Footnotes

1981 ASA Meeting to Explore Frontiers of Social Inventions

by William Foote Whyte

The theme for the 1981 meeting in Toronto is "discovering the frontier of the possible: social inventions for solving human problems." Sessions on the program committee are led by Bernice Stein (Indiana University), Howard Freeman (UCLA), Vice-President-elect Renee Fox (University of Pennsylvania), Mel Kohn (NIMH), Jacques Dofany (University of Illinois at Chicago), and Peta Sheriff (McMaster University). Serving the committee as officers are Secretary James Short (Washington State), and Secretary-Elect Herbert Costner (University of Washington).

Such an unorthodox theme calls for more than the usual explanation. Since the founding of our discipline, many sociologists have sought to function not only as scientists but also as social critics. We enjoy pointing out how the results of a given social policy fail to match the rhetoric of proponents of that policy or how the behavior, attitudes, and values of rank and file members of an organization have failed to match the rhetoric of the leaders of that organization.

While I am not suggesting that sociologists abandon the role of social critic—a role I expect to continue to play myself—I think the time has come to shift our emphasis away from established structures and institutional arrangements—dominate our society in order to focus more attention on ways in which creative people are trying out innovative organizational systems and social policies. Let me illustrate from two studies that have been involved in research.

Organizational Models

In the field of organizational behavior, some of us at Cornell have been studying worker cooperatives and employee or employee-community owned firms. A workers' cooperative is hardly a recent invention. However, since Beatrice and Sidney Webb laid down their negative judgment early in this century, it has been generally assumed that a workers' cooperative is an organizational form that has little practical significance. Such judgment seems reasonable in view of the historical record which shows that worker owned production organizations have generally been short lived and, even when successful for a long period, have not shown any capacity to expand and create new organizational forms of the same type.

Thus, when we found in the Banque country of Spain that five men had started a worker cooper-ative plant in 1956 and that this beginning had laid the foundations for a cooperative system in that by the end of 1976 included over 15,000 worker-members in about 65 industrial organizations, linked with and supported by a credit union now having over 250,000 members, a research and development organization, and its own educational system providing instruction in crafts and up to engineering and business administration, we assumed that the Basque pioneers of this system had created certain social inventions that had enabled them to overcome the difficulties that had been thought to be inherent in the worker cooperative form of organization.

Indeed, as I begin work with Ana Gutierrez Johnson on a book on the mondrosist system, I find I can pick out at least ten social inventions that appeared to be of substantial importance in shaping the growth of the mondrosist system. Analysis of these inventions helps us to explain the disappointing experience of other worker cooperatives and also puts us in a better position to provide information and technical assistance to those who are trying to establish worker cooperatives.

Another illustration I find in efforts to develop new systems of agricultural research and development in the Third World, with the particular objective of benefitting small farmers and peasants. We can now do

Suggests Wanted

The 1981 Program Committee is seeking suggestions from the membership on topics and activities for the ASA Annual Meeting in Toronto. The committee is interested in areas that have received little attention in the ASA program in the last five years, these areas include:

1. The role of sociology in the study of the family
2. The role of sociology in the study of the organization
3. The role of sociology in the study of the community
4. The role of sociology in the study of the society

Program Objectives

The applied sociology program has the following objectives:

1. To identify, select and support minority candidates for graduate training in the application of sociology to mental health problems.
2. To provide opportunities for minority students to work in applied sociological research.
3. To encourage minority students to pursue careers in the application of sociology to mental health problems.
4. To provide opportunities for minority students to work in applied sociological research.

Eligibility

The Committee on the Minority Fellowship Program selects the recipients of the awards.

Avoid Late Charge

You can save yourself some money by paying your 1980 dues before December 15, 1979. By doing so, you will avoid the $3 late charge approved by the ASA Council last year for members who pay their dues after that date.

Council instituted the late because it felt that the extra costs involved in handling late payments should no longer be absorbed by members who pay their dues on time.

Membership renewal notices were mailed in late September. The ASA fiscal year is identical to the calendar year. If you have not received your membership renewal forms, please contact the ASA Executive Office, 1722 N Street, N.W., Washington, D.C. 20036. Phone: (202) 833-3410.

Minority Program Receives Funds for Applied Fellowships

A grant of $1.1 million will enable the ASA Minority Fellowship Program to offer about 40 three-year predoctoral fellowships in applied sociology beginning with this academic year.

