Footnotes

Social Science Grant Proposals Are Down Sharply at NIMH

According to recent reports, social science research grant applications have dropped sharply and may be down by as much as eighty percent over the last two years at the National Institute of Mental Health. This drop is thought to be in response to new guidelines that severely restrict the types of social research NIMH is willing to support. Social science research proposals now must make up about five percent of all applications compared to about eighteen percent in 1980. At the same time, program officials indicate that money to support new research projects is still available. Overall, the institute expects to support about twice as many new grants in the current fiscal year as it did last year, despite a small decrease in its budget.

New Guidelines

The new guidelines have appeared to have stifled grant applications to the extent that the institute no longer supports research on large scale social conditions or problems; social classes and groups and their interrelations; the structure and functioning of social institutions and societies; social roles and career determinants; and cultural beliefs and values. However, program officers are now emphasizing that these guidelines, while restrictive, do not preclude the awarding of grants for social research altogether and, in fact, applications for such grants are being informally solicited. Proposals must still be screened for relevancy before they are assigned to peer review committees. This screening is accomplished by a single official who reviews all applications submitted to a particular committee and that all are prepared for the committee to which they are assigned. No data are available on what proportions of applications for proposals are currently being screened out on the basis of relevancy.

More New Awards

According to information released in the fall, NIMH expects to support about 257 new research grants this year. This is a drop of some thirteen percent in its budget, but an increase in the number of new grants will be achieved by decreasing the number of noncompeting continuations. Also, the training grants and clinical training will be sharply reduced. For additional information, program announcements and applications forms, contact Grants Management Officer, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857.

January Is a Good Time to Visit Representatives

Helen Ranch
Staff Associate, COSSA

The month of January presents an excellent opportunity for social and behavioral scientists to become acquainted with their Senators and Representatives. The final curtain is expected to fall on the 97th Congress just before Christmas, but the 98th Congress probably will not begin its work earnestly before the third week in January. This relatively quiet period will find most Members of Congress in their districts and is an excellent time to visit them to explain why it is urgent that federal support for social and behavioral science research be maintained. Equally, if not more important, is the opportunity to acquaint Members of Congress with social and behavioral science research. COSSA representatives have often heard congressional staffs complain about those people who only come around when they want something, but never visit to offer information or assistance.

People often feel unnecessarily reluctant about visiting a Member of Congress. Legislators take the responsibility to communicate and visit from constituents to keep them apprised of how people at home are thinking. Members will often put the needs of constituents before those of people who are considerably more powerful. One member of the House of Representatives who was presiding over a subcommittee hearing last year expressed himself in the middle of the proceedings, explaining that there was a constituent waiting outside to see him. He added, "You know, constituents always come first!" The comment, while it elicited smiles, revealed a fundamental truth of politics.

Your Senator and Representative depend on you for information as well as for your vote. Most of them are not social scientists, although it is likely that they have had some training in one or more of the social and behavioral sciences.

(See COSSA Page 8)

SOE Special Issue on Ethnographic Studies

SOCIOLaOY OF EDUCATION is planning a special issue titled "Ethnographic Studies of Education" for early 1984. Papers from any of the social sciences which use qualitative or ethnographic methods in the study of education and socialization are welcome. While the emphasis of the issue will be on papers which use ethnographic methods to understand substantive issues and phenomena in education and socialization, methodological papers will also be considered. Papers should be submitted by June 1, 1983. Ethnographic papers arriving after that date can, of course, be considered for regular issues of Sociology of Education. Address inquiries about the issue to: Professor Mary Haywood Metz, Guest Editor, Department of Educational Policy Studies, 208 Education Building, University of Wisconsin, Madison, WI 53706. Send four copies of papers in ASA format to: The Editors, Sociology of Education, Department of Sociology, 1108 Observatory Dr., University of Wisconsin, Madison, WI 53706. Please include a check for $10.00 made payable to the American Sociological Association.
A Tribute to Erving Goffman

Erving Goffman died in his 60th year on November 20th, 1982, in Philadelphia. He was one of the very few sociologists whose work was known beyond the field—and he was known beyond the world, as well as within the disciplines of social science, has already been so great that he stands as a giant among the social thinkers of his day. His dazzling writing style enabled him to write clear English without jargon and with a nice and a feeling for words extremely rare among academicians—never cute or patronizing to the reader, but thoroughly professional. And his work was reviewed by the enormous cathedrals of material that he drew upon, illustrated vigorously, vivid, horrifying, amusing, entrancing—not only scholarly and sociological, but from history, literature, and the annals of popular culture. A judicious assessment of his work reveals that, although there is already a great deal of it, there is almost no doubt that Goffman changed the way we think about the world, and our passage through it. He examined apparently insignificant, unnoticed, conventional activities and revealed profound social principles embedded in routine.

