics, science, and reading. The results offer national comparisons as well as comparison across the 41 participating countries. PISA results are not necessarily linked to curricula. In contrast, TIMSS is linked to curricula and is focused on assessing academic achievement levels in math and science. PISA is focused more on competence in applying mathematics and science skills to real-world problem solving (see short p. 9 in this Footnotes).

TIMSS is developed and administered by the International Association for the Evaluation of Educational Achievement (IEA), an international organization of national research institutions and governmental research organizations. The assessment was initially administered in 1995, then again in 1999. TIMSS 2003 is the third administration (Martin, Mullis, and Chrostowski, S.), 2004). Sociologists will be interested in the national as well as international comparisons.

The IEA invited previously participating countries as well as new ones to participate in this latest TIMSS administration. Representations from participating countries met to plans and guidelines for the 2003 assessment. In all, 49 countries collected data through TIMSS 2003. 25 of these countries assessed their grade level four students, and 46 countries assessed their eighth graders. TIMSS 2003 data collection occurred in October-December 2002 in Southern Hemisphere countries and during March-June 2003 in Northern Hemisphere countries (Gonzales, Guzman, Partelow, Pahlke, Miller, Jocelyn, Kastberg, and Williams, 2005:2). The frameworks for TIMSS test items are updated with each administration to reflect changes in the curricula of participating countries.

Math Trends

Has the standing of U.S. students changed relative to other countries’ students in the years since the 1995 TIMSS? Table 1 shows the results for selected countries in average mathematics scores of fourth grade students in 1995 and 2003. It is clear that the U.S. standing has not changed since 1995. U.S. fourth graders scored an average of 518 in 2003 on the mathematics scale, which was higher than the 495 average for all countries in the study. Sociologists using such findings and tapping into the databases themselves may discover why such scores have persisted in the eight years since the first TIMSS. Much research and legislation, particularly the No Child Left Behind Act (NCLB) signed by President Bush in 2002, has recently stimulated change in mathematics education in the United States, but given the timing of implementation of NCLB, it is unlikely that its provisions could have impacted the 2003 scores.

Science Trends

The TIMSS also provided a measure of achievement in science of fourth graders. Table 2 shows the results for selected countries in average science achievement of fourth-grade students in 1995 and 2003. U.S. students’ achievement declined slightly from 1995 but not significantly. U.S. fourth graders scored an average of 536 on the science scale, which was higher than the 489 average for all countries. The NCLB Act is expected to focus on science education beginning in 2002 when states will be required to assess all students at one grade each in elementary (K-4), middle (5-8), and high school (9-12). Sociologists will be interested in discovering what educational policies, programs, or practices changed or produced such significant increases in scores in countries such as Singapore, Hong Kong, and Latvia and no change or decreases in other countries.

Sex and Race Differences

Sex differences are examined in the TIMSS fourth-grade mathematics and science scales. In the United States, boys scored higher than girls (522 versus 514 and 538 versus 533, respectively). However, many countries exhibit no sex differences, or they show girls scoring higher than boys. The TIMSS 2003 mathematics scale results also offer sociologists the opportunity to examine race and ethnicity differences. Among U.S. fourth graders, Whites scored higher than Blacks or Hispanics and Hispanic students outperformed Black students. The same pattern was found in the science scale results (Gonzales, 2005). The TIMSS asked questions on the percentage of students in the schools who receive free or reduced price lunches, which is often considered to be a measure of socioeconomic status or poverty level in a school. According to Gonzales et al. (2005:38), U.S. public schools were categorized into five socioeconomic levels for the TIMSS study: (1) schools with the lowest poverty levels of less than 10 percent (free of reduced price lunches); (2) schools with poverty levels ranging from 10 to 24.9 percent; (3) schools with poverty levels from 25 to 49.9 percent; (4) schools with poverty levels ranging from 50 to 74.9 percent; and (5) schools with the highest poverty levels of 75 percent or more.” In both the mathematics and science scales for fourth graders, the higher the poverty level, the lower the scale scores.

Research Implications

Sociologists are encouraged to delve into the TIMSS results, access the databases (see below), and explore explanations for the results. Because TIMSS is a curriculum-focused assessment, it suggests that different mathematics and science curricula may be an important factor in the findings. Curriculum materials and the teaching approach they encourage can be dramatically different in terms of effectiveness. Some materials are written to encourage traditional approaches and some are written to facilitate a constructivist and inquiry orientation to teaching and learning. We believe that materials written with an inquiry approach are significantly more effective in teaching any content area, particularly science and mathematics (Bybee, 1997). It would be illuminating if researchers found that U.S. students are scoring lower because their school use outdated curriculum materials, which encourage traditional pedagogies. This is certainly a researchable question that would help inform decisions by states and school districts.

