

CHILDNEWS

7-14-93

*The Official Newsletter of the Sociology of Children Section
The American Sociological Association*

Volume 1, Number 2

Spring 1993

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The Nature of the Sociological Contribution to the Study of Children and Adolescents

Sanford M. Dornbusch
Stanford University

It was about a dozen years ago that I was lured into doing research on adolescents by friends who were developmental psychologists or pediatricians. As I flit from one study to another, I find the study of adolescence continues to fascinate me as both a social psychologist and sociologist. Without a crystal ball, I still think I can predict some of the ways in which sociologists interested in children and adolescents will make major contributions over the coming decades.

Age. Our psychological colleagues do too many descriptive studies in which age is the key variable. They often report the median age of children who reach some developmental stage as if that information were vital in itself. Sociologists, by contrast, are more likely to emphasize the importance of age in social perceptions -- for example, the perception of pubertal age, the images of life-long careers, or deviation from what is perceived as normative for an age group. My unbiased belief is that the sociological approach will bring a greater payoff in theoretical development. For example, our research group controls for age when examining family decision-making patterns in adolescence.
(continued on page 2)

Submit news and announcements to:

Donald J. Hernandez
Chief, Marriage and Family Statistics Branch
U.S. Bureau of the Census
Washington, DC 20233-3400
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fax: (301) 763-4133

Giving adolescents too-early autonomy, measured against community standards for that age group, is associated with higher levels of deviance and with lower school performance. Family decision making, once it is age-adjusted, becomes a useful concept in examining differences between households.

Contexts. Developmental psychologists have long been aware of the importance of context, a point made over the last few decades by Urie Bronfenbrenner and his followers. Sociologists, like psychologists, have long paid their respects to community influences, but Christopher Jencks and others have noted the lack of empirical research that assesses the contribution of community. But in the last few years, sociologists are finally investing the needed effort in community studies. Not only will the payoff be theoretically important, as in the study of social networks within communities, but the findings from the individual-level studies of developmental psychologists will become more orderly as we see how community contexts shape the impact of individual and family processes.

Processes. If there is one variable that tends to be assigned to sociologists, it is social class. In the study of children and adolescents, all disciplines bow in our direction as they report social-class differences. But we should not rest on our laurels. Ethnicity, gender, family structure, and social class should all be viewed as "status addresses." Our research programs should not conclude with status differences, but rather should use differences in outcomes between social statuses as a base from which to investigate the relevant processes.

We need to specify the aspects of behaviors in context that are producing the outcomes, a merger of social psychological and structural approaches. Are the differences between two groups a function of the same processes having different meanings and results in each group? Authoritarian parenting

in Asian families does not have as negative an impact on adolescents as it does in non-Hispanic White families. Are the differences between two groups a function of a process working similarly in both groups but occurring at a higher frequency in one of the groups?

Too-early autonomy has the same negative effects among two-parent households as in single-parent households, but single parents, limited in their time and energy, are more likely to give too early responsibility to a youngster. We have found that processes are better predictors of adolescent outcomes than are statuses.

Ethnic differences. Psychologists have understandably emphasized developmental issues among middle-class White populations. In recent years, with greater emphasis on the increasing diversity of our society, there has been an increasing number of developmental studies of minority children and adolescents. But most of these studies include families and children from only a single ethnic group. Sociologists, more accustomed to the analysis of group differences, are in an ideal position to use consistent measures in order to determine the true magnitude of ethnic differences in both processes and outcomes. We cannot continue to assume that ethnic differences are explained when we study only a single ethnic group. For example, minority youth who do not believe that school success will lead to a good job are likely to do less well in school than those minority youth who think education will pay off for them. But such a finding does not explain ethnic differences in school performance, for such beliefs are about as frequent within the majority population and have similar relations to school performance. Although it is difficult, sociologists, perhaps working in teams, can do culturally sensitive studies across ethnic groups. Such comparative analyses will be important contributions in areas where ideology has substituted for testable ideas.

