Footnotes

7 Grants Awarded To Study Problems of Discipline

Seven grants totalling $9,500 have been awarded by the ASA Committee on Problems of the Discipline to support work on a diverse set of topics that have relevance to sociology as a discipline. The grants will support work on ethnicity and race, high school sociocience, social science at the National Science Foundation, fisheries sociocology, ideology and social organization, case studies and comparative analysis. A total of 27 proposals were evaluated by the Committee composed of Michael Aiken, M. Elaine Burgess, Alice Rossi, Morris Rosenberg, and Glenn Elder.

Submission Procedures

Problems of the Discipline proposals must show relevance for some problem of importance to sociology as a discipline. They may include but are not limited to an exploratory study, a small conference, travel to consult with several widely dispersed specialists, a program of study at a major research center, and other projects not ordinarily supported by other sources of funds. Awards are restricted to postdoctoral research.

Although the upper limit of each award is $2,500, the Committee will consider proposals of exceptional quality at somewhat higher amounts. These grants have no indirect costs; payment is directed to the principal investigator.

A final report, including an accounting statement, is to be submitted to the Executive Office at the end of the project, and unspent funds are returned to the ASA. Grant money may not be used for convention travel.

Proposals should be no longer than three single-spaced pages, plus bibliography and vita, but with no appendices. Seven copies

ASA Teaching Services Program Seeks Coordinator for Workshops, Departmental Visits

The ASA is announcing the search for Field Coordinator of Teaching Services Workshops and the Departmental Visitation Program. This office is one of the professional positions within the Association, structured and honored similar to the office of a Journal Editor. The Field Coordinator works closely with the ASA Executive Office, the Committee on Teaching, and the Teaching Resources Group. The coordinator plans, coordinates and monitors the workshops conducted by the ASA and links requests for resource visits from departments, programs, institutions and organizations with appropriate members of the Teaching Resources Group. This office serves as a basis for program development and responsiveness to the opportunities and needs of those who teach.

The qualities that are basic to the performance of this office include genuine commitment to teaching and to professional approaches to teacher and program development. It will require a knowledge of principles of educational development, organizational diligence and sensitivity, and the willingness to manage a semi-voluntary service group. A stipend of $1,000 is earmarked as a symbolic recognition for these efforts and a modest budget for operational expenses is authorized. Information about the work associated with this office can be obtained from Charlene Black, Department of Sociology, Georgia Southern College, Statesboro, GA 30460; Hans Mauske, Department of Sociology, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin 53201; or Carla Howery, ASA, 1722 N Street, N.W., Washington, D.C. 20036. Nominations with information about the nominee, and applications with statements of qualifications, should be submitted to Charlene Black (see address above). Nominees and applicants should be aware of the desirability of obtaining institutional support, such as some release time and secretarial assistance. Applications must be received by July 15, 1984. After initial screening, a selected number of candidates will be interviewed, if possible, at the ASA annual meeting in San Antonio, August 27-31, 1984.

Annual Meeting

Didactic Seminars, Mini-Courses Focus on Research Methodology

Opportunities to update and improve research, data analysis, theoretical and writing skills will be provided by the 15 didactic seminars and mini-courses scheduled for the 1984 ASA Annual Meeting, August 27-31, in San Antonio.

The didactic seminars will cover multivariate contingency analysis, replication of surveys, computer assisted telephone interviewing, survey response rates, tracking respondents in longitudinal analysis, elite analysis, life history interviewing, fieldwork, futuristics, and writing for professional journals.

The mini-courses will cover LISREL type models, quantitative and qualitative methodology, and recent sociological theory.

The didactic seminars and mini-courses require pre-registration. Forms for this purpose will be enclosed in the Preliminary Program packet you receive in June.

The didactic seminars and mini-courses are part of a larger set of special sessions also aimed at informing members about teaching, funding support, publishing, employment prospects, and job search techniques. These sessions will be announced in the May issue of Footnotes.

Didactic Seminars


Multivariate Contingency Analysis: Advanced by Robert W. Hodges and John Rax, University of Chicago.

Replication of Surveys: Problems and Solutions by Howard M. Bat and Bruce A. Chadwick, Brigham Young University.

Computer Assisted Telephone Interviewing (CATI) Systems by J. Merrill Shanks, University of California-Davis.

Question Form, Wording, and Contextual Effects on Survey Responses by Howard Schuman, University of Michigan.

Tracking Respondents in Longitudinal Studies by Luther B. Otto and Vaughn R.A. Call, Boys Town Center.

Techniques of Elite Analysis by Edward O. Laumann and David Mark Premoe, University of Chicago.

Life History Interviewing by Vijay V. Gordon, University of Virginia.

Writing for Professional Journals by Norma D. Glenn, University of Texas-Austin.

Fieldwork by Lyn Lottl, University of California-Davis.

An Introduction to Futuristics by Wendell Bell, Yale University.

Mini-Courses

LISREL Type Models by J. Scott Long, Washington State University.

Refresher Course in Quantitative Methodology by David Nasatir, California State University-Dominguez Hills.

Refresher Course in Recent Sociological Theory by David G. Wagner, University of Iowa.

Refresher Course in Qualitative Methodology by Michael Quinn Patton, University of Minnesota.

NSF Awards 58 Grants to Sociologists in 1983

Fifty-eight awards, including 39 new research grants, were made by the Social Science Division of the National Science Foundation in Fiscal Year 1983.