For more information on the TIMSS 2003 results, background information, copies of the National Center for Education Statistics (NCES) publications, and information on using TIMSS in the classroom, access the NCES website at <http://nces.ed.gov/timss>.

References


Table 1: Changes in Mathematics Scale Scores of Fourth-Grade Students, by Country: 1995 and 2003

<table>
<thead>
<tr>
<th>Country</th>
<th>1995</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong SAR</td>
<td>557</td>
<td>542</td>
</tr>
<tr>
<td>Latvia</td>
<td>499</td>
<td>523</td>
</tr>
<tr>
<td>England</td>
<td>464</td>
<td>436</td>
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<tr>
<td>Cyprus</td>
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<td>456</td>
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<tr>
<td>Slovenia</td>
<td>508</td>
<td>474</td>
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<tr>
<td>Singapore</td>
<td>590</td>
<td>584</td>
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<tr>
<td>Japan</td>
<td>560</td>
<td>557</td>
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<tr>
<td>Hungary</td>
<td>521</td>
<td>529</td>
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<tr>
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<td>510</td>
</tr>
<tr>
<td>Scotland</td>
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<td>490</td>
</tr>
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</tr>
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<td>547</td>
</tr>
<tr>
<td>Norway</td>
<td>476</td>
<td>471</td>
</tr>
</tbody>
</table>

Key:
- 2003 average is significantly higher than 1995 average.
- 2003 average is not measurably different from 1995 average.
- 2003 average is significantly lower than 1995 average.

1. Adapted from Gonzales et al., (2005:5).

Table 2: Changes in Science Scale Scores of Fourth-Grade Students, by Country: 1995 and 2003

<table>
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<tr>
<th>Country</th>
<th>1995</th>
<th>2003</th>
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<tbody>
<tr>
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<tr>
<td>Hong Kong SAR</td>
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<td>Finland</td>
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<td>Hungary</td>
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<td>Iceland</td>
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<td>New Zealand</td>
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<td>Slovenia</td>
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<td>Oman</td>
<td>450</td>
<td>474</td>
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<td>Iran, Islamic Republic of</td>
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<td>United States</td>
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<td>Singapore</td>
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<td>Norway</td>
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</tr>
</tbody>
</table>

Key:
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- 2003 average is not measurably different from 1995 average.
- 2003 average is significantly lower than 1995 average.

1. Adapted from Gonzales et al., (2005:13).
Analyzing Adolescent Academic Achievement Across the Globe
Program for International Student Assessment (PISA) 2003 provides cross-national comparisons
by Theodore A. Lamb and Molly McGarrile, Biological Sciences Curricular Study, Colorado Springs, CO

The Program for International Student Assessment (PISA), released its most recent triennial results in December 2004 on academic literacy across the globe of 15-year-old students in mathematics, science, and reading. The results offer national comparisons as well as comparison across the 41 participating countries.

Sociologists in education as well as education policy specialists likely will find the results informative. PISA tests students' scientific literacy, a fixation of interest to sociologists because they are not necessarily aligned with the curricula in the schools, unlike the results of the Trends in International Mathematics and Science Study (TIMSS) (see story on p. 8 this Footnotes), which was also released in December. PISA is focused more on competency in applying mathematics and science skills to real-world problems, while TIMSS focuses on assessing academic achievement levels in math and science.

PISA assesses reading, math, and science on a three-year cycle, with each of the three areas being emphasized every third administration. In the first administration in 2000, reading was emphasized, in the most recent administration, 2003, math was emphasized, and in 2006, science will be emphasized. Along with the assessment of these three primary academic areas, cross-curricular competencies in problem-solving are also assessed (Lemke, et al., 2005).

Given sociologists’ adeptness in adopting the “big view” of whatever issue is before them, and because education is such a major social institution in all societies, sociologists have focused on many aspects of the PISA studies, and policy initiatives on education. They have been most recently most interested in the United States by the No Child Left Behind Act of 2001. The international and national results of the PISA offer fodder for debating this latest legislative attempt to overhaul the U.S. K-12 education. World system theorists willavor the wealth of PISA data and results in their research. Specialists in race and ethnicity find the results especially interesting. Social class and stratification researchers will find intriguing results from the application of the International Socioeconomic Index (ISIEI) in the PISA assessments (Ganzeboom, De Graaf, and Treiman, 1992).

PISA is an ongoing program and is conducted by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized nations such as Germany, Japan, France, and Canada. PISA also includes a non-OECD group of countries such as Brazil, Latvia, and the Russian Federation.

