
CHILDNEWS

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

FALL 1996

FROM THE CHAIR

I'd like to begin by thanking my predecessor, Peter Adler, for his superb leadership during the past two years. As Chair-elect and Program Chair, Peter organized stimulating sessions and roundtables for the 1995 annual meeting, and as Chair he worked hard to maintain the momentum of the section, and to assure the level of section membership need to support two section sessions at the annual meeting. I'd also like to thank the outgoing members of the Council, Patti Adler, Gary Fine, and Elizabeth Menaghan, as well as Past Chair David Eggebeen, for their many contributions to the section. It's a pleasure to welcome Jeylan Mortimer as Chair-elect, and incoming Council members David Kinney, Timothy Owens, and Martha Power. Finally, I want to thank Diana Papademas as Editor of *Childnews* for keeping us all well-informed about the section and new developments in the field.

Turning to future prospects for the field, the political debate and federal legislation associated with the recent Presidential election brought issues of child well-being and development to the forefront of national consciousness. The federal welfare reform bill passed by the U.S. Congress and signed by President Clinton dramatically changes the nature and conditions of public support for those living in poverty. More than 1-in-10 adults age 18-64 and 65 years and older are officially poor (11%), but the poverty rate for children exceeds 1-in-5 (21%), about 40 % of all poor persons are children under age 18. Consequently, the benefits or the harms that flow from the welfare reforms will be reaped or borne especially by children. Because these reforms are explicitly intended to change the fabric of family life by influencing the work, marital, and fertility behaviors of parents, insofar as the reforms are successful they will transform with whom, where, and under what conditions many children particularly young children, spend their time.

Increasingly, sociological research during the past two decades has focused on the nature of child well-being and development, with central questions addressing the implications for children of family, economic, and neighborhood change. Assessing the consequences of public policy for children will provide, I believe, a major

research agenda during the coming decade. The issues raised by the intersection of public policy and social change span the range of sociology as a discipline, just as the membership of our section spans the discipline. The ongoing transformation of public policies and programs within states and localities will present exciting but extremely difficult challenges to understanding the causes and consequences change in child well-being and development, partly because they occur within the context of the continuing transformation of the American economy and society. Because children lie precisely at the intersection of major social, economic, and political changes in American society, the research of section members may serve as a guiding light in moving sociological understanding forward during the coming decade. As sociologists of childhood, we have a unique

OFFICERS

Chair Donald J. Hernandez

Chair-Elect Jeylan T. Mortimer

Past Chair Peter Adler

Secretary-Treasurer Brett Brown

*Council: Donna King, David A. Kinney, Annette
Lareau, Timothy J. Owens, Martha B.
Power, Arland Thornton*

Founding-Chair Gertrud Lenzer

Newsletter Editor Diana Papademas

opportunity to increase knowledge about social change, but also a corresponding responsibility to use our special skills and expertise to increase both understanding and the application of that understanding to improve the conditions of children.

In this context, I would like to bring to your attention several major new national data collection efforts that will provide important building blocks for pursuing this research agenda. Funded by the federal welfare reform legislation to study the consequences of the reform, especially for children, the U.S. Bureau of the Census is conducting the Survey of Program Dynamics (SPD), a longitudinal study of children and families spanning the years from 1992-2002. The Urban Institute and Child Trends, with major support for the Anne E. Casey Foundation, have launched a project called the New Federalism Study to monitor the effects on children and their families of the ongoing devolution of major social programs from the federal government to the states. The Panel Study of Income Dynamics (PSID) at the University of Michigan is planning to collect detailed information on children, with funding from the National Institute of Child Health and Human Development (NICHD), and NICHD has provided major funding to the new longitudinal Adolescent Health Survey (AdHEALTH) at the University of North Carolina, Chapel Hill, and to planning a New Immigrant Survey (NIS). The Census Bureau also is planning an American Community Survey (ACS) to obtain detailed information for states and localities and for smaller population groups, including immigrants and ethnic minorities.

