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## Patricia Hill Collins, ASA President-Elect

Interview by Kimberly Bonner

Our interview began on time, first day of October, promptly at three. Dr. Collins reminded me that we would need to wrap up by four. There was a disabilities dance production happening at the performance arts center on campus that day and she wanted to walk over and check it out once we were done.

Where does she find the time! As we settled into the interview, I admire her new office that she switched to have a view of the courtyard instead of the brick back of the building. She likes this new view. To make the office cozier she even hung some artwork. Dr. Collins points to the mini-refrigerator sitting beside the office door. That little refrigerator, she says, is going to be here for a while, indicating that she has decided to stay with the University of Maryland. For the record, Dr. Collins takes commitment very, very seriously and she has found an academic home here at Maryland.



It is hard to believe that Patricia Hill Collins joined our department only two years ago. In that time, things have been changing rapidly in her life, in our department and in our present company as the new president elect of American Sociological Association (ASA) is any indication, there are changes underway in our discipline. In the last two

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## A Case for Grad Student Unionization

By Laura Moore, Graduate Student Government President

Graduate students do a tremendous amount of the teaching and research that are the foundation of this University, yet we are not given the compensation or respect that we deserve. The University has talked about improving graduate education for many years, however large problems still exist and there is currently not a plan to solve them. Historically, the University has chosen to meet the needs of others before addressing the needs of graduate students, and for far too long graduate students have accepted

this. The problems are too great, and we have been waiting for far too long. It is time that graduate students exercise negotiating power to force the University to address the many issues facing us.

The very best public grad schools in this country have graduate employee unions, including Michigan and Berkeley. Of our five aspirational peer institutions, Michigan, Berkeley, UCLA, and University of Illinois at Urbana-Champaign have unionized grad students,

while UNC does not. At these unionized schools, graduate employees negotiate the terms of their employment, including: stipends, work hours, grievance procedure, health benefits, parental leave, child care, and the reduction or elimination of student fees.

Currently, graduate employees at the University of Maryland do not have the benefits of unionization, and unless this changes, we will fall further and further behind our peers. It

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## A Collective Effort Pays Off!

By Sangeeta Parashar

In a truly collaborative effort, **Prof. Harriet Presser** and graduate students **Megan Klein Hattori**, **Sangeeta Parashar**, **Sara Raley** (2007 alumni; Assistant Professor, McDaniel College) and **Zhihong Sa**, recently published a paper (2006), "Demographic Change and Response: Social Context and the Practice of Birth Control in Six Countries," in the *Journal of Population Research*. The paper asks for the first time in a comparative context why particular countries focused on some methods of birth control and not others as they underwent notable fertility declines. In the analysis of six countries, the key role of financial incentives for physicians becomes evident—be it condoms plus abortion and belatedly the pill in Japan, abortion and the IUD in Russia, sterilization in India and Puerto Rico, or the combination of IUD, sterilization, and abortion in China.

The paper is unique because it emerged from a course that Harriet Presser taught in Fall 2002: "SOCY 731: Population Policy in Social

Context." While discussing Kingsley Davis' demographic theory of "multiphasic response," Dr Presser posed an important, and surprisingly overlooked, question to us: "To what extent do institutional or macro-level contextual factors such as state policy (including national family planning programs); the international population establishment; the medical profession; organized religion; and women's groups affect birth control options (and not choices) of the general population, leading some methods to predominate and others not?" She then encouraged us to further explore the question as a revision to our seminar papers, which focused more generally on population policy in a particular country of our choice.

