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# Footnotes

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## Is Sociology Relevant to the 'Real' World? Yes, but. . .

Sociology is relevant to the "real" world, but several problems are preventing its relevance from being widely known and accepted. This is the general conclusion that can be drawn from the replies received from 35 sociologists employed in non-academic settings who responded to an inquiry from FOOTNOTES last fall.

The responding sociologists are employed in federal and state government agencies, public and private research institutes, private foundations, religious organizations, and newspaper agencies as administrators, executives, directors, researchers, journalists and counselors.

This article is limited to the range of responses that were received to the following two questions: Is sociology relevant to the "real" world? What mistakes do sociologists make in trying to communicate the relevance of sociology?

### IS SOCIOLOGY RELEVANT?

Comments on the relevance of sociology to the real world center on the following factors: (1) the heterogeneity of the discipline; (2) the lack of interest in real problems; (3) the place of employment; (4) the need for translation; (5) the sociological approach; and (6) the nature of social reality.

With these categories imposed

upon their responses, let's let the respondents speak for themselves:

### Editor's Note

This is the first of a series of articles in which sociologists in a variety of work settings comment on their work experience, the discipline and the profession.

The first set of articles reports the comments of sociologists employed in non-academic settings. Other sets of articles will deal with sociologists in a variety of academic settings.

**Heterogeneity of the discipline—** A center director for a research institute: "Sociology is defined and practiced so differently that one can only say that some of it is of value in understanding the observed patterns of social activity and meaning."

An administrator in a research institute: "It (medical sociology) is an area which grew primarily because of a 'need-to-know' and consequently is tied to the 'real' world. Other subject areas in sociology which grew as a consequence of social theory development, may be less useful to real world practitioners but these areas hopefully provide the substrata upon which patterns

observed in the real world might be tested for their generalizability. The question you raise about sociology's relevance, then, must be viewed from the perspective of individual subject areas.

**Lack of interest in real problems:** A senior research scientist in a research institute: "Sociology certainly can be relevant to the real world if it is directed at finding solutions to real problems. Unfortunately, most current sociological research, as published in our journals, is not of this nature. Most of it is of a "basic" nature dealing with relatively obscure and esoteric topics that no one outside the field (and

See **Problems** page 7

## Minority Program Compiles Impressive Four Year Record

One hundred and twenty minority scholars have received support from the ASA Minority Fellowship Program since it began four years ago.

Seventy-five Fellows still receive support; 35 more than originally anticipated for the fourth year of the program.

Three Fellows have completed their dissertations and are now teaching and conducting research.

Support for 18 Fellows ended this year because of the three-year limitation placed on fellowships by NIMH. Available information indicates, however, that

almost all Fellows are continuing their training through other means of support.

Only ten individuals supported by the program have discontinued their training for personal or academic reasons.

Paul Williams, Director, ASA Minority Fellowship Program, said, "There can be little doubt that the program if allowed to continue will have significant impact on the number of minorities in the discipline."

Some estimates indicate there are between 200-250 Blacks who have the PhD. The number of doctorates among other minorities is known to be considerably less.

"Funding is a persistent problem," Williams said. "The original grant did not provide for new awards after 1976. However, an application has been submitted to NIMH which, if approved, will allow us to continue the support of current trainees and make ten or more new awards."

Williams negotiated a \$150,000 increase in funding from the NIMH Center for Minority Group Mental Health Programs in order

See **Supporters** page 3

## Teaching Workshop Scheduled for Midwest Meeting

A one-day workshop for training teaching assistants in sociology will be held prior to the Midwest Sociological Society annual meeting in Omaha, Nebraska.

The workshop jointly organized by the ASA Projects on Teaching Undergraduate Sociology and the program committee of the Midwest Sociological Society will run from 5 p.m., Tuesday, April 11, to 5 p.m., Wednesday, April 12, in the convention hotel.

Sociology departments are asked to send a team of one faculty member and one graduate student to work on the establishment or improvement of efforts to train teaching assistants.

Applications may be obtained from Ms. Carla Howery, 824 Judson Avenue, #5, Evanston, IL 60202. Fifteen to 17 departmental teams will be selected to attend the workshop. Application deadline is February 15.

### SCHEDULED SESSIONS

Some workshop sessions will focus on the establishment and

See **Workshop** page 5

## Committee Structure Revised; Conference Findings Cited

A new committee structure has been created by ASA Council in an attempt to deal more effectively with the problems being generated by increasing federal regulation of research.

The new structure creates an umbrella unit known as the Committee on the Profession that will coordinate the activities of another new committee—Regulations of Research—and two existing committees—Freedom of Research and Teaching, and Ethics.

The Committee on the Profession is composed of the ASA president and secretary and the chairs, Council liaisons and a member of each of the three constituent committees.

The new committee structure was created partially in response to the recommendations made by a Conference on Implications for Social Research of Selected Federal Regulations which was held in the ASA Executive Office in September 1976 with support from NIMH. The Conference was attended by 26 sociologists employed by academic, government, research and professional organizations.

General recommendations made by the conference participants dealt with (1) the need for clarifying the intent and applicability of government regulations; (2) the advisability of developing a cooperative effort among social science organizations to monitor, interpret and report government regulations; (3) the creation of internal structures within the ASA to advise and assist members engaged in government-sponsored research; and (4) the need to develop increased awareness of government regulations on research among ASA members by devising devices such as sessions at annual meetings on privacy and disclosure rules.

Conference participants made their recommendations after discussing the following sources of federal regulation: (1) the Privacy Act of 1974; (2) the Family Rights and Privacy Act of 1974 (Buckley Amendment); (3) the Freedom of Information Act; (4) the National Research Act; (5) DHEW regula-

See **Conference** page 3

### Sociologist Keeps Rollin' On

A retired college professor is playing to standing room only crowds as he presents a sociological view of Honolulu in his classroom on wheels.

The college professor is Andrew Lind, a 75 year old sociologist who taught at the University of Hawaii for 50 years. The crowds are composed of tourists and local residents. The classroom is an air-conditioned bus.

Lind takes his "students" down the beaten and unbeaten paths of Honolulu as he charts the social map of the Hawaiian capitol and comments on the significant social changes which have occurred in the city over the last several decades.

Giving a sociological tour of Honolulu is not something new for Lind. He used to give the same tour to students at the University of Hawaii when he taught there.

## Commission Addressed Conditions of Disclosure

Recommendations aimed at establishing a set of conditions to regulate the disclosure of individually identifiable information for research or statistical purposes have been made by the Privacy Protection Study Commission.

The Commission also made recommendations that allow individuals some protection from such disclosures by requiring that they be notified of some disclosures and be permitted to examine the information that is to be disclosed.

A full treatment of the recommendations and their rationale are in Chapter 15 of *Personal Privacy in an Information Society*, the Commission's final report published in July 1977 by the U.S. Government Printing Office.

In developing its recommendations, the Commission pointed out that researchers and statisticians often request access to administrative records, and less often access to previously collected or compiled research and statistical data.

"The two types of access requests must be considered separately," the Commission said, "because of the difference in the assumptions about confidentiality under which each is collected."

Consequently, the Commission aimed its recommendations at modifications in Federal agency disclosure practices with respect to these two kinds of requests while making contractors and grantees more accountable for

See **Notification** Back Page

### State Officers Please Respond

Emily Dunn Dale, President, National Council of State Sociological Associations, would greatly appreciate it if officers of state sociological associations would send her the names of their immediate past president, current president, president-elect, and secretary this month.

The names should be sent to Professor Dunn at Illinois Wesleyan University, Bloomington, IN 61701.

## ANNOUNCEMENT FROM JOSSEY-BASS

# THE INTERNATIONAL ENCYCLOPEDIA OF HIGHER EDUCATION

Asa S. Knowles, Editor-in-Chief

Jossey-Bass proudly announces publication of the most comprehensive and authoritative reference on higher education ever compiled: *The International Encyclopedia of Higher Education*. Edited by Asa S. Knowles, and involving over 2000 persons around the world who served as research scholars, advisers, contributors, writers, editors, reviewers, sources of information, and indexers, the *Encyclopedia* took five years to complete and represents a total investment of more than \$1,250,000.

This ten-volume reference set brings together — in 3,000,000 words on almost 6000 pages — all essential information on postsecondary education in all countries, in all academic disciplines and fields of study, and on all major problems confronting colleges and universities throughout the world.

### Aim and Scope

The *International Encyclopedia of Higher Education* is designed to be a complete guide to issues and problems of postsecondary education everywhere.

Until now, no single compendium has served as a standard reference to all facets of education beyond secondary schooling. Publications about higher education have usually dealt with single topics, single geographic areas, or single types of institutions. This new *Encyclopedia* transcends these limitations to offer a worldwide perspective on all of higher education — from expert overviews of every academic field of study to authoritative descriptions of higher education in each country of the world; from analyses of government reports and policies affecting higher education to summaries of the work of leading higher education associations, research institutes, and documentation centers; from projections of possible future trends in higher education to reviews of major problems facing colleges and universities today.

As an international reference work of higher education, the *Encyclopedia* encompasses more than what is sometimes termed "university education" or "tertiary education." It covers postsecondary education at large, including the work of technical institutes and community colleges; the relationship of higher education to the lower schools; and the impact of national policies regarding economic, scientific, and manpower development on education beyond the high school.

In short, the *Encyclopedia* is the first major reference work devoted exclusively to presenting information about critical issues and important topics concerning higher education on an international basis.