The Score
On combined mathematics literacy, U.S. students (15-year-olds) had a score of 491 (OECD, 2005), which is lower than the OECD average of 500 (standard deviation is 100). On mathematics, U.S. students scored lower than peers in 20 of the 28 OECD countries and in three of the ten non-OECD countries. Students in 11 countries (four OECD and seven non-OECD) reported lower scores compared to U.S. students in mathematics literacy (Lemke, et al., 2005:12). There are six levels of proficiency on the PISA tests, with “6” being the highest and “1” the lowest. Figure 1 displays the percentage distribution of 15-year-old students’ scores in the OECD countries compared to the U.S. percentage distribution at the six proficiency levels (OECD, 2005).

The PISA also assesses problem solving, where problem solving is defined as “an individual’s capacity to use cognitive processes to confront and respond to real, concrete situations in which the solution is not immediately obvious, and where literary domains or curricular areas that might be applicable are not within a single domain of mathematics, science, or reading.” There are three levels of proficiency in problem solving, with “3” being the highest and “1” being the lowest and the mean score is 500, with a standard deviation of 100. U.S. students had an average score of 477. U.S. students scored lower in problem solving than peers in 25 of the other 38 countries (22 OECD and three non-OECD countries), according to Lemke, et al. Figure 2 compares the percentage distribution of OECD average proficiency levels in problem solving with that of U.S. students.

There were no significant differences between the reading literacy scores for the United States and the average for the OECD countries. In science literacy the U.S. average was 491 compared to the OECD average of 500, a significant difference (Lemke, et al., 2005). Science literacy will be emphasized in the 2006 PISA.

Males outperformed females in most OECD and non-OECD countries. On scales for mathematics literacy, there were no measurable gender differences in problem-solving levels of the three countries. Females outscored males on the reading literacy test with results that were similar to PISA 2000. There also were no measurable differences between the sexes on science literacy in the United States, but there were patterns of differences in some of the OECD countries. “Eleven of the 13 countries showed differences in favor of males, but Finnish girls and Canadian females ‘outperformed males’ (Lemke, et al., 2005:35).

The average socioeconomic index score (ISIEI) for U.S. students, based on parental occupation, was 55, which was higher than all but two of the OECD countries. Within the United States, students with low ISIEI scores tended on mathematical literacy than students with higher ISIEI scores. There are substantial differences between the counties in racial and ethnic group composition, thus, it may be possible to fail their scores. Within the U.S., Blacks and Hispanics scored lower than Whites, Asians, and students of more than one race on mathematics literacy. Hispanic students outperformed Black students on math, and this results are similar to the PISA 2000 findings (Lemke, et al., 2005).

For more information on the PISA 2003 report, use the site for the database on measurement methodology, and access to databases, consult the PISA website at <www.pisa.oecd.org>

SociologistsSelected as Presidents of Colleges

This past national election season also witnessed two sociologists being chosen as presidents of colleges, that was. It was actually more of a selection season for two colleges—Norwalk Community College and Whitman College—who chose sociologists David Levinson and George S Bridges, respectively, as the presidents of their institutions.

This summer, Levinson, formerly the Academic Vice President at the Bergen Community College, was selected to serve as the next President of Norwalk Community College (NCC) in Norwalk, CT, by the Board of Trustees for the Connecticut Community Colleges. A few months later, Bridges, Dean of Undergraduate Education at the University of Washington, was selected as President of Whitman College in Walla Walla, WA, by its Board of Trustees.

Levinson is a small, 50,000-student college providing a broad range of credit and non-credit liberal arts, science, career, technical, associate degree and certification programs leading to transfer, employment, and lifelong learning. Whitman College, a private institution supported by an endowment and outside trust total of about $380 million, is a liberal arts and sciences school with about 1,400 students.

At Bergen Community College, Levinson was responsible for all credit and non-credit instructional programs for the Divisions of Arts and Humanities, Business, Mathematics, and Social Science; Science and Health; and Continuing Education. Before his Bergen position, he was Associate Dean and Assistant Professor at the Massachusetts Bay Community College. Prior to that, he was a lecturer in the Department of Sociology and Anthropology at Tufts University and Assistant Professor of Sociology at Merrimack College in Massachusetts.

Levinson is an expert on education, stratification, and theory and recently wrote Community Colleges: A Reference Handbook, and is a guest editor for the Community College Journal of Research and Practice. Levinson received a BA from the State University of New York- New Paltz and earned his MA and PhD degrees from the University of Massachusetts-Amherst. He has received five Horizon Awards from the Delta Omi Delta Advisor Award from the Phi Theta Kappa International Honor Society of two-year colleges.

Bridges, who will begin his new position July 2005, was a professor of sociology at the University of Washington.

George S. Bridges

Bridges has served as Vice Provost of Undergraduate Education since 2002. In this role, he administered the University of Washington’s Teaching Academy, a college faculty development program that promote excellence in teaching as well as the integration of education and scholarly activities of faculty, staff, and students.