Institutional research. For too long our society has acted as if long-term stability in choice of activities, abilities, and performances is a function of personality. Sociologists know all too well the power of early sorting mechanisms to determine the extent to which children will be exposed to different influences and opportunities. Tracking in school is just one example, but it is an instructive one. We are now working on a study that shows the power of relatively arbitrary assignments to particular tracks. Two students who started with similar backgrounds and equal levels of measured ability will have very different academic careers if they are assigned to different tracks. Sociologists, who have less faith in the power of personality or in the assessment of ability, can force rethinking of the ways in which educational and other institutions channel children and adolescents.

Conclusion. I am delighted by the recent increase in the number of sociologists attracted to the study of children, and even more pleased that they are organizing themselves as a distinct body of researchers and teachers. The social psychological and structural perspectives that sociologists share can make a vital and much-needed contribution to a field that, for too long, was dominated by images of individual development.

The preceding is the first in a series of guest columns offering views on the future of the sociology of childhood. If you would like to prepare such a column, please contact the editor, Donald J. Hernandez, as indicated on page 1.
DJH

Election Results

The Chair of the Nominating Committee, Sandra L. Hofferth, reports the following results from the first election held by the Sociology of Children Section.

Chair
Doris R. Entwisle

Chair-Elect
David J. Eggebeen

Secretary -Treasurer
Judith D. Auerbach

Council Members
(2 years)
Linda M. Burton
Ivar Frones
Donald J. Hernandez

Council Members
(1 year)
William A. Corsaro
Gerald Handel
Gertrud Lenzer

The Nominating Committee wishes to thank the membership for participating in the election. Ballots were cast by 158 of the 350 section members.

Children in Miami

Sunday, August 15, 11:30am to 12:20pm

Section on Sociology of Children Business Meeting

--Please attend -- Open to all--

Sunday, August 15, 2:30 to 4:20pm

Section of Sociology of Children

Topical Issues in the Sociology of Children

Organizer & Presider:

Doris R. Entwistle

Johns Hopkins University

1. Support Systems, Mother's Time at Home and Children of Single Mothers.
Lingxin Hao, University of Iowa
2. Lost Childhoods: Assassinations of Youth in Democratizing Brazil.
Martha K. Huggins, Union College
Myriam Mesquita P. de Castro,
University of Sao Paulo, Brazil
3. Classroom Behavior: Gender, Peer Popularity and Ability Grouping in Grades One and Two.
M. Frank Stluka & Karl L. Alexander,
Johns Hopkins University
4. A Vindication of the Rights of Children.
Barbara Trepagnier, University of California,
Santa Barbara

Sunday, August 15, 4:30pm to 6:20pm

Section on Sociology of Children.

Theoretical Foundations of the Sociology of Children: Issues at the Cutting Edge

Organizer:

Glen H. Elder, Jr.

University of North Carolina

Chapel Hill

Presider:

Harriette Pipes McAdoo

Michigan State University

1. Children: Their Families, Work and Income.
Donald J. Hernandez, U.S. Bureau of the Census
2. Thinking about Women, Thinking about Children. Barrie Thorne, University of Southern California
3. Childhood as a Social Phenomenon: The Work of the European Centre, Vienna. Jens Qvortrup, Syiysk Universitetscenter, Esbjerg, Denmark
4. The Recent Emergence of Children as a Social Group. Gertrud Lenzer, Brooklyn College and Graduate Center, City University of New York

The Sociology of Children: Past and Future

(Message from the Acting Chair)

I would like to take this opportunity to thank all our colleagues who agreed to be nominated for election to section offices and their willingness to serve. On behalf of the Section, I also wish to thank the members of the Nominating Committee and especially the Chair, Sandra L. Hofferth, for all the hard work they put into the nomination and election process. We hope that our Section members will find that our new officers will represent the various scholarly perspectives within our field and the diverse academic, governmental, and other institutional settings in which we work. It is also a pleasure to welcome to the Section Council Ivar Frones from the University of Oslo, who will represent our colleagues from abroad.