The real challenge was condensing five 20-30 page revised seminar papers into a coherent, well-organized, consistently written 30-35 page "group paper" (as we fondly refer to it) and then *constantly* revising it further for publication. Harriet added a sixth country and took on

View "Demographic Change and Response: Social Context and the Practice of Birth Control in Six Countries" online:

<http://www.jpr.org.au/upload/JPR23-2Presser%20et%20al.pdf>

another when one student withdrew from the project. After presenting the paper at a regular session of the ASA meeting in 2004, we sent it for review to *Population and Development Review* and *Population Studies*, where it was rejected for reasons such as no logic to choice of countries, loss of depth because of geographical breadth, and lack of a cohesive "comparative" theoretical framework. However, according to us, the comparative nature of the project and the important role of the medical institution in all six countries chosen out of personal interest were actually *strengths* of the paper because they began a dialogue on a neglected theoretical issue that could be expanded further with analyses of other countries. (To address the critiques fully would require a book-length analysis.)

Each rejection came with useful referee comments

that helped us further refine the paper and promptly resubmit to other journals; it also honed our skill of working together efficiently and responsibly. We were finally successful in our third attempt (did someone say "Three's a charm?") and the "group paper" was accepted by the *Journal of Population Research* (special issue on "Globalization and Demographic Change") with minor revisions. Other demographers contributing to this issue include John Caldwell, Graeme Hugo, and Gavin Jones. Harriet's conviction in the importance of the topic, her determination to see it in print, and her positive energy taught us a valuable lesson—persist with a project if you think it is good and publishable!

### Happy Birthday!!

**Wes Huey**  
**Andy Timleck**  
**Les Andrist**

October 30  
November 2  
November 15



## Faculty Highlight: Steven Martin

By Tracy Roberts

To start the interview, I asked Steven if there was anything that he wanted me to highlight or focus on. With his characteristic modesty, Steven blushed a little and responded that he did not think that there was anything particularly interesting about his life that people would want to read about.

So I started the interview with a stock question: Why sociology? What attracted you to academia and sociology?

Steven thought for a minute and then replied that he had always been interested in the physical world, but that his interest in people's relationship to the physical world was something that developed as he taught and learned more about science.

Steve's route to academia was perhaps different than other professors. He did not go to college knowing that he wanted to be a college professor. Rather, he was not quite sure that he even wanted to go to college. He only applied to one college – the closest school in the UC system to home, Berkeley.

There he had two interests: 'critters' (which became a major in Invertebrate zoology) and music. He played trombone in the Berkeley marching band. It was in the band that Steven met his wife Lisa, who played

the trumpet. Steven can still march to form the Berkeley C all while keeping time and playing the trombone- impressive.

I know very little about music, which is truly a shame because Steven described the music he and Lisa played in college in great detail. Lisa recorded original tracks for the trumpet that Steven still has in his desk and plays while he works.

Steven took some time off from Berkeley and traveled to Alaska, in the region known for the Exxon Valdez accident. He settled into a fishing community where he built his own house and chopped wood in exchange for fish. Steven performed other odd jobs for food, such as helping publish the local phone book. Grizzly bears roamed the area and Steven learned quickly that he could not leave any food out.

After leaving Berkeley, Steven was unsure of what to do next. He got his teaching credentials, so he tried his hand as a middle school science teacher and then as an instructor at a community college. Steven taught classes in physics and oceanography and he managed the lab for both classes. While he enjoyed teaching, it was the labs that he really enjoyed. In the physics

labs, he worked with lasers (which regularly nuked everything in his wallet). At the time, he lived around a mile from Puget Sound and he was able to use the local environment as a classroom.

Steven and his colleagues reached out to some of the lower income children in the area. They would 'trick out' the lab and teach the students the principles of circuits and electricity by making them conductors or take them down to the Sound and show them the different animals that lived there.

While he really enjoyed his job, he realized that he would not advance without a higher degree. Steven looked into graduate programs in the hard sciences and in the social sciences. He found that in addition to offering better benefits packages, the social sciences offered him the opportunity to examine the questions that he was increasingly interested in. His time as an instructor allowed him to explore his interest in the physical world, but he was increasingly becoming interested in how people interacted with the physical world.

Steven matriculated to Wisconsin. In addition to the core sociological work required for the degree, Steven minored in the history of science. This



allowed him to examine the social implications of scientific change rather than simply focusing on the physical change itself. Steve's mentor was Larry Wu; they continue to collaborate and have submitted a paper together to the PAA annual meetings.