The new grant was awarded to the ASA by the Center for Minority Group Mental Health Programs, National Institute of Mental Health.

According to Paul Williams, M.P. Director, the idea for the applied program originated with Hans Mankus, former ASA Executive Officer, in 1976. The proposal written by Williams and Williams was approved by NIMH.

Study Reports Trouble Ahead for University Research

by Lawrence J. Rhoades

Signs of serious trouble ahead for the conduct of research at universities revealed in a recent study by two social scientists have emerged as public issues that require the attention of science policymakers as well as members of the scientific community.

The tremendous results are detailed in a two-volume report of an 18-month study conducted by Bruce L.R. Smith, Columbia University, and Joseph J. Karlesky, Franklin & Marshall College, that began in June 1976 with funding from the National Science Foundation.

The volumes, The State of Academic Science: The Universities in the Nation's Research Effort (1977) and The State of Academic Science: Scarcity Papers (1978) were published by Change Magazine Press, NW Tower, New Rochelle, NY 10801 with support from the Alfred P. Sloan Foundation. Cost is $5.95 per volume.

In their study, Smith and Karlesky, both of whom are professors of government, found "no sign of a general breakdown in the quality of American science, but at the same time there were indications of serious trouble in the future".

They said, "Contrary to some fears, namely, resembling a collapse of the research climate has occurred at the major research-intensive universities".

Nevertheless, Smith and Karlesky discovered several studies, self-reinforcing adverse trends that may threaten the "great moment" of academic science because they all point in the direction of "less speculative science, taking fewer chances, sticking with established lines of investigation".

Although the study concentrated on the physical sciences and research in universities, the "signs of trouble" indicate the findings apply as well to the social sciences and the humanities and to public-funded research in all academic institutions.

Signs of Trouble

At least eight trends which indicate trouble ahead for research in universities are discussed in the report:

1. The weakening financial condition of many universities.
2. The trend to cut back on research in social sciences, with a corresponding drop in the number of Ph.D. graduates.
3. The trend to shift resources from basic research to applied research.
4. The trend to reduce the number of Ph.D. students.
5. The trend to reduce the number of faculty members.
6. The trend to reduce the number of research grants.
7. The trend to reduce the number of research publications.
8. The trend to reduce the number of research conferences.

The study has been widely criticized by academic scientists who argue that the trends do not reflect the overall health of American science.
Problems of Professional Nomads Need Attention

J. Allen White
Broward University

Charles Derber
Brandeis University

There is a crucial problem affecting a significant number of ASA members which we and the organization have a responsibility to address. All of us rightly have been concerned with the special problems of minorities and women in the discipline and as groups that deserve representation within the ASA. Some progress has been made in this direction. Yet, there is another large group, faced with special problems and having pressing needs, which has essentially no representation in the professional association. Although this group contains a disproportionate number of women and minorities, it is by no means limited to such people. The member of this group are not only discriminated against at the level of individual university departments and often treated as second-class citizens within the profession, but they also do have a voice in an association to which they pay dues. We believe that the ASA has a responsibility to officially acknowledge their existence and their difficult situation and to make recommendations to alleviate underrepresentation and oppression.

What is this group to which we refer? Those members of the profession who either (1) do not hold full-time academic jobs (although they prefer them), or (2) those who do not have tenure. In many cases there is overlap between these two categories. The single defining characteristic being the lack of a secure job to provide the basis of a viable career and a stable life. These insecurely employed, often under-employed, and, unfortunately, increasingly under-employed people constitute the modern-day tribe of "academic gypsies," as the Wall Street Journal recently called them. They are forced to move from place to place, from dead-end job to dead-end job, experiencing great disruption of their lives, marriages, and social relationships and suffering psychological stress which sometimes produces extreme depression and symptoms not unlike battle fatigue.

There are many among us who fall into this category. It appears that we are approaching a situation in the discipline resembling a true two-class system: those who have tenure, full-time jobs and professionally represent themselves on the one hand; and those who do not have these things on the other. With the contraction of university budgets, it is becoming increasingly difficult to move from the lower to the upper class. The problem is made especially acute by a sharp divergence of interest between the classes: perhaps the strongest supporters of the status quo are those of us who have just been granted tenure. Thus, this inequitable system reproduces itself very efficiently, and nothing is done to give voice to those who most need it.