Bridges earned a bachelor’s degree, cum laude, in sociology, from the University of Washington in 1972, and his master’s and doctoral degrees from the University of Pennsylvania in 1973 and 1979, respectively. In addition to his various teaching positions, he also served on the staff of the Attorney General of the United States in Policy and Planning with the Federal Justice Research Program.

Bridges’ numerous honors and awards include the 1995 Washington Council on Crime and Delinquency’s Award for Outstanding Achievement by a Scholar and a 1996 Distinguished Teaching Award from the University of Washington, its highest teaching honor.

He is the author or co-author of many papers, book chapters, and professional presentations including his 1994 book, Inequality, Crime and Social Control, published with Matha Myers.

Bridges’s research has centered on the problems of racial and ethnic minorities in the juvenile justice system, with particular emphasis on research grants and awards over the years including grants from the Department of Health and Human Services to study the racial composition of county juvenile courts and from the PEW Charitable Trusts as co-principal investigator on “Preparing Future Faculty.”

References


Author Theodore A. Lamb can be reached at tlamb@bscs.org.

JANUARY 2005 FOOTNOTES

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Soaring, from page 1

key in order to retrieve their clothing. In 1979 at the age of 68, Matilda embarked on a career at the National Institute on Aging (NIA) of the National Institutes of Health (NIH). The NIA, founded in 1948 by Abraham Flexner, the Director, and Donald Frederickson, invited Matilda to establish the NIA’s grants portfolio, Social and Behavioral Research (SBR) as well as to guide the expansion and integration of these disciplines at the NIH. During her first year at the NIA, she and Kathleen Bond (one of her former graduate students) developed and implemented a multidisciplinary vision for research on aging that integrated the aging of individuals into societal structures. This program emphasized the influence of social structures on the lives of individuals (Matilda exclaimed often, “People don’t grow up and grow old in laboratories—they grow up and grow old in changing societies.”) and the lives of individuals on social structures. This vision extended to the biological sciences, for Matilda recognized the need for a biopsychosocial understanding. The publication of this blueprint as a NIH program announcement, the initial statement of purpose of NIA’s program and influences its direction even to this day. With the publication of a second paradigmatic program announcement, Health and Effective Functioning in the Middle and Later Years, Matilda extended the NIH’s disease- and organ-system-oriented worldview by introducing the concept of effective functioning as an equally important concern. By this she meant that research and policy should also address social and psychological functioning, such as the performance of social roles and maintenance of even improvement of cognitive skills. A major goal should be extending the healthy and productive middle years of life as far as possible into the later years of life.

Under Matilda’s guidance, NIA’s multidisciplinary program became a substantial supporter of behavioral and social science research, and had a disproportionate influence upon the practice of behavioral and social science at NIH. Her vision of positive aging inspired many innovative research projects and attracted talented social, behavioral, and health scientists to the study of age and aging.

While guiding the NIA, she provided leadership across the NIH in her role as chairperson of landmark committees regarding health and behavior. She was co-chair of the joint ADAMHA (Alcohol, Drug Abuse, and Mental Health Administration) and NIH Steering Committee for the Institute of Medicine’s Project on Health and Behavior (1979-1982) and chair of the trans-NIH Working Group on Health and Behavior (1982-1991). In these capacities she served as the senior NIH spokesperson on the behavioral and social sciences, meetings and working sessions among NIH Institutes, oversaw the production of numerous reports to the Congress on behavioral research at the NIH, provided advice to several NIH Directors, and initiated the behavioral and social sciences seminar series at the NIH.

While at the NIA and after her departure in 1998, Matilda continued to contribute, even in her 90s, to the scientific literature on aging and the life course through a series of publications, lectures, conferences, and workshops. Over her last decade, her emphasis turned increasingly to the problem of age segregation and to the potential for restructuring social institutions to achieve age integration. In recognition of her contributions, she received numerous honors and appointments. Among these were her election as the President of the Eastern Sociological Society and the President of the American Sociological Association (1985-86) and of the ASA Section on Aging (1989), selection to the National Academy of Sciences and the Institute of Medicine; membership in the Academy of Behavioral Medicine Research; recipient of the ASA Section on Aging Distinguished Scholar Award (1988); and of the Gerontological Society of America Distinguished Creative Contribution to Gerontology (1990) and Kent (1992) awards; and appointment as the only ever social Scientist Emeritus at the NIH (1998). In 2001 the NIH organized a series of lectures in her honor, titled “Soaring: An Exploration of Science and the Life Course.” The lectures highlighted some areas in which she made significant contributions: age and aging, methodology, communications, and health behavior. The title was drawn from her first publication, Gliding and Soaring: An Introduction to Motorlifes Flight, which she authored as “Mat White” with her father. The publishers believed in 1951 that no one would buy a book on flying authored by a 20-year-old “Matilda” and changed her name to the more masculine sounding “Mat.”