### Types of Information

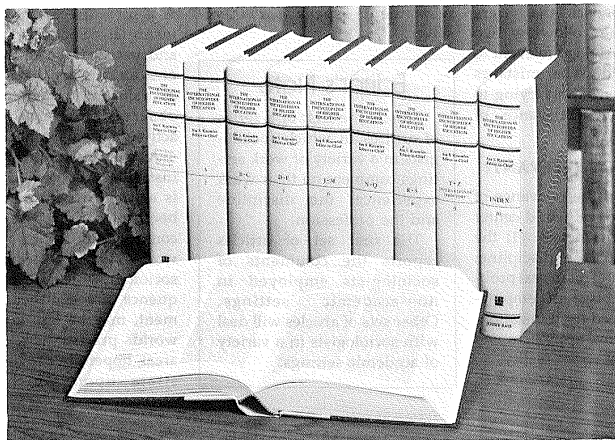
The *Encyclopedia* provides quick and ready answers to many specific questions, including the following:

- What has been the influence of the great religions of the world on the development of higher education?
- How is higher education financed by various nations?
- What is the state of new innovations in higher education?
- What kinds of degrees are now offered by academic institutions?
- What nations require work experience or national service as a condition for earning a degree?
- What are the procedures for academic decision making and academic governance in different nations?
- What are the science policies of nations in different parts of the world, and what effect do these policies have on colleges and universities?

For all such questions, the *Encyclopedia* is designed to be both a basic reference and a source for more detailed information.

### Audiences Served

Potential users of the *Encyclopedia* include educators, lay persons, government officials, and students — literally everyone interested in some facet of academic life.



- Faculty members planning sabbaticals or leaves in other countries, or students considering study abroad, can read the articles on national systems of higher education for an overview of the educational opportunities of those countries.
- Librarians can use the encyclopedia to answer questions about higher education and to refer readers to information not available in other standard references.
- Scholars in various academic disciplines can refer to the fields of study articles to obtain an international perspective of their own fields.
- High school and college counselors can use it for their own information and for students who want information about fields of study and college life in general.
- Professors and graduate students involved in educational research can read various essays to obtain information on their particular research topics.
- Members of governing boards and government officials can use it as a significant source of information about higher education in other nations and as a source of new ideas for the conduct of local institutions and systems.
- Embassies and consulates throughout the world can turn to it to answer questions from people seeking information on higher education in different nations.

In fact, everyone concerned with higher education can use the *Encyclopedia* to increase their understanding of academic issues.

### Classification of Articles

The contents of the ten volumes consist of eight broad categories:

1. **National Systems of Higher Education:** Descriptions of higher education in each of the 198 countries and territories of the world. There are extensive articles on 136 countries, and each covers 14 major topics about the country, from an overview of its national education policy to a list of its major higher education associations. Another 62 articles contain brief descriptions about those nations and territories that presently offer only limited opportunities for postsecondary education.
2. **Topical Essays:** Articles on 282 major topics or issues cover nearly every facet of higher education, including economic, political, administrative, social, scientific, historical, and contemporary concerns.
3. **Fields of Study:** Descriptions of 142 academic disciplines. Each article describes the nature of the field internationally, indicates the levels at which programs of study in the field are offered by academic institutions, lists the major international and national organizations active in the discipline, and directs readers to principal sources of published information about

the field, including books, periodicals, dictionaries, and directories.

4. **Educational Associations:** Articles on 314 selected international and national organizations and agencies that serve higher education. The five principal categories are associations of colleges and universities, of university professors, of rectors and vice-chancellors, of higher education administrators, and of students.

5. **Centers and Institutes of Higher Education Research:** Descriptions of 91 centers whose purpose is research in higher education per se. Institutes were selected on bases of their control and policy determination, sources of funds, activities and services in higher education, nature of educational research, number of permanent staff, and record of publication.

6. **Reports on Higher Education:** Summaries of the contents of 71 publicly and privately supported reports and recommendations on the future of postsecondary education.

7. **International Directory of Documentation and Information Centers:** Describes 201 international, regional, and national centers concerned with higher education. These organizations were selected because of their involvement in these areas: (1) collection of information pertaining to higher education; (2) dissemination of information by mail, publications, exhibitions, or loans; and (3) investigation and research.

8. **Acronyms, Glossary, and Indexes:** Reference aids to readers. Included are a list of acronyms designating organizations and government agencies related to higher education, a glossary of over 2000 selected terms (one of the most extensive listings of higher education terminology ever published), and comprehensive subject and name indexes to every topic and individual mentioned in the *Encyclopedia*.

### Editor-in-Chief

Asa S. Knowles, Chancellor of Northeastern University in Boston, Massachusetts, is Editor-in-Chief of *The International Encyclopedia of Higher Education*.

Chancellor Knowles has served for over thirty years in positions of responsibility and leadership in such diverse American institutions as a land-grant university, an Ivy League university, and a municipal university — the University of Rhode Island, Cornell University, and the University of Toledo — as well as at Northeastern — now the largest private university in the United States.

His national positions of leadership have included chairmanships of the Council of the

Federation of Regional Accrediting Commissions of Higher Education and of the National Commission for Cooperative Education in the United States. At the regional level, he has served as president of the New England Association of Schools and Colleges; at the state level, he has served on planning commissions for higher education both in Ohio and Massachusetts.

### Objectives

"It is my hope, as Editor-in-Chief of *The International Encyclopedia of Higher Education*, that this new resource brings about increased multinational technology transfer and improvement in the field of higher education, that it serves as a catalyst for further international research on all areas of higher education, and that it enables readers to gain a more comprehensive understanding of postsecondary education as a whole."

### Ten Volumes

The *Encyclopedia* consists of ten volumes, the first of which contains introductory materials and reference aids for the entire set; foreword by Clark Kerr, preface by Asa S. Knowles, tables of contents, names and affiliations of contributors, frequently used acronyms in higher education, and a glossary to higher education terminology.

Volumes Two through Nine contain, in alphabetical sequence, the 1300 articles — on fields of study, national systems of higher education, educational associations and organizations, influential reports, and topical essays on issues and problems in higher education — as well as hundreds of cross references.

The International Directory of Documentation and Information Centers in Higher Education is at the end of Volume Nine.

Volume Ten consists entirely of detailed name and subject indexes.

### Authors

The 588 individuals whose names appear as authors of *Encyclopedia* articles were selected on the recommendation of members of the Editorial Advisory Board and other consultants. Every effort has been made to seek qualified scholars and writers from all over the world to present a variety of geographical, institutional, and individual viewpoints. These authors represent 211 colleges, universities, and other academic institutions from 69 countries. Included are well-known and well-established writers in their fields as well as younger scholars whose expertise and reputations are now beginning to be recognized internationally.

### Ordering Information

The price of the *Encyclopedia* is US\$400, worldwide. On prepaid orders, Jossey-Bass pays postage and handling charges. Personal orders must be accompanied by a deposit of \$100. Prepaid deposit is not necessary with an official institutional purchase order.

### Publishing Specifications

**Format:** Ten volumes; 7-by-10 inches trim size; over 5500 pages.

**Paper:** Warren's #66 Smooth, cream shade — acid free, guaranteed for 300 years.

**Type:** Baskerville 10 on 12 for readability; set two columns per page.

**Binding:** Smyth sewn with headbands; reinforced to optimize strength; designed to open flat.

**Boards:** .098" Davey Board for strength.

**Cover Material:** Holliston Roxite "C" grade cloth for strength; pyroxylin impregnated to resist moisture; two coats of lacquer to resist scuffing.

**Shipping:** Boxed in double-wall corrugated cartons. Shipping weight approximately 30 pounds.

Additional information on *The International Encyclopedia of Higher Education* is available free upon request.

December 1977

Ten volumes

7" x 10" format

Almost 6000 pages

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## Careers, Minorities, Women

**A Workshop on Career Development for Administrators and Faculty**, Series I: Management for Leadership in the Academic Department, will be held in San Francisco, February 23-25. Contact: Association of American Colleges, 1818 R Street, NW, Washington, DC 20009.

**Salaries of Scientists, Engineers and Technicians**, a summary of salary surveys, is available for \$15.00 from the Scientific Manpower Commission, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036.

**The Hispanic Research Center** was recently opened at Fordham University's Bronx campus in New York City under a grant from the Minority Group Center of the National Institute of Mental Health. The Center conducts and sponsors interdisciplinary research on the mental health experiences and needs of the Puerto Rican population and the Spanish-speaking communities in the United States. It also promotes community-oriented research-apprenticeship programs; provides technical assistance to mental health professionals and organizations; sponsors seminars and workshops; and publishes information on the mental health needs of the Hispanic population. The Center is directed by Dr. Lloyd H. Rogler who holds the Albert Schweitzer Chair in Humanities at Fordham.

**The Status of the Minority Psychologist in 1977** will be the topic of an open forum at the American Psychological Association's annual convention in San Francisco, August 26, 1978. The forum will be sponsored by APA's Committee on Equality of Opportunity in Psychology. For further information write to: Derald Wing Sue, Department of Educational Psychology, California State University, Hayward, CA 94542.

**Papers for possible presentation at a conference on "Minority Women and Ethnicity"** may be sent to: George E. Carter, Conference Program Director, Institute for Minority Studies, 101 Main Hall, University of Wisconsin, La Crosse, WI 54601. Deadline: January 15.

**Statistics on Minorities and Women in New York State** is available from the New York Department of Labor, Division of Research and Statistics,

Albany, NY. Request: Publication No. B-209.

**The Report on the Status of Racial and Ethnic Minorities in Sociology**, a special supplement in the August 1977 issue of FOOTNOTES, is available for \$1.00 pre-paid from: The American Sociological Association, 1722 N Street, NW, Washington, D.C. 20036.