Individually, and taken together, these efforts will provide an extraordinarily rich range of data for studying children, and the effects of changes in public policy in the context of ongoing social, economic, and demographic change. To facilitate your own planning for future research, we will be publishing brief descriptions of these efforts, with contact persons, in *Childnews*. The SPD and ACS announcements are below. I would like to encourage each of you to let us know about additional efforts, so that these too can be brought to the attention of the section at the earliest possible date.

To help insure that our section remains active and vital during these exciting times, I'd like to encourage each of you to renew your membership in the ASA and the Sociology of Children Section. I'd also like to ask you to encourage persons who are not currently section members to join the section. Our ability to organize two section sessions on children at the annual meeting depends on your continued membership. Your efforts to increase membership could put us over the 400 member threshold needed to organize three sections. Finally, teaching about children and childhood is a critical aspect of our work, and Diana Papademas is coordinating an effort to help us share teaching materials and improve our work in this area. Please respond to the request and questionnaire in this issue to move this effort forward. With all good wishes for the 1996-1997 academic year. **Don Hernanadez.**

THE CENSUS BUREAU'S SURVEY OF PROGRAM DYNAMICS FOR ASSESSING WELFARE REFORM (SPD)

As the Clinton administration and the Congress independently and together initiated plans for major welfare reforms, it became clear that these reforms would benefit from a survey allowing policy analysts to assess important effects of these reforms as these reforms interact with each other, and with changes in employment, income, and family circumstances.

The omnibus data collection vehicle has nine design features, including the survey of child outcomes and the survey of key features of the environments of children, family composition, program eligibility, access, and participation for the full range of welfare programs. Data collection will occur each year 1997-2002, with annual recall for the preceding calendar year. Other features are planned. Contact: Donald J. Hernandez (Ph: 202-334-1903) (Fax:202-334-3829)(Email:DHernand@census.gov).

THE AMERICAN COMMUNITY SURVEY (ACS)

To meet community needs, the Census Bureau is developing The American Community Survey, which will collect data every year similar to that in the census to profile the social and economic characteristics of cities, towns, townships, counties, suburbs, rural areas, American Indian Reservations, and neighborhoods.

Data will complement the 1990 and the next decennial census, enabling state or local government to add questions on a topic like the health of children. The ACS is a sample of households, not a census of every household, and the Census Bureau is compiling an inventory of appropriate statistical techniques to help people use combined data appropriately. Beginning mid-1997, data would be available annually and future availability will be provided through the internet, on-line, CD-Roms, and community profiles.

Contact: Jay Waite (Ph: 301-457-4287) (Email: pwaite@info.census.gov).

NEWS & NOTES

HARRIS FELLOWSHIP IN CHILD POLICY

The Irving B. Harris Graduate School of Public Policy Studies, University of Chicago, is pleased to announce the Harris Fellowships in Child Policy. The program offers a 1-year Masters of Public Policy for students with at least a Masters Degree in early childhood development or a related field. Tuition and stipend provided. Deadline for applications is January 15, 1997. For application and information, Contact: Nancy O'Connor, Dean of Students, Irving B. Harris Graduate School of Public Policy Studies, The University of Chicago, 1155 E. 60th Street, Chicago, IL 60637. (Ph: 312-773-8401) (Bitnet: crys@cicero.spc.uchicago.edu).

NATIONAL RESEARCH SERVICE AWARD

The University of Minnesota announces the receipt of a National Research Service Award, *Mental Health and Adjustment in the Early Life Course*, sponsored by the National Institute of Mental Health. Under the direction of Jeylan Mortimer, research training will be provided on the psychosocial determinants of mental health and adjustment in childhood, adolescence, and the transition to adulthood. This interdisciplinary program emphasizes a life course perspective, stressing the changing social contexts of development; the early life trajectories of mental health and behavioral adaptation; longitudinal assessment and analysis of the determinants of variation in early life trajectories; special at risk populations; and social policy.