Twelve of these awards were jointly funded with other NSF programs or other Federal agencies. Besides the new grants, the NSF Sociology Program supported two dissertation grants, ten continuations, and seven supplements.

Funding from the Sociology Program amounted to $2.4 million; in FY 1982 the funding level was $2.2 million. New grants averaged about $65,000 with the Sociology Program contributing about $50,000 to each grant.

Thirty-two percent of the 127 new applications reviewed in FY 1983 were funded wholly or partially by the Sociology Program.

The budget for the Sociology Program in FY 1984 is $2.8 million, the estimated budget allocation for FY 1985 is $3.6 million.

Proposals are normally evaluated by ad hoc reviewers selected for their expertise from the scientific community and by an advisory subpanel that meets twice a year. Submission deadlines for regular proposals are September 1 and February 1. Proposals for dissertation research are processed upon receipt.

Current members of the Advisory Subpanel for Sociology are Paul Berstein, Vanderbilt University; Reynolds Farley, University of Michigan; Robert Hauser, University of Wisconsin; Peter Marsden, University of North Carolina; Linda Molm, Emory University.

See NSF Page 12

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Social Change

Ogburn's view of social change was focused on his notion of "cultural lag" which was expressed in the Report itself in the following manner:

"Not all parts of our organization are changing at the same speed or at the same time. Some are rapidly moving forward while others are lagging. These unequal rates of change in economic life, in government, in education, in science, and religion make zones of danger and points of tension."

Simmel commented, "The image of society evolved by this notion is what sociologists call 'the functionalist view', namely that different parts of social organization stand in systematic—whether harmonious or dis harmonious—relationship to one another, and that changes in one call for changes in another."

He pointed out that research and theory development have demonstrated that this view is "both oversown and incomplete." He said, "It is not so much the 'fit' or 'mish' between different structures that account for persistence and change as it is the power positions of groups of classes with vested interests and the outcomes of political struggles among these groups."

Social Problems

When the Ogburn Committee regarded social problems as "the objectively determinable result of objectively observable laws and discontinuities," it was imposing an image of universality on society that rarely exists, according to Simmel.

He said, "We now know that social problems are not matters of objective fact but matters of an uncertain, disputed set of both facts and principles. Recognizing this, we can appreciate why such a large proportion of the debates about social problems are not debates about the existence of facts, but, rather, debates about symbols, about the legitimacy of the competing sets of criteria by which a factual situation will or will not qualify as a genuine social problem and about "the success or failure of efforts of interest groups to push their particular criteria forward."

Objective Facts

The emphasis the Ogburn Report placed on "objective facts," apart from opinions and value judgments," marked it as a product of positive science which "regarded empirical facts as objective things, waiting to be observed, recorded, and quantified."

Simmel said, "In the decades that have ensued since the acme of Ogburnian positivism, we have come to view the world of empirical facts not so much as a realm of observable and measurable things but rather more as the purposeful creation of human agents and investigators."

"The dominant approach," he continued, "is still that the behavioral and social sciences are empirical sciences above all, and we have improved our measurement techniques and bases of data enormously. But social scientists no longer conceive, as a Durkheim or an Ogburn might have done, of the crime rate as a social "fact" to be observed. We know..." that a crime rate in a vastly different phenomenon, depending on whether the investigator consults police records, observes police in action...

In addition, social scientists are not only much more aware of the many sources of measurement error in social data, but they are now "equipped systemically to take...

See Simmel Page 6
ASA Executive Office Reorganizes; Five Managers Appointed

by William V. D’Antonio
ASA Executive Officer

Since the beginning of the year, the Association’s Executive Office has been in a state of reorganization. It has been a busy time for the Executive Office and the Committee on Executive Office and Budget, as well as for the ASA membership. The changes being made have grown out of extensive discussions between the Executive Officer and the Committee on Executive Office and Budget, as well as for the ASA membership. The purpose of these meetings is to bring about a more efficient and effective operation of the Association.

New Publications

The American Journal of Islamic Studies, published by the Association of Muslim Social Scientists, will begin publication in March, 1984 as a quarterly journal. The journal will be widely distributed to libraries and other institutions interested in the study of Islam.

Family History Resources.

A biographical dictionary of U.S. scholars (including descriptions of 200 current research projects), spanning from the West German study of the field of family history in the U.S., is now available to U.S. and international scholars. Coverage is broad, includes information on the work of scholars and on the field of family history in the U.S., is now available to U.S. and international scholars. Coverage is broad, includes information on the work of scholars and on the field of family history in the U.S., is now available to U.S. and international scholars.

Workshop Held on Applied Sociology Programs & Curricula

by Carla B. Howery

Two young sociologists from around the country met for four days in Sacramento at ASA’s Workshop on Applied Sociology Programs and Curricula: Career Opportunities for BA, MA and Ph.D. Students. The workshop included Dean S. Dorn, California State University-Sacramento, Joseph R. DeMartini, Washington State University and Carla B. Howery, ASA.

The focus of the workshop was the development of new and innovative programs in sociology.

Another component of the workshop focused on internships. Staff and participants swapped ideas on the identification of sites, contacts with students and agencies, granting academic credits, supervision of interns, and evaluation of learning from the field experience. Most applied programs contain some field work, usually under the supervision of a non-sociologist. The skills needed and time involved in field supervision are major criteria for selecting a field work director within a department. That person must be rewarded for these important tasks as an applied program (individual faculty career) is to survive.