**An October Conference on Women in Scientific Research**, sponsored by the American Association for the Advancement of Science, may be followed by a legislative program to improve the status of women scientists. Senator Kennedy, who will attend a press conference following the meeting, announced that he plans to introduce legislation at the next Congressional session to improve the status of women scientists based on AAAS meeting recommendations. Proceedings of the conference will be published by the Office of Opportunities in Science, AAAS, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036.

**A Carnegie Study on the Status of Women in Two-Year Colleges** is available for \$5.00 from the American Association of Community and Junior Colleges, Publications, One Dupont Circle, NW, Washington, D.C. 20036.

**Women and Their Health: Research Implications for a New Era** is available from the National Technical Information Service, Springfield, VA 22161 (order No. PB 264-359). The collection of 15 papers is a result of a two-day conference cosponsored by the National Center for Health Services Research, HRA's Federal Women's Program, and the School of Nursing, University of California, San Francisco.

**Implementing Title IX: Achieving Sex Equity in Education** is the title of twenty regional workshops to be held between June 1977 and January 1978 for the purpose of assisting education personnel in the implementation of Title IX of the Education Amendments of 1972 and the achievement of sex equity in education policies, programs and practices. Specific dates and additional information are available from: Dr. Shirley McCune, 1201 16th Street, NW, Suite 701, Washington, D.C. 20036.

## Aging Symposium Set for AAAS Meeting

A multi-disciplinary, two-part symposium that explores micro- and macro-level influences on the aging process will be presented February 13 during the AAAS Annual Meeting in Washington.

Ten papers will be presented during the symposium, "Aging from Birth to Death," organized by Matilda White Riley, Bowdoin College, and jointly sponsored by the American Sociological Association, the Gerontological Society, the Population Association of America, and AAAS Sections K and J.

Micro-level papers scheduled are "Life-Span Developmental Psychology, Cognitive Functioning, and Social Policy" by Paul B. Baltes and Sherry L. Willis, both of Pennsylvania State University; "The Complexity of Work and Intellectual Functioning," by Melvin L. Kohn and Carmi Schooler, both of NIMH; "Stressful Events of the Life Course" by Bruce P. Dohrenwend and John M. De Figueiredo, both of

Columbia University; "Aging and Social Support: An Alternative to the Disengagement Hypotheses" by Robert L. Kahn, ISR, University of Michigan; and "Social Support and Health Through the Life Cycle" by Sidney Cobb, Brown University.

Macro-level papers scheduled are "Intrinsic and Extrinsic Sources of Change in Life-Course Transitions: Lessons from Age-set Societies" by Anne Foner, Rutgers University—New Brunswick, and David I. Kertzer, Bowdoin College; "Changes in the Transition to Adulthood" by Halliman H. Winsborough, University of Wisconsin—Madison; "The Impact of Demographic Change Upon Three Generations of Old People" by Peter Uhlenberg, UNC—Chapel Hill; "Inflation, Unemployment and Who Can Afford to Retire?" by James N. Morgan, ISR, University of Michigan; and "Prospects for Aging in America" by Theodore J. Gordon, President, The Futures Group.

## ODE TO BOSTON: CENTER OF THE UNIVERSE

I just perused my FOOTNOTES,  
 The organ of the ASA.  
 I read with such great interest  
 Of what it had to say.  
 Candidates were announced  
 To compose a slate of gold,  
 But as I read locations  
 What did I behold?  
 Four candidates well qualified  
*Of that there is no doubt,*  
 But all of them from Boston,  
 Has nowhere else some clout?  
 The universe's center  
 May well be there in fact  
 For more than one great mentor  
 From Boston learned his act.  
 It may well be the center  
 Of all that's wise and great,  
 But it's not the whole dang  
 universe  
 (As the slate would indicate).  
 What's wrong with Berkeley,  
 Chapel Hill  
 Chicago, or Cornell?  
 Me thinks of schools *outside* of  
 Mass.  
 Where things are done quite well.

Spencer J. Condie  
 Brigham Young University

## Minority Program Offers Applied Fellowships

Applications are being solicited by the ASA Minority Fellowship Program for 1978-79 Doctoral Fellowships in Applied Sociology which are designed to assist persons from minority backgrounds prepare for careers as researchers and applied sociologists.

Ten individual fellowships for one year, renewable for up to two additional years, will be awarded along with a limited number of awards to support dissertation research. All of these awards are subject to availability of federal funding, which has been recommended.

Recipients are expected to pursue a program of research with an emphasis on the application of sociological knowledge to the identification analysis, and reduction of group mental health problems.

The fellowship program is open to students beginning or continuing study in sociology departments that offer training in applied sociology or in areas of the discipline that can be readily applied. Persons not enrolled in applied sociology programs may also be eligible for awards if their dissertations reflect an applied orientation or they express a clear intent to approach sociology from an applied perspective.

American citizens and permanent visa residents, including, but not limited to, persons who are Black, Spanish-speaking, American Indian, and Asian American are eligible. Overall potential for success in graduate studies and financial need will also be considered in determining eligibility.

Application deadline is February 28. For further information and application forms, write: ASA Minority Fellowship Program, American Sociological Association, 1722 N Street, NW, Washington, DC 20036.

## Supporters of Program Acknowledged

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to make new awards for 1977-78.

The National Institute of Education provides continuing support for roughly half of the Fellows who entered the program between 1974-76. However, no additional funding has been received from NIE.

After noting the funding problems, Williams acknowledged that the minority program would not be possible without federal support, particularly the assistance received from the Center for Minority Group Mental Health Programs of NIMH.

Williams said, "The role of universities and sociology departments has been especially important for the success of the program. Over half provide some assistance in the form of tuition waivers and other support."

The support from universities and departments saved \$105,000 for the program in 1977-78, thereby, allowing the program to support additional Fellows.

"In addition to the monetary assistance provided by institutions," Williams said, "most have also joined the program staff in trying to provide the kind of supportive environments that will insure the trainees' success. They cooperate with the staff in arranging site visits (18 last year) and in several instances a single faculty person has been given or has taken on the responsibility for oversight and liaison with the office. This cooperation is greatly appreciated."

Williams also noted the contributions made by members of the Minority Fellowship Committee over the life of the program. He particularly called attention to the guidelines established by the Committee for the program, the selection of candidates, and the time and effort spent on campus visits.

The current Committee is

chaired by Lloyd Rogler, Fordham University. Other members are Russell Endo, University of Colorado; Helen Gouldner, University of Delaware; Maryjoyce Green, Cleveland State University; Reyes Ramos, UC-San Diego; Will Scott, Texas Southern University; William J. Wilson, University of Chicago; and Doris Wilkinson, Macalester College/ASA Executive Office. Joan Moore, UW-Milwaukee, serves as Council liaison.

The Fellows are currently enrolled in 41 universities around the country. UC-Berkeley has the largest number—8. Emory University and the University of Chicago have four each; Ohio State University, the University of Southern California, the University of Wisconsin-Madison, and Fordham University have three each. Thirteen other departments have two trainees each and the remaining 21 departments have one each.

The racial and ethnic distribution of all Fellows currently supported is as follows: 42 Blacks, 15 Chicanos, 9 Asian Americans, 3 Native Americans, 4 Puerto Ricans, and 2 Cubans. There are 38 males and 37 females.

Williams said, "The racial and ethnic distribution is, with the exception of Native Americans and Cubans, roughly proportional to the distribution of all persons who apply. The number of Native Americans and Cubans, although small, are slightly over representative of their proportions in the applicant pool."

Williams added, "The program is experiencing difficulties in generating Native American applicants, so they are especially encouraged to apply."

Williams pointed out that the number of minority applicants has been declining over the life of

the program, but the overall quality of the applicants is improving.

## Conference Calls For ASA Action

Continued from page 1

tions regarding the Protection of Human Subjects of Biomedical and Behavioral Research; and (6) Forms Clearance Regulations of the Office of Management and Budget.

Among the specific courses of action suggested to Council by Conference participants were (1) create an office jointly supported by the social science associations that is able to monitor, screen, collect, and analyze ongoing administrative, legislative and judicial events which effect the performance of social research; (2) sponsor or acquire funding for empirical studies of the effects of certain legal and administrative rules on social research; (3) recommend the employment or appointment of sociologists to all administrative units on the federal and local levels that issue regulations or make decisions concerning social research;

(4) establish a new administrative unit with the ASA Executive Office devoted to legislation concerned with the regulation of research; (5) develop internships that would permit sociologists to work in government offices concerned with regulation of research; and (6) develop a capacity to respond publicly to issues affecting the discipline.

A complete 108-page document which contains the proceedings of the conference and copies of the regulations reviewed is available from the ASA Executive Office for \$1.50 each.

# Recommends Specific Training for Federal Careers

Ronald W. Manderscheid  
NIMH

Confronted with deflated academic job markets, graduate departments of sociology might well consider development of specific programs that train students for federal careers. The role most frequently assumed by those who enter federal service is that of the "research sociologist". Although this role may vary considerably, depending on the agency, its mission, and the functional level of the position, a number of common role demands can be discerned. The primary objective of this presentation is to elaborate these common elements, with particular reference to policy implications for graduate curricula in sociology.

A secondary objective is to help bridge the chasm, whether imagined or real, between the academic sociologist and the sociological practitioner. Although the number of federally-employed sociologists is relatively small when compared with academic peers, the proportions have begun to shift slightly as job and mobility opportunities dwindle in academia. More frequent role interchange between these settings is likely in the future. Hence, there is need for better dialogue between academic and federal professionals.