Erving Goffman was born in 1922 in Philadelphia, Pennsylvania. He earned his BA at the University of Toronto in 1945, and his Master's and PhD in sociology at the University of Chicago in 1949 and 1953. His dissertation, Contribution to the Sociology of an Island Community, informed his first great work, The Presentation of Self in Everyday Life. First published in 1956 by the University of Edinburgh Social Science Research Council, it became the first reprinted paperback that inspired so many unorthodox introductions to sociology and changed the shape of the field as well.

When one asks colleagues—and also people outside sociology—what they knew of Erving Goffman most people think of his early work. They often mention the significance of concepts like backstage, to show the implied and hidden, mediating work that must be accomplished for successful presentations in public. And they discuss the impact of dramatical imagery for understanding the constructed nature of human interaction. Some have deplored the treatment of impression management as an activity; it is less of a cyclical view of motivation for all behaviors. Yet the real significance of Goffman's work is that it focuses on making the place of any behavior within a system of underscores this about the appropriate context for the display of manners and morals, emotions and feelings.

For this and his many later works, sociologists have honored Goffman by giving him the Distinguished Citation in 1977 and in 1981 with the presidencies of the association. But these formal recognitions cannot sufficiently express what a debt the field owes to Erving Goffman.

Goffman’s work has shown the significance of social analysis for understanding the world in which we live in, the importance of each actor who uses the rules of the everyday world in recreating and maintaining the normative order. It is Goffman’s explanation why macrorationality, though it can show us the patterns of normative order, can be rather than a personal one. We need to observe the actors closely in order to understand how social structure is made visible. In the examination and analysis of social order, moment by moment, we can see how that order is constructed, how individuals take on themselves the responsibility for its maintenance and reorganization after a rupture—through embarrassment, for example.

Goffman’s work is commonly held assumptions and expectations that obscured social structure show us its formerly invisible underpinnings. For instance, his discussion of taking cigarettes and matches away from mental patients showed how this restriction made it impossible for them to engage in the gave and at the same time made routine activity. And in his analysis of the propriety of standing in line, he directly shows that the role of the order of the carry-go-round, he showed how impression management is a social issue.

Erving Goffman’s fine analysis of the sharp difference between images and metaphors which, they contribute to the world after, the world for us. As Jesse Bernard once wrote: “We can never see the world the same way after reading Goffman: we will never forget his description of such phenomena as ‘fellers’ trick’—how people lean up against walls when waiting for someone. It is this perceptiveness that serves him well when he shows us how to look for the underside of institutions and the processes of justification and secondary adjustments possible there.

Goffman’s ability to create powerful imagery has often been put to the service of the powerful. In early works like Stigma and Asylums, he has shown the harshness and brutality of even avowedly humane systems in managing the control of deviants. And he has also shown the awesome in inventiveness and determination of the stigmatized to resist these systems.

Sometimes the revelations have been disturbing; Goffman explained the metaphors of persistent labeling to describe the patient’s mental passage through hospitalization, for example. But Goffman’s analyses have always been particularly acute and revealing the peculiarly difficult position of such powerless people as mental patients.

In his ability to see how the powerless are managed in institutional settings, he also offered a gritty and clear view of the role of the certified professionals play in social control. His essay on “The Medical Model...” in Asylums gave a vivid example of controlled rage at the irony of “therapeutic treatment” that can strip away all sense of self-esteem in the treated and made them into non-persons.

In Relations in Public and in Behavior on Public Places, Goffman showed how the classic language of status, role, and obligation apply in understanding the most primary kind of status, that of others. We become, in the course of ignoring or avoiding, involved or shielded from interactions that are essential aspects of work (Frame Analysis, Forms of Talk). Goffman began to focus on the role of expectations and expectations of the role of communication to be found in sequences of events and in linguistics.

