Sociology is relevant to the "real" world, but several problems remain in the definition and acceptance of this 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 are made 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 four issues: (1) the heterogeneity of the discipline; (2) the lack of interest in real problems; (3) the place of employment; (4) the need for translation.

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 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 making 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 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 a 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 in 1978. 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 to provide financial support for trainees.

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, #41 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 development of courses and programs.

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 any disclosures and be permitted to examine the information that is to be disclosed.

ANNOUNCEMENT FROM JOSSEY-BASS
THE INTERNATIONAL ENCYCLOPEDIA OF HIGHER EDUCATION
Asa S. Knowles, Editor-in-Chief

The International Encyclopedia of Higher Education is a complete guide to issues and problems of postsecondary education around the world.

The Encyclopedia covers

- The internationalization of higher education
- The role of universities in the world
- The relationship between higher education and the economy
- The impact of technology on higher education

The Encyclopedia is divided into

- Theoretical papers
- Methodological papers
- Empirical studies

The Encyclopedia is available in

- Print format
- Online format

The Encyclopedia is published by

Jossey-Bass

For more information, please visit the Jossey-Bass website.
A Workshop on Career Development for Administrators and Faculty, Series 1977-78, will be held in the Academic Department, will be held in San Francisco, February 23-25, Centennial Celebration of American College, 1818 R Street, NW, Washington, D.C. 20009.

Salaries of Scientists, Engineers and Technicians: Policies, Present Base Salary, and Demonstrated Salary Surveys, is available for $15.00 from the Scientific manpower Commision, 26 South 6th Street, Suite 309, Washington, D.C. 20002.

The Hispanic Research Center was recently awarded a grant to open The University of California in New York 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 community, in collaboration with others. It also promotes community-oriented research-apprenticeship programs; provides training in mental health professionals and organizations; sponsor-small-scale workshops; and publishes information on the mental health needs of the Hispanic community. The Center is directed by Dr. Lloyd H. Ryd, who holds the Albert Schweizer Chair in Humanities at Fordham University.

The Status of the Minority Psychologist in 1977 will be the topic of an open forum at the American Psychological Association's annual meeting in San Francisco, August 26-29, 1977. The forum will be sponsored by APA's Committee on Equality of Opportunity in Psychology. For further information, write to Rosalind Winokur, Department of Educational Psychology, California State University, Los Angeles, U.S.A.

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, Madison, Wisc. 53706. Deadline is January 15.


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 conditions 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 increase the representation of women on the boards of AAAS and at AAAS meetings. The program of the conference will be announced later.

A Carnage Study of the Status of Women in Two-Year Colleges is the result of a report from the American Association of Community and Junior Colleges, Publications, One Dupont Circle, N.W., 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 264-369). The collection of papers presented at the conference was organized around the theme of sex in views of educating, programs, and practices. Specific dates and additional information are available from Dr. Shirley McCoy, 1201 16th Street, NW, Suite 701, Washington, D.C. 20009.

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 McCoy, 1201 16th Street, NW, Suite 701, Washington, D.C. 20009.

Recommended Specific Training for Federal Careers

Ronald W. Mandernach
NIH

Confronted with detailed academic job markets, graduate departments of sociology might well consider development of specific training objectives for federal careers. The role most frequently assumed by those who enter federal service is that of "sociologic technologist." Although this role may vary considerably, depending on the agency, work load, level of position, the 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 imputed or real, between the academic sociologist and the sociological practitioner. Although the number of full-time employed sociologists is relatively small when compared with academic peers, the proportions have been increasing, and mobility opportunities dwindle in academia. More significantly, the mobility 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 which sociologists and development units, research is oriented toward the mandated task. At NIH, the efforts of two sociologists, Melvin Kohn and Morris Rosenberg, are notable examples of the latter.

Organizational, federal research is structured hierarchically, with the establishment of the 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 larger 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 used to implement objectives of an internal peer review mechanism. This process permits a relatively high degree of flexibility to accommodate the interests and competencies of specific project directors.

