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- Language and Social Processes • Judith Green
- Literacy: Research, Policy and Practice • Daniel A. Wagner
- Media Education Culture Technology • Robert Muffoletto
- Perspectives on Creativity • Mark Runco*
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- Research and Teaching in Rhetoric and Composition • David Jolliffe and Michael Williamson*
- Themes in Urban and Inner City Education • Barry Kanpol and Fred Yeo
- Understanding Education and Policy • William T. Pink and George W. Noblit
- Written Language • Marcia Farr*

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NEW AND FORTHCOMING TITLES

Critical Education and Ethics

Mediating the Culture Wars
Eric Bain-Selbo, Lebanon Valley College

This book is intended for general readers interested in theoretical and practical problems revolving around multiculturalism and education. Most, if not all, philosophical debates come down to the fundamental conflict between conceptions of goods and rights. Current debates about multiculturalism and pluralism, especially in the area of education, often pit the goods of communities against rights-claims of other groups or individuals, which leads to an impasse. The author's alternative starting point for ethics allows us to view these conflicts in a new light and thus bring new changes for insightful resolutions.

Chapter 1 poses the problem. Chapter 2 begins the philosophical heart of the book with an appropriation of Aristotelian moral theory as a framework to consider ethics in a multicultural context. This re-reading of Aristotle is accomplished in large part with the aid of the philosophical hermeneutics of Gadamer. His general theory of understanding and his reading of Aristotle are covered in Chapter 3. Chapter 4 highlights the dialogical virtues of humility, charity and courage and Chapter 5 provides a perspective on education that is based on the ethical theory previously developed. Chapter 6 applies the author’s ethical and educational positions to contemporary education, specifically those having to do with diversity and multiculturalism.


Summer, 2002 256 pages (approx.)
ISBN: 1-57273-470-1 $24.95
ISBN: 1-57273-469-8 $52.50

Joy as a Metaphor of Convergence
A Phenomenological and Aesthetic Investigation of Social and Educational Change
Delores D. Liston, Georgia Southern University

Among the many purposes of education must be the development of the capacity to interpret experience within a moral and spiritual framework. By bringing together information from a variety of seemingly unrelated fields of study, this book represents a continuing exploration of the spirit of humanity. An imaginative educational framework grounded in a morally sound vision is presented that is supported by careful reasoning, solid scientific evidence, and poetic insight.

The metaphor of joy enables the author to integrate themes of the preciousness and profound meaning of life with the availability of processes that facilitate the quest for personal meaning, social justice, and spiritual fulfillment. It is offered as a possibility to give students and teachers a moral, ethical and spiritual context within which to generate complex and multiple interpretations of experience. Educationally, joy encourages learners and teachers to find many interpretations/explanations of phenomena and to be dissatisfied with one singular short answer. Thus, the importance of joy to education is exemplified in the shift in educational emphasis from fact finding to interpreting of phenomena and meaning-making within moral and spiritual contexts.


2001 224 pages

Body Movements
Edited by Sherry Shapiro, Meredith College, and Svi Shapiro, University of North Carolina-Greensboro

The body seems to have become an increasingly important focus within contemporary emancipatory struggles and movements. Issues of sexuality, gender, reproduction, AIDS, physical violence, ecology, food and nutrition, health care, fitness, and physical appearance, comprise only some of the “generative themes” of cultural and political action.

This volume thus seeks to more fully understand the meaning and implications of this emancipatory “body politics” for a radical theory and practice of education. It addresses the question of the body in the context of the struggle for a more democratic, plural and quotable culture. Specifically, the book focuses on these issues: Why, and in what ways, has the body emerged as a vital and resonant focus or site for a self- and socially reflexive politics? What does a critical or emancipatory pedagogy in which the body/subject is significant mean, in terms of both educational theory and practice? In what ways should body politics and pedagogy be seen as a place in which both normative/oppressive and emancipatory processes are simultaneously at work? And, How and in what ways does body politics and pedagogy connect to the sense of possibility, hope and joy?

Instructional Technology

Keeping Pace With Technology
Educational Technology that Transforms Volume One: The Challenge and Promise for K–12 Educators
Kathleen P. King, Fordham University

IN THIS VOLUME the author presents a new model of the potential for staff development—”A Journey of Transformation.” The model provides a unified perspective for professional development in educational technology and this text explains this perspective’s relevance, power, and promise for K–12 educators.

Going far beyond theory, this book is rooted in experience and research among teachers. Given the needs of this context, it also provides recommendations, guidelines, and strategies for professional development in educational technology.

The book relates how teachers move from teacher-centered teaching and learning to a learner-centered model. This book provides an opportunity for teachers, administrators, and staff developers to look at staff development as much more than technology training. Instead, time spent in professional development can be invested in providing opportunities for faculty to grow, change, and transform both their perspective and practice of teaching.

Fourteen appendices and a companion Website provide practical application and development tools.


Language and Social Process

Teaching Cultures
Knowledge for Teaching First Grade in France and the United States
Kathryn M. Anderson-Levitt, The University of Michigan-Dearborn

THIS IS A BOOK about knowledge for teaching, specifically knowledge for teaching reading and for evaluating first graders’ performance. However, it does not prescribe how to teach. It does something less common—it describes how we actually do teach reading.

The book uses ethnographic research and cross-national comparisons to make visible elements of teaching culture that are usually taken for granted. It explores the idea of culture with anthropological sophistication, but in straightforward language. The book proposes that teachers draw on “national classroom cultures” to generate their own, more detailed professional knowledge for teaching.

If you are a teacher or a prospective teacher, the book offers a mirror for examining your own beliefs and values. If you want to reform teaching practices, it identifies tacit cultural knowledge most resistant to change. If you seek to understand how schooling works to distribute jobs and prestige, it shows how studying teachers’ knowledge offers a novel way into that question.

Keeping Pace With Technology
Educational Technology that Transforms Volume Two: The Challenge and Promise for Higher Education Faculty
Kathleen P. King, Fordham University

FACULTY IN HIGHER education face a multitude of demands and challenges in their work. Not least among these is the need to use technology in ways that will be meaningful and useful. This book has been conceived of and written to encourage faculty and those responsible for faculty development to capture a vision of the great promise technology has for educators and a means of tapping into some of these possibilities. It book focuses on the potential of educational technology for higher education’s faculty’s professional development.


Instructional Technology

Keeping Pace With Technology
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ISBN 1-57273-400-0 $27.50 paper

Frogs and Snails and Feminist Tails
Revised Edition
Preschool Children and Gender
Bronwyn Davies, James Cook University (Australia)

How and Why do children become masculine or feminine? The way in which gender is constructed in our society means that in learning to be people, to be members of our society, children must learn the way male-ness and femaleness is done and they must get it right. Gender is a public rather than a private category, and children recognize that they are not free as individuals to vary the way gender is taken up. Using children’s play, their conversation, and their responses to feminist stories, this study provides both fascinating detail of the gendered world of childhood and new insights into the social construction of gender. The revised edition includes the addition of a chapter reflecting on the methodology, as well as detailed textual improvements.

ISBN 1-57273-448-5 $19.95

Early Childhood Classroom Processes
edited by Rebecca Kantor and David Fernie, The Ohio State University

This Volume is the culminating project of 10 years of collaborative study in a preschool classroom, where each year, 3- and 4-year olds and their teachers meet daily to construct a life together in an early childhood program.

In the chapters, each author presents a discussion of his or her early childhood education topic of interest. In each chapter the uniqueness of a sociocultural/ethnographic perspective and the field of a data analysis is highlighted through a comparison with a traditional early childhood literature on that topic. Certain salient and pervasive “cultural themes” emerged across analyses: peer culture and school culture, social construction, and educational possibilities. These analyses extend our understanding of a single classroom to broader implications for theory and practice.

ISBN: 1-57273-461-2 $57.50 cloth

Interprofessional and Family Discourses
Voices, Knowledge, and Practice
Marleen Ianucci McClelland, Youngstown State University, and Roberta G. Sands, University of Pennsylvania

This Volume is about interprofessional communication. Through an ethnographic, interactive sociolinguistic, and cultural approach the volume introduces a discourse perspective to the analysis of interprofessional communication. It looks at the various participants’ voices—present and absent, invited and uninvited—and their contributions to team discourse about children who are evaluated for mental retardation/developmental disabilities. The authors are particularly concerned about the parents’ perspective and how their concerns about their children are perceived.
by professionals; and how professionals in various disciplines perceive each other and children. The authors view assessments as interactively constructed by the team and identify whose contributions enter into the discourse. Ultimately, they are concerned with whose voice counts and the impact of the interactive process on families and children.


ISBN: 1-57273-401-9 $65.00 cloth
ISBN: 1-57273-402-7 $27.50 paper

A Community Text Arises
A Literate Text and a Literacy Tradition in African-American Churches
Beverly J. Moss, The Ohio State University

A COMMUNITY Text Arises emerges from an ethnographic study of literacy in three African-American churches. These data illuminate the ways that the primary model of a literate text is shaped and used in African-American churches. Chapter 1 examines how the African-American church has operated as a community within the larger African-American communities. As a result, this chapter provides a historical, sociological, and theological perspective on African-American churches and an overview of the major components of the church community.