The training experience consists of a series of core seminars, other formal coursework, and a research apprenticeship. Trainees will be actively involved in longitudinal studies focused on topics such as the following: community context and children's mental health; changes in parent-child relations during the transition from childhood to adolescence; family conflict resolution, violence, and antisocial behavior; adolescent work experience and mental health; the effects of the transition to adulthood on mental health and adjustment in early adulthood; the maintenance and recovery of competence under conditions of adversity; the effects of genetic endowment and social experience on ability and personality; and evaluation of a preschool enrichment demonstration project.

This interdisciplinary program includes core faculty members from Sociology (Jeylan Mortimer, Candace Kruttschnitt, Robert Leik, Jane McLeod, Christopher Uggen), the Child Development Institute and the School of Public Health. This award will support three predoctoral students and one postdoctoral student each year. Competencies to be developed include solid grounding in one discipline, an interdisciplinary perspective, methodological expertise, and sensitivity to policy issues. U.S. citizens or residents are eligible to apply. Predoctoral trainees will be selected from among graduate students enrolled in PhD programs in the participating units. Postdoctoral candidates, who have received a PhD degree in a social science discipline or an MD, public health, or nursing degree (or who expect to receive such a degree by September 1997) should provide a letter describing current research interests, a complete vita, university transcript, three letters of recommendation, and samples of written work. In addition to an annual stipend in accordance with NRSA guidelines based on level of training, the award provides tuition and fees and medical insurance coverage. Send application materials to Professor Jeylan Mortimer at the Life Course Center, Department of Sociology, 1014 Social Sciences Building, 267 19th Avenue South, University of Minnesota, Minneapolis, MN 55455 by January 15, 1997 for admittance in September of 1997.

CALL FOR SYLLABI

Edited by Tim Owens and Eliza Pavalko, *The Life Course: A Handbook of Syllabi and Instructional Material, 2nd Edition*, welcomes submissions of syllabi and other instructional materials for a new edition. Items may be a diversity of life course perspectives, including, but limited to microsociology, macrosociology, demography, human development, family, health and epidemiology, social psychology, and any phase of the human life course. Send materials as soon as possible, but no later than March 1, 1997, to: Timothy J. Owens, Department of Sociology, Indiana University, Indianapolis, 425 University Blvd., Indianapolis, IN 46202-5140.

ISA WORLD CONGRESS. MONTREAL, CANADA, JULY 26-AUG. 1, 1998
Join Working Group 03, Sociology of Childhood.

PUBLICATIONS & MEDIA

MORE THAN TALKING HEADS

Ever have the urge to be a junior Cecil B. DeMille? The last ASA meetings gave me just that opportunity. Now I didn't shoot any water parting scenes or have any circus acts in my film, and though I tried, I couldn't get my "actors" to do a big production number, but what transpired was—at least for me—one of the most fun and rewarding projects with which I've been involved professionally.

Imagine a dream sequence right now. I'm sitting at my computer looking up at an oblique angle, you can hear a train whistle blowing in the distance while the arms on a clock spin backwards. Suddenly it's 1994. I have hair! (Hey, it's my story.)

In the fall of 1994, Peter Adler and I sent separate proposals to Maureen Hallinan requesting permission to organize a session on children's issues at the 1996 ASA meetings. We got an R & R asking for a joint proposal for a thematic, or possibly, a plenary. That sounded good to us. Oh, yes, there was one more instruction: Make it lively; no staid paper readings. We can't be the judges of our success on the second dictum.

After going back and forth for several weeks we finally submitted our joint proposal to have a panel of experts discuss children. We wanted the panel to be spontaneous and lively early on so rehearsed answers and opening statements by the panelists were ruled out. After a pre-meeting at the 1995 ASA meetings with prospective panelists and other interested persons, we decided on a theme: The Changing Nature of Childhood and Adolescence in American Society. A live panel of people representing various areas of expertise on children was drafted: Del Elliott, Gary Fine, Don Hernandez, John Modell, and Jeylan Mortimer. I recruited Laura Stepp, a reporter for the *Washington Post*, to co-moderate the session with me. Everything seemed to be in order. I say "seemed" because I was still being nagged by the request to make it lively, to break out of the mold.