All the events and sessions for the Annual Meetings in Miami this summer are scheduled, and thanks are due to the organizers and participants. All those who plan to come to Miami, please attend the Business Meeting on Sunday, August 15, 11:30 a.m.

This might also be an appropriate time to review briefly the development of the Sociology of Children as a new field and ASA Section over the last two years. When the first article was published in August of 1991 which inquired about whether there was an interest among colleagues in its establishment, the notion of creating the Sociology of Children appeared to be somewhat far-fetched and in every way uncertain. No one could have predicted that we would by now have a Section with well over 350 members. (Once we have reached 400 members, the Section will be entitled to three sessions at the annual ASA meetings in 1994.)

Looking back, we can now make out the wider historical context in which the creation of our Section took place. Since the summer of 1991, we have witnessed a growing interest in children and their well-being in many areas of academic, professional and public life. What has happened, in fact, is that many independent interests that existed and that had emerged in a fragmented way have been drawn together to form a steady swell of scholarly and policy activities that amount to a children's movement or, perhaps, a movement for children. In the course of these last two years a sea change, as it were, has occurred which has brought children towards the forefront of national and international consciousness.

These recent developments in themselves represent a social phenomenon which demands sociological reflection and consideration. Some central questions come to mind: What indeed are the social and historical forces that account for this refocusing on children on such a large scale? What social and economic changes have occurred that have given rise to the circumstance that children appear now as a central social group worldwide and appear to demand attention in addition to and separate from the institutions of the family and education through which we have predominantly

viewed children in the past? It almost appears--as I once mentioned in jest to friends--as if we are now adding "kinder" to race, class and gender as a new analytic category for the purpose of understanding society. In brief, the recent and short history of the sociology of children provides a humbling experience, since it allows us to recognize again how social changes discretely prepare themselves over a long period of time before they can be seen and identified.

Since its formal establishment at the ASA Meetings in Pittsburgh in August 1992, the sociology of children has received a warm and enthusiastic welcome in many quarters. For example Dr. Robert Emde, the former President of the Society for Research in Children Development, welcomed our Section in a recent issue of the SRCD Newsletter. The National Council of Jewish Women, Center for the Child and SRCD have invited the Section on the Sociology of Children together with ASA to co-sponsor and provide speakers and peer reviewers for the 2nd National Head Start Research Conference "Translating Research Into Practice: Implications for Serving Families With Young Children," which will be held in Washington, November 4-7, 1993. And we have been invited to organize and participate in sessions at the next meetings of the International Sociological Association in Bielefeld, Germany in 1994. (For details check announcements below.) European colleagues are trying to establish a Thematic Group on the Sociology of childhood within the ISA, and we are pleased to participate in their efforts.

Our ties with colleagues abroad have been further strengthened by the fact that among our speakers in Miami, Jens Qvortrup, is one of the key researchers in the European Research Network on "Childhood as a Social Phenomenon." And Ivar Frones from the University of Oslo will serve on the Council for the next two years.

In addition, Childwatch International, A Global Network of Child Researchers, was formally founded in Oslo in January 1993, and we hope that our Section will undertake to join in this international effort. The Board Members of Childwatch International come from all parts of the globe -- from Europe, Japan, Kenya, Thailand, the United States, and Uruguay. (I shall report periodically on the activities of Childwatch International, and will also be happy to provide information.)

In short, it is a pleasure to report that the Section on the Sociology of Children is at this point firmly established and all the signs bode well for it to prosper in the future. I should also like to take this occasion to thank all those colleagues who have contributed so generously to making this Section a success and without whom it would have never come about.

Gertrud Lenzer, Acting Chair
Section on the Sociology of Children
Brooklyn College and the Graduate Center,
CUNY

**For the Los Angeles ASA
Meeting and Beyond:
Children as Experts on
Their Own Lives**
(Victoria Chapman)

The organization of a section on the Sociology of Children has been a sweet answer to many of us who have struggled to fit research on children into a variety of other already institutionalized sociological areas of knowledge. Finally, children's issues have been granted institutional recognition and a forum for exchanging ideas on those issues. But how do we extend the welcome to the very group which has been marginalized?