Chapter 2 introduces, through ethnographic descriptions, the churches that the author studied and Chapter 3 highlights the features of the major literacy event and text in African-American churches—the sermon. Through close analysis of individual sermons the author illustrates how the sermon functions as a community text. Chapter 4 focuses solely on the sermons of one minister to highlight rhetorical strategies that are used to create and maintain community identity. The analysis in Chapters 3 and 4 provides a view of a text that calls into question traditionally held notions of text inside and outside the community. Therefore, Chapter 5 deals with the implications of this study for how text is defined and the relation between oral and written texts.

ISBN: 1-57273-395-0 $42.50 cloth

Literacy: Research, Policy and Practice

Adult Literacy Research and Development Volume One
Policy and Planning
edited by Daniel A. Wagner, NCAL, University of Pennsylvania
THERE IS increasing recognition that the most basic of intellectual tools—literacy—has returned to the center stage of policy concerns in virtually all countries, industrialized and developing. Data from around the world provide clear evidence that literacy and education are closely related to a nation’s economic development and that effective training can be a highly cost-effective strategy for addressing a range of economic and social goals. At the federal, state, and local levels, policy development for adult literacy and adult education are currently in considerable ferment.

This volume examines some of the more important dimensions of policy concerns and debate.

ISBN: 1-57273-159-1 $55.00 cloth
Adult Literacy Research and Development
Volume Two
Assessment, Learning and Instruction
edited by Daniel A. Wagner, NCAL, University of Pennsylvania
ASSESSMENT, learning, and instruction are at the heart of the development of improved programs in adult literacy. Issues in literacy assessment are related to the identification of outcomes for adult literacy instruction and the design of valid and reliable testing instruments. This volume reviews the numerous linkages between assessment, learning, and instruction.

ISBN: 1-57273-161-3 $52.50 cloth

Perspectives on Creativity

Creative Intelligence
Toward Theoretic Integration
Edited by Don Ambrose, Rider University, LeoNora M. Cohen, Oregon State University, and Abraham Tannenbaum, Teachers College

THE CONTRIBUTIONS to this volume are part of a collaborative, interdisciplinary attempt to clarify, expand, and discover integrative patterns within current conceptual foundations for research and practice in fields pertaining to creative intelligence. Chapters in the first section establish the lay of the land for this ambitious project. The authors in this section also make recommendations about the most effective ways to approach broad-scope exploration of theory pertaining to creative intelligence.

The next section includes several conceptual frameworks that have potential for incorporating a wide range of phenomena pertaining to creative intelligence. Section Three includes clarifications of environmental influences on the development of creative intelligence and the sociocultural selection of giftedness. Authors in this section also deal with internal cognitive processes and the moral-ethical dimensions of mind. Finally, Section Four returns to broad-scope perspective-taking.

ISBN: 1-57273-465-5 $79.50 cloth
ISBN: 1-57273-466-3 $29.95 paper

Critical Thinking and Reasoning
Current Research, Theory and Practice
edited by Daniel Fasko, Jr., Bowling Green State University

THE CHAPTERS and discussions in the volume integrate the various perspectives on critical thinking and stimulate new thinking about thinking. Chapters in the first section present several issues that concern critical thinking, and discuss the lack of core concepts and structures in the field of teaching and critical
thinking. Chapter 4 describes Sternberg’s theory on how people think. The next three chapters focus on the learning and development of critical thinking and reasoning. Chapters 10 to 12 focus on the teaching of critical thinking, and Chapters 14 through 16 focus on the assessment of critical thinking. The epilogue discusses neglected issues in critical thinking.


**Educating Creativity**

**A Primer**

John Houtz, Fordham University


**The Educational Psychology of Creativity**

**edited by John C. Houtz, Fordham University**

**The Authors** of this volume address particular areas of creativity research from the point of view of applications to education. The focus is on understanding, measuring, and developing the creative thinking and problem-solving skills in all students, not simply the intellectually or creatively gifted. The educational psychology of creativity offers a great deal to educators and policymakers in an attempt to respond to the criticism directed at the educational system and to improve instructional practices.


**“My Teeming Brain”**

**Understanding Creative Writers**

Jane Piirto, Ashland University

**Contents:** INTRODUCTION. The Psychology of Creativity and the Creative Writer. Chapters on the personality, the creative process, and the practical knowledge required in writers are set within a talent development framework. The book includes a study of 160 contemporary U.S. writers who want to be creative writers and for those who teach them. Hundreds of books have been written about how to write, but few have been written about what writers are life. This book remedies that.


**Theories of Creativity**

Revised Edition

Edited by Mark A. Runco, California State University-Fullerton, and Robert S. Albert, Pitzer College

The *First Edition* of this volume was hugely popular. It contained chapters by leading figures in the field, and it captured the interdisciplinary nature of creativity. The revised edition has been expanded in two ways. First, each chapter has been revised and updated. New research is described and integrated into the new versions of the various theories. The descriptions of the development of the various theories have been extended, and one new chapter—on the evolving systems approach to creativity—gives the volume breadth to capture recent theories of creativity.

**Contents:**


**Critical Creative Processes**

Edited by Mark A. Runco, California State University-Fullerton

Creativity is typically defined such that the underlying processes reflect some divergent or lateral thinking, but in actuality is must also involve certain critical processes. These are "critical in two ways. First, they reflect some kind of criticism or convergent thinking, and second, they are vital for creative thinking. This volume reviews research and theorizing about these critical processes. A wide range of processes is covered, including those that are entirely personal, and those which are interpersonal. In addition to introducing the notion that creativity requires both divergent and critical processes, this volume describes the roles played by traditional intelligence, language, and attributions in creative work. Several chapters explore implications for education.

**Contents:**


**Creating Conversations**

Performance in Everyday Life

Keith Sawyer, Washington University (St. Louis)

Conversation is one of those everyday, common-sense abilities that we can all do without thinking. But paradoxically, understanding how conversation works is one of the most difficult problems for scientists—for example, even after decades of research, computers are still miserable conversationists. Creating Conversations explores this paradox: How can conversation be so difficult, and at the same time come to us so naturally? The answer to the paradox is found in the creativity of everyday conversation. The author, a psychologist and an expert in the sciences of creativity and conversation, shows that the same basic creativity—improvisational creativity—is found in conversation, jazz, children’s play, and theater.

Underserved Gifted Populations
Responding to Their Needs and Abilities
edited by Joan Smutny, National Louis University
This volume expands the framework of gifted education to include more diversified populations that urgently need identification and support. It offers a definitive statement on the issues and objectives for educators, administrators, scholars, and students. It examines such factors as environment (urban, rural, impoverished), culture (multicultural, bilingual), age (early childhood), and gender (girls) that have made gifted students either invisible or unqualified for special services. It reveals how students with unique characteristics (learning disabilities, emotional problems, highly gifted or creatively talented) often do not gain access to the education they need because they exist outside the mainstream population of gifted students.

The book explores the unique problems these target populations face, creative strategies for identification and instruction, as well as current efforts and/or solutions actual programs, curricula, and activities.


Qualitative Studies on Schools and Schooling
My Qualitative Research Journey
Researching Against the Rules
Dean Garratt, Manchester Metropolitan University (UK)
This book differs from conventional qualitative research texts in four important respects. First, it shares with the research student—especially the doctoral student—a sense of the author’s struggle in working through an emerging and continually evolving research dissertation. It provides an insight into the processes, dilemmas, and moments of inspiration that characterize this journey. Second, in parting company with the format of many standard research handbooks, this book celebrates the messy, complex, and reflexive nature of doing and writing research. Third, the book poses a challenge to the designate role of “method” in qualitative inquiry. The author explains how he unraveled his own search for “truth,” before interrogating and then finally deposing “method” as a route to genuine knowledge. Finally, the book brings up the issue of “ending” or “closure” in dissertation writing.

Basic Writing as a Political Act
Public Conversations About Writing and Literacies

Linda Adler-Kassner, Eastern Michigan University, and Susanmarie Harrington, Indiana University-Purdue

THIS BOOK takes a step back from the quest to “solve” problems related to basic writing and students in basic writing classes and offers a refreshing new view of the field. The authors begin by analyzing definitions of basic writing and basic writers in four key venues—basic writing research, mainstream media, course syllabi, and interviews with students enrolled in basic writing classes. They argue that much of the work in basic writing (research and teaching materials alike) portray classroom-based literacy practices as devoid of social context. Students’ existing literacy practices are separated from the cultures in which they were cultivated and separated from the academic literacy practices used in school. Those academic skills are similarly portrayed as distinct from the academic context where they will be used. This characterization of literacy is reinforced by portrayals of basic writing and basic writers in mainstream media, and reinforces notions of writing and reading in school that students bring with them to their basic writing classes.