## The Federal Research Context

To describe the role of the research sociologist, it is first necessary to delineate the context. In federal research and development units, research is oriented toward the mandated mission of the agency. For example, at the National Institute of Mental Health, this means that intramural research is directed principally toward the epidemiology of mental disorders, the development of effective clinical approaches to treat these disorders, and the demonstration of programs that show promise of successful remediation. Generally, federal research is problem and action-oriented. This does not imply, however, that basic research is excluded. At NIMH, the efforts of two sociologists, Melvin Kohn and Morris Rosenberg, are notable examples of the latter.

Organizationally, federal research is structured hierarchically, with the department as largest administrative unit, followed by the agency, the division, the branch, the section, and ultimately, the project or program. Each lower tier provides a more detailed operationalization of the general research objectives mandated by law; each higher tier, administrative supervision in terms of the expenditure of taxpayer dollars for research. Within the research unit, often a branch or section, projects are usually approved through an internal peer review mechanism. This process permits a relatively high degree of flexibility to accommodate the interests and competencies of specific project directors.

## Open Forum

Frequently, the research unit includes professionals from a range of academic disciplines, plus technical and secretarial support staff. Computer programmers and statistical consultants are not likely to be located within the research unit, but their services are directly accessible to projects requiring such assistance. At NIMH, for example, most statistical and computer tasks are performed by the Division of Computer Systems, one of the organizational components of the Alcohol, Drug Abuse, and Mental Health Administration.

Since, for all practical purposes, federal and university research projects are executed in similar ways, procedural variations between the two settings do not require detailed comment. However, several organizational differences are noteworthy. Generally, a broader range of professional expertise is available for a federal project. In many instances, personnel associated with a project represent several academic disciplines. Furthermore, greater support is provided for accomplishing routine, but important, activities, such as typing, xeroxing, proofing galleys, mailing reprints, etc. Finally, more channels are available for dissemination of federal research findings. Academic sociologists usually present research findings in the professional meetings and journals of the American Sociological Association. By contrast, the results of federal research are typically oriented to a broader audience, due to the problem-solving nature of the research topics. Findings may be presented in conferences and seminars organized by practitioners and policymakers, as well as in meetings conducted by the academic professionals from one's own discipline. Publication outlets can include professional journals or books, Government Printing Office documents or books, national clearinghouse publications, and other appropriate mediums.

## The Research Sociologist

Although this description of the structure of federal research is brief and highly cursory, it should be evident that the role demands of a federal research sociologist are considerably different from those of a university professional. Two recent publications provide considerable insight into such variations. In their book, *Roles for Sociologists in Service Organizations*, Trela and O'Toole (1974) present detailed analyses of the differences between professional roles in university and service settings. Van Horne (1976) describes the problems likely to be encountered by a sociologist in a nonacademic organizational milieu. Yet, neither of these publications examines the role demands of the nonacademic sociologist in terms

of useful changes in preparatory graduate training programs. A current need exists for specific sociological research on this topic.

What are the demands associated with the role of research sociologist? The federal research sociologist functions in at least three capacities: as a scientist, as an administrator, and as a representative of the sociology profession. A brief examination of these three capacities will be used to illustrate some deficiencies of current graduate training practices.

As a scientist, the research sociologist must be able to design a scientific experiment or study, collect and analyze appropriate data, and present the findings in verbal and written form. These tasks may sound obvious, or even seem commonplace. However, professional training in sociology does not generally prepare the practitioner to deal with all, or even with most of the situations that frequently arise. A few instances can be used to exemplify the point. The research sociologist may function in a program area that is not oriented toward survey research. If this is the case, graduate training is only slightly helpful, since nonsurvey designs are often ignored in graduate research courses. Similarly, the research sociologist's

statistical background may be inappropriate for the task. Although statistical training is quite good in sociology, when compared with other behavioral, biological, and medical sciences, most courses in statistics do not prepare one to deal with practical issues, such as violation of measurement level assumptions, missing data, small sample size, useful techniques for evaluation research, etc. Parenthetically, it should be noted that some editors only accept t-test analyses—even when such analyses are inappropriate for the design or data. The research sociologist may also be inadequately trained to prepare publications for diverse audiences. Although most graduate departments encourage students to write papers and articles, these experiences are usually limited to reports that are directed solely to other sociologists. Frequently, the graduate student receives little incentive to prepare papers for audiences from other disciplines, for practitioners, or for policymakers. If the contributions of sociology are to have an impact beyond the discipline, the graduate student must be taught to write for a range of potential constituencies.

As an administrator, the research sociologist must be able to organize work for technical aides and support personnel, to

make reasonable projections about the time line of a project, and to prepare budgets and reports. Most would agree that professional training in sociology does not provide much direct experience in these areas. One could recommend that students take several courses in budgeting and administrative management. Such courses would not only prepare the graduate student to perform the administrative tasks associated with a research project, but would also provide necessary background and skills for mobility into the managerial levels of government service.

The third series of tasks performed by a research sociologist derives from the role of intermediary between academic sociologists and other professionals, practitioners, and policymakers. Specific role demands include the ability to function within an interdisciplinary research group and to communicate research results and implications to a range of audiences. The research sociologist should be prepared to present and defend sociological concepts and methodologies, as well as to understand the theoretical frameworks, operating procedures, and research of other professionals. This aspect of the role is perhaps most crucial for the future of sociology, since, at this interface, sociology is made real to the non-sociologist. It is also at this interface that the research sociologist functions most like academic peers, through the exercise of didactic and theoretical skills. Yet, professional education in sociology does not train graduate students to serve as members of interdisciplinary research teams. Students receive very little, if any, encouragement to take courses in other departments, so that they might develop a sensitivity and appreciation for diverse conceptual paradigms and research foci.

## Implications for Training

What specific recommendations can be made? There is need for broader research training in nonsurvey designs, evaluation research, and statistical procedure. There is also need for training in business and administrative management, as well as for background training in other disciplines. It would seem that these objectives could be accomplished through curriculum changes, when coupled with better career counseling for graduate students in sociology.

Preparation to function in an interdisciplinary capacity, as a representative of the discipline, is much less tangible. However, a few suggestions can be offered. Little has been done to explore the possibility of graduate students serving as trainees within governmental research units. Such experience would give the student an inside view of the federal research process, while also facilitating career plans. Incentives might be structured through appropriate course credit for such experiences. Several

See Federal page 5

## Sociologists in Non-Academic Settings

The Expanding Employment Opportunities Committee of ASA and many members have requested the development of a listing of professional sociologists who are employed in non-academic settings such as government, private practice, business, etc. The purposes of the listing are to enable the Association to learn something about what sociologists do who are not teachers or researchers in educational institutions, exchange ideas and information about the application of a Sociology background for professional sociologists, assist the Association in career program planning and information dissemination, and build a data base of information about the employment status of members and non-members. If you are a professional sociologist outside academe and/or know of others, please share copies of the following form with them.

Name \_\_\_\_\_

Title of Position \_\_\_\_\_

Agency in Which Employed \_\_\_\_\_

Agency Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Phone \_\_\_\_\_

Length of Time at Present Position \_\_\_\_\_

Brief Description of Job Responsibilities:  
(on separate sheet)

Previous Position \_\_\_\_\_

Agency or Institution \_\_\_\_\_

Return to: Doris Wilkinson  
Executive Associate  
The American Sociological Association  
1722 N Street, NW  
Washington, D.C. 20036



## Applied Sociology Workshop Slated for Pacific Meeting

A Workshop on Teaching Applied Sociology will be held by the Pacific Sociological Association in cooperation with the ASA Projects on Teaching Undergraduate Sociology April 12 in the Spokane Sheraton Hotel.

The workshop, held in conjunction with the PSA annual meeting, will run from 8:30 a.m. to 5 p.m. Faculty from two-year colleges, four-year colleges and graduate institutions are eligible to attend.

Joseph DeMartini, UC-Santa Barbara, workshop coordinator, said, "The workshop is designed as an opportunity to actively work through problems in teaching applied sociology. Participants will be expected to take an active role in defining these problems as they relate to their teaching in this field."

DeMartini continued, "It is hoped that participants will take useful information from the workshop, utilize it over the coming academic year, and share the results of their efforts with other workshop participants."

Also serving as workshop coordinators are Leslie Leighninger, Curriculum Task Group, SUNY College of Oswego, and

## Teaching

William Satariano, Alfred University.

### SCHEDULED SESSIONS

Panel presentation scheduled for the morning will include applied programs and their relationships to the discipline of sociology; results of a national survey of departments with internship programs; teaching the application of research skills to community needs, and a non-academic view of teaching/learning in applied settings.

The afternoon programs will feature small group discussions of problems and issues raised during the morning presentations, such as the internship, teaching applied research, and curriculum and administration.

It is requested that two participants come from each institution so that each participant will have at least one partner to work on ideas and proposals when they return to their departments. Attendance at the workshop will be limited to 40 individuals.

There is no registration or workshop fee. All materials distributed prior, during, and after the workshop will be free of charge. Meals will also be provided at no cost to the participants.

Applications may be obtained by contacting Joseph DeMartini, Department of Sociology, University of California, Santa Barbara, CA 93106. Application deadline is January 30.

## Health Scientist Administrator

The National Institute on Aging is seeking a Health Scientist Administrator (Social Sciences) in the Office of Extramural and Collaborative Research. This position is a career Civil Service appointment at the GS-13 level (starting at \$26,022) and offers opportunity for development and advancement. The position holds responsibility for managing and coordinating research grants, training grants, fellowships and contracts in the areas of sociology and social psychology as they relate to the process of aging and special problems and needs of the aged. The applicant must have doctoral level degree or equivalent training and experiences in sociology or social psychology; and should be knowledgeable of research on mechanisms that may be involved in the aging process.