Members of the Sacramento Association of Applied Sociologists (SAAAS) addressed the group about their work settings, the kinds of training they found useful and the kinds of courses and experiences they wished they had had. All agreed that sociology is good general preparation and that the internship experience is a critical link to getting a job with a BA or MA degree.

The final day was spent on strategies for career advising. Participants drafted functional resumes, identified marketable skills of sociology students, and listed occupational titles for which students might qualify.

Workshop evaluations were overwhelmingly positive and the staff felt that the participants accomplished a great deal. There will be a follow up after six months to see the kinds of programs that have been set in motion. The Teaching Resources Center sells the booklet “Teaching Applied Sociology: A Resource Book” for $8.00 to ASA members. It contains some of the material covered at the workshop.

ASA Executive Office: Built in 1967, the red brick building that provides quarters for the Association staff exemplifies the grand and private atmosphere built in the 1800s and 1900s that made the 1700 block of N Street, N.W., one of Washington’s most fashionable addresses. Because of the unique architectural features in the buildings, the black has been designated a Landmark of the National Capital.

Kathryn Stoakes, who has been responsible for various aspects of the Association’s communications program, has now taken charge of that department. Her responsibilities include maintaining contact with the editorial offices of ASA journals on various campuses, preparing in-house publications such as FOOTNOTES and the Employment Bulletin; compiling ASA’s directories of members and departments; and arranging for periodic special publications.

Beatrice Segel, in assuming the new position of Business Manager, continues her valuable efforts to keep the Association’s books in good order and pay all the bills on time. Needless to say, in an area of high inflation and arbitrary tax increases, this is no easy task.

Sharon Gray, who has been with the Association for more than 15 years, has become Office Manager. She is responsible for coping with the many tasks that must be attended to at the office to function on a daily basis. With the heavy workload, she is busy keeping the office running smoothly.

Footnotes

Published monthly except July, August, and December. Distribution to members is free; to non-members, $3.00 per year. Send orders to: Business Office, ASA, 1725 N Street, N.W., Washington, D.C. 20036.

ASA Executive Office

PAGE 3

ASA FOOTNOTES

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Incorporating Women Faculty into Sociology Depts. During 80s

<table>
<thead>
<tr>
<th>Year Degree Granted</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958-59</td>
<td>62</td>
<td>35.2</td>
<td>43.6</td>
</tr>
<tr>
<td>1949-50</td>
<td>57</td>
<td>41.5</td>
<td>45.5</td>
</tr>
<tr>
<td>1954-55</td>
<td>66</td>
<td>39.8</td>
<td>43.2</td>
</tr>
<tr>
<td>1955-56</td>
<td>64</td>
<td>38.6</td>
<td>42.2</td>
</tr>
<tr>
<td>1956-57</td>
<td>63</td>
<td>37.3</td>
<td>40.8</td>
</tr>
<tr>
<td>1957-58</td>
<td>62</td>
<td>36.5</td>
<td>41.2</td>
</tr>
<tr>
<td>1958-59</td>
<td>61</td>
<td>35.2</td>
<td>40.8</td>
</tr>
<tr>
<td>1959-60</td>
<td>60</td>
<td>34.3</td>
<td>39.0</td>
</tr>
</tbody>
</table>

The following pages are drawn from figures compiled by the National Research Council of the National Academy of Sciences. Most of the data dealt with are the product of a special computer run commissioned by ASA in early 1970, which separated PhD sociologists from the larger Survey of Doctorate Recipients. This survey of the nation's science and engineering personnel has been carried out on a biennial basis since 1973 by the National Science Foundation and the National Research Council. The sample responses to each survey are used to generate estimates of the PhD population and its sub-groups. Each survey includes questions about demographic and employment characteristics, and represents the best source of national data on PhD sociologists currently available.

Nonetheless, deficiencies in the survey data require one to treat some estimates with caution. The overall response rate to the 1981 survey was 63%, but varied considerably among sample subgroups (National Science Foundation, 1982-91). Foreign-born scientists are clearly under-represented in the final set of responses, and minorities were considerably less likely to respond than whites (i.e., 48% versus 63%). Estimates for groups smaller than 200 must be treated with particular caution, due to large sampling errors. The figures presented in Tables 1.2 and 3 represent population estimates for

degree recipients with degrees in sociology or employed in the field in 1981. These figures are inaccurate because those specializing in social statistics, criminology and criminal justice, and urban and regional planning are grouped under "Other Social Sciences" rather than sociology (National Science Foundation, 1982-12,11).

The Current Situation

According to National Research Council figures, women accounted for 27% of the PhD sociologists in the United States in 1980, and 25% of the PhD faculty in academic sociology departments. They are not evenly distributed among ranks, however. In 1981 women were 14% of all Full Professors with PhDs in Sociology, 24% of all Associate Professors, 40% of all Assistant Professors and 35% of all Instructors and Lecturers. In addition, they represented 25% of all PhD sociologists employed full-time and 46% of the part-timers. Despite numerical gains since the mid-70's, women are not only under-represented among part-time faculty, they are still under-represented at the top and over-represented at the bottom of the academic rank distribution.