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ISBN 1-57273-437-X $35.00 cloth
ISBN 1-57273-438-8 $15.95 paper

The Rhetoric and Ideology of Genre
edited by Richard Coe, Simon Fraser University, Lorelei Lingard, University of Toronto, and Tatiana Teslenko, Simon Fraser University

THIS BOOK AIMS to advance a radical reconceptualization of genre and discourse, and to enhance understandings of reading, writing, speaking, and listening as socially situated and motivated activities. The various chapters offer theorists, researchers, and teachers critical methods and conceptual frameworks for understanding the pragmatic and social aspects of discourse embodied by generic structures and processes. Most of the contributions are based in pragmatic studies of particular discourses, among them the discourses of the Internet, student writing, and “teacher talk” about that writing, of architecture, social work, medicine, engineering, literature and sex-advice columns. Each chapter also challenges and advances our understanding of discursive genres, and how they act, both socially and on individuals.


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ISBN 1-57273-383-7 $79.50 cloth
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Unexpected Voices
Theory, Practice, and Identity in the Writing Classroom

John Rouse, St. Peter’s College, and Edward Katz, University of the Western Cape (South Africa)

THIS BOOK takes up issues of current concern in composition studies, sociolinguistics, and ESL—issues concerning academic literacy, critical literacy, expressive versus cognitive approaches to the teaching of writing, and the like. It does so in a practical, experiential way, drawing on events in classrooms in universities in South Africa and the United States. The contrast between the South African context and the American, as well as their surprising parallels, highlight certain questions concerning the teaching of literacy in a dramatic way, so that theory and practice are brought together.

In contrast to writing programs that follow a textbook or a planned sequence of study, the authors describe a narrative peda-
Commitment to Excellence
Transforming Teaching and Teacher Education in Inner-City and Urban Settings
edited by Linda Catelli, Dowling College and Ann C. Diver-Stamnes, Humboldt University

THIS BOOK—written for pre-and inservice teachers, teacher educators, project directors and administrators—represents a working commitment by individuals and institutions to improve the education of inner-city/urban youngsters and to radically transform the preparation of the people who will teach them.

Chapters focus on longitudinal and shorter projects that were successful in urban and inner-city schools; current research, issues, content, and best practices for teaching and preparing new teachers to teach in inner-city/urban settings and to radically transform the preparation of the people who will teach them.


Essays on Urban Education
Critical Consciousness, Collaboration and the Self
Chapman University Social Justice Consortium

THIS BOOK describes seven faculty members and a graduate student at one university, who systematically engaged in a conversation about their experiences in urban education over a three-year period. Authors used standpoint epistemology; their own social locations, as visas of credibility for their border crossings to urban schools. Through their stories, a rare, communal bond developed. Characterized by caring and critique, this bonding both challenged and informed traditional notions of scholarship en solo. In the end, both urban schools and collaboration were more than conceptual places the authors had traveled, they were liberating states of mind.

It is hoped that this work will be a model for future teacher educators to learn and grow by in their collective and united quest for social justice in their immediate urban and institutional surroundings.


The Politics of Inclusion
Preparing Education Majors for Urban Realities
edited by Barry Kanpol, Saint Joseph’s University

THIS VOLUME is a collective departmental effort to delineate what a politics of inclusion on a more structural/macro-level might look like and the inclusion of politics on more micro-levels are as related to urban and other sites, particularly in regard to preservice teachers and as faculty within the structure of an institution as a whole.

Contents: Introduction—The Politics of Inclusion and the Inclusion of Politics. Working Within the “Confines” of Where We Are, Barry Kanpol. EDUCATIONAL FOUNDATIONS. Curriculum Integration as a Pedagogy of Inclusion, Jeanne Brady. Think Global, Include Local, Kenneth Saltman. CURRICULUM INTEGRATION. Constructivist Curriculum Standards: Resolving the Apparent Contradiction through a Democratic Culture of Quality, Jim Lee. The
Teacher Education and Urban Education

The Move From the Traditional to the Pragmatic edited by Barry Kanpol, Saint Joseph’s University

Research about preservice teacher education suggests that not enough is being done to prepare prospective teachers for the harsh realities of inner-city schools. This book responds to a number of concerns: How can teacher education make any inroads to social change really occur without a united effort? Or, how can there be a united effort across ideological differences? There is little evidence to suggest that teacher education departments bond together as an act of solidarity to eke out the intellectual and practical possibilities of instigating school change.

Collectively, and across ideological variances, a Department of Education, located at Penn State-Harrisburg came together to discuss how traditional views of teacher education subject areas do not prepare students for urban education. Each author delved into their own particular expertise as a challenge to readjust how preservice teachers can be both trained and theoretically grounded to make inroads into these urban schools. The chapters argue for a more progressive thinking about urban education and a type of collective departmental consciousness that seriously engages school restructuring for urban education.


Fall, 2002 256 pages (approx.) ISBN: 1-57273-463-9 $55.00


IT HAS BEEN widely documented that in many educational arenas the Chicana(o)/Latina(o) population is the most undereducated, the lowest achieving and attaining, and the most underrepresented of the major ethnic groups in the U.S. This volume contributes to a fuller understanding of this Chicana(o)/Latina(o) educational experience. It explores a range of important social and educational issues surrounding the relationship between educational, socioeconomic, and sociopolitical contexts in the U.S. The chapters employ a range of theoretical and methodological frameworks toward an analysis and interpretation of the various dimensions of this population’s educational experience.


Understanding Education and Policy

Kids in Context

Using Family-Based Leisure Education to Enhance Self-Determination in Children with Disabilities edited by Charles C. Bullock, University of Nevada-Reno, Danny E. Johnson, University of North Carolina-Wilmington, and Mary Agnes Shelton, Area Mental Health Program

This book grew out of a 5-year research project that was based on the premise that self-determination and leisure are both important but often neglected skills for children with developmental disabilities. The first chapter provides the reader with an introduction to the project, as well as a conceptual
understanding of the process. The remainder of the book is that which is really important—the stories of ten students and how they expanded their leisure skills and knowledge as ways to enhance academic, social, and life skills, as well as to experience success, self-esteem, new friendships and enjoyment. The qualitative case studies are followed by a summary chapter of conclusions drawn based on the data.

**Contents:** CONCEPTUAL PERSPECTIVES. A Person Centered Approach to Family Involvement in Leisure Education, Charles C. Bullock, Danny E. Johnson, Candace Ashton, and Michael J. Mahon. TELL US WHAT WE CAN DO TOGETHER. Watching Pictures Come to Life: Moving Toward Independence, Mary Agnes Shelton. When One Rescue Is Not Enough: A Clash of Three Cultures, Mary Agnes Shelton. Boredom is not Always Chosen, Jacqueline Cavadi. TELL US WHAT YOU ARE GOING TO DO. “Mad, Angry, and Ill—What That Mean?”: A Struggle to be Accepted, Jennifer Laughrun. Lots of Talk, But No Action. The Quiet Saboteurs, Mary Agnes Shelton. Can’t Anyone See?: When Caretakers are Also Blind, Kathy Fletcher and Danny E. Johnson. TELL US HOW WE CAN DO IT. When Enough Is Not Enough, Mary Agnes Shelton and Charles C. Bullock. Teetering On the Brink of Success, Mary Agnes Shelton. From Drugs and Thugs to Playing, Mary Agnes Shelton. IMPULSATIONS FOR WORKING WITH STUDENTS WITH DISABILITIES AND THEIR FAMILIES. Lessons From the Front: The Family Link in Leisure Education Project, Danny E. Johnson and Charles C. Bullock. About the Contributors. References. Author Index. Subject Index.

**Fall, 2002** 224 pages (apx.)
ISBN: 1-57273-479-5 $45.00 cloth

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**Academic Identity**

*Race, Place and Gender in the Higher Education Curriculum*  
**Robert P. Engvall, Roger Williams University**

**This Book** centers upon full inclusion—a topic which is often addressed rhetorically but seldom in practice—within the higher education curriculum of such disciplines as women’s studies, ethnic studies, criminal justice, and teacher education. It does so through the use of a chapter on each discipline as well as a concentrated attempt to discuss the topic of marginalization within academia. This topic is both timely and appropriate but one that is not often considered and which might shed some light on how academia responds to and reflects integration and exclusion in the larger society.