This is a topic that should be addressed by the American Sociological Association. As sociologists, we have been trained to be sensitive to social problems. We have a big one in our own profession that has never been done about it. Similar problems exist in other disciplines, but if we, as sociologists, know anything at all about dealing with social problems, we should be leading the way toward the definition, research and policy recommendations.

It is quite clear that the profession is undergoing far-reaching and permanent changes due to demographic, historical, financial and institutional forces beyond our individual control. We must collectively deal with these new conditions and rationally adapt our professional conceptions and practices to meet present and future realities. This calls for flexibility and innovation. We need to explore new ways of being professionals. The old ways will prove increasingly costly if we try and persist in them.

We make the following request. If you detect merit in what has been said here, write to members of the ASA Council and request that steps such as the following be taken:

(1) That the ASA appoint a committee to investigate the special problems of modern insecure, unrepresented nomads.

(2) That this recommendation be made to the Council on what steps might be taken within the structure of the ASA to increase the continued representation of the unique interests of this group.

(3) That the ASA publish an official statement of recommendations as to what the profession as a whole can do to define, research, and deal with these problems.

(4) That the ASA make recommendations to universities and academic departments as to what they might do to help (e.g., job-sharing and part-time work which has full and lifetime professional and departmental recognition and which carries long-term contracts or tenure).

The recognition of job-sharing and part-time work, for example, as legitimate professional contributions is especially important in this time of unemployment, underemployment, and dual-career families. We want to hear your comments and suggestions.

ASA
75th Anniversary
In 1980

Books
Rare, out-of-print, second-hand. We purchase and sell original editions of works in early and recent history of the social sciences. Catalog free. FOLKWAYS, 5305 McKinely Street, Bethesda, MD 20014.

WAGE WAR ON POOR WRITINGS
Critique grading method. Developed by sociologist; classroom proven. Money-back guarantee. $6.95 includes postage. Modern American Critical Products, Dept. AS, Box 1026, Ellensburg, WA 98926.

NCJS Invites
Contributions
The National Criminal Justice Reference Service (NCJS) is seeking contributions to its document data base.

NCJS is an international clearinghouse of law enforcement and criminal justice information sponsored by the National Institute of Law Enforcement and Criminal Justice of the Department of Justice. You can participate in building this data base by sending your publications reports, and audio-visual materials related to criminal justice.

For further information from or to send documents to: Acquisition Department No. 2, NCJS, Box 6000, Rockville, MD 20850.

The Jossey-Bass Social & Behavioral Science Series

Ethical Dilemmas and Social Science Research
An Analysis of Moral Issues Confronting Investigators in Research Using Human Participants

Paul Davidson Reynolds

Social scientists today increasingly find themselves working in a fishbowl—almost every aspect of their work is subject to scrutiny by institutional review committees, government agencies, and even the courts. Consider these recent developments:

- Individual investigators are now being held accountable for deception of research participants, failure to secure informed consent, physical discomfort or psychic stress experienced by volunteers, invasions of privacy, and other effects of their studies.
- What are the limits of the researcher's responsibility for the rights and welfare of participants?
- A court recently held that psychologists have a "duty to warn" a patient or research subject of threats violence. How can the social scientist assume professional responsibilities, such as maintaining confidentiality, with the duties of citizenship?

This new book is designed to help social scientists resolve these and other ethical problems inherent in their work. Because their procedures are called into question, Paul Davidson Reynolds offers detailed guidance in handling these issues involved in such specific ethical dilemmas as considering various alternative courses of action and the probable consequences of each; and (3) developing a solution that both meets generally accepted ethical standards and is fully consistent with the individual scientist's own value system. Everyone involved in the planning or implementing research using human participants should read this book.

October 1979, $19.95

Women and Women's Issues
A Handbook of Tests and Measures

Paul Davidson Reynolds

Carole A. Beere

Women and Women's Issues
A Handbook of Tests and Measures

The recent explosion of interest in the study of women and women's issues has produced literally hundreds of new tests and measures of instruments for investigating sex roles, sex stereotypes, women's roles (as spouse, parent, employee), attitudes toward women, and topics especially pertinent to women (including equal rights, abortion, and sexuality). Until now, however, there has been no extensive, systematic guide to the availability, uses, and validity of these measures. By fully describing and evaluating the most useful instruments, this new handbook fills that need—enabling sociological and psychological researchers to easily identify promising measures and topics for their own studies and to better understand the strengths and limitations of the relevant instruments.