What was it like to work with Matilda on a daily basis? Here is a prototypical experience, when she was a keynote speaker at the annual meeting of the American Psychological Association. The meetings were in Boston that August, and I was the chair of the session at which she spoke. Matilda had planned on flying from Washington to Boston on the day of her afternoon lecture. I had been following the weather, and she became concerned about the weather. What if thunderstorms delayed or prevented her flight? I was able to deliver her message at the last minute, although she missed that afternoon’s session.

I offer the following to my father, Henry Quellmalz, always told about his daughter, Matilda, in the latter voted this past year to rename the Colloquium of Aging. In 2001, I was hired by the ASA, which she authored as “Mat White” with her father. The publishers believed in 1951 that no one would buy a book on flying authored by a 20-year-old “Matilda” and changed her name to the more masculine sounding “Mat.”

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Colleagues Remember Matilda White Riley

My personal and professional life has been enriched dramatically by my interaction with Matilda White Riley. I had the honor of working closely with Matilda starting in the 1980s when she directed the National Institute on Aging and Social Research Program at NIA. Matilda was on her fifth-plus-career, and I was just embarking on my first aging career. I recall being in total awe of the aging facts and theories Matilda had at her command—and wondering now that I’ve ever mastered all the knowledge needed to be successful in my new program administrator role. Even after I became more familiar with key literature in the aging field, I remained in awe of Matilda’s recognizing that it was her vision that created a new way of viewing aging processes and structures. Matilda taught me many things. I’d like to highlight just a few. It was a blessing to see a scholar younger than me, in her 80s and suffering from shingles, pace me in my most vibrant lectures and workshops. Matilda—see first hand the potential of successful aging. While there might be a some sad news about increased supportive social structures, Matilda managed to stay productive throughout her full and enriched life. With this legacy, instead of trying to minimize my age, I look forward to every birthday and every day to the life I want to lead. She helped define aging for me—“it’s not chronological—but when you can no longer work 14-16 hours a day on things in which you feel passionate.”

Along with Jack, who often served as informal mentor, I learned how to hone in on the essence of an issue and communicate it clearly. At first I was worried I would not be able to keep up with her personal concerns, valuing her interest and wise advice. She made a difference in our lives.

Born in the beginning of the last century, Matilda’s long life enabled her to experience personally many of the social and technological changes she wrote about so eloquently. After leaving NIA, she was an active email correspondent who kept in touch with many of her friends and colleagues she had generated throughout her life in a mobile space. I always looked forward to news of her latest activities from Maine. At meetings I’d see a cadre of folks similarly touched by Matilda and we would pass along Matilda stories and share news of the happenings everywhere. Matilda was incredibly giving of time and guidance, and I finally learned to think and write more critically—skills that will last me a lifetime.

I left NIA after 20 years, with an understanding of the complex interactions among aging, health and behavior processes and an appreciation for the translation of research into practice, which forms the core of my current line of inquiry in Texas. We would often walk and listen to music together with Jack, as he built my Active Life Program for Housing. Having touched my life in many ways, Matilda also gave me the confidence to start a new career and build a new research team, knowing that I could look forward to many more productive years.

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Matilda and I met in Cambridge in the mid-1950s when I was collaborating with Talcott Parsons on Economy and Society. She and Jack were closest friends with Talcott and Helen. I took to her immediately as a person of intelligence, warmth, loyalty, and kindness. My sense of these qualities only deepened over the decades that followed. We had a beautiful relationship that included some collaborations on aging and life-cycle research during her Russell Sage years in the 1970s, working thereafter on many assignments through the ASA, including personally whenever we were near one another. I was a most cheerful loser to her in the 1972 election for the ASA Vice-Presidency. We were always stationed at opposite ends of the continent, but Matilda had that exceptional capacity to sustain and renew, and whenever I would see her it was always as though time and space had not factored on our friendship. Matilda was a totally dedicated sociologist, restless and irrepressible in her scholarly pursuits. Her contributions to age, socialization, and the life course stand as permanent legacies to the field. To me she showed only the greatest generosity of spirit and love. Among the thousands of those whose lives she touched so positively, I am deeply honored to be among them and to have been asked to pen my sentiments and thanks to Matilda on the occasion of her passing.