**Contents:** Introduction. TURF WARS: ACADEMIC INCIVILITY AND INSTITUTIONAL MARGINALIZATION. Long Ago in a Galaxy No So Far Away (Why Me?) Why Now? The Importance of Being Earnest . . . Again. Audience. Overview. THE IMPORTANT THINGS. Into the Academic Mainstream. With Friends Like These . . . or Surely You Joust. I’m Not Cranky Dammit . . . I’m Just Shamelessly Seeking Attention. Putting the Cart Before the Horse. We No Longer Have the Right to Remain Silent. We Have Met the Enemy . . . And It’s (Usually) Not Us. ACROSS THE GREAT DIVIDE. A Whole New Meaning to the Underclass Person. IT ONLY HURTS WHEN I THINK. Self-Esteem is a Many Splendored (and Multi-Faceted Thing). Challenging the “Liberal Arts” Status Quo. THE PROMISE OF GENUINE LIBERAL ARTS EDUCATION. Interdisciplinary Response to Education. Practical Advantages. The Role of Higher Education. Human Services as a Reflection of our Larger Society. THE DIFFICULT REALITIES OF THE ENTRANCED UNIVERSITY. It’s the Curriculum Stupid. Discipline is to Profession, As Artificial is to Genuine. BOUNDARY CROSSING IN EDUCATION AND CRIMINAL JUSTICE. Status Issues. Philosophical and Ethical Considerations. Goals of an Interdisciplinary Program. THE DISCIPLINE OF CRIMINAL JUSTICE. Respect versus Disrespect. What Fuels the Debate. THE DISCIPLINE OF ETHNIC STUDIES. THE DISCIPLINE OF TEACHER EDUCATION. THE DISCIPLINE OF WOMEN’S STUDIES. THE IMPASSE BETWEEN MILITANT RADICALISM AND CYNCICAL DESPAIR. The Spark, the Ignition and the Combustion. Sworn to Protect the Status Quo. It’s a Mad, Mad, Mad, Mad World. The Crisis. The Incident (This Was No Accident) Waiting to Happen. What We Have Here is a Failure to Communicate. Epilogue. SOLUTION; POSITIVE INTERDISCIPLINARY INTERDEPENDENCE. The Vitality of Interdependence. THE FOCUS SHOULD BE ON LESSENING OUR FOCUS. Was it Murder or Suicide? ADMINISTRATORS ARE FROM JUPITER, FACULTY MEMBERS ARE FROM SATURN. We’re No Longer the Masters of Our Own Domain. Reference. Author Index. Subject Index.  
**Fall, 2002** 256 pages (apx.)
ISBN: 1-57273-467-1 $52.50 cloth

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**Black Women in the Field**

*Experiences Understanding Ourselves and Others through Qualitative Research*  
**edited by Gretchen Givens, George Mason University, and Rhonda Baynes Jeffries, University of South Carolina**

**This Volume** highlights eight Black women’s experiences and encounters as qualitative researchers working to understand and improve Black communities and society in general while surviving in White institutions of higher education. It is divided into two conceptual categories: experiences understanding the other and experiences understanding the self. The examination vividly illustrates the plurality of perceptions and the range of experiences the contributors bring to various disciplines within the academy.

**Summer, 2002** 160 pages
ISBN: 1-57273-483-3 $35.00 cloth

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**The Kids Got Smarter**

*Case Studies of Successful Comer Schools*  
**edited by George W. Noblit, William W. Malloy and Carol E. Malloy, University of North Carolina**

**This Volume** details the Comer program, a national program that assists underachieving
urban schools by examining their system and their students. The program promotes a safe and positive environment and reviews the elements needed to create these conditions. The implication of the successes reported in this volume show that children from all income, geographic, language, ethnic and cultural groups can gain the social and academic skills needed to do well in school when the education enterprise adequately addresses their needs.


2001 176 pages

Postcritical Ethnography
Reinscribing Critique
edited by George Noblit,
University of North Carolina-Chapel Hill, Susana Y. Flores,
California State University-Fullerton, and Enrique G. Murillo, Jr., California State University-San Bernardino

This collection of essays are on the cutting edge of ethnographic methods that are based in a critique of critical ethnography. These chapters are based in the assumption that ethnography is the ultimate colonialist project and critical theory is the ultimate modernist project. They push the boundaries of positionality, representation, objectivity, and politics.


Fall, 2002 146 pages (appx.)
ISBN: 1-57273-475-2 $85.00 cloth
ISBN: 1-57273-476-0 $32.50 paper

Testing Controversy
A Rhetoric of Educational Reform
Kendall Phillips,
Syracuse University

This book offers an extensive reading of the controversies surrounding educational testing between the early 1970s and late 1990s. It focuses attention on the challenges to standardized testing, the emergence of performance-based and outcome-based education, and the eventual decline of these reform efforts. What makes the book unique is its attention to the rhetoric of educational reform, the way these reforms were talked about, proposed and challenged. The analysis covers discussions of educational testing occurring in psychometric literatures, political arenas, popular press accounts, and professional educational forums.

The book suggests that educational controversies can be understood by attending to the terminology used and the discursive logic underlying these terms. So, in the account offered, ideas like “Accountability” or “Outcomes” are not just vague concepts, but embody a whole way of thinking about, practicing, and evaluating education. It is these terms that become the heart of the book, a detailed history about how one logic of education, based on Accountability, gets contested, overthrown and how its successor, based on Performance, fares in the tumultuous world of educational politics.

Readers interested in educational testing, educational policy or educational practice will find this book offers a valuable perspective on the powerful effect of rhetoric on our conception of education and its evaluation. The educational practitioner, teachers and administrators, will find this a useful recounting of the rise and fall of performance-based assessment. Finally, the reader interested in rhetoric and social movements will find a worthwhile example of a rhetorical perspective on social controversies and reforms.


Fall, 2002 172 pages (appx.)
ISBN: 1-57273-473-6 $39.50 cloth
ISBN: 1-57273-474-4 $17.95 paper
Cultural Matters
Lessons Learned from Field Strategies of Several Leading School Reform Strategies
edited by William T. Pink, Marquette University, and George W. Noblit, University of North Carolina-Chapel Hill

In this book, the authors explore the position that systemic reform requires addressing the culture of individual schools, and that various reform efforts address school culture in different ways. The chapters promote that the key to success is the match between the strategy in use and the setting. In the chapters, reforms and their interactions in particular schools and school cultures are explored through fieldwork. They clearly illustrate that when accountability policy has run its course, there is a need to re-engage systematic reform. Such dramatic change requires schools to be both restructured and recultured. The reader can learn from the cases in this book what it takes to mount and sustain a systemic reform initiative at the school level. This book is intended for parents, school principles, teachers, and others as a window into how to think about reforming their schools, even as they must comply with the demands of accountability policy.


Summer, 2002 224 pages (aapx.)
ISBN: 1-57273-477-9 $45.00 cloth

True Confessions
Social Efficacy, Popular Culture, and the Struggle in Schools
Cameron White, University of Houston

A NUMBER of themes dealing with social efficacy, popular culture, and the struggle in schools are addressed in the book. The book begins with a critical analysis of schooling and education suggesting that current practice is not only demeaning and disempowering, but that it does more harm than good. Subsequent chapters suggest that critical constructivism focusing on the themes of democratic education, social efficacy, and social justice would facilitate the transformation needed. Examples of powerful themes addressed include technology, censorship and controversy, music, movies, popular culture trends, global issues, and teacher education.

The book focuses on ideas for integrating a social efficacy focus with popular culture as a vital component. Film, television, music and other popular trends offer a common language that can be very powerful tools for developing social efficacy and social education.


2002 176 pages
ISBN: 1-57273-481-7 $39.50 cloth
ISBN: 1-57273-482-5 $18.95 paper

Written Language
Discourse Studies in Composition
edited by Ellen Barton, Wayne State University, and Gail Stygall, University of Washington

The essays in this volume provide fresh and engaging support for Charles Bazerman’s recent observation that scholarship in English composition, “looking outward to the uses of writing in the world, has awakened the power and ubiquity” of written discourse. The analysis of language is basic to the enterprise of composition studies: every study in the field is based implicitly or explicitly on the analysis of text and/or talk in their various contexts. Yet within this robust tradition of the analysis of language in composition studies, surprisingly little has been published about different approaches to the systematic analysis of discourse. The present volume aims to fill this gap in the...
research literature of the field, with a collection of chapters synthesizing and situating the systematic study of discourse more explicitly in the field of composition.

Each chapter in the volume follows a common tri-partite structure: a description of a particular approach to discourse analysis, a case study using that approach, and a discussion of the value of this approach in the field of composition studies.


Author Index. Subject Index.

2002 424 pages ISBN 1-57273-327-6 $85.00 cloth
ISBN 1-52273-328-4 $34.50 paper

Engishes in Contact
Anglophone Caribbean Students in an Urban College
Shondel J. Nero, St. John’s University

This longitudinal study of four anglophone Caribbean students at a New York City College offers an in-depth examination of the students’ written and spoken language, as well as related issues such as language and identity, language attitudes, and educational responses to ethnolinguistic diversity. Case studies of the participants constitute the core of the book. There is detailed linguistic analysis of students’ writings in various genres, numerous examples of students’ written and spoken language, and an emphasis on the students’ perception of their linguistic behavior and educational experiences.

The study is premised on the notion that language use is socially determined. Therefore, any analysis of a student’s language performance in school must include a broader examination of the sociocultural contexts within which the student’s language and literacy practices have developed. To this end, the book examines sociopolitical implications in defining language and dialect; and discusses the importance of language attitudes in educational practice, especially in placement, assessment, reading, and writing instruction.