Table 1 shows the proportion of PhD sociologists employed in academic sociology by year of degree and gender. The figures for the first two cohorts show a very low proportion in academia, but this may be due to early retirement rather than widespread applied employment. Thus, the figures for these two groups are unreliable and must be ignored. Among men in the other cohorts, there is steadily greater academic employment until the 1970-74 period, when a decline sets in, presumably due to the contracting job market. Women's representation in academia clearly lags that of men up to the 1965-69 cohort, in which an academic career of 25% of all PhD sociologists employed full-time and 46% of the part-timers. Despite numerical gains since the mid-70's, women are not only under-represented among part-time faculty, they are still under-represented at the top and over-represented at the bottom of the academic rank distribution.

Table 2: Gender and Academic Rank by Year PhD Granted, 1981

<table>
<thead>
<tr>
<th>Year Degree Granted</th>
<th>Gender</th>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Other*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958-59</td>
<td>Men</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td>1959-60</td>
<td>Men</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td>1960-61</td>
<td>Men</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td>1961-62</td>
<td>Men</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td>1962-63</td>
<td>Men</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
<tr>
<td></td>
<td>Women</td>
<td>92.1</td>
<td>59.6</td>
<td>31.4</td>
<td>24.3</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The proportion is clearly lower for women. The proportion of Assistant Professors in a degree cohort is larger for women than for men. Though women are disadvantaged in all five year cohorts, discrepancies by gender declined in academia as PhDs became more recent. With the exception of the small 1945-49 cohort, the degree of association between rank and gender is clear cut for those who received their degrees prior to 1960, moderate for the 1960-70 cohorts, and slight in later cohorts. One can view the relative equality prevailing within the large 1975-80 cohort as a harbinger that gender differentiation will soon be a thing of the past. If this is the case, as younger men and women age professionally, gender differences in academic rank will fade. Alternatively, one can argue that the progressively larger gender discrepancies in older cohorts' point to greater impediments as women advance in their careers. In this view, the 1975-80 group will eventually display the same inequities as older cohorts currently do. This interpretation implies that remedial action is required if the academic status of women sociologists is to improve, while the first indexes one to rely on natural evolution. The best strategy for the 80s depends not only on past experiences, but also on recent changes in the academic environment. Since women's progress through the ranks still lags men's despite a decade of affirmative action, it is unlikely that remaining discrepancies will disappear by themselves in an era of declining enrollments and competition for academic job opportunities. In such an environment, which will typify the 80s, entry levels for women may come increasingly scarce and the
Report Sets 1990 Hiring Targets for Women in Tenured Ranks

(continued from page 6)

requirements for tenure escalate. Thus, although the proportion of women who obtained the PhD in the years ahead, true parity is unlikley without continual vigilance and aggressive assertive action.

Availibility

Current availability figures are a widely accepted indicator of what constitutes an equitable representation for women in academe. It is given wide recognition. According to guidelines developed by the Equal Employment Opportunity Commission, "availability" of female in academic departments is defined as the number of PhDs granted during a given time period. The first column of Table 3 summarizes the proportion of women receiving doctoral degrees in sociology during consecutive four-year periods. For purposes of comparision, the proportions within various sociological subfields are also presented, as is the total proportion of women employed in academia in 1981. By and large, women are under-represented on college and university faculties relative to their availability and the degree to which they are represented for those getting their PhDs after 1966 than before.

The women's representation within specific ranks, similar findings emerge for Table 2. Given the availability, women receiving their degrees prior to 1966 are under-represented at the Associate Professor and Full Professor level and over-represented at the Assistant Professor level, while those completing graduate work between 1960 and 1974 tend to be under-represented in the tenured ranks and over-represented at the Assistant Professor level. Women completing the doctorate between 1975 and 1980 are under-represented at the Associate Professor level and slightly over-represented at the Assistant Professor level. The proportion of women by rank that departments should have on their faculties. Some might argue that one should take account of the proportion of women engaged in academic pursuits. This does not appear necessary because in 1981 gender differences were trivial in the proportion of male and female sociologists employed by business, industry and government, 18% and 18%, respectively. Moreover, we do not know whether predominance of women in academic sociology is a consequence of individual choice or lack of academic opportunity. Some sociologists maintain that women have less access to college and university positions is provided for the first time.

Table 3: Proportion of Women within Rank and PhD Cohorts, 1981

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree Granted</th>
<th>Number of Women</th>
<th>Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>1958-64</td>
<td>26.0 (273)</td>
<td>18.9 (111)</td>
<td>100.0 (0)</td>
</tr>
<tr>
<td>1965-69</td>
<td>15.9 (63)</td>
<td>9.7 (9)</td>
<td>100.0 (0)</td>
</tr>
<tr>
<td>1950-54</td>
<td>6.9 (695)</td>
<td>5.5 (43)</td>
<td>100.0 (0)</td>
</tr>
<tr>
<td>1955-59</td>
<td>17.5 (560)</td>
<td>11.2 (10)</td>
<td>100.0 (0)</td>
</tr>
<tr>
<td>1960-64</td>
<td>15.8 (616)</td>
<td>11.6 (10)</td>
<td>100.0 (0)</td>
</tr>
<tr>
<td>1965-69</td>
<td>25.1 (1286)</td>
<td>18.5 (27)</td>
<td>15.0 (60.9)</td>
</tr>
<tr>
<td>1970-74</td>
<td>22.3 (280)</td>
<td>19.4 (18.3)</td>
<td>45.2 (23.5)</td>
</tr>
<tr>
<td>1975-80</td>
<td>38.8 (727)</td>
<td>47.1 (30.3)</td>
<td>39.4 (34.7)</td>
</tr>
<tr>
<td>Total (1958-80)</td>
<td>26.5 (1060)</td>
<td>13.9 (65)</td>
<td>36.9 (28.1)</td>
</tr>
</tbody>
</table>

**Availibility** refers to the number of PhDs granted during each five-year period.

**Other** includes Instructors, Lecturers, Postdocs, etc.

**Notes:** The numbers refer to the number of cases on which the percentages are based. Source: National Research Council's Survey of Doctorate Recipients.