Send SF-171 or Curriculum Vitae and listing of publications by February 17, 1978, to:

Mrs. Jane Carrasco  
National Institute on Aging  
Personnel Office  
NATIONAL INSTITUTES OF HEALTH  
Public Health Service  
Bldg. 31, Room 5C-19  
Bethesda, Maryland 20014

An Equal Opportunity Employer

## Danforth Offers Fellowships

One hundred fellowships are available to college seniors and postbaccalaureate individuals who intend to become college and university teachers from the Danforth Graduate Fellowship Program.

No fewer than 25 of these fellowships are awarded to Native Americans, Blacks, Mexican-Americans and Puerto Ricans.

Danforth Fellows are selected on the basis of (1) academic achievement and intellectual ability, (2) personal characteristics which are likely to contribute to effective teaching and to constructive relationships with students and professional colleagues, and (3) a concern for the relationship of ethical and moral values to individual and institutional life.

The Fellowship provides an annual stipend, based on need, full tuition and fees, normally renewable for a period of four years, to persons seeking the PhD (or other appropriate advanced terminal degree) in subject matter specializations likely to be taught in the undergraduate liberal arts curriculum.

For more information contact Warren B. Martin, Vice President and Director, Danforth Graduate Fellowship Program, The Danforth Foundation, 222 South Central Avenue, St. Louis, MO 63105.

## Workshop Set For Omaha

Continued from page 1

management of T.A. training programs, using examples from programs in use in sociology departments around the country. Other sessions will emphasize skill building for the T.A. on such topics as leading discussions, learning to lecture, writing objective tests, and team teaching on a team composed of a T.A. and a professor.

Demonstration sessions will be led as if the audience were new T.A.'s, giving workshop participants an opportunity to see how T.A. training can be done.

To the extent possible, the program will be oriented to the departmental teams in attendance. Therefore, participants should give serious thought as to what specific parts of the training program are of most interest to them.

Participants must pay their own travel costs to and from the workshop and a \$10 (per department) materials fee. All other conference fees, one night's lodging at the convention hotel and three meals will be paid by the ASA Projects.

This workshop is one in a continuing series of ASA Project workshops made possible by funding from the Lilly Endowment, Inc., and the Fund for the Improvement of Postsecondary Education (HEW).

## Sale of Teaching Materials Shows Substantial Increase

A marked increase in the sale of teaching resource material has been recorded by the Projects office at Oberlin College in the last six months.

Charles Goldsmid reports that sales during the six-month period, June through November 1977, totaled \$2,431. One hundred and ninety-seven orders were received including 54 in excess of \$10.

"These figures represent about 60 percent increase over the previous 12 months," Goldsmid said.

During the 12-month period from June 1976 to May 1977, the Oberlin office sold \$3,014 worth of materials. Two hundred and seventy orders were received including 112 in excess of \$10.

Total sales over the 18-month period of \$5,445. And these figures are only for mail orders; they do not include sales at literature tables at meetings.

Commenting on the overall total and dramatic increase in sales, Goldsmid said, "It looks like we are servicing a strongly felt need in the profession and the need for our service can only grow as we have yet to hear from the majority of sociologists engaged in teaching."

A listing of Teaching Resource Materials can be obtained by writing to Goldsmid at the following address: ASA Sociology Teaching Project, Carnegie Library, Oberlin College,

Oberlin, OH 44074, or by calling (216) 775-8760.

## Federal Careers

Continued from page 4

federal agencies have mechanisms by which students can be employed on a part-time basis.

Another possibility is the collaborative thesis or dissertation. Mechanisms might be devised by which students could use federal research data for such projects. This would permit students the opportunity to collaborate with federal researchers and simultaneously solve the perennial problem of data collection. A latent function might also be served: academic sociologists on thesis and dissertation committees would develop better insight into the roles and tasks of federal counterparts.

No doubt, such changes will require considerable effort on the part of departmental administrators and curriculum committees. The changing milieu seems to demand innovative approaches.

### References

- Trela, James E. & Richard O'Toole  
1974 Roles for Sociologists in Service Organizations. Kent, Ohio: Kent State University Press.
- Van Horn, Willard  
1976 "The Sociologist as Organizational Newcomer: Problems of Role Emergence." *Sociological Practice*, 1(Spring): 10-26.

## Inter Nos

After years of field work among sociologists, I have certain conclusions, tentative of course, about their distinctive cultural traits.

Most sociologists are found in academic institutions where they teach, research, and think. They seek disciplinary purity, indeed, insist upon it. Many now are worried about declining enrollments, within the Academy. And they should. Declining enrollments are not completely explained by demographic changes, however.

While the focus of sociology is social organization, most sociologists see "organization" as appropriate for others, not themselves. While they live in the Academy, they seldom pay attention to organizational details, except to study them. They "dislike" administration. When one of their colleagues becomes an administrator, that colleague is considered to have left the field, sold out, or at least evidenced a pathological desire for power. Too, members of sociology departments only reluctantly become involved in the housekeeping chores around the Academy, such as participation on curriculum committees and major program committees. These are details, busy work, better left to those with no disciplinary mission. Sociologists are usually convinced that sociology, like virtue, is its own reward.

During the 60's and early 70's, these attitudes were most evident. Then, in the Academy, there were many students to study sociology and there were many programs developed to which sociology was relevant. Inquiries about possible applications were often rejected by sociologists as being impure and inappropriate. Subsequently, these programs developed their own expertise and courses, packaging and labeling sociology in ways they could use and sociologists were unwilling to consider.

In recent years, such courses have become parts of regular curriculum, often now required courses. Such action has been implemented in university curriculum committees where sociologists seldom get involved. It has been done by academic administrators who have little knowledge of sociology since, by our own internal definition, such knowledge produces a trained incapacity.

While much of declining enrollment today comes from demographic changes, some of it is due to our own antipathy to the details of academic housekeeping. James Thurber once said that the meek *should* inherit the earth because they had it coming to them. Perhaps our own reluctance to be involved in academic administration and organization has better preserved our purity than us. In the Academy of the future, administrators may consider sociology to be Greek to them.

On the other hand, there must be alternatives to our own self-destructiveness.—RRD

## MEDIA IN TEACHING

If you have used mass media as a teaching device or have ideas for doing so, please contact Nancy Wendlandt Stein, 9700 France Avenue, South, Bloomington, MN 55431.

## ASA FOOTNOTES

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## Meeting Calendar

**February 12-17, 1978.** *American Association for the Advancement of Science.* 144th National Meeting, Sheraton-Park Hotel, Washington, D.C.

**February 23, 1978.** *Eleventh Annual D.C. Sociological Society Undergraduate Career Conference,* University of the District of Columbia, 1-5 p.m. Contact June Parrott, (202) 727-2241.

**February 25-26, 1978.** *The National Symposium on Aging,* University of California, San Francisco.

**March 3, 1978.** *Third AAASS Mid-Atlantic State Conference,* Institute on East Central Europe, Columbia University. Theme is "Dissent in Eastern Europe."

**March 29, 1978.** *Southern Sociological Society.* Annual Meeting. The Monteleone, New Orleans, LA.

**March 30-April 2, 1978.** *Eastern Sociological Society.* Annual Meeting. Sheraton Hotel, Philadelphia.

**April 7-9, 1978.** *Conference for the Study of Political Thought.* Annual Meeting. Loyola University of Chicago. Theme is "Political Theory and the Question of Human Nature."

**April 12-15, 1978.** *Pacific Sociological Association.* Annual Meeting. Sheraton Hotel, Spokane, WA.

**April 12-15, 1978.** *Southwestern Sociological Association.* Annual Meeting. Hyatt Regency Hotel, Houston, TX.

**April 12-15, 1978.** *Midwest Sociological Society.* Annual Meeting. Hilton Hotel, Omaha, NE.

**April 16-19, 1978.** *National Council on Aging.* 28th Annual Conference. Sheraton St. Louis, St. Louis, MO.

**April 21, 1978.** *The Regional Economic History Research Center.* Conference on "Elites and Economic Development, 1750-1850." Eleutherian Mills-Hagley Foundation, Wilmington, DE.

**April 22, 1978.** *D.C. Sociological Society 27th Annual Regional Research Institute,* George Washington University. Program Chair: Eileen Zeitz, Department of Sociology, George Washington University, Washington, D.C.

**April 28-30, 1978.** *Northeast Peace Science Society.* Fifth annual convention. SUNY/Binghamton, NY. Contact: Jack Duffy, School of Management, SUNY/Binghamton, Binghamton, NY 13901.

**May 18-20, 1978.** *North Central Sociological Society.* Annual Meeting. Netherlands Hilton Hotel, Cincinnati, OH.

**June 1-4, 1978.** *American Association for Public Opinion Research.* 33rd Annual Conference. The Hotel Roanoke, Roanoke, VA.

**June 8-10, 1978.** *The International Psychohistorical Association.* First annual convention. New York Coliseum Holiday Inn, 440 W. 57th Street, NY. Contact: David Beisel, Department of Social Sciences, Rockland Community College, Suffern, NY 10901.

## New Programs

**University of Wisconsin, Milwaukee**—An interdisciplinary PhD program in Urban Social Institutions jointly sponsored by the departments of history, sociology and urban affairs. The program is intended to produce scholars capable of sophisticated and policy-oriented social science research directed at the urban milieu. Contact Scott Greer, Acting Director, Urban Social Institutions, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201.