In preparing this encyclopedic handbook (576 pages in oversize format), Carole Beere painstakingly searched the professional literature and located over 800 instruments employed in the study of women. Of these, she selected only readily administered measures (those not requiring a laboratory setting) and only those for which there is information on test development, reliability, validity, or extent of use. This screening process produced the 235 tests described in the handbook.

Each instrument description follows a standard format that provides the following information: (a) title and author of the instrument, (b) year of publication, (c) whether published, (d) what is the instrument measures, (e) the type of measure involvement. (f) by whom it can be used, (g) sample items from the test, (h) directions for administration and scoring, (i) background on test development, (ii) data on reliability and validity, (iii) source from which the complete instrument is available, (iv) notes and comments by the author on the use of the test, and (v) bibliographic data on studies that have used the instrument.

October 1979, $25.00

Free copies are not available. Order from Dept. ASA

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Fulbrights Awarded to 19 Sociologists

Nineteen sociologists have received Fulbright awards for the 1979-80 period. Here are some highlights:

- **Sidney H. Aronson**, Harvard University, received a Fulbright-Hayes grant to study urban sociology in the United Kingdom.
- **Joseph R. Jaffe**, University of California, Berkeley, was awarded a Fulbright to study media and culture in Japan.
- **Mary W. White**, University of Texas at Austin, received a Fulbright to study gender and family in Hungary.

The Fulbright Program supports international educational exchange to promote mutual understanding between people and nations. It provides opportunities for the exchange of persons for study, teaching, and research.
Signs of Trouble for University Research

(Continued from page 1)

greater financial accountability for federal funds, the discontinuities in research support, the increasing pressure on schools to secure additional grant and contract money, the massive reduction in institutional grants from the federal government that provided significant support for the scientific capabilities of universities through the purchase, maintenance, and improvement of scientific equipment and support services.

2. The disrupted flow of new talent into research

The erosion of the tradition of research and graduate education.

Maintaining the flow of new talent into science involves several issues: (1) access to and quality of graduate training, (2) employment and research opportunities for new Ph.D.'s after graduate training, and (3) the relationship between research and graduate education. Maintaining the flow of new talent into science is related to enrollment at the undergraduate and graduate levels, tenure ratios, the financial condition of universities, and the research productivity of senior faculty.

Smith and Karlesky believe, "An important part of their study is the degree to which appointees will be based on enrollments alone without regard for balance among subfields or other intellectual criteria."

They added, "The decline in research opportunities for young investigators, Smith and Karlesky believe, "is one of the most serious threats to the momentum of university research over the next decade."

Although not willing to make definite predictions, Smith and Karlesky believe "there is enough evidence to conclude that this problem will need to reassess..."

The erosion of the tradition of research and graduate education.

3. The concentration of research funding in a declining number of institutions capable of doing front-line research.

The development of a stratification system among universities based on the concentration of research funds is a matter of concern because: (1) it has a negative impact primarily on second-rate departments at institutions that will need to reassess its traditional assumptions about the relationship between research and graduate education.

In addition, the weakening of the center of research activity network might "ripple through the entire system" by (1) providing fewer opportunities for creative scientists to synthesize the empirical works of others; (2) reducing scientific activity at the periphery needs of the mainstream of a discipline's development; (3) producing fewer well-trained and highly motivated students; and (4) reducing the internal development of disciplines which require a substantial amount of efforts both between subfields or across disciplines as well as "cutting-edge research."

4. The trend towards targeted research

Smith and Karlesky believe the emphasis on targeted research may be counterproductive. They argue that it is "too speculative to play it safe": Many researchers expressed the view that "research proposals that have been submitted and turned down..." is the same as having the potential to "promote short-run and politically desirable research and in the face of increasing support..." by increasing interest in the face of ever more innovative proposals.

Universities are not expected to "perform a significantly greater share" of the targeted research in the future because of the "large number and variety of institutions capable of conducting applied or policy-oriented research."

After praising the merits of the peer review system in basic research, Smith and Karlesky cited the need to develop new procedures that "embody objective, professional standards, and criteria" for the "linguistic, scale, interdisciplinary projects involving broader judgments than disciplinary competence."

Otherwise, these projects may be awarded on the basis of political influence rather than on scientific merit.

5. The strains developing in the authority relationships within universities

The strains on authority relationships within universities are being produced by external and internal pressures. The external pressures are coming from the increasing congressional and public involvement in research policy and the technological applications of science. In addition, states are moving toward planning and rationalization of their higher education systems. Internal pressures are changing the rules of departments to make basic academic decisions. These changes are being made by a sizeable middle-level bureaucracy, interdisciplinary pressures and institutes, and the administrative requirements of large-scale, interdisciplinary projects.