By the time Steven started graduate school, he and Lisa had a daughter named Sarah. Their family grew again after a year at Maryland when their son Benjamin was born.

After receiving his PhD, Steven came to Maryland as an assistant professor. Through this journey, Steven says that he has come to identify as a teacher and is fascinated by pedagogy. He is interested not only in what students learn but how they learn it.

In a department with scholars who are strongly versed in sociological theory, Steven feels that he does not have a traditional sociological background. As Steven

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## Grad Student Highlight: Les Andrist

By Theo de Jager

In any work environment, because of time constraints and busy schedules, one doesn't always have the opportunity to get to know one's colleagues on a personal level. I've often thought that – particularly in academia – we find ourselves relating to those around us mainly in terms of professional interests. In other words, people tend to be reduced to what they're studying, or what they're researching, and we don't really get to know each other, despite working side-by-side. Many of you may therefore already know my friend and cohort-mate, Lester Andrist, in a professional capacity, but I would like to use this biographical sketch to introduce you to Les on a more personal level.

Les and his fraternal twin, Ryan, were born in the small town of Menominee, Wisconsin, but the family would later relocate to Montana, where Les would spend most of his teenage years. His father, Eddie, was a high school basketball coach, and his mom, Kerry-Sue, was a homemaker. Les and his brother both enjoyed playing basketball from an early age, and soon they excelled at it, with the encouragement of their father. Les's younger sister, April, also enjoyed sports, and she would later go on to become a personal trainer. Eventually, Les started to distinguish himself from his twin on the basketball court, and their father, Eddie, noticed that Les held some real promise, perhaps even enough to one day embark on a professional sports career. He consequently started to personally hone the boy's abilities, and soon young

Les found himself traveling various high school basketball circuits around Wisconsin and neighboring Minnesota with his father, putting on instructional displays of technical movements and strategies during coach Eddie's training sessions. By the time he reached high school, Les was living in Montana and set on pursuing a professional basketball career, but then, during a match against a rival school, he sustained a serious and debilitating injury. While hovering near the basket with his arms raised, waiting for the ball, Les' attention strayed momentarily and he didn't see the ball traveling toward him at high speed. A split-second later the ball smashed into his upraised left arm, dislocating his shoulder, and badly damaging muscle and other connective tissue. Upon subsequent examination, the doctors determined that his shoulder was so badly damaged that it necessitated rather extensive surgery, and hence Les' dreams of a basketball career seemed increasingly improbable.

After graduating from Manhattan High School, in Manhattan, Montana, in 1994, Les started film school at Montana State University. He had always loved the cinema, and he felt confident that a career in film, particularly in directing, would give voice

to his creativity. (Incidentally, while in film school, Les was contacted by a talent agent who offered him an audition for a small part in "The Horse Whisperer," starring Robert Redford.) Those of us who have often marveled at Les' truly encyclopedic knowledge of movie trivia were not surprised at all to learn that he had once been in film school. Ultimately though, he would not continue with film school, and in 1997 – wanting to live abroad for a while – Les transferred to the Chinese University of Hong Kong, in Shatin, Hong Kong. While attending this university, he began taking classes in Sociology and Mandarin Chinese. (Today Les speaks Mandarin quite fluently.) By the summer of 1998, Les had moved to Taiwan, and while living there he met his future wife, Julie Chang. After returning to the United States later that year, Les resumed his film studies at Montana State University for one semester, but then decided to transfer to the University of Minnesota – Twin Cities, in Minneapolis, to start studying sociology in earnest. He would eventually have to delay his graduation in order to collect data for his honors thesis on *guanxi* (a form of social capital prevalent in personalized networks of influence) in Taipei, Taiwan. Les stayed in



Taipei for a semester in order to conduct 20 in-depth interviews with human resource managers, to explore the potential role of *guanxi* in professional (business) relationships. During his stay in Taipei, he lived with his future wife's family, and by the end of his time there, he had asked them if he could marry their daughter. Les admits that he was somewhat perturbed when his initial request was met with a rather firm denial by the intended bride's father, Mr. Chang. But he persevered, and eventually won their approval to marry Julie.