2001 192 pages ISBN 1-58273-325-X $42.50 cloth
ISBN 1-57273-326-8 $18.95 paper

SERIES/PREVIOUSLY PUBLISHED TITLES

Critical Education and Ethics
Series Editors: Barry Kanpol, St. Joseph’s University, and Fred Yeo, Southeast Missouri State University

Critical theory both in and outside the fields of education has systematically analyzed the pitfalls of social structures such as race, class, and gender. The growing despair, particularly around “critical” education circles, is the realization that “savage inequalities” do not just vanish overnight. Yet, the struggle for democracy and a caring and just community based on critical insights persists despite the dogged dominant assumptions that have haunted the left.

One theoretical response to a way out has been through the postmodernist critique, which seemingly has acted to increase division rather than community among critical theorists. In its various assumptions, postmodernism even within its multiplicities shows no signs of solidarity, a “we-ness” of sorts to ban together among critical theorists. In its various assumptions, postmodernism even within its multiplicities shows no signs of solidarity, a “we-ness” of sorts to ban together in a united fashion against the institutionalization of oppression, alienation, and subordination.

In response to the above, this series is predicated on questions not addressed in full fashion by critical postmodernists, particularly in education. Thus, manuscripts that both possess a critical endeavor but also tack on a moral and ethical certitude of prophetic commitment are sought. The editors seek to extend the “critical” argument that critical educators have been asking by beginning to respond to the questions: What does hope look like? What does solidarity across difference address? How may we achieve all this? We seek manuscripts that extend theoretical perspectives as well as those of practice, engaging these issues within classroom and related communities.

Inquiries and proposals should be sent directly to either Editor, Barry Kanpol, Education Department, Saint Joseph’s University, 5600 City Ave., Philadelphia, PA 19131-1395, (610) 660-1000; or Fred Yeo, Dept. of Secondary Education, Southeast Missouri St. University, Cape Girardeau, MO 63701-4799, (314) 651-5965.
The Academy and the Possibility of Belief
Essays on Intellectual and Spiritual Life
Edited by Mary Louise Buley-Meissner, University of Wisconsin-Milwaukee, Mary McCaslin Thompson, Anoka Ramsey Community College, and Elizabeth Bachrach Tan, University of Massachusetts

This collection challenges predominant assumptions that open discussion of spirituality should be silenced rather than encouraged; that religious beliefs should be discarded rather than examined or deepened; or that “higher” education in particular means moving beyond faith to reason. The aim is to break the enormous silence on spirituality by opening up more opportunities (pedagogical, theoretical, institutional) for thoughtful inquiry into the sources, forms, and consequences of students’ worldviews. Before this collection, little discussion has taken place as to what it means to be open to the possibilities of religious discourse within the work and culture environments of educational studies. Contributors explore ways to think, write, and teach about the interplay between intellectual and religious pursuits, for themselves and for their students.


2000 224 pages
ISBN: 1-57273-220-2 $45.00 cloth
ISBN: 1-57273-221-0 $21.95 paper

Issues and Trends in Critical Pedagogy
Barry Kanpol, St. Joseph’s University

This volume outlines in clear and understandable language, as well as in an introductory form, some of the major tenets that have been constructed over the last 10 years around critical educational issues, typically termed critical pedagogy.

Moving through an historical construction that pits a social efficiency ideology as opposed to the rise of the educational progressive movement, critical pedagogy is grounded through personal narrative dealing with understanding schools as part of a broader moral and spiritual crisis. Critical pedagogy is contextualized around such issues as resistance theory, popular culture, educational policy, urban education, multiculural education, as well as gender and professional concerns. Also connected to critical pedagogy are issues of school leadership and spirituality.

This primer in critical pedagogy is accessible both to professors and students. Each chapter ends with questions for discussion as well as classroom exercises.


1997 200 pages
ISBN: 1-57273-084-6 $49.50 cloth

Teachers Talking Back and Breaking Bread
Barry Kanpol, St. Joseph’s University

The basic and fundamental question this book seeks to address is: To what end does the educational Left engage in critical theory? It presents the argument that as valid as the Left’s responses have been, they have become increasingly mired in internal divisions and social, educational, and political irrelevance. The book argues that the failure of the Left is not due to its critique or basic proposals, but to the failure to seek a more profound, affective basis for its politics of democratic possibility. It is argued throughout the volume that a politics of hope—one that challenges the “savage inequalities” of our times must begin to engage the ethical and moral nature of the above question. To do so means inevitably to do so within a spiritual context.

Little has been written that connects forms of spirituality to the critical education tradition. This book attempts to examine how teachers can begin to talk back and break bread. Arguing for a more prophetic vision, the author invites four former students to reflect critically on their practices (two secular and two nonsecular). Within their narratives, as well as with the author’s personal narrative, it is demonstrated that a politics of joy and hope is possible. It is stressed that theoretical meaning making and subsequent practices for our educational institutions must take on social and cultural constraints with alternative spiritual visions.


Students as Researchers of Culture and Language in Their Own Communities edited by Ann Egan-Robertson, University of Wisconsin, and David Bloome, Vanderbilt University

IN THIS BOOK the editors present new directions in classroom education generated by using ethnography and sociolinguistics as teaching tools, the theory behind these efforts, and the classroom practices involved. Although there have been only a small number of efforts at using ethnography and sociolinguistics as teaching tools in K-12 schools, the efforts that have been made have been extraordinarily exciting in the new directions for classroom education that they have generated.

The book goes beyond being just a description of educational projects. Engaging students as ethnographic and sociolinguistic researchers involves fundamental questions about the knowledge base of classroom learning, the nature of ethnographic and sociolinguistic research, and the nature of writing. Chapters provide an introduction to ethnographic and sociolinguistic research, highlight the integration of students as researchers of culture and language in their own communities with concerns for academic learning, describe projects in which students studied language as sociolinguists, and describe how students’ research on issues of culture and language was either a part of or led to their taking social action.


ISBN 1-57273-044-7 $65.00 cloth ISBN 1-57273-045-5 $27.50 paper

Constructing Gender and Difference

Critical Research Perspectives on Early Childhood
Edited by Barbara Kamler, Deakin University (Australia)

THIS COLLECTION brings together innovative research projects that explore the construction of gender and difference using critical research perspectives. Such perspectives diverge radically from current emphases in early childhood research on positivist traditions and developmental psychology and give voice to other theories that can broadly be characterized as feminist, poststructuralist, critical social and critical linguistic. The chapters make such theories more readily available to students and scholars of early childhood and show how they can be used to make sense of experience, in particular, becoming gendered in early childhood.

The perspectives have much to offer in extending present understandings of the gendering process. The authors examine the ways in which schooling and everyday interactions in the home reproduce gender differ-
HOW IS LITERACY implicated in the demands of schooling, work, identity, and citizenship in contemporary societies? How can teachers, teacher educators, and researchers help to develop ways in which literacy is a constructive force for social justice? In the volatile cultural and economic conditions facing modern societies, education—and particularly literacy education—have become the targets of public and political dispute. In many societies, literacy educators have seen their options principally in terms of two major competing approaches to teaching and learning: On the one hand, the rhetoric surrounding competencies, basic skills, and accountability; on the other, the rhetoric of experience, process and personal and community empowerment.

This volume explores avenues beyond this simple and often disabling opposition. It brings together an international group of leading scholars in the area of literacy education. They discuss and apply a range of contemporary theoretical positions to the materials and practices of literacy in a number of social and ideological settings, including schooling, literary studies, cross-cultural education, and popular culture and media. The volume is argumentative and critical in its structure, with major contributions followed by critical responses. In this way, rather than offering one method or solution, the authors advance a range of questions, procedures, analyses, and projects that should be of significant interest to literacy teachers, students, and researchers. 


Constructing Critical Literacies
Teaching and Learning Textual Practice
edited by Sandy Muspratt, Griffith University, Allan Luke, University of Queensland, and Peter Freebody, Griffith University


Preschoolers as Authors

Literacy Learning in the Social World of the Classroom
Deborah Wells Rowe, Vanderbilt University

This volume moves beyond the focus of most “emergent literacy” research, which provides descriptions of what preschoolers know about literacy, to how children build this knowledge in a classroom setting. The focus is on the process of literacy learning rather than patterns in children’s products. The volume responds to a call for research that leads to an integrated theoretical understanding of literacy learning as a sociocognitive process; it reports theoretical perspectives, methods, findings, and educational implications of a year-long ethnographic research study aimed at understanding how one group of 3- and 4-year-olds learned to communicate through writing, art, and music in a preschool classroom.

The study takes place against a backdrop of a developmentally appropriate, research-based literacy curriculum for preschoolers. Only a few descriptions of such programs have been presented in the professional literature. Readers gain a view of the curriculum while learning about the children’s literacy learning processes.

The volume is unique in that it offers an in-depth analysis of one group of preschoolers’ literacy experiences over a 1-year period. Literacy learning from both cognitive and social perspectives is analyzed, yielding a multiperspectival view of the processes involved.
While public discourses all rail against “failing standards” of literacy or lament that people no longer write as they used to, the authors see Mass-Observation as evidence of an alternative view of literacy.