## New Publications

*Working Papers from the Regional Economic History Research Center* includes contributions from the Center's spring and fall conferences, essays by persons doing research at the Center or giving presentations there, and occasional bibliographies and finding aids. Edited by Glenn Porter and William H. Mulligan, Jr. Write to *Working Papers*, Regional Economic History Research Center, Eleutherian Mills-Hagley Foundation, Inc., Greenville, Wilmington, DE 19807.

*Maledicta*, an international journal of verbal aggression sponsored by Maledicta: The International Research Center for Verbal Aggression, Inc., and is published two or three times a year. Specializes in collections and studies of swearwords, insults, slurs, curses, expletives, scatology, and blasphemy. Edited by Reinhold Aman and published by Maledicta Press, 331 South Greenfield Avenue, Waukesha, WI 53186.

*The Peasantries of Eastern Europe: Social Relations.* The Mugar Library of Boston University and the Sociology Department of the same institution announce the availability of a special collection of periodical articles on social relations of East European peasantries. At the present time (1976) over 700 articles bound in thirty-one volumes according to country make up the collection. The distribution of the volumes by country are: Bulgaria-1; Czechoslovakia-1; Greece-1; Hungary-3; Poland-9; Romania-3; Yugoslavia-12; General-1. Most of the articles are either in English or in the language of the country being described. Many of those not in English have English summaries. The purpose of the collection is to make available to the interested researcher as wide a range as possible of articles dealing with social aspects of peasant life in Eastern Europe. The collection is limited to periodical articles because these are the most difficult to locate and the most time-consuming to obtain. Articles in bound symposia, monographs, newspaper articles, or books are not included. Communications about utilization of the collection should be directed to: Mr. John Laucus, Director, Boston University Libraries, 771 Commonwealth Avenue, Boston, MA 02215.

## Contact

A directory of scientists with handicapping conditions is being developed by the Project on the Handicapped in Science of AAAS with support from NSF. Handicapped scientists and graduate students desiring to be listed in the directory should contact Martha Ross Redden or Janette Alford Owens at the Project on the Handicapped in Science, Office of Opportunities in Science, American Association for the Advancement of Science, 1776 Massachusetts Avenue, NW, Washington, DC 20036. Phone: (202) 467-4497.

We are working on a book on Clinical Sociology in which we wish to include first-hand accounts by sociologists who are working as clinicians, consultants, or social practitioners in change efforts with individuals, groups, families, organizations or communities. Recent papers (published or not) are welcome also. Please contact John Glass, 4242 Wilkinson, Studio City, CA 91604 or Hugh Gardner, 246 Adams, Denver, CO 80206.

## Call for Papers

### PUBLICATIONS

*Bulletin of the American Academy of Psychiatry and the Law* seeks manuscripts for its special issue on "Crime and Sexuality". Wants new research, review articles, think pieces and book reviews on sex differences in criminal activity or victimization, sexual assaults or other "sex crimes", treatment and processing of "sex offenders" and their victims, prostitution, mate abuse and other issues. Manuscripts (2-50 pages) must be submitted by April 15 to Park Elliott Dietz, Center for Studies in Social-Legal Psychiatry, 201-B Pierson Building, Hospital of the University of Pennsylvania, Philadelphia, PA 19104. The review process will emphasize the educational value of manuscripts for psychiatrists and attorneys. Style sheets are available and queries are welcome. Phone: (215) 662-2845.

*Urbanism Past & Present*, a magazine dedicated to the exchange of ideas between urbanists in social and human sciences wants manuscripts on contemporary urban problems set in a historical perspective. Send manuscripts to *Urbanism Past & Present*, University of Wisconsin-Milwaukee, Department of History, P.O. Box 413, Milwaukee, WI 53201.

*Family Coordinator* is seeking manuscripts for its special issue on "Male Roles in the Family" for October 1979. Although papers on "fatherhood" will be considered, the editors are particularly interested in the less familiar male positions in families such as husband, brother, grandfather, step-father, and uncle. Papers should be directed to professionals who work with members of families and attempt to integrate research, theory, policy and/or intervention. Manuscripts of about 8-20 pages, double-spaced and prepared according to the *Publication Manual of the American Psychological Association* (2nd edition, 1974) should be submitted no later than December 31, 1978 in the following quantities: two copies to Robert A. Lewis, Director, Center for Family Studies, Arizona State University, Tempe, AZ 85281, and one copy to Joseph H. Pleck, Associate Director, Center for the Family, Skinner Hall, University of Massachusetts, Amherst, MA 01003.

### CONFERENCE

**Second National Conference on the Third World**, November 16-18, Hilton Hotel, Omaha, Nebraska. Individuals interested in organizing panels or in delivering papers should submit their ideas by May 1 to H. Carl Camp, Program Chair, or Joong-Gun Chung, Office of International Studies Programs, University of Nebraska, Omaha, NE 68101. Phone: (402) 554-2624.

## Other Organizations

**Graduate Students in Symbolic Interaction**—A new organization comprised of graduate students who wish to promote and exchange interests and information in the symbolic interaction perspective. Plans call for a newsletter and for gathering at forthcoming regional and national meetings. Contact: Susan Takata, Department of Sociology, UC-Berkeley, Berkeley, CA 94720, or Kevin Ferguson, Department of Sociology and Anthropology, Virginia Commonwealth University, 820 W. Franklin Street, Richmond, VA 23284.

## Funding Opportunities

**University of Minnesota, Family Impact Analysis Training Program**—Predoctoral and postdoctoral traineeships for training and research concerning the ways in which public policies affect families. Predoctoral applicants should have a master's degree or its equivalent in any social science or in a related area such as social work, law, or public health. Contact Director, Family Impact Analysis Training Program, Minnesota Family Study Center, 1014 Social Sciences Building, University of Minnesota, Minneapolis, MN 55455. Deadline is February 1.

**Mass Media Intern Program**—The American Association for the Advancement of Science invites advanced social and natural science students to apply to become intern reporters, researchers, and production assistants in print and broadcast media for the summer of 1978. Send name, address and telephone number to Coordinator, Mass Media Intern Program, AAAS, 1776 Massachusetts Avenue, NW, Washington, D.C. 20036. Deadline is February 27.

**Carnegie-Mellon University, School of Urban and Public Affairs**—A new post-doctoral program in quantitative approaches in crime control analysis. Intended to bring together specialists in disciplines related to the problems of crime and crime control with persons whose principal training is in methodology. Some pre-doctoral fellowships available for students with at least two years of graduate studies completed. Contact Alfred Blumstein, Director, Urban Systems Institute, School of Urban and Public Affairs, Carnegie-Mellon University, Pittsburgh, PA 15213. Applications should be submitted as early as possible, preferably before February 15.

**Yale University-West Haven Veterans Administration Hospital Health Services Research Program**—A limited number of post-doctoral fellowships for interdisciplinary research on the organization, management, and delivery of services at the West Haven VA Hospital. Candidates must have a doctoral degree in health, behavioral, and/or administrative sciences. Fellows have full access to the academic resources of Yale University and research support through the hospital. Fellowships are granted for a 12-month period, but a second year of support is possible. Contact, Chair, Center for the Study of Health Services, Institution for Social and Policy Studies, Yale University, Box 15A, New Haven, CT 06520. Phone: (203) 436-2852. Deadline is March 15.

**Woods Hole Oceanographic Institution**—Postdoctoral fellowships for people in social sciences, law or natural sciences to do research in Marine Policy and Ocean Management. Contact Dean of Graduate Studies, Clark Laboratory, Woods Hole Oceanographic Institution, Woods Hole, MA 02543. Deadline is February 15. Special research fellowships ranging from a few weeks to a year are available to more senior scholars whose interests match the marine policy program at Woods Hole.

**The U.S. Office of Education** sponsors research and research-related projects on the education of handicapped children under its Student Research Program. The funds available for these student-initiated and directed research projects total \$250,000 for FY 1978. Based on a median grant award of \$5,000, the Office anticipates about 33 new grants for the current fiscal year. Further information and application forms

may be obtained from the Research Project Branch, Bureau of Education for the Handicapped, Office of Education, 400 Maryland Avenue, SW, Washington, DC 20202. Phone: (202) 245-2275. The application deadline is March 17, 1978.

**The Office of Education's Indian Fellowship Program** application deadline is January 23, 1978. Eligible applicants are American Indians who are in attendance or who have been accepted for admission as full-time students at institutions of higher education for study in a graduate or professional program. Approximately 50 new fellowships of \$6,400 each will be awarded in FY1978. For further information and forms, contact: Office of Indian Education, Division of Special Projects and Programs, U.S. Office of Education, Room 2158, 400 Maryland Avenue, SW, Washington, DC 20202. Phone: (202) 245-2975.

## SPSSI Announces Dissertation Prizes

Entries are being solicited for The Social Issues 1978 Dissertation Award by the Society for the Psychological Study of Social Issues.

The award, sponsored by *Psychology Today*, offers a first prize of \$1,200 and a second prize of \$500. Entry deadline is March 15.

Any doctoral dissertation in psychology or in a social science with psychological subject matter accepted between March 1, 1977 and March 1, 1978 is eligible. The dissertation will be judged on its scientific excellence and its potential application to social problems.

To enter send three copies of the dissertation abstract with the identifying information of your name, school, and a certification by the dissertation advisor of the date of acceptance of the dissertation on a separate sheet to Kurt W. Back, Department of Sociology, Duke University, Durham, NC 27706. Finalists will be asked to submit copies of their dissertation. Winners will be announced June 30.