With his research in Taiwan completed, Les returned to Minnesota and proceeded to graduate with a BA in Sociology. Julie subsequently joined him in the United States and the couple moved to Greenbelt, Maryland. Les began working as a research assistant at WESTAT, a contract research organization based in Rockville, Maryland, while Julie found an administrative position at Howard University. After working at WESTAT for only a year, in 2002 Les was

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## Patricia Hill Collins, continued from page 1.

years, Dr. Collins has been very busy and getting to know the university community. Not restricting herself to sociologists, she met with undergraduates in Stamp Student Union, has been guest speaker in other departments, on other campuses, and, of course, she has been “kicking the tires” of our department. All this was to test the strength and viability of her decision to join the Maryland sociology department. She has decided to commit to University of Maryland.

Most of us are familiar with the Professor Patricia Hill Collins, a great theorist, and pedagogue. However, many are completely unfamiliar with Dr. Collins' life narrative, young academic experiences, or future aspirations.

**“I feel like I have been a sociologist all my life. Before I even knew what the term of sociology meant. I never even heard of sociology until I went to college. For me, it was a huge discovery to run into a field that matched how I was already thinking about the world but in a much less fancy way then.”**

Born in Temple University Hospital and raised in an area of Philadelphia some might call the ghetto, young Patricia Hill benefited from a unique combination of social circumstances. She got to know the city pretty well despite being raised in a working class family. Her father was a factory worker and her mother a secretary in the defense department. They imparted very specific lessons to their only child, Patricia, the apple of their eye. One of the many lessons was, as she explains, “in my home people went to work or they did not get paid - it was just that simple. When I was a little girl, my 'job' was school. The only reason my mother would allow me to stay home from school was if I could not lift my head off the pillow or if I was contagious.” Dr. Collins finishes the fond reminiscence of her childhood responsibilities with that easily recognizable – and often heard in the corridors of the department – chuckle.

Thinking about her intellectual genesis, she speculates that a combination of being an only child and not having to share probably accounted for her very keen sense of fairness and an attitude reflecting what amounted to “don't mess with me” as the basic structure constituting the philosophy guiding her younger self. For example, Dr. Collins recounts the time when she was six years old, she was at school and it was her day to be at the front of the line. Another girl cut in front of her and Dr. Collins remembers telling her that it was her day to be at the front of the line. The girl did not move. The young Patricia Hill resorted to a common weapon preferred amongst six-year-old girls: she scratched the girl's arm. She recounts that the little girl ran off crying and the teacher promptly placed her in time out. She was fuming, but not because of her punishment but because she was thinking to herself, “I bet that girl won't cut in front of me in line again!” She pauses a moment, glancing upward and says, “I guess nothing much has changed!” And she is right, many of us students have experienced the Dr. Collins “look” during classes or in private. The one that communicates that Dr. Collins is not pleased. There is something very polite but clearly not amused about that “look”.

Dr. Collins begins to describe her childhood for me by centering upon a dominant theme running through all of her life memories from when she was a small child until now. She sees her life in a context of “interaction between personality and institutions”- always thinking as a sociologist, even about her childhood. That is to say, Dr. Collins remembers how she perceived being treated differently in institutions that did or did not meld well with her personality. As a child, Patricia describes herself as a very outgoing kid with a predilection to ask many questions. She loved to argue her ideas with bigger and older people. She says that her parents and the men and women in her community were committed to ensuring that Black children were ready for the world and she remembered her rambunctious nature being supported. In the institutions of public education, Dr. Collins remembers the opposite being true. Her talkative, inquisitive nature was systematically shut down. It's hard to imagine that now! She tells me one of her favorite memories about maintaining her edge during an argument when she argued with her ten-year-old cousin about how to spell her name. She explained to her cousin that her name was spelled “Patricia And Hill.” Made perfect sense, she says. Her cousin explained that she was spelling her name incorrectly, “It's A-n-n”. That is when little Patricia abruptly ended the discussion by declaring, “It's my name and I should know how to spell it and I can spell it any way I like!” Upon arriving home, just to be sure, she decided to cross-reference herself and asked her mother, “How do I spell my name?” It was “Ann”. Well, win some lose some.