Goffman as an Organizational Man

R. D. Dunn
University of Delaware

When Erving Goffman was elected President of ASA, many viewed him as the anti-hero of the “organization-man” and expressed their fears to me that he might slight his newly acquired administrative obligations. He did not. Working with him the last several years as Executive Officer of the Association, I learned something about him and his “organizational” style.

Eving had never been involved previously in the routine activities of the Association but Presidents-elect immediately become involved in the process. He and his program committee worked hard to put together a successful plan and the results were evident at the last annual meeting, with the time allotted in those responsibilities resulting from his “office” and he took those obligations seriously. At times, such as when he challenged the almost completely Coded of Ethics, those who thought Council action would be routine found the delay he forced to be productive and the final product improved. Last year, when he chaired Council, he would often become involved in the process and at times would force the matter to a conclusion. His contributions to the discussion were always insightful and to those who watched them understand the issues facing the Association and he was creative in solving them. He became concerned about those issues. I was annoyed but not surprised so did not take any steps. He remained calm and clear about those issues. On my behavior there and his absence. In his response, he clearly explained that among his many regrets was the inability to use a line he had ready take of the meeting. He was not upset but decided to say at the last meeting of Council, “Russ, dear friend, as you start down the staircase of organizational anonymity, pause a moment and hold out your hand. I’ll be down in a minute.” He never came, but he was waiting for us.

Was anyone or anything quite like Erving Goffman? He shot across the social horizon like a blazing star and he amazed, amazed, captivated and infuriated those who knew him. His interest is in the interaction, even while in the midst of it, could be maddening to others, but it suited him. And his reticent refusal to play the games of social manners often seemed to be directed at the real fury. At the same time he could be kind, gentle and tenderhearted to those he knew, and he was often wildly funny. During his time as an officer of ASA, he made a real effort to transform himself from extenuable to considerable respectability. His optimism at learning, his self-capacity for the serious participation—combined with considerable wisdom and rhetorical and visceral understanding was a great loss to the profession. The ASA staff and members who will forever cherish the memory of Goffman’s international style may forever cherish the memory of Goffman’s credits to sociology and the profession of sociology.

Still, Erving could cause problems. When I sought out those who knew him to write a personal portrait, it was clear that perhaps because they knew only a segment of him and they knew that he was excessively extensive to descriptive adulation. He was irritated when people deferred to his “wise counsel”. I know, however, that being elected President was important to him and, in retrospect, I believe it was wise for him to step down.

While the ASA staff was initially intimidated by the presence of a powerful working with him, they soon developed respect and affection. He was always conscious of himself in it, sure of himself in it, sure of himself in it, sure of himself in it, sure of himself in it.

Burridge Receives Research Award

University of Illinois President Rabel J. Burridge has received the National Recreation and Park Association's National Award for Excellence in Research. Burridge, Professor of Environmental Studies, of Agricultural Economics, and of Leisure Studies, received the Theodore and Franklin Roosevelt award for excellence in recreation and park research at a convention of park and recreation leaders in Louisville, Kentucky in October.

The NRPA described Burridge as "a leader in the analysis of social impacts caused by environmental changes and the study of leisure behavior".

Vice President of the National Sociological Society, Burridge is a former editor of the Journal of Leisure Research and the co-editor of Leisure Sciences: An Interdisciplinary Journal.

In "Illinois: Today and Tomorrow", a statewide assessment of citizen needs for parks and recreation facilities in the state, Burridge found a "tremendous need and a great impact on rural population of the Lake Shively reservoir."
Visiting Fulbright Scholars Announced

The Council for International Exchange of Scholars, the private organization that largely runs the Fulbright Program, recently released a directory containing the names of the scholars from 80 countries who have been awarded Fulbright grants for the academic year 2023-24. Included in the list are the names of scholars from a variety of institutions currently participating in the Fulbright Program. These scholars are eligible to give occasional lectures at places other than where they are teaching or participating in the programs in which they are currently participating.

A few names are of particular interest to sociologists and political scientists. Three of these scholars are drawn from the list of visiting Fulbright scholars for the 2023-24 academic year:

- **Tariq Ramadan**, Associate Professor of Sociology, University of Amsterdam, holds a chair in the sociology of Islam and will be teaching at the University of Leiden in the Netherlands.
- **Anneke Engbersen**, Professor of Sociology, University of Utrecht, will be teaching at the University of Amsterdam.
- **Liam Ford**, Associate Professor of Sociology, University of Melbourne, will be teaching at the University of Sydney.