Barrie Thorne once suggested that "while children may help with research...they will never be in central positions of knowledge creation." (p.102). ("Re-Visioning Women and Social Change: Where Are the Children?" Gender & Society Vol. 1, No. 1 (March) 1987:85-109). Six years ago, when there wasn't even talk of a Sociology of Children section in the ASA, such an observation was realistic. Today, however, children may well have a chance to be included in the very section which "creates" knowledge about them.

What I propose to the membership is the creation of "child panels," much like the ones already in existence in Norway. Our panels would be comprised of children from the various cities in which our Annual Meeting takes place. Their purpose would be threefold: (1) to help us identify research issues; (2) to discuss methodological problems and opportunities; and (3) to be ambassadors for sociology in their own schools.

Selecting such panels would be educational in itself. One method of selection is to ask a random sample of elementary schools, first in Los Angeles, to take part in an essay contest. Elementary students in the first through sixth grades would be asked to write an essay on their experience as children on a specific social issue, an issue could revolve around the theme of the annual meeting. Several members of our section who wanted to act as judges could select 2 children from each grade who would then serve on the panel. Our treat to the contest winners would be participation on the panel and perhaps a monetary prize.

Working backward from the meeting date which is usually in the third week in August, I suggest that we select our panel by February 1994, which means the contest should be over by December 1993. I believe students should be given about two months to get their thoughts together which means that the contest would be presented to the schools by October 1993. If the membership agrees that these

panels would be informative, I would be happy to begin selecting the sample of schools from the Los Angeles area, and talking with various administrators about getting it off the ground. Quality Education Data (QED) may be helpful in identifying the Los Angeles Schools.

I invite the membership to (1) respond with comments about the creation of such panels; (2) volunteer to judge the competition for the 1994 Annual Meetings; and (3) suggest possible themes for the essay contest. Victoria Chapman, 72 Pine Grove Avenue, Somerset, NJ 08873, (908) 828-4539

Call for Papers

(Gertrud Lenzer)

Below please find Session information for the Sociology of Childhood as well as Social Indicators and Quality of Life Measurements for the XIII World Congress of Sociology of the International Association, Bielefeld, Germany, July 18-23, 1994.

Time Schedule for Organizing the Sessions:
August 1, 1993: Proposals for papers should be submitted to appropriate session organizer, listed below.

October 1, 1993: Full information about each session submitted to ISA.

February 1, 1994: Deadline for submitting abstracts to ISA.

June 1, 1994: Two copies of papers should be available at the Reproduction Center, Bielefeld, Germany.

XIII World Congress of Sociology Bielefeld, Germany, July 18-23, 1994 Thematic Group 03: "Sociology of Childhood"

Childhood and Citizenship

Session 1:

Monitoring Children's Conditions Across the World

(Session organizer: Eugeen Verhellen, State University Ghent, Study and Documentation Centre for Children's Rights, Henri Dunantlaan 2, 9000 Gent, Belgium, Fax: +32-91-6464 93)

Session 2:

Theories and Methods in Childhood Analysis (Children as Informants, Childhood Statistics)

(Session organizer: Gertrud Lenzer, Graduate School and University Center CUNY, 39 Claremont Avenue, New York 10027, USA, Fax: +1-212-316 16 27)

Session 3:

Children's Activities

(Session organizer: Franciso Pilotti, Social Affairs Unit, Instituto Interamericano del Nino, Av. 8 de Octubre 2904, 11600 Montevideo, Uruguay, Fax +598-2-47-32 42)

Session 4:

Children at Risk and Politics of Childhood

(Session organizer: Robert van Krieken, University of Sydney, Department of Social Work & Social Policy, R.C. Mills Building A26, NSW 2006 Sydney, Australia, Fax: +61-2-692 37 83)