Neil Smelser, University of California–Berkeley

If I had never known Matilda Riley personally, her work would greatly influence my thinking and writing. But I did know Matilda, and I count her friendship as one of the things that ever happened to me. She is at the top of my list of people who encouraged me in my work. We first met in the early 1970s when she invited me to visit her at the Russell Sage Foundation in New York to discuss ideas. What a privilege that was for me as a young professor to be invited to meet with Matilda Riley, and it turned out even better than I could have imagined because I also got to meet her exceptional husband Jack. She reached out to me, giving the opportunity to present papers in several panels she organized at professional meetings, and always gave me encouragement. For someone who has very little self-confidence, this encouragement was the kindest and most important thing she did for me. I was blessed to know and interact with Matilda over the last third of her long life. Some of the most rewarding parts of our relationship for me came in the last part of our friendship...
teaching who have been successful at building and maintaining community partnerships. Submissions should be accompanied by any documents you may use to help you accomplish successful partnerships (e.g., contracts, needs assessment, identification surveys, recognition certificates, etc.). All submissions should include description of the type of school, size of class, level of class (e.g., freshman vs senior). Deadline for submissions is February 10, 2005. Submissions for initial review should be sent via email (in MS Word format or compatible format). Text should be single spaced with double spacing between paragraphs and sections. Specify which section your submission is for and send to: Jocelyn Defiore, Department of Behavioral Sciences, Saint Francis University, PO Box 660, Loretto, PA 15940; (814) 472-3042; email jdefiore@francis.edu.


June 10-12, 2005. History of Print, Manuscript, and Performance in America, meeting of the American Antiquarian Society, Worcester, MA. For information visit <www.americanantiquarian.org> or email dliday@mayflower.com.

June 26-29, 2005. AcademyHealth's 2005 Annual Research Meeting, Boston, MA. For more information contact (202) 292-6736; email Emily.havas@academyhealth.org; <www.academyhealth.org/ARM>.


New England Resource Center for Higher Education invites nominations for the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach. The award recognizes a faculty member who connects his or her expertise and scholarship to community outreach. Unlike traditional service-learning awards that focus on the link between teaching and service, the Lynton Award emphasizes the connection more broadly to incorporate professional service and academic outreach to community partners. Nominations for the Ernest A. Lynton Award for Faculty Professional Service and Academic Outreach are due January 31, 2005. For more information on the program, contact Clare Houser, (202) 289-7810; email chouser@iibs.org.

Institute of International Education’s Scholar Rescue Fund provides fellowships for scholars whose lives and work are threatened in their home countries. They permit scholars to find temporary refuge at universities and colleges anywhere in the world. Applications are accepted any time. Emergency applications receive urgent consideration. Maximum award is $20,000. For additional information, contact IIE Scholar Rescue Fellowships, 819 U.N Plaza, Second Floor, New York, NY 10017; (212) 994-5558; email SRF@iie.org; <www.iie.org/srf/home>.

University of Colorado-Boulder School of Journalism is seeking applicants for dissertation fellowships in media, religion, and culture. Three one-year dissertation fellowships of $12,000 each will be awarded to doctoral candidates/candidates at the dissertation proposal-writing stage, or who are in the first year after the dissertation proposal is approved. Supported by a grant from the Lilly Endowment, Inc. Deadline: April 5, 2005. Contact Scott Webber at webbers@colorado.edu; <www.medievalreligion.org>.

In the News

The American Sociological Association was profiled in a November 7 Pittsburgh Post-Gazette article about young people going through a quarterly crisis based on research by Frank Fustenberg, University of Pennsylvania. Eric Anderson, SUNY-Stony Brook, was featured on the TBS reality show “The Real Gilligan’s Island” as “The Professor.”

Andrew Beveridge, Queen’s College, had his research cited in a November 28 New York Times article about Afghan-American women and their rights in America.

Monta Bates, Metropolitan State University, was profiled in a November 1 St. Paul Pioneer Press article about his colorful history and the Distinguished Sociologist Award he received from the Sociologists of Minnesota.

Lee Clarke, Rutgers University, was featured on WOVO TV, Syracuse, New Jersey, on November 10, 2004 about how government officials have put up evacuation signs in Newark that go nowhere.

William V. D’Antonio, Catholic University, wrote an op-ed in the October 31 Boston Globe on the family values of Massachusetts liberals.
In the News, continued

Mathieu Delhomme, University of South Carolina, was featured for his work during the Iraq War in The Daily Gauze, November 17.

John DeLamater, University of Wisconsin-Madison, was quoted in the November 15 Los Angeles Times on the labor movement in the wake of President Bush’s victory. He was quoted in Neal Pratley’s November 15 syndicated column, which appeared in the Charlotte Observer, Stuthi Sathi, and Tino, and other papers, about the prospects for progressive politics following the Bush victory. He also reviewed an analysis of the recent election for the online edition of Dissent magazine. He was quoted in the November 19 L.A. Weekly about the liberal hatred of open-mindedness and public housing in the Boyle Heights section of Los Angeles. He also and his colleagues updated the Demos website on how Democrats and progressive candidates should respond as well as how those at the bottom of the economic ladder by campaigning to raise the minimum wage at the federal and local level.