The directory includes the names of visiting Fulbright scholars from over 80 countries, highlighting the international nature of the Fulbright Program and the global reach of Fulbright opportunities in the field of education and research. The directory is available online, and interested parties can search for the names of scholars and their host institutions to learn more about their research and teaching activities.

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**Information Requested on Foreign Travelers**

Please send information on traveling sociologists including dates, areas of specialization, and institutional affiliations to:

- **Richard F. Tomasson**, Department of Sociology, University of New Mexico, Albuquerque, NM 87131.

This is to ensure that the Council for International Exchange of Scholars maintains accurate records of visiting Fulbright scholars and their activities. The information is necessary for the Council to comply with its responsibilities under the U.S. government's regulations regarding the Fulbright Program. The information will be used to facilitate the smooth operation of the program and to ensure that visiting scholars are properly supported and have access to the necessary resources.

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**Population Council Administers International Research Awards**

The Population Council, an international organization that focuses on population and reproductive health, has awarded grants to researchers in the United States and around the world to study the impact of fertility and family planning on social and economic development. The grants, which total $1 million, will support research on various aspects of fertility and family planning, including the relationship between fertility and economic growth, the impact of population policies on social outcomes, and the role of gender in reproductive health.

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The grants are designed to support research on topics such as the relationship between fertility and economic growth, the impact of population policies on social outcomes, and the role of gender in reproductive health. The grants will be awarded to researchers in the United States and around the world, and will support projects that address these and other related topics. The council is particularly interested in proposals that focus on the role of fertility and family planning in shaping social and economic development, and that have the potential to inform policy decisions and contribute to understanding

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**Fulbright Application Deadlines**

- **Fulbright Senior Scholar Lecturing and Research Awards**
  - American Republics, Australia, and New Zealand: **June 30, 2023**
  - Africa, Asia, Europe, and the Middle East: **September 1, 2023**
  - June 30, 2023
  - September 1, 2023
- **Fulbright Travel Awards to France, Germany, Italy and West Germany**
  - Programs in foreign student exchange and German civilization: **February 28, 2023**
  - Indi-U.S. Subcommission Research Awards: **April 30, 2023**
  - NATO Research Fellowships: **April 30, 2023**
  - Spanish Treaty Research Fellowships: **January 31, 2023**
COPRAT Guidelines for Initial Appointments in Sociology

Reprinted from FOOTNOTES, May 1879, Volume 6, No. 3

The Committee on Freedom of Research and Teaching was established by Council of the American Sociological Association in 1969. Experience over the past nine years has suggested that many academic freedom and promotion grievances stem from faculty communications about the rights and obligations of faculty. New faculty in particular are often confused about "what the department and university expect of me." All sociologists will find these guidelines helpful, but they are addressed primarily to entry-level PhDs searching for full-time academic positions and to the departments of Sociology for whom they hope to work. Individuals should know basic privileges, obligations and rights before accepting an appointment. Departments should provide this information in clear and precise terms. These guidelines cover the most important issues and suggest procedures for avoiding an info. A full understanding of all the issues raised in these guidelines can maximize a scientist's faculty life and reduce the number of problems and misunderstandings before they arise.

1. Preliminary Considerations. During the search, candidates should keep records of who has written recommendations on their behalf, and from whom recommendations have been solicited. Letters of recommendation normally should be submitted only on request of the hiring university. The candidate and the recruitment person or committee at the hiring university should see to it that an adequate number of recommendations is received prior to making the decision to extend an offer or to extend an appointment. Each referee whose name is submitted should know and approve of this action by the candidate. Each referee should have a current curriculum vitae and be aware of the most recent work the candidate has done.