Dr. Collins attributes her love of books to her mother who one day took her to the downtown Philly library and told her

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## Patricia Hill Collins, continued from page 5.

that if she used it she could go anywhere and do anything. She describes the memory as “feeling as if we had arrived to the Parthenon!” She used the library and developed a love for books that powers her entire intellectual life. Her curiosity and desire to learn created an insatiable love of books and reinforced a growing willingness to question everything. Dr. Collins recalls being an annoying child who hated to be punished, hated to be wrong, loved learning and believed in the basic tenets of fairness to a perhaps heightened level of awareness and all of these things show up in her personality today.

Not surprisingly, but surprisingly, school is not where Dr. Collins' love of learning flourished. She found that her perspectives, ideas and imagination were commonly unappreciated in public schools. As a little Black girl, she learned the different ways that the school indicated its lack of interest in her intelligence. Collins says that looking back she understands why this was the case. “Schools are meant to produce good American citizens who, on some level, must agree to be satisfied with some preset condition of inequality”, she explains. However, despite starting out as an annoying kid who asked too many questions and always argued her ideas, by the time she graduated from high school, Collins remembers that she had become a very quiet student. “On some level this makes me sad,” she says. Dr. Collins says that she learned to love learning and continued to seek more knowledge despite public institutions' commitment to squash that love out of her. “If it is there, if the desire to learn and know is in you, it is very, very difficult to stamp that out,” she says.

Collins breaks from the biographical background and starts identifying where her passion burns brightest today. “With the graduate students,” she says, adding a caveat that she is not just saying that for this interview. Collins says that she has said it from the beginning and she maintains that what she finds most exciting about being at Maryland is the chance to work with graduate students. Dr. Collins is committed to nurturing young intellectuals.

In the last two years, our department has seen an improved social culture, the structure of our degree programs have altered, and there is even talk of changing the manner in which future cohorts take comprehensive exams. For the leadership of our sociology department, the past two years reflect that the decision to recruit Dr. Collins was a remarkably good one on the part of both parties. After all, no one could have predicted that the new theory professor would be the new president of ASA two years later. As for her new hat as ASA president-elect, Dr. Collins suggests that being elected as the American Sociological Association's (ASA) newest president clearly indicates that “things have changed or things are at least starting to change” in the field of sociology. Dr. Collins moved from one academic institution that had been home for 23 years to Maryland, and her personality, philosophical framework and sociological imagination remain as clearly pronounced today as it must have been since she was a child. Keep it fair and don't mess with me.

We ended on time and walked out of her office together towards the Clarice Smith Performance Arts Center. She walked with her relaxed but focused stroll heading out to explore more of the University of Maryland community. She is committed to supporting alternative ways of self-expression and learning through living. Dr. Collins is at a stage in her professional life where things seem to be falling right into place. That has to be the best feeling.

## Andrist Highlight, continued from page 4.

promoted to systems analyst. He was pleased with this promotion, and he was clearly on track to being successful at WESTAT, but yet he constantly found himself looking toward greener intellectual pastures. In 2004, Les and Julie got married, and he finally decided to attend graduate

school. He applied to the PhD program in sociology here at Maryland, and then promptly quit his job at WESTAT upon receiving notice of acceptance into the program. Shortly thereafter, in Fall 2005, our cohort met for the first time during orientation, we all became fast friends, and the rest is history, as the saying goes.