## Addresses Given For Post-Doctorals

Applications for the ADAMHA post-doctoral fellowships announced in the November issue of *FOOTNOTES* should be sent to one of the following grant management officers:

Grants Management Officer, National Institute of Mental Health, 5600 Fishers Lane, Rockville, MD 20857.

Grants Management Officer, National Institute on Alcohol Abuse and Alcoholism, 5600 Fishers Lane, Rockville, MD 20857.

Grants Management Officer, National Institute on Drug Abuse, 11400 Rockville Pike, Rockville, MD 20852.

Obituaries

T. EARL SULLENGER  
 (1893-1977)

Dr. T. Earl Sullenger had already retired when we first met on my arrival as a new faculty member of the University of Omaha. This University was "his" University, in a very real sense, because he started the Department of Sociology there in 1923 and stayed throughout his entire teaching career until his retirement in 1958. This span of time allowed Earl to develop the department—"his baby", as he called it—and to help the University in whatever manner possible, even selecting the site for the University's new location in the city.

Earl was not a native Omahan; he was, rather, a native of Crittenden County, Kentucky. Born in a log house on November 19, 1893, Earl graduated from high school and the two-year Western Kentucky State Teacher's College in the same year, 1915. This feat was accomplished by taking summer-session courses while still in high school. Upon his graduation, T. Earl taught in a rural school at a salary of \$38 a month, later becoming the principal at Salem (Kentucky) Grade and High School.

Earl and his brother, Glenn, moved on to teaching positions in the state of Oklahoma, where Earl initiated his studies at the University of Oklahoma. World War I interrupted those studies and during the war, Earl spent much of his time as a recruiter in various Kentucky stations. Returning to the University of Oklahoma when he lacked but three credits for the BA, he was allowed to work on his MA at the same time. He received both the BA and MA degrees at the same commencement in 1920.

Earl married Dorcas Fleming on June 5, 1921, did YMCA work in Virginia, and returned to the Midwest with a teaching position at the University of Omaha in 1923. Leaves of absence allowed him to work on his PhD at Chicago, Wisconsin, and Missouri. He received his PhD from the University of Missouri in 1930. Some of his professors included E.A. Ross, Kimball Young, and Charles Elwood.

Earl was an active researcher and writer, with publication of *Studies in Urban Society* in 1932, *Social Determinants of Juvenile Delinquency* in 1936, *Sociology of Urbanization: A Study in Urban Society* in 1956, and *Neglected Areas of Family Living*, 1960. Numerous journal articles, many based on research completed in Omaha, are included in his contributions.

T. Earl may be remembered by some of his older friends and professional colleagues as one of the founders of the Midwest Sociological Society and its president in 1946. He was also an active supporter for Alpha Kappa Delta, which organization he served over the years as Secretary-Treasurer, Vice President, and President of the national organization.

After the death of his first wife, Earl married Gladys M. Leffler on April 8, 1960. It was my pleasure to visit with the Sullengers in their home close to the University on many occasions.

Beginning in October 1974, he donated the bulk of his library to the Department; thus establishing the Sullenger Memorial Library. It now has over 700 volumes.

T. Earl's activities in later years were limited by poor eyesight from glaucoma, but his interest in his students continued, and he was pleased to hear from former students or to have them call on him at his home.

Kenneth Root  
 Luther College

# Problems of Communicating Relevance Noted

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many of us in the field) cares anything about."

A research director in a state agency: "Sociology can be relevant to the real world although some sociologists do not make it so. I have always been uncomfortable with the distinction between the academic and the 'real' world....It's more that some of its participants or practitioners do not choose to communicate it in ways which the real world can understand."

**Place of employment:** A former director of evaluation in a state agency: "My experience is that sociology is very much relevant to the 'real' world but the successful translation of academic sociology to the real world requires some concrete work experience in a non-academic setting."

Administrator in a research institute: "I believe it is but one would never know it. I encounter few sociologists when working with state and federal agencies."

A union organizer: "Sociology is only marginally relevant to the real world. Germanic idealism created a university structure within which academics could pontificate without concern for relevance and without fear of reprisal."

**Need for translation:** Study director in a research institute: "... highly relevant but it often needs translation for application."

A researcher in government: "There is relevance, but it must be discovered...it doesn't jump out at you."

A journalist on a metropolitan daily: "Yes, of course, sociology is relevant, but no one knows it. What we need is a good public relations firm. I'm only being a bit facetious. What better forum to help citizens, if they care to learn, understand their world than through a sociological perspective? But how?"

A policy and financial consultant: "Whether sociology is relevant to the real world depends on who is doing the interpretation."

**Sociological perspective:** Senior fellow in a research organization: "The importance of sociology to the real world is in the peculiar approach to problems that it dictates. In the field which most interests me, criminal justice, most of the thinking has been done and the policy made by lawyers, who lean heavily to the *a priori* approach to knowledge. Sociologists are—or should be—uncomfortable with this kind of thinking. We insist on data and we are the only ones in our domain who do....We are relevant because we are probably the main hope for change for the better."

A foundation executive: "Sociological analysis is at home in an organization. I need not delve deeply into individuals' psyches or probe for the nodes of power, or look for custom and ritual as my counterparts in other social sciences might do. I can look at the business of relating from role to role to happily over-

look altogether personal factors in favor of things which do make a difference in organized life. I can be analytically dispassionate in part because of those things I choose to consider at all."

**Nature of social reality:** A government administrator of grants and contracts: "Sociology is neither totally relevant nor totally irrelevant to the 'real' world. The so-called 'real world' appears to lie somewhere between academic theory and the collectivity of everyday life."

A basic researcher in government: "...there is little doubt in my mind that fundamental societal arrangements and social conditions very directly and very importantly regulate the well-being of people."

## COMMUNICATING RELEVANCE

Comments on the problems of communicating the relevance of sociology to the real world focus on the following factors: (1) disciplinary blindness; (2) modes of communicating; (3) unsupported claims; (4) heterogeneity of the discipline; (5) public image, and (6) prestige of applied work.

**Disciplinary blindness:** A government administrator of grants and contracts: "Most sociologists tend to be myopic in their view of the discipline. They, for the most part—like economists, political scientists, and others—tend to frame problem questions from a singular perspective with little regard to input from other disciplines."

A policy and financial consultant: The trouble I have had with sociologists in the past who have been unable to adapt has been that they have been method oriented instead of problem oriented. The focus is so inward on professional problems that it becomes difficult for the sociologist to then communicate to others the relevance of sociology to the problem at hand. Terminology also gets in the way. Learning to speak American instead of sociologese is half the battle."

**Mode of communication:** Administrator in a research institute: "They don't do enough communicating. And when they do communicate they often sound like amateur politicians rather than skilled scientists."

A study director of a research institute: "The first mistake is trying to communicate relevance where there is none. The most common mistake, however, is presenting data analyses that the decision maker is uninterested in and writing in an obscure fashion. The report should be presented in straightforward language and summarize findings with appropriate caveats. The methodological stuff (multivariate analyses and sampling procedures) should be detailed in an appendix for other professionals to read."

A research director in a state agency: "For the most part I don't

think they try to communicate. Second, often times when they try to communicate it, it's *telling* someone how relevant it is rather than *showing* them how it can be relevant. Rather than pointing out a given project, a series of projects or how a problem facing a program person can be addressed with sociological tools and perspectives, the tendency often is simply to talk about what a potentially useful tool sociology is. The issue here is that it is not effectively *demonstrated*."

A center director for a research institute: Sociologists are no better/worse than other disciplines. In most cases each discipline imposes conceptual blind folds and language barriers that make communication, in general, and interdisciplinary research more difficult."

A basic researcher in government: "The real communication problem, it seems to me, is that no one wants to listen to sociologists' talk about basic flaws in social organization. If the sociologists were to talk less about cause and more about the amelioration of symptoms, then communication would suddenly become more effective. But to do this would be to turn our back on what is the proper work of sociologists. I am not suggesting that our communications can't be improved or that sociologists can't do a better job in drawing out policy implications, but I would insist that sociological knowledge is primarily ignored by non-sociologists because our knowledge so often results in discomfot."

Senior fellow in a research organization: "The banal answer is that sociologists don't write English so that ordinary folks can understand it. I think this is poppy-cock—I am frequently bewitched by good sociological writing. What appalls me is the notion that we must somehow find some satisfaction in confirming the obvious, in verifying what everybody with common sense knows all along. Sociologists should be trained to avoid easy problems and never to allow themselves to answer easy questions unless they are insistently asked. The second mandate, I think, is that sociologists have a responsibility to discuss clearly what their research means for changes in the real world. The notion that the social scientist is in the puzzle-solving business just like the physicist with his mesons and quarks is wrong and irritating to ordinary people. I know that this is a deviant opinion...but I am certain that we need people who can tell the world what new knowledge means. The correct version of the banal answer is that we sometimes bore the world with our truisms and platitudes rather than enlightening it with new ideas."

**Unsupported claims:** A senior research scientist in a research institute: "We frequently make sweeping claims for the relevance of our field that sound bold but

that lack substance. Policy makers, organizational leaders, etc., want direct answers to practical problems, not empty claims. In short, if we can produce what is needed, the public will take us seriously and view our contributions as relevant. If not, no amount of empty promises will impress anyone outside the field."

A demographer in government: "...substitution of rhetoric for facts and insightful interpretation of facts."

A former head of a government research center: "The mistakes most common are not unique to sociologists but rather to social and behavioral scientists in general—inability to translate research concepts into common decision-making frameworks and language. Secondly, those who do attempt to relate to decision-makers are faulted for going beyond their expertise, knowledge and data."