2. Offer of Appointment. The candidate who receives a job offer should have written a letter of offer from the chairperson of the department, or from a dean or other university official. A model letter of appointment is appended to these guidelines. The letter should contain information on:
   a. The level of appointment, title (instructor, assistant professor), whether it is full or part-time, and whether the appointment is tenure-track, or not, or on condition of completion of the PhD. If it is conditional, there should be a statement of the appointment level and title of the PhD if it is not completed by a specific date, and any stipulations for completion during the first year should be specified. Any restrictions on the appointment, such as promotion of appointees to the graduate faculty, limits related to joint appointments, should be specified. (See VII.)
   b. The salary, with PhD degree, with any fringe benefits, and whether the salary and appointment are for the academic year (9 months) or the calendar year (12 months). The letter should specify from what source such income will come (general university funds or some other source), and whether salary is guaranteed for the entire period of the appointment.
   c. The length of the initial appointment—usually one, two, or three years.
   d. The teaching responsibilities to be carried each term, the specific courses to be taught (if they have been agreed upon) and the procedure for altering courses taught after the first year. It is preferable that specific courses for the first year be agreed to and entered in the offer of appointment. If this cannot be done, there should be an understanding of assignment by a specified date well in advance of employment. The number of new course preparations expected during the initial appointment period should be discussed.
   e. The committee responsibilities expected in the department, including service on committees and dissertation committees for graduate students (see V. B).
   f. Who has approved the appointment in the department and for the university (usually the executive committee or the hiring committee, and the dean of arts and sciences), and whether approvals are complete or tentative pending approval (usually recently) by the board of regents.
   g. The department and university policy regarding summer teaching, and the candidate's obligations, if any (see V. F.).
   h. When and how renewal of appointment will take place. If the candidate has had academic service elsewhere, the appointment letter should specify whether or not that time will count in the probationary period and who makes the determination (see V. D.).
   i. Whether moving and other expenses will be covered, and the dollar amount if there is a limit.

3. University Rules and Regulations. The candidate should receive a copy of university rules regarding academic appointments, regulations, exceptions, suspensions, tenures, friction, redress in force, affirmative action, grievance procedures and appeals. These should be read carefully for an understanding of the policies, timing, rights and obligations.

4. University Benefit Programs. The candidate should receive a copy of university fringe benefit programs, including retirement, medical and insurance plans. These should be read carefully, paying particular attention to which are required, which are optional, and when and how each begins.

5. Departmental Policies and Practices. Every department should have a written statement for new faculty which supplements the letter of appointment. The statement should provide information on:
   a. The general character of the department—the size of staff, size of enrollment, and the graduate curriculum.
   b. The department and university policies regarding summer teaching, and the candidate's obligations, if any (see V. F.).
   c. When and how renewal of appointment will take place. If the candidate has had academic service elsewhere, the appointment letter should specify whether or not that time will count in the probationary period and who makes the determination (see V. D.).
   d. Whether moving and other expenses will be covered, and the dollar amount if there is a limit.

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7. University Benefit Programs. The candidate should receive a copy of university rules regarding academic appointments, regulations, exceptions, suspensions, tenures, friction, redress in force, affirmative action, grievance procedures and appeals. These should be read carefully for an understanding of the policies, timing, rights and obligations.

8. The organization of the department—the committees, how they are selected and faculty participation in them, the role of the chairperson and of the executive committee, and the role of evaluation of faculty, non-academic staff.

9. Departmental recruitment, personnel and promotion policies and practices—the committee structure and how faculty participate in them.

10. Departmental renewal, tenure and promotion policies and practices. The candidate should receive a form of departmental statement setting forth in detail the evaluation criteria used for the renewal of appointment, promotion, and formal salary adjustments (merit increases). Provisions followed in each instance should be specified. The statement should discuss the relative importance of teaching, research publications and service. It should specify how teaching and research are evaluated. There should be a clear and precise description of standards—what are considered acceptable publications, research activities, teaching, and for what purposes. Examples should be given. For example, new faculty need information on how the various journals are rated, how the department evaluates co-authored works, whether the department expects faculty to secure outside research grants. The statement should specify when and how the evaluation will take place.
Appointment Guidelines

how the evaluation review takes place and how the evaluation review can be expected. the candidate should be told that he or she will receive a review
appointment, when the "up or out" date falls, and when the evaluation review takes place. the candidate
freedom of research and teaching, and the culture of our institution. It is essential to consult
funds are used for research and teaching, and the culture of our institution. It is essential to consult
career development of research academics is a challenge. The evaluation review should be

V. Some Helpful Hints.

A. Candidates should keep a file in which is placed the appointment letter and any communications concerning employment.

B. Transplanting cross-cultural definitions of success and values to a new cultural environment requires careful consideration.

C. Albert Einstein.

D. Faculty with grievances should be thoroughly acquainted with their university’s appointment and grievance procedures, and they should consult the local American Association of University Professors (AAUP) branch or their union before acting.