The numerical hiring goals outlined above do not refer to Assistant Professors because we do not know the number of PhDs that will be produced during the rest of this decade. Extending recent trends, women should receive 40% to 50% of the doctorates awarded in sociology between 1983 and 1985. A similar proportion should be appointed to Assistant Professor positions during this period. As a rule of thumb, one out of every two Assistant Professors appointed by a department should be a woman.

Women as Graduate Students

During the 1970s women made impressive gains in their representation among sociology graduate students. In 1960, 38% of the PhDs granted went to women, as opposed to 18% in 1970 (Huber, 1982). Although women appear to be well on the way to becoming half of the departmental recruits in sociology, their proportional representation continues to diminish as degree level increases. That is, in 1980, 50% of the MA and 38% of the PhDs granted (Huber, 1982). Among women who received an MA an average of two to four years prior to the PhD, women had received similar proportions of the Ph.D. proportions in sociology. In fact, in 1970, 50% of women were 61% of the Bachelor's Degree recipients and in 1970 (see Report Page 6).

Goals for 1990

Current availability figures can be used to establish goals for the proportion of women holding tenured positions by 1981. By that year all those receiving their PhDs in 1980 should be tenured, while those completing their graduate work prior to 1980 will be retired, at least formally. Thus, the proportion of tenured women in tenured positions in academic departments in sociology in 1990 should be 50 percent. The proportion of women appointed who hold their PhDs at or prior to 1980 is 50% of the MA and 38% of the PhDs granted (Huber, 1982). Women who received their MA an average of two to four years prior to the PhD, women had received similar proportions of the BA's in sociology. In fact, in 1970, 50% of women were 61% of the Bachelor's Degree recipients and in 1970 (see Report Page 6).
Smoler, Bette Model Emerged for Setting Priorities & Planning

Amelioration

Smoler found the last vestiges in the Ogbonian vision as problematic as he had found the others. He said, "...it should be pointed out that 'happiness' or improvement of a consequence does not imply that planning and programs is itself a contingent matter... In areas where widespread consensus on values obtains in society—for example, the survival of the population—various programs such as mass immunization measures are likely to be unconvoluted and widely regarded as ameliorative. Where, however, such consensus is lacking, what is one group's amelioration is another group's deterioration."

He added, "When consensus is lacking, moreover, debate comes to focus not only on the consequences of programs but on the relative legitimacy of the competing cultural values by which we judge these consequences to be ameliorative or not."

Paradox

Smoler concluded, "We end with a kind of paradox. Though the Ogbonian model of legitimacy mainly from the framework of positive science, its vision of the social process is characterized by a number of items of faith. Faith in the capacity of objective knowledge to identify social problems, faith in the capacity of cumulative knowledge to result in social inventions, and faith in the capacity of the inventions to solve social problems. "That particular set of faiths permitted the Committee to be, throughout its existence, naive and pedantic—at least as judged by our contemporary understandings—as to the role of the behavioral and social sciences in social policy." The set of faiths permitted the Committee to view the work of social and behavioral scientists as simultaneously disembodied from the political process but as essential ingredients to that process. Such a paradoxical consequences of the positivist-utopian view of the relations between science and society."
ASA Grant Recipients Named; Next Deadline is November 15

Conference on Ethnicity and Race in the Last Quarter of the 20th Century”, Richard Alba, "The World of High School Sociology”, Dean S. Ooms, California State University-Sacramento, $1,000.

"Social Science at the National Science Foundation, 1943-1965: A Chapter in the Political Ecology of American Science”, Thomas Gierly, Indiana University, $2,000.

"Exploratory Conference on Fisheries Sociology”, Craig K. Harris, Michigan State University, $1,500.

"Survivalist Ideology and Social Organization”, Richard Mitchell, Oregon State University, $1,500.


Discount Air Fares Available For Travel to Annual Meeting

It is not too early to begin thinking about your travel plans to San Antonio. The convention dates are August 27-31, Monday through Friday, and the Preliminary Program with the schedule of sessions and committee meetings will be mailed to all members by Memorial Day. Arrangements have been made through Convention & Group Travel Associates, Ltd. (CGTA) for discounted air fares on American Airlines to the 1984 ASA Annual Meeting in San Antonio, Texas.

Guaranteed Savings

Through CGTA, American Airlines will offer 30% off the regular coach-fare of $50 on all tickets purchased by August 10, 1984, and 25% if tickets are purchased seven days in advance. If there is a lower applicable fare, CGTA will provide it to you. We encourage you to order yours now and avoid last-minute hassle.

Toll-Free Numbers

If you are flying to the ASA Annual Meeting, call the toll-free number below and identify yourself to the convention specialist by citing Star File #8198.