Smith and Karlesky expect external pressures to get stronger and the conflict between faculty and central administration to get deeper.

6. The adversarial relationship developing between universities and government—federal and state

Smith and Karlesky believe "the scale and magnitude of government influence, including intergovernmental relations and detailed aspects of internal policies have...reached the point where the traditional autonomy of the university has been seriously threatened."

Although poor communication, inexperienced officials and misinterpretations have contributed to the worsening situation, Smith and Karlesky believe that "depth and less tractable issues" such as the following are involved: (1) the increasingly elaborate, time consuming, and bureaucraticized grant procedures; (2) the increasing number of rules and regulations concerning financial accountability; (3) the widening disagreements between the determinants of indirect costs at a time when indirect costs are rising faster than direct ones; (4) the emphasis on administrative audits, including the widespread use of request-for-proposals; and (5) the increasing centralization of research support that has reduced the number of potential sponsors for some fields of inquiry and subjected the research enterprise primarily to the policies of a single federal department.

Smith and Karlesky concluded, "The general issue of how far the research of federal importance extends over university activities remains unsolved and will constitute a central concern in university-government relations for the foreseeable future."

7. The failure of universities to recognize the importance of state governments in the future of academic science.

Smith and Karlesky believe that universities need to pay more attention to their state governments because "the political support in many states for the research enterprise has been more fragile than that for many other educational interests", leaving universities as "attractive targets for cuts in state budgets and other budgetary pressures."

They said, "The state role seems likely to grow in importance—a limited extension of research but significantly as a resource in overall institutional support."

Their role in the support of research may even expand if the federal government continues to use state agencies as conduits for R&D funds in transportation, economic development, criminal justice, and air and water pollution control services.

Universities may improve their situations if they "harness their scientific and intellectual resources to the support of economic problems of states and cities"; they produce analyses and recommendations that are useful to officials who make educational and political decisions; and if they assist state legislators to understand that "the job description of a university faculty member includes the role of teacher and that research should be considered more than a residual category.

Many sociologists, are, in one way or another, cultural critics. I used to express mine by driving a foreign car until repair bills undermined my commitment. Criticism is necessary but we also should identify those elements of culture with which we are in agreement.

I like Thanksgiving—not only for the long weekend, the food and the TV (football). If the Pilgrims had not created it, I would have. It's too much to ask to be a part of it. I think that the people who need to be thanked are the people who have helped us in our collective enterprise.

I would start with those Executive Secretaries of Departments of Sociology who manage to keep things running under the usual indescribable conditions of a large department. I also name the summer people who translates inarticulate instructions into tables of significance.

Thank your students for their teaching; your colleagues for their help; your spouse and children for those missed meals and vacations when you finished some important project and parents freely of occupational choice. Even those who remain skeptical of the value of sociological inquiry, they keep you humble.

Thank your colleagues, for assuming responsibilities in administration and in association affairs. They are the first to think of future criticism. Thank those editors and reviewers who have never felt your prose was as good as you thought it was. That takes time and they were usually right. I am sure you can think of others who have inspired you with the writing of those who have inspired you. It might be nice to write a letter to an "old" professor to relate how much that earlier contact or idea meant. Don't wait too long. Letters can be delayed but aging cannot. If you don't believe that, think how many Pilgrims are left to thank.—BSD
April 2-5. Southwestern Sociological Association in conjunction with the Southwestern Social Science Conference, Hyatt Regency, Houston. Theme: "Environmental Disruption: Implications for Science, Society, and Children". Contact: Paul R. Ehrlich. Contact: Janet Chafez, Program Chair, Department of Sociology, University of Houston, TX 77004. Phone: (713) 749-4971.

May 3-5. North Central Sociological Association, Steffuer's Daytona Plaza, Dayton, OH. Contact: Joseph W. Scott, Program Chair, University of Notre Dame, Notre Dame, IN 46556. Phone: (219) 283-1658.

Dorothy S. Thomas Award

The Award has been established by the Population Association of America in honor of Dorothy S. Thomas and carries a $1,000 prize. The competition is open only to pre- or postdoctoral graduate students studying related to the topics of the previous years. The deadline for applications is January 15, 2004. Four copies of the paper and nominating letter should be sent to: N.C.A.S. Award, Department of Sociology, Pennsylvania State University, University Park, PA 16802.