Troy Duster, New York University, was quoted in the November 10 Boston Globe on the importance of doing research on the social and psychological and biological aspects of the widespread internet-based speculation among the global financial community.

J. Barry Gardin, wrote an article, “Kabul is the Bay” for the October 1 issue of Foreign Policy.

Morton Ender, United States Military Academy at West Point, was interviewed on Here & Now on WBUR, Boston Public Radio on October 23, and in an article in the Chicago Tribune, October 23, for his research on the impact of the war in Iraq on U.S. soldiers in Iraq and observations of life in Baghdad. He was quoted in an October 17 piece in the Boston Globe on his research regarding his work on the socio-demographic and non-traditional families, especially fiancés, of U.S. service members. He was featured in a news story on CNN October 21.

Robert Feynman, Prohobitionary College, was quoted in the November 8 issue of the Christian Science Monitor on an article on the Democrats’ prospects for winning the South.

John Gagnon, State University of New York-Brockport, was quoted in a November 9 New York Times article about ideological differences in articles in America to objective research on human sexuality.


Brian Gifford, University of California-Berkeley, was interviewed on November 21 on The Brian Lamb Show and on October 31 in the Associated Press on his research on the racial distribution of soldiers of Asian and Pacific heritage. He was quoted in an op-ed piece about the Iraq war appeared in the Washington Post on November 29.

Robert Hauser, University of Wisconsin, was quoted in the November 13 LA Weekly on the prospects for Otis Dudley Duncan. Peter Blau, University of California-Santa Barbara, was quoted on about how people are not very interested about the internet.

Awards

Pablo J. Boczokowski, Massachusetts Institute of Technology, received a 2004 Outstanding Book Award of the American Society for Information Science and Technology for his book “The Information Revolution and the Changing World of Work.”

Nora Jacobson, Center for Addiction and Mental Health, wrote an op-ed that appeared in the Toronto Star on October 24. The article was about the anti-Americanism she feels as an American woman.

Anne L. Kaliberg, University of North Carolina-Chapel Hill, was quoted in the November 9 Washington Post in an article about the displacement of information technology in the workplace.

Jerry Kearse, City University of New York-Brooklyn College, was interviewed on November 23 on Fox News about the multiracial changes seen in Brooklyn from his daily bus commute.

Louis Kreisinger, Syracuse University, was quoted in the November 22 article about the denuclearization to stopping the use of gas on the U.S.-Iranian border.

Aron Kupchik, Arizona State University, was quoted in a November 29 article about the impact of the American middle class and home ownership.

Edward Laumann, University of Chicago, was quoted in a November 9 New York Times article about political and ideological barriers in America to recognize same-sex couples.

Scott Lundman, Federal Reserve, was also quoted in the November 15 Chicago Tribune about scientific research on human sexual behavior.

Donald N. Levine, University of Chicago, was quoted in Robert D. Kaplan’s November 14 New York Times op-ed about democracy in Iraq.

Martin N. Manger, Michigan State University, was interviewed on CBC Radio on October 18 on the impact of the U.S. presidential election on Canada.

Timothy J. Owens, Purdue University, was interviewed November 11 by public radio station WBEZ about his research on their self-esteem change of military veterans from his book “Adolescence to Adulthood in the Vietnam Era.”

Stella Perjessy, University of Marymount-College Park, was quoted in the December-January issue of Working Mother about the role of women working non-standard hours.

Stanley Presser, University of Maryland-College Park, was quoted in the October 19 issue of The New Yorker about the validity of responses in opinion polls.

Ira Reis, University of Minnesota, was quoted in a November 15 Los Angeles Times article about the relative contribution of the scientific writings of biologist Alfred Kinsey to the public debate about sexual orientation.

William Seltzer, Fordham University, had his letter to the editor published in the November 22 New York Times. The letter was regarding college statistics collected by the National Center for Education Statistics.

Robert Silverman, University at Buffalo, was quoted in an article in the Baltimore Sun about the decision to pay higher profits from a conflict between Detroit Pistons fans and the Milwaukee Bucks fans for the Palace of Auburn Hills.

Barry Wellman, University of Toronto, was quoted in the November 17 article about how people are not very interested about the internet.

Cheryl G. Najarian has accepted a position as the President of the American Sociological Association.

John DeLamater, University of Wisconsin-Madison, was quoted in the November 10 New York Times about the Iraq war. He was also quoted in the Times about the educational opportunities of Asian Americans.

James T. Richardson, University of Nevada, Reno, was invited to present a paper at the first-ever international conference on law and religion to be held in the Academy of Social Sciences. His paper was titled, “Belgian Judges and Muslim Women: A Comparison of Burkina, Japan, and the United States.”