Session 5:

Intergenerational Relations, Shifting Solidarities

(Session organizer: Giovanni Sgritta, Università "La Sapienza", Dipartimento di Scienze Demografiche, Via Nomentana 41, 00181 Roma, Italy, Fax: +39-6-84 40 259)

July 20, 1994

Joint Session with Research Committee

"Sociology of Youth"

The "Bond-Less" World of Childhood and Youth

(Session organizers: Barbara Newman/Jens Qvortrup, Sydjysk Universitetscenter, Niels Bohrs Vej 9, 6700 Esbjerg, Denmark, Fax: +4579-14 1199)

Working Group: Social Indicators

Session 8:

The Quality of Life of Children, Youth and Elderly People.

(Session organizer: Abbott L. Ferris, Department of Sociology, Emory University, Atlanta, GA 30322, USA)

If you wish to contribute to one of these sessions, please contact the respective session organizer before August 1, 1993.

Emotions Section Invites Participation in Los Angeles

The Sociology of Emotions section invites members of the Sociology of Children section to participate in a major roundtable session with the theme, "Infusing Social Institutions with Emotions," which will take place at the 1994 ASA meetings in Los Angeles.

The topic stems from James Coleman's 1992 presidential address (see text in ASR, February 1993) in which he proposed that new, rationally-constructed social institutions, are needed to replace older, nonfunctioning social forms, and that sociologists should address how the new institutions can be built, for example in education, the family, work settings, community, etc.

In keeping with his theoretical bent, Coleman stressed the rational incentives that would make the new institutions effective. But the Emotions Section challenged Coleman (in a debate between him, and Sally Bould and Amitai Etzioni in the February 1993 Emotions Section newsletter) on the

ground that social institutions don't succeed on the basis of rational incentives alone. They must also induce suitable **emotions**--commitment, trust, liking, hope, respect, enthusiasm, loyalty, confidence, satisfaction, and the like--in their participants, Coleman agreed and urged members of the Emotions Section to provide understandings of how the important emotional microfoundations of macro institutions can be created.

The Emotions Section is responding to the challenge, but also invites all sociologists with interests in institutional structure and performance to contribute to this topic from the unique perspective of their institutional interest. Papers, ideas for discussion topics, etc. should be submitted to Viktor Gecas, Department of Sociology, Washington State University, Pullman, WA 99164. DEADLINE: December 31, 1993. Please join the Emotions Section in this effort to add flesh and blood to the bare bones of Coleman's important and interesting proposal.

Careers in Child and Family Policy: A Resource Guide to Policy Settings and Research Programs

Rachel A. Seidensticker and
P. Lindsay Chase-Lansdale

The Chapin Hall Center for Children and The Harris Graduate School of Public Policy Studies, The University of Chicago

The field of child and family policy is a broad arena, encompassing multiple domains and diverse career paths (e.g., disciplinary research, policy analysis, child advocacy, service provision). While the field is broad and different employment opportunities are growing, those interested in pursuing training for careers along these lines have been hampered by the absence of centralized information. Hence, this guide is designed to provide organized data about the multitude of

training opportunities in child and family policy and research. We have collected current information on internships, fellowships, graduate training programs, and professional career placements in the child and family policy field around the country.

The guide contains approximately 100 entries organized by setting: (1) Governmental, (2) Research Institutes and Centers, (3) National Research and Professional Associations, (4) Advocacy, Information Dissemination, or Resource Groups, (5) Foundations, and (6) Public Policy Programs. Each program description provides information regarding career level, eligibility, deadline, duration, funding, and location as well as a brief synopsis of the experience and setting. In addition, the guide lists a profile and location for several agencies and organizations which either are currently developing formal programs or do not maintain formal programs but offer opportunities on some occasions or in some cases. An index by level of career facilitates easier perusal of the entries. For public policy schools, the guide profiles concentrations, research opportunities, and faculty with interests related to child and family policy.