The book, then, aims to make visible the literate ways in which people express ideas, knowledge and feelings—their everyday writing practices. The texts provide an insight into the varied and rich ways in which members of contemporary society do the work of “Writing Ourselves.”


2000 384 pages

ISBN 1-57273-277-6 $76.50 cloth
ISBN 1-57273-278-4 $27.50 paper

Literacy Among African-American Youth
Issues in Learning, Teaching and Schooling
edited by Vivian L. Gadsden and Daniel A. Wagner,
University of Pennsylvania

This volume expands on existing research in literacy and African-American education and discusses a range of literacy issues confronting African-American and other youth in and out of school. The chapters focus on the conditions, contexts, institutional constraints, and interpersonal factors that affect conceptions of literacy and education practices within multiple settings. Although the implications of the discussion may be most immediate for African-American youth and youth of color, they are also far-reaching for youth and families, across a variety of cultures, ethnic groups, and backgrounds. In short, the issues are important for all youth learning literacy.

Adult Numeracy Development

Theory, Research Practice
edited by Iddo Gal,
University of Haifa

This volume aims to invigorate the field of adult numeracy education by being a resource for teachers, trainers, and curriculum developers involved in math teaching in adult literacy education or diverse contexts. Many thousands of adult educators are involved on a daily basis in math instruction, yet most have had little opportunity to gain the training needed to meet the math-related goals and needs of adult learners, as well as to satisfy the increasing demands by public and business organizations for improved adults’ mathematical literacy.

The chapters are designed to serve as background readings focusing on preparing the next generation of adult numeracy practitioners and program planners. Topics include the nature of numeracy, instructional principles, teaching practices tailored to adult needs, innovative approaches to instruction, assessment strategies, and relevant research findings.

Contents:

Author Index. Subject Index.

ISBN: 1-57273-27-6 $67.50 cloth
ISBN: 1-57273-28-4 $27.50 paper

International Perspectives on the School-to-Work Transition
edited by David Stern,
University of California–Berkeley, and Daniel A. Wagner, University of Pennsylvania

Since the 1970s many countries have struggled with youth unemployment. New demands of the emerging information society, and the growing tendency for both young people and adults to pursue education and employment at the same time have forced policymakers to re-examine the institutional arrangements that govern transitions between school and work.

Similar strategies are appearing in different countries. Many are developing new curricula that integrate academic and vocational studies, preparing young people both for careers and higher education. Also, new initiatives are promoting greater involvement of employers in the education and training of young people. The strategies are intended both to reduce youth unemployment and to equip young people for work that is increasingly learning-intensive.
Adult Basic Skills
Innovation in Measurement and Policy Analysis
edited by Albert Tuijman, OECD, Irwin Kirsch, Educational Testing Service and Daniel A. Wagner, University of Pennsylvania

THIS VOLUME addresses key policy issues in adult basic skills and literacy, considers new information needs in this area, and summarizes methodological advances in the measurement of adult basic skills. The 13 chapters in this book provide European, Canadian, and American perspectives on literacy assessment. They address topics including the relationship of adult basic skills to a variety of economic, social and cultural factors; issues of instrumentation, methodology, incentives, and proxy measurement in data collection; the design and usefulness of large-scale surveys; the use of research in adult basic skills to set policy; a framework for considering adult intellectual and cognitive performance; and explanations for variation in performance in adult basic skills.


1997 384 pages
ISBN: 1-57273-042-0 $76.50 cloth
ISBN: 1-57273-043-9 $32.50 paper

The Future of Literacy in a Changing World
Revised Edition
edited by Daniel A. Wagner, University of Pennsylvania

THE CHAPTE RS in this updated and revised volume include both new and classic articles to bring together some of the disparate elements of knowledge that have been the foci of literacy research in varied societies worldwide. The chapters range from childhood to adult literacy, bilingualism to anthropological approaches, and include both industrialized and Third World perspectives. The volume emphasizes the importance of cultural context in considering the evolution of the future of literacy in today's changing world.


1999 448 pages
ISBN: 1-57273-082-X $98.95 cloth
ISBN: 1-57273-083-8 $34.50 paper
IN RECENT YEARS, the issue
of television, but also function as
dialogues with the media schol-
ar, communications media spe-
cialist, educational psychologist,
classroom teacher or interested
viewer who reads them.
Contents: Introduction, Steven
DeMaio. Television as Sex Educator:
What Are the Lessons and
Implications? Rosemarie T. Truglio.
Doing Them Harm? Children’s
Conceptions of the Negative Effects
of Television. David Buckingham. The
Effects of Television on Persistence,
Robin Flannagan and John Black.
Commercial Television and the
Limited English Proficient Child:
Implications for Language
Development, Carla Meskill. Saturday
Mornings: Social Learning From
Cartoon Programming, Karen Swan.
Broadcast Television: African
American Youth Create Their Own
Vision, Joseph Bowman. Author
Index. Subject Index. 1998 152 pages
ISBN 1-57273-096-X $42.50 cloth
ISBN 1-57273-097-8 $18.95 paper

Reclaiming the
Wasteland
TV and Gifted Children
Robert Abelman, Cleveland
State University
INTELLIGENTLY gifted chil-
dren possess certain characteris-
tics that make them particularly
vulnerable to media messages in
some instances, well protected
and insulated in other instances,
and capable of learning more
from television than other
children in yet other instances. 
Inasmuch as the highly heteroge-
neous group of over 1 million
children school-labeled “intellec-
tually gifted” share similar traits,
habits, abilities, and practices—
particularly with regard to their
general thirst for knowledge,
egerness to learn, and capacity
for processing a vast amount of
information—patterns emerge in
how these children use and/or
abuse television.
These patterns are explored in
this book. It generates an aware-
ness of the potential negative and
positive aspects of televiewing by
gifted children and offers a pre-
scription for parents and teachers
on how to neutralize or avoid the
more negative outcomes and
maximize and accentuate the
more positive ones. The book is
based on the belief that TV view-
ing need not be a dysfunctional
or mindless activity. As with any
resource, it can and should be
rewarding, enriching, mind-
expanding, instructional, and fun,
if used correctly.
Contents: Foreword, Joseph S.
Renzulli. Foreword, Ruth H. Brodsky.
Introduction. KILL THE MESSENGER:
THE TV EFFECTS CONTROVERSY. The
Evolution of Disillusionment. Sound
and Fury Signifying Nothing.
Practicus, Academicus and Empiricus
Speak Out. And the Winner Is. FACTS
ABOUT TV. Fact 1: Television Viewing
Habits. Fact 2: Program
Comprehension. Fact 3: Commercial
Advertising. Fact 4: Program
Preferences. Fact 5: Perceived Reality.
Fact 6: Government Intervention. Fact
7: Parental Mediation. Fact 8:
Advertising. Fact 9: Program
Habits. Fact 10: Program
Comprehension. Fact 11: Program
Advertising. Fact 12: Program
Fact 14: Government Intervention.
Fact 15: Parental Mediation. Fact 16:
Instructional Opportunities. WHY TV
FAILS GIFTED KIDS. The Rise of Kidvid.
The Demise of Kidvid. The Business
Behind the Box. The Problem with
Kids Today. Programming to the
“LCD”. The Rise of Kidvid, Revisited.
The RELUCTANT REGULATORS.
Raised Eyebrows. Shoulder Tapping.
Long Hard Stares. Finger Wagging. Fist
Pounding. PARENTAL DISCRETION
ADVISED. TV and the Quality of

**Remarkable Women**

Perspectives on Female Talent Development

*edited by Karen Arnold, Boston College, Kathleen D. Noble, University of Washington, and Rena F. Subotnik, Hunter College*

As the first collection of studies about gifted women, this volume fills the gap between the literatures in women’s achievement and gifted education. With contributions from different disciplines, feminist orientations, and research methodologies, the book provides a model for continuing research on women and giftedness. Readers can examine the ways personal circumstances and social/historical contexts affect women’s self-views, choices, opportunities, and fulfillment of potential. This unique book expands the array of scholarly perspectives available in the fields of talent development and gender studies and provides a springboard for new research and policy discussions of how best to serve the needs of gifted girls and women.