American Airlines Nationwide Toll-Free Number 1-800-433-7170
In Texas only: 1-800-792-1160

Cite Star File #8198

Charge Now, Pay Later

The convention specialists will advise you of the most convenient flights. They will handle reservations from the city that serves you. You may pay directly by credit card or ask to be invoiced. CGTA will mail your ticket to you directly.

Lock In Your Low Fare

With rates being subject to change between now and the time of the convention, we urge you to purchase your airline tickets with out delay, using your credit card. This will guarantee you your reservation and a current air fare and protect you against later fare increases.

This offering is made through Convention & Group Travel Associates, Ltd. (CGTA)

2501 Main Street, Stanford, CA 94087
(209) 377-3370

ASA Grant Recipients Named; Next Deadline is November 15

should be mailed to the Executive Officer, American Sociological Association, 1722 N Street, N.W., Washington, D.C. 20036, before December 1st. Deadlines for the next submission is November 15th, and all applications which are too late for this deadline will be carried over to the next review period.

Grant Recipients

Project Title; Recipients, their affiliations, and grant amounts follow:

Mass Media

(Editor's Note: This column reports mass media exposure—newspapers, magazines, television, radio, movies—to sociologists and sociological activities, not personal discrimination.)

Caldron Borderick, University of Southern California, wrote an article on the new improved TV model basal and completed the research. In addition he advised the NHA to apply for a $200 grant for the 1984 calendar year.

Stanton E. Sammons, a psychologist and author of the book ‘Civil Rights’, declared that ‘sociological explanations for crime, plausible but they may seem, are simplistic’. In the case of the 1984 calendar, it was agreed that the NHA put forth a strong proposal.

Jack Levin, Northeastern University, was quoted in an article dealing with the increasing number of murders of randomly chosen strangers in the Washington Post, February 20, 1984.

Cleveland Amory, writer, cites examples of mass media treatment of an issue: a headline reporting 40 percent of all adult Americans suffer from shyness, and the ‘Funnel Sociology’, readers of Psychology Today responding to the following question posed in a previous issue: Is there anything better than sex?, in Parade Magazine, January 29, 1984.

Norman Binnaum, Georgetown University Law Center, wrote a letter to the editor complaining about his name being excluded from the blacklist maintained by the U.S. Information Agency. In a subsequent letter, A.M. Thomas, Director of the Task Force on Sociology and the Media, the Committee on Membership Relations, and the Committee on Educational Relations, wrote to support the congressman for their efforts.

Mark Wardell, Virginia Tech, was quoted in an article on efforts by family members and friends to support coal miners during layoffs in the Washington Post, February 20, 1984.

Larry C. Ingram, University of Tennessee, reported his research on ‘born-again’ testimony in an article in the Washington Post in late 1983.

Dean Hugo, Catholic University, was quoted in an article about his role in political activism among college students, in the Washington Post, December 2, 1983.

Ronald E. Anderson, University of Minnesota, was quoted in an article dealing with the introduction of microcomputers in schools primarily attended by middle-class students, in the Washington Post, September 12, 1983.

Phillips Wins AAAS Prize

David P. Phillips, Associate Professor of Sociology at the University of California-San Diego, has been announced as the winner of the 1983 American Association for the Advancement of Science-Socio-Psychological Prize for his article, “The Impact of Mass Media Violence on U.S. Homosexuals,” which appeared in the August, 1983 issue of the American Sociological Review. The Prize is awarded annually by AAAS for a "meritorious paper that furthers the understanding of human psychological/socio-cultural behavior.

Presentation of the award to Phillips will be made on May 27 during the 1984 Annual Meeting at the New York Hilton Hotel.

Phillips was also awarded the 1983 Shoemaker Award from the American Association of Suicidology for his research on impulsive suicide.

Workshops in May; Apply Now

The ASA is sponsoring three professional development workshops in May. They will be held at the National 4-H Center in Washington, D.C. The workshops are held in sequence so that people may elect to attend one, two or all three events.

May 10 Getting a Job in the Federal Government $50 ASA members; $75 non-members

May 11 The Ins and Outs of Contract Research $50 ASA members; $75 non-members

May 12-13 Effective Writing Skills for Sociologists $75 ASA members; $100 non-members

The workshops are led by qualified sociologists. There are 25 slots open for each workshop and applications will be accepted in the order received until the workshop is full. For applications and information, write to Carla R. Howery, ASA, 1722 N Street, N.W., Washington, D.C. 20036.
Competition

The ASA Medical Sociology Section has extended the submission deadline for the annual competition for the ASA Annual Meeting and one per diem. The chosen paper will receive the best paper award for the business meeting of the Medical Sociology Section. Details can be obtained at an unpublished article on your dissertation to Dr. Jerry Green, The Marriott Center, Sheraton Hotel, Baltimore, MD, 21212.

Funding Opportunities

POSTERS

Carnegie-Mellon University, School of Urban and Public Affairs, with the support of a NIMH training grant, is offering a postdoctoral fellowship in Quantitative Methods in Criminal Justice. Participants will be involved in an evidence-based criminology research project on firearm-related violence. Four copies and a $100.00 manuscript processing fee are required. Application deadline is May 31, 2009. For more information, contact: Zhi Liu, Department of Sociology, 1117 Lothrop Building, University of Pittsburgh, Pittsburgh, PA 15260. For more information, contact: Zhi Liu, Department of Sociology, 1117 Lothrop Building, University of Pittsburgh, Pittsburgh, PA 15260.