One morning last March I was working in bed (my wife says I was sleeping—but I was actually working—besides it's my story) when I had the idea to convene a parallel panel consisting of children. We would call that segment "Children's Voices."

With that budding idea I quickly wrote a grant to my Dean of Faculty Development for money to rent our university's TV studio, bring a half dozen kids to campus, and tape them as they responded to questions similar to those we planned to pose to the adult panel in New York. The dean gave me the money but with a proviso: Try to make a film that would endure longer than the sole event in New York. After checking with the ASA and all of the adult panelists, I arranged also to tape the ASA panel with the idea of integrating the two panels into a documentary. I'm doing postproduction now.

Fortunately, Laura Stepp was planning to come to Indianapolis for a convention in June. We teamed up and spent two hours in the studio with "our" children asking them all sorts of questions. It was fascinating. I originally recruited six kids from the Indianapolis Public Schools (one was a "no show"). I brought the remaining five out to breakfast before the taping and gave each of them a surprise gift certificate to a local book/music store when we finished. The child panel consisted of James, a 9th grade African-American male; Special, an 8th grade African-American female; Tulita, a 7th grade white female; Peter, a 5th grade white male; and Jason, a 5th grade African-American male. When I went to pick "A" up at her apartment no one was there. Her mother later apologized profusely for them not being home. The mother and her boyfriend had a vicious fight the night before the taping that lasted into the small hours of the morning. Frazzled and weary, the mom took the kids for a long ride in the country to let things settle and forgot all about the taping. "A" still got the gift certificate. Among the remaining five panelists, one child was in a gifted and talented program; another was possibly a gang member; one was waiting for a chance to quit school; one was diagnosed with ADHD and was hyperactive; and one, a happy and well adjusted only child, divided his time between his grandmother's house and his mother's because his single mom worked two jobs making ends meet. Some of the kids were friends or classmates of my children and some were referred by a colleague who is also a social worker. They represented a broad cross-section of kids likely found in any city school system in America. My only selection criteria were that they be fairly verbal and not so shy as to freeze at the taping.

The thematic was divided into two parts. Part I (Contemporary Problems among Children) flowed from a five minute introduction, a 10 minute showing of our "Children's Voices" segment, 30 minutes of panel questioning, and 10 minutes of Q & A from the audience. Part II (Future Trends) started with 10 more minutes of "Children's Voices," panel discussion, audience Q & A, and a wrap-up. I never sweated so hard in my life—and it wasn't due solely to wearing a suit under high intensity lights. Standing in front of one's peers—as some of us paper mumblerers can testify—can border on the terrifying. And to top it all off, everything was being taped!

In honesty, while the session went well overall, looking back I would make two fundamental modifications. First, we didn't accentuate the positive very much. Starting with contemporary problems got us going on all the maladies of childhood. These are extremely important subjects, but we accidentally de-emphasized some of the positive, countervailing, influences. Second, a gentle but well proffered criticism of the thematic was made to me after the session: The voices of very young children, either real or via the panel, were muted. That's absolutely true. Perhaps a future panel can be convened to discuss our youngest friends.

Where does this leave us? The "data" are in. Now all I have to do is apply some good old fashioned Piercean induction to make some inferences which best explain the data (read: a story). It's time to don my riding boots and beret and get in the director's chair to get this project in the can. Will the movie version be any good? Heaven only knows. Cecil B. DeMille I ain't. **By Tim Owens, Indiana University**, at the request of the Editor.

Book note: *Child Labour: Targeting the Intolerable*. (1996) International Labour Organization Publication Center. The publication chronicles the exploitation and abuse of working children, surveys international and national law and practice, and points the way towards effective practical action to eliminate such exploitation and abuse.