**Creativity and Giftedness in Culturally Diverse Students**

*edited by Giselle B. Esquivel and John C. Houtz, Fordham University*

This book provides a comprehensive perspective for understanding creativity and giftedness in culturally and linguistically diverse (CLD) children and youth within an educational setting. Chapters in Section One provide a historical overview of the educational needs of CLD students and of the research relating creativity and giftedness to cultural diversity. Those in Section Two conceptualize the research literature on the learning, social-emotional, cognitive, and linguistic characteristics of creative and gifted CLD students. The chapters in Sections Three and Four deal respectively with critical issues in the identification and assessment of CLD students and the development and evaluation of interventions and programs to enhance these students’ creative and gifted abilities.
2000 288 pages
ISBN: 1-57273-224-5 $59.50 cloth

Investigating Creativity in Youth
Research and Methods
Edited by Anne S. Fishkin, Marshall University Graduate College, Bonnie Cramond, University of Georgia, and Paula Olszewski-Kubilius

This volume contributes a unique perspective toward understanding and researching children's creativity. Theoretical and empirical studies presented throughout the book distinguish adult and childhood creativity in the conceptual frameworks, research methods, and studies of identification, development, and training of creative individuals. The complexity of creative phenomena and varied definitions of creativity are examined. Authors discuss development of children's interests and motivational influences such as effort, persistence, fantasy, reward, and environment. The roles of choice, evaluation, and judgment as essential parts of the creative process are also analyzed. Moreover, methods and instruments to assess creativity in school-aged children are analyzed and procedures are presented to interpret and integrate formal, informal, and diagnostic assessment data.

1999 464 pages
ISBN: 1-57273-126-5 $95.00 cloth
ISBN: 1-57374-127-3 $37.50 paper

Flexible Thinking
An Explanation for Individual Differences in Ability
Norbert Jausovec, University of Maribor, Slovenia

The research presented in this volume fosters a better understanding of individual differences in problem solving. The first two chapters are theoretical. The second deals with different concepts of flexibility and their connection to problem-solving performance. The last two chapters detail the author's research relating to problem-solving performance with flexible thinking and metacognition. In the third chapter research based on psychometric and information-processing theory is described, and in the last chapter some implications for problem-solving training and research findings that are indirectly related to flexible thinking are outlined.

By dealing with the creative process, and not just the creative product, the book offers new methods and theories.

1994 168 pp
ISBN: 1-881303-46-2 $45.00 cloth
ISBN: 1-881303-47-0 $23.95 paper

Enhancing Creativity of Gifted Children
A Guide for Parents and Teachers
Joe Khatena, Professor Emeritus, Mississippi State University

This book is a guide for parents and teachers who want to be involved in enhancing the creativity of gifted children. It begins with stories of gifted children, each illustrating certain characteristics that distinguish their uniqueness. It goes on to delineate the role of parents and teachers in bringing their potential to fruition. Specific measures of creativity that may be used to identify gifted children are described as are the abilities of children to learn school subjects, lead others, and perform in the arts.

The discovery of creativity and talent of gifted children so that
these can be specifically nurtured and cultivated for optimum creative expression is also dealt with in specific chapters, as are the kinds and sources of problems gifted children face, the role of parents and teachers in assisting them, approaches to remedy and present such problems, approaches to stimulate creative imagination, various learning methods, and curriculum and motivation. 


### The Creativity Research Handbook Volume One

**edited by Mark A. Runco, California State University—Fullerton**

**THE CREATIVITY Research Handbook** demonstrates how extensive and diverse the field of creativity research has become. The Handbook contains extensive reviews and is intended to provide a comprehensive review of creativity research first, by the breadth of coverage of the chapters and second, by the depth and coverage within each chapter. The book is divided into two parts, the first disciplinary and the second topical. The approach is a comprehensive one—authors do not focus on their own models or theories but instead give complete overviews. The disciplinary structure allows a more sensitive and accurate placement of research. The disciplinary framework also facilitates exchanges with the wider scholarly community—research on creative thinking, for example, shares assumptions with the cognitive sciences, and the disciplinary assignment can help individuals studying creativity to benefit from those sciences. Several of the contributions demonstrate how creativity research has benefited from such disciplinary connections. Part 2 contains six topical chapters; each of them focuses on one critical topic.


**1997 352 pages**

**ISBN: 1-57273-228-8 $75.00 cloth**

**ISBN: 1-57273-229-6 $24.95 paper**

### The Young Gifted Child

**Potential and Promise: An Anthology**

**edited by Joan Smutny, National Louis University**

**THIS VOLUME** provides both a theoretical and practical framework of understanding for the many adults who interact with gifted children in school, clinical, or home settings. The 48 authors represent some of the finest thinking in the field of gifted education and early childhood. Each contributor draws on his or her experience and expertise to enlighten readers about a different dimension that supports the cause of the gifted young child.

The volume is designed as a catalyst for discussion on many levels with many target populations: teachers, parents, counselors, undergraduate and graduate students, researchers, nursery school directors, daycare administrators, and health care practitioners.

The chapters furnish the latest models, theories, program design, curricula and specific instruction for those interacting with young gifted children.

Qualitative Studies On Schools and Schooling

Series Editor: John K. Smith, University of Northern Iowa
Associate Editors: Lous Heshusius, York University, and Thomas Schwandt, Indiana University

This series is dedicated to publishing qualitative/interpretive studies on schools, schooling, and the education of children in general. Volumes in the series provide an outlet for monograph-length works on a variety of issues—from the socialization of teachers to the micropolitics of education innovation to the process of reality construction among teachers and students in classrooms. Thus, the editors are interested in studies that cut across traditional subject matter lines. Additionally, books will provide an outlet for studies that take innovative approaches to inquiry and its presentation including, for example, life histories, studies based on personal diaries, collaborative studies with teachers, and so on.

Volumes must focus on people in actual educational settings, be generally qualitative/ interpretive in nature, and include authors who are willing to devote special attention to some of the issues they encountered while doing their studies. In the latter case, this refers to any procedural and/ or ethical problems encountered and the resolution of such problems.

The series intends to include work by both established researchers and those just beginning their careers. The editors particularly want to encourage people to submit dissertations that they have completed within the last two or three years.

Inquiries and proposals can be directed to: John K. Smith, Department of Educational Psychology and Foundations, College of Education, University of Northern Iowa, Cedar Falls, IA 50613-0607, (319)273-6208; fax: (319)273-6997 and Judy Leimbach, Cultivating Creative Thinking Abilities in Young Children, Bob Stanish. Curriculum for the Young Gifted Child, Linda Meiring. From Theory to Practice: A Project for Young Creatively Gifted Children from Economically Disadvantaged Backgrounds, Corliss J. McCallister and William R. Nash. Developing Talent in Young Learners with Picture Books, Susan Baun. Appropriate Educational Programs for the Young Gifted Child: Curricular Concerns, Janice A. Jipson. Technology-Based Instruction for Young Gifted Children, Sandra L. Berger and Jay McIntire. Author Index. Subject Index.

1998 592 pages
ISBN: 1-57273-108-7 $97.50 cloth

Urban Parent Education

Dilemmas and Resolutions
Louis Smith, Washington University, and Wilma Wells

THIS VOLUME is an interpretive/ qualitative study of the Parents as Teachers (PAT) program, which is designed to provide parents with more effective child rearing practices. Primarily through visits by trained parent educators, parents are given information on patterns of child development, how to encourage language and thinking abilities, how to foster the social development of their children, and so on. This ethnographic study focuses on how the PAT program operates with those parents who are difficult to contact, enroll in the program, maintain in the program, and most disturbing, those who are difficult to help.

Throughout this text the authors vividly portray not only how important it is to reach and assist these parents, but also how much of a struggle it can be for those who attempt to educate parents in order that they may better educate their children. The authors supply important insights on the problems facing programs such as PAT that are important not only for practitioners, school administrators, and teachers, but for all who are vitally concerned with the role of education and human services.


1997 320 pages
ISBN: 1-57273-163-X $65.00 cloth

Research And Teaching In Rhetoric And Composition

Editors: Michael M. Williamson and David A. Jolliffe

This series publishes works that report and interpret research in rhetoric and composition, explain pedagogical applications, or accomplish some combination of both. Books in the series should emerge from disciplined inquiry into the texts and/or lives of writers. The inquiry, moreover, should be grounded in a recognized field of scholarship, such as rhetorical theory, composition, studies, linguistics, discourse analysis, psychology, sociology, and curriculum theory.

Please address inquiries or send prospectuses and manuscripts to either: Michael M. Williamson, English Department, Indiana University of Pennsylvania, Indiana, PA 15705, 724-357-2274 (office), 724-357-3056 (fax); mmwimso@grove.iup.edu or David A. Jolliffe, English Department, DePaul University, 802 W. Belden Ave., Chicago, IL 60614, 773-325-1783 (office), 773-325-7328 (fax), djolliff@condor.depaul.edu
New Worlds, New Words
Exploring Pathways for Writing About and in Electronic Environments
edited by John F. Barber and Dene Grigar, Texas Women's University

This collection of essays examines and experiments with changing notions of writing about and in electronic spaces, as well as visualizes how some of this writing might appear if it were captured in print (many of the chapters experiment with different ways of presenting text on the page). The chapters establish a fresh common ground for writing about and in electronic environments. They depart from the systematic study and observation of the kinds of writing happening in computer-supported environments usually encountered and instead focus on new forms of writing and publishing. The chapters evoke the necessity of bringing new ways of seeing and bearing on writing's relation to new technologies.