Indiana University Training Program in Measurement. Applications are sought for a postdoctoral fellowship in Measurement of Mental Health Concepts. The program is funded by the National Institute of Mental Health and currently under review for a five-year renewal, focusing on training fellows in advanced measurement procedures such as exploratory and confirmatory factor analysis, true score and congeneric test theory, latent variable analysis and non-metric multidimensional scaling as applied to the measurement of mental health concepts. Applications are due by November 1, 2008. For more information, contact: Lisa Pollack, Department of Psychology, Indiana University, Bloomington, IN 47405. Applications are due by November 1, 2008. For more information, contact: Lisa Pollack, Department of Psychology, Indiana University, Bloomington, IN 47405. The National Institute on Alcohol Abuse and Alcoholism, in consultation with the National Institute on Aging, is actively seeking funding of grant applications in the alcohol research field. Application deadline is June 1, 2009, for the third round. For more information, contact: Tina Hansen, Director of International Studies, Lynchburg College, Lynchburg, VA 24501. The survey will be conducted in the spring of 2009, and results will be available by the fall of 2009. For more information, contact: Tina Hansen, Director of International Studies, Lynchburg College, Lynchburg, VA 24501. For more information, contact: Tina Hansen, Director of International Studies, Lynchburg College, Lynchburg, VA 24501.
Obituaries

Sela Cabot Mayo (1915-1983)
Sela Cabot Mayo, long time faculty member at North Carolina State University, died November 17, 1983 following a very brief illness. Her death came just 16 months after an extensive draft of “History of Sociology at the University of North Carolina” by Sela Cabot Mayo. She was 66 at the time of her death.

L. V. Moss (1923-1948)
Our good friend and colleague, L. V. Moss, Professor of Anthropology at Wayne State University and former Chair of the WSU Department of Sociology, died of cancer, Sunday, February 5, 1948 at the age of 60.

Dr. Moss was a native of North Carolina State University and was a distinguished scholar in the field of social anthropology in the early 1940s. His doctoral dissertation was done under the direction of Professor Lowie and on the role of the Master Plumber, a study of local practices and the way he came to capitalize on his earlier experience.

Displaying on his office wall, along with his academic credentials and honors, was a plumbers’ union card that he had before he began his academic career in sociology, he became a staunch member of the Department of Anthropology when the joint department was split into separate departments.

As an anthropologist, Professor Moss’s best known specialties were Italian peasant culture and ancient pre Roman culture studies in the Mediterranean area. He was a dedicated student of the social and cultural systems in the region. He was a leading expert on the subject of customs associated with social classes. He was a passion for bringing a social science to his students and a community of scholars in the discipline. In 1954 he was named a MacArthur Fellow in recognition of his contributions to the field of sociology. Moss was also a eugenics researcher—a man reporters called when they wanted to check out the origins of the evil eye, the history and significance of the black耀ing eye. His research was fascinating, but some people thought he was too close to the origins of the evil eye.

Dr. Moss was also an eugenicist—a man reporters called when they wanted to check out the origins of the evil eye, the history and significance of the black eye. His research was fascinating, but some people thought he was too close to the origins of the evil eye. Dr. Moss was also active in community affairs. He was a gifted and devoted educator who made significant contributions to the social sciences as well as to the larger community. His love of the field and the discipline, his role as an educator and as a leader in the community, his passion for the field, and his contributions to the community were immense. He is remembered with great affection and admiration. His legacy will live on through his students and the many who benefited from his teaching and mentorship. Moss was a beloved teacher and mentor to many students, and his work had a profound impact on the field of sociology.

Judith Hakel (1943-83)
Judith Hakel died on June 13, 1983, after a year-long battle with pancreatic cancer. She was married to Robert Hakel, and they had two children. Hakel attended Brown University and received her PhD from the University of California at Santa Barbara in 1972. She taught at the University of Minnesota, and later at Wayne State University. She had been a prominent figure in the discipline, and her work had a lasting impact on the field of sociology.

Hakel died at the age of 40, leaving behind her family and her colleagues. Her colleagues, the university, and the discipline lost a talented and dedicated scholar and teacher. Her legacy will live on through her publications and her contributions to the field of sociology.
SOCIETY OF EDUCATION

The four issues of the journal published in 1981 contain papers on a wide variety of topics in the field of education and human social development. The January 1983 issue focused on educational policy and practice, with a set article on the National Longitudinal Study Data and a contribution by Stanley B. Katz on Camerson, Sutcher, and Van Arsdale on the author of the appeared in the April 1982 special issue of the Society of Educational Administration.

The February issue included additional articles on educational policy and practice, with an announcement of a special issue on educational policy and practice. This issue also included an article by Mary Huydendries Veliz on the editor of the issue, and an invited letter by John M. Wortman, and for editorial purposes, by John M. Wortman, and for editorial purposes.

In summary, this was a comprehensive and in-depth issue of the Society of Education. It covered a wide range of topics in educational policy and practice, with a focus on the National Longitudinal Study Data and a contribution by Stanley B. Katz on the National Longitudinal Study Data.

SOCIETY OF HEALTH & SOCIAL BEHAVIOR

The papers we have published and reviewed in 1981 reflect the variety of theoretical and research orientations among social scientists whose work is concerned with health issues. Their articles appear in the social sciences and related disciplines. The issues of this journal are open to all interested individuals.