During his time here at UMD, Les has impressed faculty and peers with his quick wit, keen intellect, and incisive commentary. He particularly enjoys comparative-historical and theory courses, but he has also taken several demography classes during his time here, and he is currently attached to the India Project, run by Drs.

**Desai and Vanneman.** Outside his academic life, Les enjoys various outdoor pursuits, and he has recently also become an avid mountain biker. So, if you pass Les in the hallway, pause for a moment and get to know him; I'm sure you'll be amazed at what you learn.



## Grad Student Union, continued from page 1.

is becoming ever more difficult to make ends meet, and as a result the University is beginning to lose good graduate students to other schools – often schools whose graduate employees are unionized. Low stipends, long work hours, and lack of basic workplace protections are of course bad news for graduate students, but also for the University if it wants to keep its competitive edge and attract the very best teachers and researchers to the campus.

The good news is that a union for graduate students is now forming on campus: Maryland Teachers and Researchers. (We hope MTR will soon include lecturers and adjuncts.) This union is our best chance to impact the decisions which affect us most.

While it is certainly legal for us to form a union, as the state law now stands the University is not legally compelled to recognize one. The University is free to voluntarily recognize a union, but this is unlikely to happen unless the law changes. We now have the best chance in years to pass enabling legislation in Maryland, ensuring that the University will recognize a grad student union. We have gotten positive signals from many key legislators, and from the governor's office.

## Goals

### **Stipends:**

We all know that the cost of living in the College Park area is large and increasing. Our stipends, however, are not keeping pace. Case in point: last year, stipends went up 4.55% for Graduate Assistants, however rents for some units at Graduate Gardens and Graduate Hills, the only housing for graduate students at UMCP, went up 9%. This is not progress.

Also, minimum stipends are

consistently higher at our peer institutions, while cost of living is often much lower. Currently, if a GA makes the University-mandated minimum stipend of \$17,464 per 12 months, and lives in Grad Gardens or Grad Hills, this GA may pay up to 90% of take-home pay on rent alone – *in the only University-subsidized housing available for grad students.*

However, at Rutgers, graduate employees recently negotiated a 32% pay increase over 4 years (8% a year), while protecting their 15-hour work week.

### **Workload:**

In 2006, the University's PhD Completion Committee investigated the University's low PhD completion rate, which is under 50%, far below the national average of 65%.

It was suspected that Graduate Assistant workload was more than the proscribed 20 hours per week, thus making it difficult for GA's to complete coursework and research. The Committee conducted a workload survey of GA's, the results of which were probably not surprising to most GA's on campus. (Survey results are online at: <http://www.gradschool.umd.edu/publications/Graduate%20Assisant%20Survey%20Report.pdf>.)

On average, TA's worked an average of 29 hours a week and fewer than 50% were satisfied with their workloads. RA's and AA's were generally more satisfied with their workloads, although 21% of AA's worked more than the proscribed 20 hours per week during the semester. In all cases, a large percentage of

***Want to get find out more? Want to become a member or an ally? Visit the Maryland Teachers and Researchers website:***

**[www.mtrumd.org](http://www.mtrumd.org)**

GA's did not know where to seek help. The survey did not address the possibility that a GA may not consider this resource to be effective, safe, confidential, or free from reprisals.

Where graduate employees are unionized, GA workloads are required to match the number of hours paid. If workloads go beyond the proscribed work week, there is a specified means of redress.

### **Grievance procedure:**

Currently, the University lacks a comprehensive grievance procedure for graduate employees. Where graduate employees are unionized, GA's required to work more than the hours paid, or who experience other workplace abuses, have a specified means of redress. In some cases, GA's are compensated for extra hours worked.

### **Other benefits:**

Graduate employee unions have negotiated a variety of other benefits. Rutgers' GA union's recent contract includes parental leave and full health insurance for full and part-time GA's.

Other unions have negotiated reduced or altogether eliminated student fees for graduate employees.