Video note: *I am a child!* An ILO film on child labour directed by Miguel Schapira. 52 minutes. Available in English, French, German, and Spanish from the ILO Publication Center, 49 Sheridan Ave., Albany, NY, 12210. (Ph: 518-436-9686)(Fax: 518-436-7433)

Book note: *Adolescents, Work, and Family: An Intergenerational Developmental Analysis* (Vol. 6 of Understanding Families) Jeylan T. Mortimer and Michael D. Finch, Editors (1996) Sage Publications. The book examines how adolescent work experiences—including work in the context of the family as well as in the paid workforce—affect relations with parents and the dynamics of family life. It applies a multifaceted developmental perspective to longitudinal data collected from a representative panel of 1,000 youth in St. Paul, Minnesota. The book examines historical shifts in adolescents' participation in the family economy and in paid work; the development of adolescents' sense of competence as they contribute to the family division of labor; the ways that work can function as an "arena of comfort," increasing adolescents' resilience as they confront problems in the family sphere; shifts in parent-child relationships in reaction to adolescent earnings; the intergenerational transference of work values; and the effects of plans on attainments as adolescents begin to make achievement and family-related transitions to adulthood. The book, which includes the work of many graduate and undergraduate students who have worked on the study throughout the years, assesses the impacts of adolescent work experience longitudinally and intergenerationally. Contents:

1. Work, Family, and Adolescent Development (J. Mortimer and M. Finch)
2. Generational Differences in Early Work Experiences and Evaluations (P. Aronson, J. Mortimer, C. Zierman, and M. Hacker)
3. The implications of Helpfulness for Possible Selves (K. Thiede Call)
4. Adolescent Earnings and Relationships with Parents: The Work-Family Nexus in Urban and Rural Ecologies (M.J. Shanahan, G.H. Elder, Jr., M. Burchinal, and R.D. Conger)
5. Adolescent Work as an 'Arena of Comfort' Under Conditions of Family Discomfort (K. Call)
6. The Occupational Linkage Hypothesis Applied to Occupational Value Formation in Adolescence (S. Ryu and J. Mortimer)
7. Effects of Adolescent Achievement and Family Goals on the Early Adult Transition (E. Efron Pimental)
8. Future Directions for Research on Adolescents, Work, and Family (M. Finch and J. Mortimer).

Book note: *Giving Kids the Business: The Commercialization of America's Schools*. Alex Molnar (1996) Westview Press. The book explains why proposals like for-profit public schools, Channel One and other marketing vehicles, cultivate children as a "cash crop".



INTERNATIONAL SOCIOLOGICAL ASSOCIATION
ASSOCIATION INTERNATIONALE DE SOCIOLOGIE
ASOCIACION INTERNACIONAL DE SOCIOLOGIA

SECRETARIAT: FACULTAD CC. POLITICAS Y SOCIOLOGIA, UNIVERSIDAD COMPLUTENSE
28023 MADRID, SPAIN. PHONE (34-1) 352 76 50 FAX (34-1) 352 48 45
E-MAIL:ISA@SIS.UCM.ES http://www.ucm.es/OTROS/isa

INDIVIDUAL MEMBERSHIP DUES

Family name: First name:

Mailing address:

City:

Country: Phone:

Fax: E-mail:

Preferred language of communication: ☐ English ☐ French ☐ Spanish.

Please tick on reverse side to show which ISA membership category and subscriptions you want and any RC, WG and TG you wish to join. All payments cover a 4-year period and should be sent jointly by any of the methods listed below.

Some RC, WG, TG membership fees are not indicated because those groups collect them separately, if you are interested in one, tick the box, and the secretary will send you details.

METHODS OF PAYMENT

Payment must be made in US Dollars.

Both this form and your payment must reach ISA Secretariat in order to validate your membership.

☐ International Postal Money Order to be arranged at a post office.

☐ Personal cheques or bank drafts - drawn on North American bank/branch
Note: Due to elevated banking charges EUROCHEQUES are not accepted.

☐ Direct bank transfers (bank charges have to be paid by you):

ISA Account no. 01040591523082310275
Banco Exterior de España, Agency 50
Serrano 49
28008 Madrid, Spain

Kindly forward the details of your transfer (a copy if possible) to ISA Secretariat to assist us in tracing it immediately with Banco Exterior.

☐ Credit cards:

Credit card users: Credit cards will be charged in Spanish/Pesetas. As a result, local currency fluctuations may occur.