Suggested Letter for Initial Appointment Offer

Dear [Candidate],

On behalf of the Department of Sociology, I am pleased to offer you a position as Assistant Professor of Sociology for a three-year period, commencing with the first semester of the 2018-2019 academic year. The appointment is at the rank of Assistant Professor, and the salary is competitive with those at comparable institutions.

We are confident that your academic qualifications and professional experience make you an excellent candidate for our position. Your research interests align well with the department's strengths, and we believe your presence will enhance the intellectual climate of our faculty.

Please consider the following points before accepting the offer:

1. The offer is contingent upon your successful completion of the three-year appointment period.
2. The offer is subject to the approval of the Department of Sociology, the College of Arts and Sciences, and the University administration.
3. The offer is subject to the conditions of employment as specified in the contract of appointment.
4. The offer is subject to the terms of the University's collective bargaining agreement with the Faculty Union.

Please let us know your interest in accepting this offer. We look forward to your positive response.

Sincerely,

[Signature]

Chairperson, Department of Sociology
Official Reports and Proceedings

MINUTES OF THE MEETING OF THE ADVISORY COUNCIL on January 31, 1983

The third meeting of the 1982-83 Council convened at 12:35 p.m. on Thursday, September 8, 1982, in the Impact on the unveiling of a new project.

The meeting proceeded as follows:

1. Approval of Agenda: The agenda for the meeting was considered and adopted without change.

2. Report of the President: The President informed Council that the Executive Officer was to be present at the meeting.

3. Report of Committee Chairpersons: The Chairpersons of committees and subcommittees were asked to report on the status of their respective activities.

4. Report of Executive Director: The Executive Director reported on the progress of various projects and initiatives.

5. Discussion: Various topics were discussed, including budget allocations, program priorities, and new initiatives.

6. Adjournment: The meeting adjourned at 2:30 p.m.

Note to Contributors

Contributions to *ASAP* are encouraged. In particular, we would like to receive information about meetings, competitions, funding opportunities, and other events of interest. Please consider the following information and guidelines when preparing items for submission:

1. **Fees**: *ASAP* is a subscription-based publication. Please check the subscription fees on our website.

2. **Deadlines**:
   - **Deadline for submission**: [Please check the website for the latest information]
   - **Publication Date**: [Please check the website for the latest information]

3. **Submission Guidelines**:
   - **Abstracts**: Please submit abstracts of your work for consideration.
   - **Manuscript**: Your manuscript should be prepared according to the format guidelines provided on the website.
   - **Copyright**: Authors retain copyright of their work.

4. **Authors**: Please indicate any changes to your submission as they occur.

5. **Proofs**: Please review your proofs carefully and return them promptly.

6. **Revisions**: Revisions are welcome, but please limit them to minor corrections.

7. **Final Submission**: Please submit your final manuscript as a PDF file.

8. **Contact Information**: Please provide your contact information, including email and phone number.

9. **Funding Information**: Please include funding information if applicable.

10. **Ethical Considerations**: Please ensure that your work complies with ethical standards.

Note: All contributions will be peer-reviewed. Please submit your work through the online submission system.

Respectfully submitted,

[Your Name]

Secretary
Minorities and Women

Women’s increasing participation in education during the seventies was accompanied by an unprecedented increase in the labor force. This trend appears to be continuing into the eighties. At the end of 1980, women were in the labor force than at any time in our history. This means that 52.2 percent of all women were employed at this time, as opposed to 41 percent in 1970. While the recent significant increase in female employment has been the result of several factors, it has certainly included the increased availability of education and the increased support for higher education institutions.

A Woman's Guide to Academia: Moving in, Moving On

A Woman's Guide to Academia: Moving in, Moving On is a self-help book designed to assist junior faculty and beginning administrators. It provides an overview of the issues and situations that may be encountered during the tenure of an academic career. The manual is available for 55.75 plus 50 cent postage from the New England, Cheverley House, Wellesley College, Wellesley, MA 02181.

Competition

Food Drink

The Human Relation Area Files announces its annual C.F. Cushing–Crowe-Cultural Research Award competition. A prize of $500 will be awarded for the best manuscript on a precolonial or colonial economic, social, or cultural subject. Manuscripts must be received by December 15, 1983. The winner will be announced in the March 1984 issue.