Mail Orders (\$10 per copy) to:

Careers in Child and Family Policy: A Resource Guide to Policy Settings and Research Programs

Communications Office

Chapin Hall Center for Children

The University of Chicago

1155 East 60th Street

Chicago, IL 60637

National Symposium on Step Families at Penn State

"Step Families: Who Benefits? Who Does Not?" is the theme of a national symposium sponsored by

by The Pennsylvania State University's Population Research Institute, Center for the Study of Child and Adolescent Development, Department of Sociology, and Intercollege Research Program. The symposium will be held October 14-15, 1993, at the Penn State Keller Conference Center.

The symposium is organized around key questions about the step family: Marriages that create step families: Why do they occur? Fail? Succeed? How do step families function as child-rearing organizations? How do nuclear and post-nuclear step families function as sources of support? Building research and policy agendas: What is needed? In seeking the answers to these questions, the symposium will bridge the disciplines of sociology, psychology, social psychology, demography, law, and policy.

Each topic will be addressed by a lead speaker and three discussants. Lead speakers are David Popenoe, Mavis Hetherington, Lynn White, and Jeanne Brooks-Gunn. Discussants are Paul Amato, Lindsay Chase-Lansdale, Marilyn Coleman, Teresa Cooney, Mark Fine, Norval Glenn, Dennis Hogan, Lawrence Kurdek, Margaret Mahoney, Judith Seltzer, Elizabeth Thomson, and Nicholas Zill. The symposium organizer is Alan Booth.

The symposium has been designed to maximize opportunities for an exchange of ideas. The papers of the lead speakers will be distributed to registrants two weeks prior to the symposium. Following a summary presentation by the lead speaker, discussants will make a 20-minute presentation reviewing the lead speaker's paper as well as bringing their own research and that from other areas to bear on the topic. Significant segments of each session will be devoted to general discussion among speakers and participants.

Participants will gain an understanding of the extant knowledge about the step family (including work in progress), obtain an appreciation of the diverse views on a variety of step family issues, learn about existing and anticipated laws and policies that affect step families, and consider needed research and policy agendas. To obtain brochure and registration materials, call (814) 865-3749 or fax (814) 865-3749.

A Citizen's Guide to Child Policy

A 30-page booklet, *Taking Steps for Children*, is available from the Michigan Program in Child Development and Social Policy. This booklet is both a resource for learning about the government policies that affect children and a guide to citizen participation. To order, send a check for \$3.50 made payable to the University of Michigan to: Michigan Program, 3415 Mason Hall, Ann Arbor, MI 48109-1027.

Books to consider

William A. Corsaro, Indiana University, Bloomington, has co-edited Interpretive Approaches to Children's Socialization with Peggy J. Miller. There is a clear movement afoot to situate children's socialization in social and cultural context. However, a guiding assumption of much of the work is that contexts are static "social-ecological niches" that embody demands to which individual children must adapt. In contrast, the interpretive perspective of socialization offered in this volume of New Directions for Child Development treats culture and social structure as collective processes of negotiation and interpretive apprehension. From this perspective, socialization is not only a matter of adaptation and internalization but also a process of appropriation, innovation, and reproduction. The chapters in this volume (by anthropologists, sociologists, and psychologists) represent a variety of interpretive

approaches. While there are differences among the chapters, all of the authors ask questions about the meanings that children create and seek answers by using various methods for contextualizing and interpreting these meanings. (San Francisco: Jossey-Bass, 1992).

Children's Studies: A New Interdisciplinary Degree Program

I should like to inform our section members of the establishment of a new and interdisciplinary program, Children's Studies. This first program of its kind, in the form of an undergraduate minor, will go into effect at Brooklyn College during the next academic year. (The participating departments include Africana Studies, economics, education, English literature, health science, history, psychology, Puerto Rican Studies, and sociology.)