Frequently, the research unit includes professionals from a range of academic disciplines, including biologists and 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. Among scientists, 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, granting agencies provide for accomplishing routine, but important, activities, such as typing, xeroxing, proofreading galleys, mailing reprints, etc. Finally, more channels are available for dissemination of research findings. Academic sociologists usually perform research findings in the professional meetings and journals of the American Sociological Association. By contrast, the results of federal research are typically oriented toward a broader audience, due to the problem-solving nature of the research topics. Findings are represented 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 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, Treis 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 commonplace. However, professional training in sociology does not 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 requires him to prepare a report to the survey research. If this is the case, graduate training is only slightly relevant, since non-survey 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 test-two 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, 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 aids 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 such direct experience in these areas. One could recommend that students take special 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 some background and skills for mobility into the managerial levels of government service.

A 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 professions. That this role is perhaps most crucial for the future of sociology, since, at this time, sociology is made real to the non-sociologist. It is also at this interface that the research sociologist functions most closely with 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 who desire to perform in any area, if 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 master's and non-majors. If you are a professional sociologist outside academia and/or know of others, please share copies of the following forms with them.

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, and not-for-profit organizations. Those interested in 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 master's and non-majors. If you are a professional sociologist outside academia and/or know of others, please share copies of the following forms 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

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 the curricular 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, in many capacities, however, a few suggestions can be offered. Little has been done to explore the feasibility of graduate students serving as trainees within governmental research units. Such experience would give the student exposure to all levels 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
Sponsored by the ASA Projectibe Office
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Public Health Service
Bldg. 31, Room 3081
Bethesda, Maryland 20205

An Equal Opportunity Employer

A Workshop on Teaching Applied Sociology will be held by the Pacific Sociological Association in cooperation with the ASA Projects on Teaching Undergraduate Sociology, scheduled for June 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 and relating 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 Lezine, chair; Robert Seagraves, SUNY College of Oswego, and William Satatano, Alfred University.

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

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Contributions to Open Forum should be limited to 800 words; obituaries, 600 words, and letters to the editor, 400 words.

Editor: Russell R. Dynes
Assoc. Editors: Lawrence J. biades, Alice 0. Myer, Dennis H. Wilkinson

Paul Williams

Secretary: James F. Short Jr.

Send communications on material, advertising, or contributions to: American Sociological Association, 1722 N Street, NW, Washing- ton, D.C. 20036.

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--END--

Danforth Offers Fellowships
One hundred available fellowships are awarded 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 National Merit, Need, Blacks, Mexican-Americans, and Puerto Ricans.

Danforth Fellows are selected on the basis of (l) academic achievement and intellectual ability, (2) personal characteristics which likely would contribute to effective teaching and to constructive relationships with students and faculty colleagues, and (3) for the relationship of the ethical and creative responsibilities of their positions to the individual and institutional life.

The Fellowship provides an allowance based on need, full tuition and fees, normally renewable for a period of four years, to persons holding the B.S. (or other appropriate advanced degree) in subject matter appropriate to secondary school teaching and to be taught in the undergraduate liberal arts curriculum.

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

Workshop Seminar
For Omaha
Continued from page 1

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 Goldsmith reports that sales during the six-month period, June through November 1977, totaled $2,431. One hundred and ninety-seven orders were received (including $4 in excess of $1). These figures represent about 60 percent increase over the previous 17 months, said Goldsmith.

During the 12-month period from June 1976 through 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 the mail orders; they do not include sales at literature tables at meetings.

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

A listing of Teaching Resource Materials can be obtained by writing to Goldsmith 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

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Problems of Communicating Relevance Noted

Continued from page 1

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 chose to consider at all."

Nature of social reality: A government administrator of grants and contracts. Sociology is not a relevant or totally irrelevant to the ‘real’ world. The so-called ‘real world’ applies: "There is nowhere in the present state of sociology between academic theory and the collectivity of everyday life." A basic researcher in government: "...there is no doubt in my mind that fundamental societal arrangements and social conditions very directly and very importantly regulate the well-being of people."

