

SOCIETY*Faculty Women:
A Political Profile*

"Sex Differences in Academe" by Everett C. Ladd, Jr. and Seymour Martin Lipset, in *The Chronicle of Higher Education* (May 10, 1976), 1717 Massachusetts Ave., N.W., Washington, D.C. 20036.

Since 1970, there has been a steady increase in the proportion of women on American college faculties; now 37 percent of the teachers under 30 are female. Women teaching the social sciences tend to be more "radical"; but otherwise "men and women [teachers] differ little in their general social and political orientations," according to broad surveys by Ladd, a University of Connecticut political scientist, and Lipset, a Stanford sociologist. The sharpest male-female differences concern teaching and research. Forty-six percent of the women, compared to 34 percent of the men, "strongly agree" that teaching effectiveness, not scholarly publication, should be the primary criterion for promotion. One-third of the men and only one-fourth of the women believe that good teaching requires involvement in research. Actual behavior reflects these views with 61 percent of the women and less than 50 percent of the men declaring they had not published anything in the past two years.

Male and female faculty members hold remarkably similar views on political and social issues (63 percent of both groups voted for George McGovern in 1972; 31 percent of the men and 33 percent of the women had a positive attitude toward President Ford; 31 percent of the women and 29 percent of the men said big corporations should be taken out of private ownership and run in the public interest; 58 percent of both groups favored legalizing marijuana; and only a small proportion—27 percent of the men and 20 percent of the women—opposed the hiring of homosexual teachers).

While more women teachers than men regard most American colleges as "racist" (51 percent vs. 40 percent), only a small percentage of women (26 percent) favor "preferential" hiring for women and blacks. Thus, the authors conclude, the growing presence of women on college faculties has not greatly increased the preëxisting liberalism of the teaching profession or reduced faculty support for competitive, meritocratic standards.

*Why Those SAT
Scores Dropped*

"Family Configuration and Intelligence" by R. B. Zajonc, in *Science* (Apr. 1976), 1515 Massachusetts Ave., N.W., Washington, D.C. 20005.

Since 1962, there has been a steady decline in average Scholastic Aptitude Test scores of high-school seniors. Zajonc, a psychology professor at the University of Michigan, sees a significant association between variations in individuals' aggregate test scores and variations in patterns of "family configuration" (the number of children and the