N.C.A.S. Award

Nominations are requested from members of the North Central Sociological Association for annual Distinguished Professional Achievement Award given for a single distinguished contribution. Eligibility is limited to persons whose focus in the NCSA region, or those who are NCSA members for at least 10 years. Send to: D. Bruce England, Department of Sociology, University of Akron, Akron, OH 44325.

James Mooney Award

Competition for the 1980 James Mooney Award, sponsored by the Southern Anthropological Society in cooperation with the University of Tennessee Press, is underway. Award includes $1,000 and publication of the manuscript. The deadline is December 31, 1979. Nominations should be sent to: James E. Mooney Award Committee, Department of Anthropology and American Culture, University of Tennessee, Knoxville, TN 37916.

Waterman Award

The National Science Foundation and the American Society for Engineering Education announces the Waterman Award, which is intended to recognize an outstanding scientist engaged in mathematical, physical, medical, biological, engineering, social or other sciences. It is limited to scientists who were born in the United States on or before 1934. A total of $100,000 for support is expected. Each recipient will be given $50,000 per year for up to seven years of research. The deadline for application is February 15, 1980. The recipient will be given:

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WILLIAM EARLE COLE (1904-1979)

On March 14th of this year, William E. Cole, Professor Emeritus of Sociology, died after a long service to the University of Tennessee and the profession of sociology. He was born in Knox County, Tennessee, in 1904, and grew up on a farm in that community. He attended Mountain City High School in 1922 and transferred to the University of Tennessee where he graduated with a B.A. degree in 1925. He then attended the oats, and received his MA and PhD degrees there. He returned to the University of Tennessee in 1930 as an Assistant Professor of Education. By 1933 Cole was made an Associate Professor and in 1937 was named as the newly created Sociology Department. Three years later he became head of the department, a position he held for 34 years.

Throughout his long academic career, Cole often said that he tried to do three things: teaching, public service, and writing. Of the three, teaching was his first love. Through his teaching, he influenced and inspired the lives of countless students. He was not only a dedicated teacher, but a friend to students outside the classroom as well. His excellence as a teacher was well established; in 1958 he was named Phi Kappa Phi faculty lecturer for the next year, in 1970, Alumus Outstanding Teacher of the year at the University of Tennessee. A natural extension of his teaching was his work for the profession. He helped organize the Southern Sociological Society and became one of its early presidents. He was a fellow of the American Sociological Association.

Cole developed a life-long relationship with the town of Knoxville, particularly from its beginning in the 1900s. He was active in numerous ways: con...
Program Focuses on Innovative Models, Policies and Methods

(Continued from page 1)

Innovative Policies

I do not want to limit the notion of social inventions to creation of new organizational models. One can point to particular innovative policies which have worked well for small farmers. In Mexico, Guatemala, Honduras, and Peru I have been involved in studies of new organizational models that get agricultural professionals off the experiment station, interacting with peasants, and even trying to learn from them. For all the standpoint of benefit to poor farmers, the deficiencies of the standard R & D type of agricultural research are now so clear that the results of any study of such a traditional system can be predicted. Therefore, why keep studying the traditional model?

we recognize that there is a gap of many months of work and large sums of money between the initial invention and the full implementation of a production program based upon the invention. In other words, it is unrealistic to think that a new agricultural method, either a dramatic success when it is first put into action or else must be abandoned.

New Empphasis

In emphasizing a search for social inventions, I do not think that I am taking an anti-scientific position. To be sure, at any time the supply of innovative organizational models is small so it is not possible to do the large scale and quantitative comparative studies that have been popular in the field of organizational behavior. However, I believe that the science of sociology now can more safely and more easily be built upon these inventions. I think that the organization of government and the government of organizations is now so clear that the results of any study of such a traditional system can be predicted. Therefore, why keep studying the traditional model?

Toronto Location

Finally, I do not think we should consider the location of our meeting in Toronto as just a matter of convenience. It is a fine city with good hotel facilities. In the United States, we have much more in common with Canada, but the differences between us should offer attractive opportunity for comparisons of organizational and institutional innovations in various fields.

While we must be especially concerned with the interests of a large number of the members who are in the United States, the Toronto location invites us to learn from each other across national boundaries. We should invite sociologists from other parts of the world to report on social inventions in other countries.