COMMUNICATING RELIANCE

Comments on the problems of communicating the relevance of sociology to the real world focus on (1) disciplinary blindness; (2) modes of communicating; (3) uncommitted claims; (4) heterogeneity of the discipline; (5) epistemological language; and (6) prestige of applied work.

Disciplinary blindness: A government administrator of grants and contracts: "Most sociologists tend to be myopic in their disciplinary blinders. They tend to see their research problems from a singular perspective with little regard to input from other disciplines."

A reader and consultant: "The trouble I have had with sociologists in the past who have been open to adopting has been that they have been method oriented instead of problem oriented. The focus is so inward that the end results is that it becomes difficult for the sociologist to then communicate to others social problems that the problem to the point. Terminology also gets in the way. Learning to speak American instead of sociologue is half the battle."

Mode of communication: An administrator in a research institute: "They don’t do enough communicating. And when they do communicate they often fail to convince political planners rather than skilled scientists." A study director of a research relationship: "I am mistaking to try to communicate where there is none. The most common mistake, however, is that planners must be uncomfortable with this kind of thinking. We insist on data and we are only the ones in our domain to be read. It is necessary because we are probably the main hope for change for the bureaucratic." A foundation executive: "Sociological analysis is at home in an organization. I need not deliver the message in the guise of a psyches or probe for the nodes of power, or look for custom and ritual, as the counter in other social sciences might do. I can look at the business of relating from role to role to happily over..."

that lack substance. Policy makers, organizational leaders, or..."

PLACE OF EMPLOYMENT: A former director of research: "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." A government administrator in research: "...I believe that some few sociologists when working with state and federal agencies."

A union organizer: "Sociology is only relevant to the real world. German idealism created a university structure which made them believe that they are pontificating without concern for relevance and without fear of reprisal."

Need for translation: A researcher: "...relevant but it must be discovered...it doesn’t jump out at you across that wall."

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 the public understand our work 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 precise approach to problems that it dictates. In the field which most interests me, criminal justice, most of the thinking has been limited to the policy made by lawyers, who lean heavily to the a priori approach to knowledge. Sociologists are ever more or less uncomfortable with this kind of thinking. We insist on data and we are the only ones in our domain to be read. It is necessary because we are probably the main hope for change for the bureaucratic..."

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Notification

Continued from page 1
data security in disclosures both to and by them.

Regarding the "numerous ambiguities in the way disclosures of individually identifi-
able 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 existing individu-
ally identifiable information with enquiring the privacy of data subjects."

CONDITIONS OF ACCESS

Consequently, the Commission recommended:

"That unless prohibited by Federal statute, a Federal agency may be permitted to use or dis-
close in individually identifiable form for a research or statistical purpose any re-
cord or information it collects or maintains with-
out the authorization of the individual to whom such record or information pertains only when the agency:
- a. determines that such use or disclosure is necessary to accomplish the research or statistical purposes for which use or disclose is to be made;
- b. certifies that use or disclosure in individually identifi-
able form is necessary to accomplish the research or statistical purpose for which use or discourse 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 the unauthorized disclosure of the record or information;
- d. requires that reasonable pro-
cedures 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 identifi-
able form without express authorization;
- e. prohibits any further use or re-
disclosure of the record or information in individu-
ally identifiable form without express authorization; and
- f. makes any disclosure pur-
suant 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 disclosure policy as necessary for assuring that the individually identifiable information it releases for research and statisti-
cal purposes is used responsibly. However, when a contractor or grantee of agency wants access to information released to another agency, the Commission proposes that a written agree-
ment between the two agencies must be made between the dis-
closing 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 dis-
closure recommendation to cover systems of records developed by

and has been approved by the Federal funding agency.