☐ MasterCard ☐ VISA ☐ EuroCard

Card No.

Card expiry date /

Signature

ISA MEMBERSHIP

SPRING 1996

Life membership (available after 60)
"Current Sociology" \$ 250 ☐
"International Sociology" per year \$ 20 ☐
per year \$ 20 ☐

Regular membership (4 years) including
"International Sociology" \$ 250 ☐
"Current Sociology" \$ 80 ☐
per year \$ 20 ☐
per year \$ 20 ☐

Regular membership (4 years)
"Current Sociology" \$ 200 ☐
"International Sociology" \$ 80 ☐
"International Sociology" \$ 80 ☐
"International Sociology" \$ 80 ☐

TOTAL amount ISA membership
and subscriptions:(A)

RESEARCH COMMITTEES, WORKING & THEMATIC GROUPS MEMBERSHIP (4 YEARS)

01 Armed Forces and Conflict Resolution	Regular membership	\$ 50 <input type="checkbox"/>	32 Women in Society	Regular	\$ 24 <input type="checkbox"/>
02 Economy and Society	Discount	\$ 25 <input type="checkbox"/>	33 Logic & Methodology in Sociology	Discount	\$ 12 <input type="checkbox"/>
03 Community Research	Regular	\$ 50 <input type="checkbox"/>	34 Sociology of Youth	Regular	\$ 30 <input type="checkbox"/>
04 Sociology of Education	Discount	\$ 15 <input type="checkbox"/>	35 Committee on Conceptual and Terminological Analysis	Regular	\$ 10 <input type="checkbox"/>
05 Ethnic, Race and Minority Relations	Regular	\$ 30 <input type="checkbox"/>	36 Alienation Theory & Research	Regular	\$ 25 <input type="checkbox"/>
06 Family Research	Discount	\$ 40 <input type="checkbox"/>	37 Sociology of Arts	Discount	\$ 15 <input type="checkbox"/>
07 Futures Research	Regular	\$ 40 <input type="checkbox"/>	38 Biography & Society	Regular	\$ 10 <input type="checkbox"/>
08 History of Sociology	Discount	\$ 10 <input type="checkbox"/>	39 Sociology of Disasters	Regular	\$ 40 <input type="checkbox"/>
09 Social Practice & Transformation	Regular	\$ 30 <input type="checkbox"/>	40 Sociology of Agriculture	Discount	\$ 12 <input type="checkbox"/>
10 Participation and Self-Management	Discount	\$ 15 <input type="checkbox"/>	41 Sociology of Population	Regular	\$ 140 <input type="checkbox"/>
11 Sociology of Aging	Regular	\$ 40 <input type="checkbox"/>	42 Social Psychology	Discount	\$ 20 <input type="checkbox"/>
12 Sociology of Law	Discount	\$ 20 <input type="checkbox"/>	43 Housing & Built Environment	Regular	\$ 10 <input type="checkbox"/>
13 Sociology of Leisure	Regular	\$ 20 <input type="checkbox"/>	44 Labor Movements	Discount	\$ 40 <input type="checkbox"/>
14 Sociology of Communication, Knowledge and Culture	Regular	\$ 100 <input type="checkbox"/>	45 Rational Choice	Regular	\$ 20 <input type="checkbox"/>
15 Sociology of Health	Discount	\$ 40 <input type="checkbox"/>	46 Clinical Sociology	Discount	\$ 20 <input type="checkbox"/>
16 Sociological Theory	Regular	\$ 60 <input type="checkbox"/>	47 Social Classes & Social Movements	Regular	\$ 30 <input type="checkbox"/>
17 Sociology of Organization	Discount	\$ 20 <input type="checkbox"/>	48 Social Movements, Collective Action & Social Change	Discount	\$ 15 <input type="checkbox"/>
18 Political Sociology	Regular	\$ 25 <input type="checkbox"/>	49 Mental Health and Illness	Regular	\$ 40 <input type="checkbox"/>
19 Poverty, Social Welfare and Social Policy	Discount	\$ 50 <input type="checkbox"/>	50 International Tourism	Discount	\$ 20 <input type="checkbox"/>
20 Comparative Sociology	Regular	\$ 30 <input type="checkbox"/>	WORKING GROUPS MEMBERSHIP	Regular	\$ 40 <input type="checkbox"/>
21 Regional & Urban Development	Discount	\$ 30 <input type="checkbox"/>	02 Sociology of Occupational Groups	Discount	\$ 10 <input type="checkbox"/>
22 Sociology of Religion	Regular	\$ 20 <input type="checkbox"/>	03 Sociology of Childhood	Regular	\$ 40 <input type="checkbox"/>
23 Sociology of Science & Technology	Discount	\$ 20 <input type="checkbox"/>	04 Social Indicators	Regular	\$ 40 <input type="checkbox"/>
24 Environment and Society	Regular	\$ 60 <input type="checkbox"/>	THEMATIC GROUPS MEMBERSHIP	Discount	\$ 40 <input type="checkbox"/>
25 Sociolinguistics	Student	\$ 24 <input type="checkbox"/>	01 Time Use Research	Regular	\$ 40 <input type="checkbox"/>
26 Sociotechnics, Sociological Practice	Regular	\$ 40 <input type="checkbox"/>	02 Sociocybernetics & Social System Theory	Discount	\$ 40 <input type="checkbox"/>
27 Sociology of Sport	Student	\$ 120 <input type="checkbox"/>	04 National Movements & Imperialism	Regular	\$ 40 <input type="checkbox"/>
28 Social Stratification	Regular	\$ 40 <input type="checkbox"/>	05 Famine & Society	Discount	\$ 40 <input type="checkbox"/>
29 Deviance & Social Control	Discount	\$ 10 <input type="checkbox"/>	TOTAL amount RC, WG, TG membership:(B)		
30 Sociology of Work	Regular	\$ 30 <input type="checkbox"/>	TOTAL AMOUNT PAID:(A+B)		
31 Sociology of Migration	Discount	\$ 35 <input type="checkbox"/>	ISA reserves the option to adjust the amount charged to correct misstatement errors		