No single volume can possibly fully encompass the 1,100 references to sociological, psychological and related disciplines. In this volume, we have included a number of important references to the work of sociologists, psychologists, and related disciplines.

The studies and research presented in this volume reflect the variety of research methods and perspectives used to study health issues.

The editors of this volume hope that it will be of value to sociologists, psychologists, and related disciplines who are interested in the health of individuals and societies.
SOCIAL PSYCHOLOGY

Quarterly

This is the report to thank Juan Barke, Margaret Firth, Minna Pretorius, and others to the Editor, and Delia Chabot and Bob Kim. Gerry Editors, for their continued support and encouragement. As the editor of Social Psychology Quarterly, I must thank the anonymous referees for their comments, suggestions, and patience. I must thank the anonymous referees for their comments, suggestions, and patience. I must thank the anonymous referees for their comments, suggestions, and patience. I must thank the anonymous referees for their comments, suggestions, and patience.

Sociological Methodology

SOCIOLOGY OF EDUCATION

As the result of a shake-up at the National Institute for Educational Research, a new editor of Sociological Education has been appointed: Peter J. Burke, thermostat. The job of this editor is to ensure that the journal remains a leading voice in the field of educational research. The new editor is a well-known figure in the field of educational research, having published extensively on a range of topics, including the sociology of education and the sociology of science. His research has been widely cited and has contributed significantly to the development of the field. His appointment is seen as a major coup for the journal, which is already well-regarded in the academic community. The new editor will be responsible for overseeing the editorial direction of the journal, including the selection of articles for publication, the development of special issues, and the promotion of the journal within the academic community.

Gin E. Hyde, Jr.

THEORY

At the meetings in Denver the Theory Section decided to adopt the term “mini-conference”. Our theme was “Theorizing in the Social Sciences: European and American Theories”. By scheduling two miniconferences back-to-back, it was possible to create a more “stable” setting, where a large number of participants could be accommodated. The first mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The second mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The third mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The fourth mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The fifth mini-conference was on “Theorizing in the Social Sciences: European and American Theories”.

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The seventh mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The eighth mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The ninth mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The tenth mini-conference was on “Theorizing in the Social Sciences: European and American Theories”. The eleventh mini-conference was on “Theorizing in the Social Sciences: European and American Theories”.

With this schedule of mini-conferences, we believe that we have achieved our goal of providing a stable and predictable setting for the meetings. We hope that this will be beneficial for all participants.

Ethan Kershaw

Undergraduate Education

Undergraduate education is a critical component of higher education, and it is important that we continue to provide high-quality opportunities for our students. However, the challenges facing undergraduate education are significant, and we need to be creative in finding ways to address these challenges.

Guidelines for the nomination and selection process for the 2004 ASA Award for Outstanding Contributions to the Undergraduate Experience were developed with the support of the American Sociological Association Committee on Awards and the American Sociological Association Committee on Undergraduate Education. The award is designed to recognize outstanding contributions to the undergraduate education experience.

The award was presented to a recipient at the annual meeting of the American Sociological Association in San Francisco in August 2004. The recipient was selected based on a review of nominations submitted by members of the American Sociological Association and the American Sociological Association Committee on Undergraduate Education.

The award recognizes individuals who have made significant contributions to the field of undergraduate education and who have demonstrated a commitment to improving the quality of undergraduate education. The award is a significant honor and recognition for individuals who have made a lasting impact on the field of undergraduate education.
Nominations Requested. For ASA Awards
Award for Distinguished Contributions to Teaching
The Selection Committee for the Distinguished Contributions to Teaching Award invites nominations for the award. Nominees should be outstanding contributors to undergraduate and/or graduate teaching and learning of sociology, and may seek to recognize the career contribution of an individual teacher, a specific product such as a seminar textbook, a course or curricular innovation, or a teaching technique. The award may be given an individual, a department or institution, or other collective act.

Persons considering making a nomination should be aware that the purview of the award goes beyond recognition of individual teaching excellence in classroom performance; if an individual is to be nominated, it should be on the basis of a career contribution to teaching or learning, whose influence extends beyond the nominator's student body and selected the teaching of the discipline as a whole, or some identifiable segment thereof. Nominees should be made by letter and should provide the committee with evidence or testimony in support of the nominee's contribution. Address nomination committee, ASA, Committee on Distinguished Contributions to Teaching, Department of Sociology and Anthropology, Purdue University, West Lafayette, IN 47907. Deadline for nomination is June 1, 1984.

Jessie Bernard Award
The Jessie Bernard Award is given in odd-numbered years in recognition of scholastic work that has enlarged the horizons of sociology to encompass fully the roles of women in society. The contribution may be empirical in research, in theory, or in methodology. It may be an exceptional single work or a significant cumulative body of work done throughout a professional career. The award is open to works by women or for significant contributions by sociologists. The work need not have been published recently; it must be published in the year of nomination. The recipient will be announced at the Annual Meeting of the American Sociological Association.

Nominations for the Jessie Bernard Award may be submitted only by members of the American Sociological Association. Nominations should include a one- to two-page statement explaining the importance of the work and should be sent to: Cookiel White Stephon, Chair, Award Bernard Committee on Sociology and Anthropology, New Mexico State University, Box 386, Las Cruces, NM 88004. Deadline for submission of nominations for the 1985 award is October 1, 1984.