NOTIFICATION

Turning its attention to the role individuals may play in protect-
ing their privacy, the Commission recommended the notice requirements already codified in the Privacy Act be supplemented by the fol-
lowing:

- a. of the possibility, if any, that the information may be used or disclosed in individually identifi-
able form for additional research or statistical purposes;
- b. of any requirements for dis-
closure in individually identifi-
able form for purposes other than research or statistical use; and,
- c. that if such required dis-
closure 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 com-
petent to give "informed con-
sent," the Commission further recommend:

"That Congress provide by statute that when information about an individual is to be col-
lected in individually identifiable form for a research or statistical purpose by a Federal agency or with Federal funding, an institu-
tional review panel is required to apply the principles enunci-
ated in (the above recommenda-
tion) in order to protect the individual:"

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 Ed-
ucational Leadership at George Washington University are Walter Allen, UNC-Chapel Hill, Richard M. Scaggs, Yale Uni-
versity, and Robert Leik, University of Min-
nesota.

Leik is directing a Family Impact An-
alysis Training Program that offers pre-
and post-doctoral FIMH traineeships. See "FIMH Opportunities in this issue."

Launched in February 1976 with independent financing, the Seminar is completing its Interim Report which will detail the find-
ings of its first year of work relating to the tools of definition, value, and conceptual framework.

In addition, the Report will include questions which need to

be asked by researchers doing family research for raised during reviews of 10 policies and programs, and an appendix that lists research cen-
ters, organizations and individu-
als doing work on families as well as key data sources and bibliog-
raphy.

The Seminar also has published a working paper that describes the scope, depth and breadth of the federal government's in-
volve in families. The paper summarizes an analysis of 257 programs listed in the Federal Catalog of Domestic Assistance Programs.

The Seminar is being directed by Richard M. Scaggs who has served as Staff Director of the US Senate Subcommittee on Children and Youth from its creation in 1971 through January 1976.


Preparing Worldwide Report on Health Systems Research

A study group at the University of Munich is seeking the assis-
tance of scientists and institu-
tions 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, Marchambinistrasse 15, Munich, Germany, with support from the Robert Bosch Foundation.

Wolfgang Koepecke, group mem-
ber, said, "In seeking kind cooperation, we would like to know which countries are taking part in our work, 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 attempt-
ing to provide documentation on all scientists and institutions cur-
rently performing health systems research and to establish a com-
puterized literature analysis and retrieval system on health systems research.

Koepecke noted, "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 sci-
entists and institutions all over the world."

Koepecke would like all scientists and institutions, par-

ticular public and private health systems research funding organi-
izations, not already contacted by
the group to make themselves known to it. Those who have already responded and whose contacts are asked to respond.

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

That absent and explicit statu-
try requirement to the contrary, any Federal agency that collects or supports the collection of indi-
vdually 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 identifi-
able form for additional research or statistical purposes;
- b. of any requirements for dis-
closure in individually identifi-
able form for purposes other than research or statistical use; and,
- c. that if such required dis-
closure 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 com-
petent to give "informed con-
sent," the Commission further recommend:

"That Congress provide by statute that when information about an individual is to be col-
lected in individually identifiable form for a research or statistical purpose by a Federal agency or with Federal funding, an institu-
tional review panel is required to apply the principles enunci-
ated in (the above recommenda-
tion) in order to protect the individual:"

- 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 loss of benefits to which he is entitled (e.g., of sanction, e.g., captive popula-
tions, such as students, welfare recipients, patients in correctional institutions, or hospital patients); and
- 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 recommended that notification be required when information col-
lected for administrative records may be disclosed for research or statistical purposes:

"That Congress provide by a Federal agency, requisites for general 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 purposes with appro-
riate safeguards;
- b. that he may be recontacted as a result of such use or dis-
closure."

INDIVIDUAL ACCESS

Finally, the Commission found it necessary to recommend individu-
als may not only demand access to and statistical records because they may be exempt from the general right of access and challenge con-
tained in the Privacy Act in regards to administrative records, but still available for disclosure in individually identifiable form.

Consequently, the Commission recommended:

- a. Congress provide by statute that if any record or information contained therein collected or maintained by a Federal agency is for a research or statisti-
cal purpose is disclosed in individu-
ally 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 indi-
vidual to whom it pertains (e.g., to a court or an audit agency), or without a that when on further use of disclosure, the individual should be notified of the dis-
closure and of his right of access both to the record and to any accounting of its disclosure."