TEACHING THE SOCIOLOGY OF CHILDREN
1996 - 1997 SURVEY

In response to several queries to the Editor Diana Papademas and encouraged by the enthusiastic interest of members at the August 1996 ASA meetings, this brief survey questionnaire is presented by Sue Wright to gather information and to encourage further interest in the development of the teaching of the sociology of children and childhood. Ambert, in a survey of American and Canadian university catalogues (published in 1982-1984), found that of 59 randomly selected universities, only 8 (18%) offered sociology courses that focused on children. In an attempt to update figures on the number of sociology of children courses being taught and the number of courses incorporating sociology of children, we would appreciate your response to the following questions. Information gathered from this questionnaire could serve as the first step in forming a network for those teaching sociology of children. In addition, the results will help us determine the interest in and the need for workshops in teaching sociology of children at future ASA meetings. Possibly, also, we may consider a Teaching Resources Handbook of syllabi and resources with particular focus on the sociology of children and childhood as distinct offerings and/or components in the diversity of sociological courses.

1. Does your college or university offer a course on the sociology of children?

☐ Yes (Please go to question #2)

☐ No (Please go to question #4)

2. What is the title of this course? _____

3. Do you teach this course?

☐ Yes (Please go to question #6)

☐ No (Please go to question #4)

4. If your college or university does not offer a course in the sociology of children or you are not teaching a course in the sociology of children, do you incorporate a component on children in the course(s) that you do teach?

☐ Yes Course title(s): _____

☐ No _____

5. Would you like to teach a course on the sociology of children?

☐ Yes

☐ No

6. How many faculty members in your department are interested in teaching topics in the sociology of children?

7. Would you consider a session and/or workshop at the ASA on teaching the sociology of children useful?

☐ Yes

☐ No

8. Would you consider the publication of course syllabi and resource materials on the sociology of children useful?

☐ Yes

☐ No

9. If you would like to be included in a network of scholars teaching topics in the sociology of children, please include the following information:

Name _____

Institution _____

Address _____

Phone _____ Fax _____ Email _____

Please return completed survey by January 27, 1997 to: Sue Wright, Dept. of Sociology, MS-38, Cheney, WA 99004-2431.
Fax (509-359-6732).