AARO national convention in Rock Hill Falls, MA, May 19–23, 1983, where a number of the conference sessions will be held. Entries should be sent by March 15, 1983, to the Department of Sociology, Columbia University, New York, N.Y. 10027.

The Annual Meeting of the Human Relations Area Files will present a prize of $500 for the best book in the social science student paper in cross-cultural research. Authors must be social science students or be members of the academic institution or have been awarded a degree during 1982.

The deadline for submission is March 15, 1983. Contact: Student Research Paper Competition, Human Relations Area Files, P.O. Box 1015 Yale Station, New Haven, CT 06509.

Student Award

The American Sociological Association for Public Opinion Research (AAPOR) sponsors a Student Award for the best paper on public opinion or survey research submitted to the Academy of Political and Social Science.

COSSA Encourages Visits to District Congressional Offices

This newsletter was among the seventy-eight persons elected to membership as Fellows in the American Academy of Arts and Sciences in 1982. Peter L. Berger (Boston University), Lewis A. Coser, (University of New York, Stony Brook), and Herbert Gans (Columbia University) are now the leaders of the 110 elected members of the Section on Social Relations of the Academy.

The American Academy of Arts and Sciences is one of the oldest and most prestigious learned societies in the United States. It was founded in Boston in 1790.

The following suggestions are offered to make the most effective use of a visit to a Member of Congress:

1. Call your district congressional office, ask to speak with the appropriate member of Congress, and arrange an appointment with the Representative or Senator. The telephone number can be listed in your local telephone directory.

2. Prepare a clear and concise typewritten statement of the issues that you would like the Member of Congress to view with the Member. It should be typed on letter stationery and include your name, address and telephone number. The statement should be brief, and preferably on only one page, but not more than two or three. Organize your statement by highlighting your main points.

3. When you meet with your Senator or Representative, be sure to say something positive about actions he or she has taken. A kind word of appreciation goes a long way in being an elected representative can feel like a thankless task at times.

4. Be sure not to overstay your welcome. Members of Congress, although they will be genuinely interested in what you have to say, have little extra time to spend with you. Plan for no more than 15 or 20 minutes.

5. Be sure to set up your visit with a short letter expressing your appreciation at being heard and offering your assistance should more information be required.

6. While it is true that visits to congressional offices are not urgent at times, they are important in the long term. Social scientists have a far better chance of being listened to during crises if they have already developed a relationship with a congressional office.

COSSA plans to prepare and distribute information prior to congressional recesses that will outline pending legislation and policy issues of interest to the social and behavioral sciences. For example, when important appropriation and authorizing legislation are pending, COSSA relies on social and behavioral scientists who live in the districts of lawmakers. COSSA will try to arrange informal meetings with congressional offices to contact their Senators or Representatives and to facilitate their work. COSSA’s involvement will include the formation in support of continued federal support for research in the social and behavioral sciences.

COSSA is now compiling a Grass Roots Network of scientists who are interested in being informed of current alerts and contacting congressional offices. Members of the Network will be called upon to telephone, write, or perhaps even organize a delegation to visit their Representative or Senator. If you are interested in participating in this endeavor, please contact the COSSA office: COSSA, 1755 Massachusetts Avenue, N.W., Suite 300, Washington DC 20036 (202) 345-7900.

Contact

Summer Programs

We are a group of five local sociologists who would like to coordinate our core values over the next few years. We would like to come together to do something to go to the list of our group who reside in Houston, Texas. We would like to meet and discuss some ideas for a program. We would like to have child care and we would like to have some food and drinks.

The NHU summer seminars for College teachers program will offer an eight-week seminar during the Summer of 1983. Those interested in attending will need to contact the NHU office at (301) 227-6731. The seminar will be held from June 25 to July 8, 1983, at the University of Connecticut. The seminar will be held from June 25 to July 8, 1983, at the University of Connecticut. The seminar will be held from June 25 to July 8, 1983, at the University of Connecticut. The seminar will be held from June 25 to July 8, 1983, at the University of Connecticut.

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Section News

The following election results have been reported.

Marxist Sociologist Edna Bonacich, Chairman of the University of California at Berkeley's Sociology Department, announced that her department has received a number of new faculty members, including two new professors and a visiting scholar. The department has also received a number of new research grants, including one from the National Science Foundation. The department has also received a number of new research grants, including one from the National Science Foundation.