Unionization protects our rights, increases stipends, and ensures that we work the number of hours we're paid for. Graduate students have been exploited for far too long, and the University's response has been to study the problem without making changes. When presented with graduate student concerns, the administration's consistent response has been, "We're working on it, just wait a little longer." Trusting the University to address our needs has not worked. We need negotiating power.

Graduate students can become a part of the grad student union on campus simply by filling out a Maryland Teachers and Researchers membership form, available online at <http://www.mtrumd.org>. Forms can be returned to any of the MTR Department Coordinators listed on the site. Currently, there are no dues. Membership is completely confidential. The more members we have, the stronger we are as an organization.

Faculty and staff can lend their support by signing up online to join our Allies List.

## Mark Your Calendar

Friday, October 26<sup>th</sup> – Grad Student Off-Campus Happy Hour  
6:00, Wonderland Ballroom (contact Emily Mann for further details.)

Friday, November 2<sup>nd</sup> – MPRC Seminar, Melissa Hardy, Penn State University  
"Population Aging, Intra-Cohort Change, and Socio-Political Attitudes in the U.S."  
12:00, Cole Student Activities Bldg, Rm. 0124B

Friday, November 9<sup>th</sup> – MPRC Seminar, Emilio Parrado, Duke University  
"Migration and HIV Risks among Mexicans: A Comparison of Sending and Receiving Communities"  
12:00, Cole Student Activities Bldg, Rm. 0124B

Wednesday, November 14<sup>th</sup> – Tea Time  
3:00, Mills Library

## Martin Highlight, continued from page 3.

was initially trained in the hard sciences, his theoretical background is anchored in evolution and he therefore approaches problems from an evolutionary standpoint. This difference in perspective may provide a new approach to a

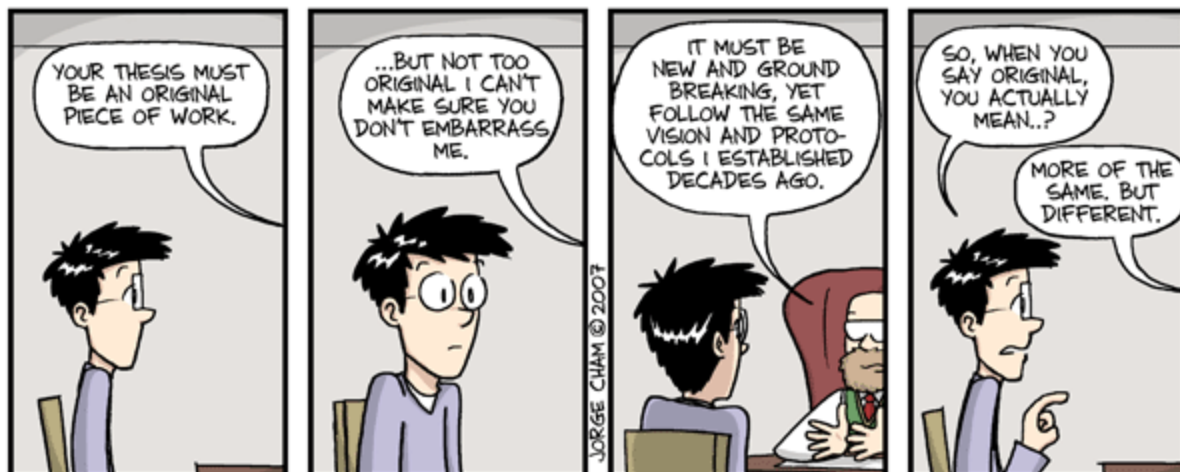
problem.

I pushed Steven to offer some nugget of wisdom to graduate students. "Play volleyball," he says. He explains that he played volleyball, not always very well, but it was in a graduate league, so it

mattered more that you show up than that you play particularly well. The people that he played volleyball with are the people that he keeps in touch with now. His advice: Make friendships now, they become professional associations later.

To end the interview, I asked Steven how he was surviving the quest for tenure. He replied, "it's funner than working at a cannery. That's what I remind myself when I am having a bad day."

## "Piled Higher and Deeper" by Jorge Cham



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