Not so long ago, it was widely assumed that the United States could export our “know-how” to other nations all over the world. That notion is no longer so widespread that we need not bother to refute it. While we don’t want to go to the other extreme of assuming that social inventions developed in other parts of the world can be readily and directly imported to solve problems of the United States, we can accept the challenge of trying to discover social inventions abroad, which, in some modified form, might help us solve our own problems at home.

New York Survey Added to Longitudinal Labor Force Study

A new New York Survey of 13,000 Americans between the ages of 14 and 21 has been added to the National Longitudinal Surveys of Labor Force Experience this year. The first wave of data from the new New York Survey will be ready by the end of this year, and will be provided to other researchers on computer tape at cost in mid-1980.

Although the NLS has involved youth populations in the 14-24 age range since 1966, the new survey is the first to ask questions about role changes and influences. It is also the first to include youth serving in the Armed Forces—a cohort of 1,300.

One of the major purposes of the new survey is to gather information which will lead, in the language of the 1978 CETA legislation, “to improvements of opportunities for employment and advancement through the reduction of discrimination and disadvan-

tage arising from poverty, ignorance, or prejudice.” With that purpose in view, a special effort was made to field research means for evaluating both the process and the impact of federal employment and training pro-

grams. The survey also explores in depth the complexity of economic, social, and psychological causes for variations in the labor force experience of youth.

Sponsored by the U.S. Department of Labor, the survey calls for annual interviews with the same respondents until 1984.

ASA Guidelines Cited

For Exercising Right to Petition

Guidelines designed to enable ASA voting members to effi-
ciently “right to petition” count the member-
ship in regards to association affairs are presented below.

The guidelines were approved by ASA Council in September 1977.

The “right to petition” is guaranteed to ASA voting members by By-Law articles dealing with Members’ Resolution (Article II, Section 10) and Business Meeting Resolutions (Article VII, Sec-
tion 2, 3).

The Members’ Resolution provision states that Council must consider a resolution that is supported by a petition signed by 5% of the voting members. In addition, the provision states that if Council rejects such a resolution it must be submitted, along with any alternative resolutions authored by Council, to a vote by the membership in a mail ballot.

According to the By-Laws (May 1975) applied the refer-
endum requirement to Business Meeting Resolutions that are supported by 3% of all voting members and not only those attending the specific meeting. Otherwise, Council action on these resolutions is final.

The enabling guidelines (listed below) deal with who may sign petitions (voting members), who may circulate petitions (voting members); the legibility of signatures (eligibility must be determined); timing of petition submission (December 2) and the mailing of referenda by petition (once a year).

PETITION GUIDELINES

1. The introduction of all petitions shall contain the following statement:

“For signatures to be valid, the signers must be a voting member of ASA as of December 31 of the year of signing. The signer’s name must be written as it appears on the membership rolls of ASA.”

2. Petitions sent to ASA shall include the following statement on each sheet:

“These signatures are submitted by , a voting member of ASA.”

Without the above statement, the petition will not be valid.

3. Signers of the petition must also print their names legibly and provide addresses as they appear on the ASA membership rolls.

4. All petitions must be gathered within a calendar year and must be sent to ASA headquarters by the last day of December.

5. The results of the counting shall be verified by the Secretary before sending to Council.

6. Referenda mandated by the petition procedure will be mailed to the membership once a year, preferably accompanying the ASA national election ballot.

7. Petitions shall be preserved at the ASA office for 18 months and then destroyed.

These guidelines shall be published annually in FOOTNOTES.

FEDERAL FUNDING PROGRAMS FOR SOCIAL SCIENTISTS

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Glock Honored by B’nai B’rith

Charles Y. Glock, UC-Berkeley and former ASA Vice President, was presented with a Certificate of Appreciation by the Anti-Defamation League of B’nai B’rith during the ASA Annual Meeting in Boston for his distinguished leadership in making possible the series of noted studies resulting in nine volumes on Patterns of American Pressure Groups. The Certificate states, “Dr. Glock’s unceasing devotion to the cause of justice, his direction of the study and his leadership of distinguished social scientists at the University of California have greatly enriched our knowledge of the structure and dynamics of American society and salient recommendations for remedial action.”

The Certificate concludes, “For these things we hereby send our unswerving commitment to free dom, we do him honor.”

The Certificate is signed by Nathan Perlmutter, National Director; Maxwell E. Greenberg, National Chairman, Theodore Freedman, National Program Director; and Oscar Cohen, Consultant.