**Heterogeneity of discipline:** A researcher in a national laboratory: "Unlike economics...sociologists do not use a standard set of indicators that are perceived as reducing real world decisions to dollars and cents as is the case of cost-benefit analysis....In contrast (to economics), the diversity of approaches, the plethora of measures and the use of jargon confuse decision makers and the public in general, regarding the utility of sociology when real world decisions are at stake."

**Public image of sociology:** A journalist on a metropolitan daily: "Even reading the *New Republic*, I notice writers sneering at sociologists' language....I do not think any attempt has been made to communicate the field's value to the media. If it has been done at all it's through the occasional superstar who markets himself well enough to become a fine prime source of quotes."

A researcher in a national laboratory: "...sociology is still perceived as 'soft' and concerned with 'higher order' effects than with 'first order' effects seen in the domains of engineering, economics and physical science."

**Prestige of applied work:** A former director of evaluation in a state agency: "My experience has been that some sociologists look down upon involvement in non-academic work, making it difficult for them to appreciate sufficiently the wealth of experience out there in the 'real' world they can draw upon in doing good sociology. The reluctance to get involved in applied fields increases the difficulty in learning how to reach different audiences and show them the kinds of contribution sociology can make to illuminating what and how events occur in social life. This is a very important skill; as you know, many people are trying to sell the promised insight of the views of their disciplines to the public and various policy-making bodies—sociologists need to develop this skill as well."

# Notification and Access Recommendations Outlined

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data security in disclosures both to and by them.

Noting the "numerous ambiguities in the way disclosures of individually identifiable information are now regulated", the Commission saw the need for making the conditions of disclosure more explicit "if the research community is to have access to already existing individually identifiable information with endangering the privacy of data subjects."

## CONDITIONS OF DISCLOSURE

Consequently, the Commission recommended:

"That unless prohibited by Federal statute, a Federal agency may be permitted to use or disclose in individually identifiable form for a research or statistical purpose any record or information it collects or maintains without the authorization of the individual to whom such record or information pertains only when the agency:

a. determines that such use or disclosure does not violate any limitations under which the record or information was collected;

b. ascertains that use or disclosure in individually identifiable form is necessary to accomplish the research or statistical purpose for which use or disclosure is to be made;

c. determines that the research or statistical purpose for which any disclosure is to be made is such as to warrant risk to the individual from additional exposure of the record or information;

d. requires that reasonable procedures to protect the record or information from unauthorized disclosure be established and maintained by the user or recipient, including a program for removal or destruction of identifiers;

e. prohibits any further use or redisclosure of the record or information in individually identifiable form without its express authorization; and,

f. makes any disclosure pursuant to a written agreement with the proposed recipient which attests to all the above, and which makes the recipient subject to any sanctions applicable to agency employees.

This recommendation holds the disclosing agency responsible for assuring that the individually identifiable information it releases for research and statistical purposes is used responsibly. However, when a contractor or grantee of one agency wants access to information from another agency, the Commission proposes that a written agreement based on its recommendation be made between the disclosing agency and the funding agency which makes the funding agency responsible for assuring that the terms of the agreement are met.

The Commission did not stop there; for it also extends its disclosure recommendation to cover systems of records developed by

contractors and grantees:

"That any person, who under Federal contract or grant collects or maintains any record or information contained therein for a research or statistical purpose, be prohibited from disclosing such record or information in individually identifiable form for another research or statistical purpose, except pursuant to a written agreement that meets the specifications of (its recommendations)

## TAS Features New Perspectives

New theoretical perspectives in sociology will be featured in a special issue of *The American Sociologist* scheduled for publication in February.

The theoretical perspectives covered in the issue are ethnomethodology, critical theory, behavioral sociology, sociology of emotions, environmental sociology, marxist theory, and general systems theory.

The stated purpose of the issue is to provide clear statements on the claims of these perspectives, and to explore "what people with a particular perspective believe they are doing, and what the implications of their work are for the whole discipline."

Contents of the issue include introductory remarks by Scott G.

## Family Impact Seminar Underway

Three sociologists are members of the group of scholars and policymakers engaged in a three-year effort to systematically look at the impact of public policies on families in this country.

Sociologists participating in The Family Impact Seminar which is based in the Institute of Educational Leadership at George Washington University are Walter Allen, UNC-Chapel Hill; Rosabeth Moss Kanter, Yale University, and Robert Leik, University of Minnesota.

(Leik is also directing a Family Impact Analysis Training Program that offers pre- and post-doctoral NIMH traineeships. See Funding Opportunities in this issue.)

Launched in February 1976 with independent financing, the Seminar is completing its Interim Report which will detail the findings of its first year of work relating to questions of definition, values, and conceptual framework.

In addition, the Report will include questions which need to

and has been approved by the Federal funding agency."

## NOTIFICATION REQUIREMENT

Turning its attention to the role individuals may play in protecting themselves from disclosure, the Commission recommended that the notice requirements already embodied in the Privacy Act be supplemented by the following:

McNall, issue editor; "Ethnomethodology—Or Whatever You Want to Call It" by Don Zimmerman; "Critical Theory and the Critique of Conservative Method" by John J. Sewart; "Behavioral Sociology: Emergent Forms and Issues" by James W. Michaels and Dan S. Green.

"Toward a Sociology of Emotions: Some Problems and Some Solutions" by Theodore D. Kemper; "Environmental Sociology: A New Paradigm" by William R. Catton, Jr., and Riley E. Dunlap; "Contemporary Currents in Marxist Theory" by Michael Burawoy; "Sociology and General Systems Theory" by Richard A. Ball; and "Marxist Method: Structural Constraints and Social Praxis" by Richard P. Appelbaum.

"That absent and explicit statutory requirement to the contrary, any Federal agency that collects or supports the collection of individually identifiable information from an individual for a research or statistical purpose be required by Federal statute to notify such individual:

a. of the possibility, if any, that the information may be used or disclosed in individually identifiable form for additional research or statistical purposes;

b. of any requirements for disclosure in individually identifiable form for purposes other than research and statistical use; and,

c. that if any such required disclosure is made for other than a research or statistical purpose, he will be promptly notified."

The Privacy Act already requires that an individual be told whether his participation is mandatory or voluntary and the purposes and nature of the data collection.

## INSTITUTIONAL REVIEW

Since all individuals are not competent to give "informed consent", the Commission further recommended

"That Congress provide by statute that when information about an individual is to be collected in individually identifiable form for a research or statistical purpose by a Federal agency or with Federal funding, an institutional review process be required to apply the principles enunciated in (the above recommendation) in order to protect the individual:

## NCJRS Offers Free Service

A variety of information services are available to sociologists and other criminal justice professionals from the National Criminal Justice Reference Service.

Among the services offered by NCJRS are literature searches and the Selective Notification of Information program which regularly provides registered users with announcements of new publications, forthcoming activities and conferences, and research opportunities.

You can receive these free services by requesting LEAA Form 1431/2 (Registration for Service) from the National Criminal Justice Reference Service, P.O. Box 6000, Rockville, MD 20850.

## Preparing Worldwide Report on Health Systems Research

A study group at the University of Munich is seeking the assistance of scientists and institutions around the world in its attempt to produce a worldwide report on the actual state-of-the-art in health systems research.

The report is being assembled by the Study Group on Health Systems Research, University of Munich, ISB, Marchioninstrabe 15, Munich, Germany, with support from the Robert Bosch Foundation.

Wolfgang Koepcke, group member, said, "In seeking kind cooperation, we would like to assure anyone that he will, of course, have access to the results of our work." An English version of the report is expected to be available next summer.

Besides producing the report, the study group is also attempting to provide documentation on all scientists and institutions currently performing health systems research and to establish a com-

puterized literature analysis and retrieval system on health systems research.

Koepcke said, "Up to now we have collected more than 5,000 publications on health systems research and have tried to get into contact with about 1,500 scientists and institutions all over the world."

However, Koepcke would like all scientists and institutions, particular public and private health systems research funding organi-

a. who is not competent to give informed consent to provide information about himself (e.g., a minor or mentally incompetent individual);

b. whose consent may be seriously compromised by fear of some loss of benefit or imposition of sanction (e.g., captive populations, such as students, welfare recipients, employees, prison inmates, or hospital patients);

c. when the ability to conduct statistical or research activity is predicated on the individual being unaware of its existence, purpose, or specific nature.

The Commission also recommended that notification be required when information collected for administrative records may be disclosed for research or statistical purposes:

"That Congress provide by statute that when individually identifiable information is collected from an individual by a Federal agency or with Federal funding for a purpose other than a research or statistical one, the individual be informed that:

a. such information may be used or disclosed in individually identifiable form for a research or statistical purpose, with appropriate safeguards;

b. that he may be recontacted as a result of such use or disclosure."

## INDIVIDUAL ACCESS

Finally, the Commission found it necessary to recommend individual access to research and statistical records because they may be exempt from the general right of access and challenge contained in the Privacy Act in regards to administrative records, but still available for disclosure in individually identifiable form.

Consequently, the Commission recommended:

"That Congress provide by statute that if any record or information contained therein collected or maintained by a Federal agency or with Federal funding for a research or statistical purpose is disclosed in individually identifiable form without an assurance that such record or information will not be used to make any decision or take an action directly affecting the individual to whom it pertains (e.g., to a court or an audit agency), or without a prohibition on further use of disclosure, the individual should be notified of the disclosure and of his right of access both to his record and to any accounting of its disclosure."

zations, not already contacted by the group to make themselves known to it. Those who have already received questionnaires are asked to respond.

The definition of health systems research employed by the study group includes such key words as health services research, systems analysis of health-care institutions, operations research in health care, cost-effectiveness, cost-benefit analysis, and health-indicators.