The establishment of Children's Studies at Brooklyn College as a multi-disciplinary minor represents an important innovation in the fields of child research and pedagogy. By providing undergraduate students at Brooklyn College with instruction at the cutting edge of child research in the social sciences, health sciences and the humanities, we hope to contribute to their education in four major ways:

1. Children's Studies will help to enrich liberal arts education by providing interdisciplinary instruction in research and knowledge about children -- from infancy through childhood and adolescence to adulthood.
2. As a minor field of study, Children's Studies will complement our students' major area of study.
3. Children's Studies will provide students in their future careers and professions with the necessary background in these growing fields of knowledge.

4. Last but not least, Children's Studies will prepare and encourage students directly to choose professions and occupations that are related to children, their world and their problems.

At a recent CUNY-wide conference, colleagues from different disciplines and campuses explored the possibility of establishing Children's Studies degree programs at other CUNY colleges and at the Graduate Center as well. We have also received communications of interest from other universities with regard to Children's Studies.

For more information, please contact Gertrud Lenzer, 39 Claremont Avenue, New York, NY 10027, (212) 865-6853.

Nagel and Staples New Editors of Sociological Inquiry

The new editors of *Sociological Inquiry*, the official journal of Alpha Kappa Delta, the international Sociology honor society, are Joane Nagel and William G. Staples at the University of Kansas. They replace the current editor, Dennis L. Peck of the University of Alabama at Tuscaloosa. *Sociological Inquiry* is among the oldest general sociology journals in the United States. It has been in print for more than sixty years, beginning at the University of Southern California in 1931. The journal is received by all members of Alpha Kappa Delta and by scholarly and university libraries here and abroad. *Sociological Inquiry* is published by University of Texas Press.

The new editors will continue and extend past efforts to publish papers of high quality and broad diversity. They are especially interested in publishing work which reflects not only

established, but also emerging themes and trends in the discipline. They are committed to publishing the very best papers available regardless of substantive area, theoretical perspective, or methodological approach. Authors are encouraged to submit articles to: Joane Nagel or William G. Staples, Editors, *Sociological Inquiry*, Department of Sociology, University of Kansas, Lawrence, KS 66045. The journal office can be reached by e-mail at SOCINQ@UKANVM.

Nagel received her Ph.D. from Stanford University and has taught at the University of Kansas for 16 years. Her books and articles focus on ethnicity, social movements, political sociology, and international educational development. Staples received his Ph.D. from the University of Southern California and has taught at the University of Kansas for 4 years. His work has centered on developing historically grounded accounts of disciplinary practices and in exploring the political and material means of their reproduction.

Social Policy Report

Social Policy Report is a quarterly publication of the Committee on Child Development, Public Policy and Public Information of the Society for Research in Child Development. Copyright of the articles published in the Report is maintained by the originator(s) of the work. Statements appearing in the Report are the views of the author and do not imply endorsement by the Editor or by SRCD.

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Recent Issues

Volume IV (1990)

- No. 3. (Autumn) *Pediatric AIDS and HIV infection in the United States: Recommendations for research, policy, and programs.*
Linda A. Valleroy
- No. 4. (Winter) *Antecedents of illiteracy.*
Barbara J. Fox

Volume V (1991)

- No. 1. (Spring) *Two-generation program models: A new intervention strategy.*
Sheila Smith
- No. 2. (Summer) *Infant mortality and public policy.*
Ann L. Wilson and Gary Neidich
- No. 3. (Autumn) *The Migrant Head Start program.*
Mary Lou de Leon Siantz
- No. 4. (Winter) *Rhetoric or reality: Child and family policy in the United States.*
Francine H. Jacobs and
Margery W. Davies

Volume VI (1992)

- No. 1. (Spring) *Mother-headed families: An international perspective and the case of Australia.*
Ailsa Burns

- No. 2. (Summer) *Testing in American Schools: Issues for research and Policy.*

Patricia Morison

- No. 3. (Autumn) Tentative title: *States and the poor: Child poverty rises as the safety net shrinks.*

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Thanks Due

I'd like to thank Peggy A. Armstrong for preparing the manuscript for *CHILDNEWS*.
DJH