Havidá Rodriguez, University of Delaware, was quoted in an article in the November 19 New York Times about the recent election.

James T. Richardson, University of Nebraska-Kearney, was invited to present a paper at the first-ever international conference on law and religion to be held in the Academy of Social Sciences. His paper was titled, “Belgian Judges and Muslim Women: A Comparison of Burkina, Japan, and the United States.”

Caught in the Web

The National Institute of Mental Health has called an extensive list of federal data and statistical resources on health and public health, including a wide range of agencies. Researcher round-up areas. Vizier/download from the ASA website at www.asanet.org/public/StatsDataSources/federal.pdf.

Other Organizations

Advertising Educational Foundation’s 2005 Visiting Professor program exposes professionals to the daily life of an agency, behind the scenes, and provides a forum for the exchange of ideas between the industry and academia. For more information, visit www.aae.com or email visprof@americanassociation.com or Kathy Grantham at kgranth@americanassociation.com.

Asian Psychological Association: More interested in basic and applied research on the health, education, or mental health of Asian American populations to join the organization. For more information, visit www.apaapaonline.org.

Mid-South Sociological Association is administering the newly established Stanford Lyman Meredith Scholarship Fund to honor Stan’s memory. Stan helped found the Mid-South Sociological Association and was very involved in it. The scholarships will be awarded to students who are members of sociologists writing in fields in which Stanford was prominent in, e.g., sociological theory, race relations, symbolic interaction, race, and ethnicity. To make tax-deductible contributions to the Fund, make payment to the Mid-South Sociological Association and send to Sabadoh Patram, Secretary-Treasurer, MSSA, P.O. Box 39912, Memphis, TN 38139-2912 or 39910-2912.

Panel Study of Income Dynamics invites you to attend a free three-hour workshop titled “Introduction to Using the Panel Study of Income Dynamics and Its Child Development Supplement,” March 30, 2005, from 2–5:00 p.m. at the Philadelphia Marriott in Conference Rooms 401–402. Contact panelstudy@umich.edu for registration for this workshop by February 15, 2005.

Contact

Jack Nassar Porter is requesting items for “The Biography Project.” This bibliography will contain items such as memoirs, biographies and autobiographies of sociologists, living or deceased. Send items to Jack Nassar Porter, 1200 W. Hubbard, #801, Chicago, IL 60610 (211) 875-8838; email jnporter@luc.edu.

Jack Nassar Porter seeks old copies of the Journal of the History of Sociology or His...
Otto Dudley Duncan (1919-2004)

Otto Dudley Duncan, one of the most influential sociologists of the 20th century, was born on June 6, 1919, in Nocona, Texas. He received his PhD degree in sociology, with a specialization in demography, from the University of Chicago in 1949. Duncan was instrumental in advancing the discipline of sociology through the use of advanced quantitative methods. Duncan's work in demography was the foundation of a new quantitative sociological tradition that set a precedent for later work in the discipline.

Duncan's most important contributions to the field of sociology included his work on segregation and social mobility. His 1966 book, "Segregation in Metropolitan Areas," provided a framework for understanding the patterns of residential segregation that exist in modern society. Duncan's work on social mobility also had a significant impact on the field, with his 1968 book, "Generational Social Mobility: Trends in the United States," providing a comprehensive analysis of trends in social mobility over time.

Duncan was educated in public schools in San Antonio, Texas, and attended the University of Wisconsin. He was a graduate student under Sewell Wright, a renowned biologist who described a set of equations summarizing natural selection. Duncan was also influenced by the work of Peter M. Blau, the American sociologist who developed the Blau-Duncan model of social mobility. Duncan was also a close friend and colleague of Robert M. Hauser, a Canadian sociologist who worked on other advanced quantitative methods.

Duncan's work was not limited to sociology. He also made significant contributions to the fields of social psychology and social measurement. His 1957 book, "Social Measurement," provided a comprehensive analysis of the role of social measurement in the field of sociology.

Duncan's work was recognized with numerous awards and honors. He was elected to membership in the American Academy of Arts and Sciences, and the American Philosophical Society. He was also an honorary member of the American Sociological Association, the American Statistical Association, and the American Psychological Association.

Duncan died on August 23, 2004, at the age of 85. He was survived by his wife, Beverly, and their daughter, Susan. His work continues to be studied and built upon by sociologists around the world.
Liberal Learning and the Sociology Major: Meeting the Challenge of Teaching Sociology in the Twenty-First Century

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The ASA Task Force on the Undergraduate Major provides new guidelines for the major, including 16 recommendations for department action. Departments are encouraged to use it to discuss and modify their undergraduate program, from courses to advising, from curriculum to community-based learning, to prepare sociology students in a developmental and cohesive manner. 96 pp., 2004 Stock # 107.L04

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