**1997 ASA Call for Papers
Toronto, Canada
August 9-13, 1997**

(1) Social Contexts of Childhood and Adolescence. Jane McLeod, Department of Sociology, 1014 Social Sciences Building, University of Minnesota, 267 19th Avenue South, Minneapolis, MN 55455 (Ph: 612-624-9570) mcleo001@maroon.tc.umn.edu

(2) Children and Adolescents as Personal Agents and Interpreters of Social Life. Gary Alan Fine, Department of Sociology, 113 Baldwin Hall, University of Georgia, Athens, GA 30602 (Ph: 706-542-3129) gfine@uga.cc.uga.edu

(3) Roundtables (one-hour). Timothy Owens, Department of Sociology, Indiana University at Indianapolis, 504 Cavanaugh Hall, Indianapolis, IN (Ph: 317-274-2517) towens@iupui.edu

Deadline: January 10, 1997

**STUDENT PAPER COMPETITION
SOCIOLOGY OF CHILDREN SECTION**

To qualify, the paper must be composed by someone who was a student at the time the paper was written. Co-written papers are acceptable only if both authors were students at the time the paper was written. The paper must have made a "public appearance" in 1996-1997. That is, a paper is eligible for the award if it (a) was submitted as partial requirements for a class or seminar held in the years in question; (b) was presented at a professional meeting in those years; or (c) was either accepted for publication or appeared in print in those years. Nominations for this competition can be brought to Peter Adler's attention several ways. Faculty may submit a paper of one of their students. Students may send in their own papers. Individuals may also nominate particularly outstanding papers that they came across in published form or that were read at professional meetings. Send three copies of the paper to: Peter Adler, Department of Sociology, University of Denver, Denver, CO 80208. **Deadline: June 1, 1997**

DIRECTORY

Peter Adler
University of Denver
Ph: 303-871-2984
Email: ADLER@SPOT.COLORADO.EDU

Brett V. Brown
Child Trends, Washinton, DC
Ph: 202-362-5580
Email: 102132.124@COMPUSERVE.COM

Donald J. Hernandez
National Research Council, Washington, DC
Ph: 202-334-1903
Email: DHernand@nas.edu

Donna Lee King
University of North Carolina, Wilmington
Ph: 910-395-3574
Email: KINGD@UNCWIL.EDU

David A. Kinney
Central Michigan University
Ph: 517-774-3564
Email: david.kinney@cmich.edu

Annette Lareau
Temple University
Ph: 215-204-5594
Email: LAREAU@VM.TEMPLE.EDU

Jeylan T. Mortimer
University of Minnesota, Minneapolis
Ph: 612-624-4064
Email: mort002@maroon.tc.umn.edu

Timothy J. Owens
Indiana University, Indianapolis
Ph: 317-274-2517
Email: towens@iupui.edu

Martha B. Power
Champaign, IL
Ph: 309-438-2648
Email: mpower@ilstu.edu

Arland Thornton
University of Michigan, Ann Arbor
Ph: 313-763-5015
Email: arlandt@isr.umich.edu

Diana Papademas, Editor
SUNY-Old Westbury
3 Anchorage Ln. 7B
Oyster Bay, NY 11771

Ph: 516-922-3047
Fax: 516-876-3325

Deadline for the next issue is February 14, 1997.

1997 Sociology of Children Section Membership Form

(Please note that you must be a current ASA member to join)

I am already an ASA member and wish to join the Sociology of Children Section for 1997. Enclosed is my check (payable to ASA, RE: Children Section) for \$12. Students pay \$6.

I want to join the ASA and the Children Section. Please send a 1997 application to me.

NAME: _____

ADDRESS: _____

PH: _____

FAX _____

Email _____

Mail to: American Sociological Association, Membership Services, 1722 N Street, NW, Washington, D.C. 20036-2981.