2001 448 pages
ISBN 1-57273-333-0 $89.50 cloth
ISBN 1-57273-344-9 $34.50 paper

Making Meaning of Community in an American High School
Kathleen Knight Abowitz, Miami University

This is a readable text that merges analysis of important philosophical works with a fascinating case study of a public high school in the midst of school reform, conflict and change. The result is a definition of community whose key processes are relational work, participation, and expansive reasoning. It expands the ideal of communal collaboration with healthy conflicts and intricacies of relational work; understands the process of mutually defined goals and standards through widespread participation; and conceives of the problem solving within its web to be characterized by a notion of expansive reasoning that includes emotion as a valid aspect of problem solving. Such a conception of community is derived through a review and critique of the liberal and communitarian debates in philosophy as well as an ethnographic case study.

Contents: Languages of Community in Schooling.
2000 208 pages
ISBN: 1-57273-206-7 $42.50 cloth
Working Together?
Grounded Perspectives on Interagency Collaboration
edited by Amee Adkins, Illinois State University, Catherine Awsumb, University of North Carolina-Chapel Hill, and Penny Richards, University of California-Santa Barbara
INTERAGENCY collaboration is viewed by many policymakers and human service practitioners as essential to providing appropriate and efficient services to those in need. Yet this strongly held belief has not been tempered by research on actual practice in human services. This book takes a close look at the context and conditions that affect interagency collaboration, what clients have to say about services and collaboration, and finally the lessons of established collaborative initiatives. The result is a sobering portrait. Grounded studies such as these allow a better understanding of the real world of public services, the issues to be addressed, policies that need to be developed, and how collaboration may be possible.


Discourse and Power in Educational Organizations
edited by David Corson, Ontario Institute for Studies in Education
IN TODAY’S post-modern and post-traditional institutions, power is mainly exercised through the generation of consent, through the distribution of ideologies, and through the subtle indoctrination of self-disciplining practices, rather than through the use of force or brute authority. This change in the nature of institutional practices focuses the role that language has always had in the exercise of power. To address the topic as it affects educational organizations, the editor combines two central traditions in contemporary social science inquiry; concern for the postmodern and post-positivist condition of the contemporary world; and concern for the praxis of critical theory. Contributors to the book’s 14 chapters approach their topics from either or both of these traditions. In his introduction to the two parts of the book, the editor suggests how these traditions can combine in a fruitful collision of ideas and practices that are emancipatory and at the same time respond to the challenges of educational concerns within the post-modern condition.

1-881303-96-9 $72.50 cloth 1-881303-97-7 $32.50 paper

Flirting on the Margins
Robert B. Everhart, Portland State University
THIS BOOK is about education, but more specifically about two lives crossing and changing through the process of education. It portrays the tension between teacher and student cultures, the complexities of teaching and learning, and the central role of school life for students as well as adults. The book fits the genre known as ethnographic fiction. It is factual and empirically based and accurately reflects the structure and culture of the setting. The theme is that educational success is optimized when a child is embedded in an interlocking network of people, institutions, and situations, all dedicated to
the positive socialization of that child. The argument is made that, in a growing number of cases, families no longer have the capacity to serve as the primary socialization agents for school-aged children. Thus, child and youth socialization must be more carefully conceptualized, structured, and arranged, with schools serving as the locus of delivery. The book makes a significant contribution to our understanding of urban schools and to our developing conceptions of ways to do interpretive research.


**The Social Construction of Urban Schooling**

**Situating the Crisis**

Louis F. Mirón, University of California-Irvine

IN THIS BOOK the author closely examines the context and substance of the reform of urban schools. His critique of the forces driving urban educational reform is central to the developing understanding of how reform has failed to serve children in urban schools even as it advances entrepreneurial corporate interests. What is needed is a rethinking of the concept of urban education and a theory of the relationships between urban processes and urban schooling.

The book situates research and scholarship at the levels of global political economy and the reconstitution of urban student demographics. The book argues that economic and ideological structural roots underpin the crisis in urban education. Changing patterns of governance and leadership will likely only exacerbate the crisis if attention to these root causes remains neglected.


**Values Spoken and Values Lived**

Race and the Cultural Consequences of a School Closing

Maike Philipsen, Virginia Commonwealth University

THIS ETHNOGRAPHY depicts the cultural consequences of a local school closing in a small, rural, predominantly Black community as a result of desegregation policies. Based on in-depth interviews, observations, and document analysis, the book captures how older residents vividly recall the school’s function as a haven of strength and a focal point for the community’s cultural identity. Young people do not have this same sense—they describe school as unconnected to real life and speak of uncaring teachers and the negative effects of busing and frequent school reassignments—all resulting in high dropout and low achievement rates.

These dynamics deepen fundamental contradictions between strong beliefs in education (values spoken) and actual conduct (values lived). The book raises questions about what can be learned from this local school closing, about the implementation of the Brown decision, and about desegregation policies in general. It discusses possibilities for action designed to meet the needs of the young and addresses the need for symbolic healing in a town that has experienced the symbolic violence of segregation policies that do not take into account the importance a school can have for its community.


**Continuity and Contradiction**

The Futures of the Sociology of Education

edited by William T. Pink, Marquette University, and George W. Noblit, University of North Carolina

THIS BOOK is concerned with the future of the sociology of education. This book is not intended for a lay reader but for those who have some background in sociology and some interest in the sociology of education. The editors’ intent is twofold: first, to situate the current yet diverse work in the sociology of education in the history(s) of the field—specifically, to illustrate in what ways seemingly disconnected and contradictory work have both common roots and in many cases similar goals; and second, to highlight the most promising futures for the sociology of education. The volume achieves both of these in a very powerful, provocative, yet accessible way—illustrating dynamically the conceptual and methodological sophistication, as well as the potential utility of the contemporary work in the sociology of education.

The book is presented in five sections. These five sections represent major domains or “paths” in the sociology of education: empirical-analytic, interpretive, critical, policy, and postmodern. The introduction to each section is written by a noted practitioner of that path and the contributors were selected for their expertise. In the introductions to each section, these noted scholars provide a brief sketch of the history of the path and how each of the following chapters flow from that path.

**Contents:** INTRODUCTION. Mapping the Alternative Paths of the Sociology of Education, George W. Noblit and William T. Pink. THE EMPIRICAL-ANALYTIC PATH: SCHOOL EFFECTS AND STATUS ATTAINMENT RESEARCH IN EDUCATION. An Introduction to School Effects and Status Attainment Research in Education, Brian Rowan. Schooling, Careers and the Life Course, Aaron M. Pallas. Two Views of

The Democratic Classroom

Theory to Inform Practice
Art Pearl, University of California-Santa Cruz, and Tony Knight, La Trobe University (Australia)

THIS VOLUME takes a fundamentally different look at a full range of educational issues—curriculum, instruction, discipline, administration and management, research and evaluation and local versus central control—to elevate theory in education.

The gist of the authors’ argument is that today’s difficult problems cannot be solved without a democratic process and actually become worse the more the education of the public is “dumbed down.” Essential to the resolution of such problems is a reconstituted school that prepares all students to become effective problem solvers and informed and responsible citizens. Such a school needs to be informed by a comprehensive general democratic theory that has four requirements: knowledge should be universally provided to enable all students to solve generally recognized social and personal problems; students should participate in decisions that affect their lives; clearly specified rights should be made universally available; and encouragement should be given for success in all of society’s legal endeavors.


Caring as Tenacity

Stories of Urban School Survival
edited by Mary Anne Pitman and Debbie Zorn, University of Cincinnati

THE IMPACT of an ethic of care, or its absence, is the focus of the schooling stories that make up this volume. The case studies all get below the surface level of affect and empathy to the complex, interconnected level of daily behavior. They interrogate the concept of caring with the context of real students’ lives. Six stories describe tenacious relationships within various urban school support programs, including the related roles of parents, grandparents, and significant others. One presents students for whom there are almost no tena- cious relationships, and one describes the personal tenacity of students on their own. The last presents a school whose philoso- phy and approach support the concept of tenacity. An introduc- tory chapter reviews the literature on at-risk students and on caring in schools, and the school popula- tion and methods. The concluding chapter presents a critique of the construction of caring in schools.


Assessment and Control at Parkview School

A Qualitative Case Study of Accommodating Assessment Change in a Secondary School
Hilary A. Radnor, University of Exeter

THIS BOOK is an interpretive study that investigates the process of implementation of externally imposed educational change. It’s central core is a finely detailed empirical case study that offers insights into the meaning of educational change by coming to an understanding of the ide- ologies, values, and attitudes of key participants—a group of teachers who reveal why they act the way they do when faced with management directives to makes

Talking About a Revolution
The Politics and Practice of Feminist Teaching
Cheryl L. Sattler, American Institutes of Research

This book is a qualitative inquiry into the politics and practice of feminist teaching. While much literature exists that discusses feminist teaching, the majority is written from a personal perspective, or lacks empirical data. This volume addresses this absence by weaving together theoretical feminist writings with the lives of feminist women teachers. Taking a grounded theory approach, nine feminist women teachers are interviewed intensively about their lives, work, education, and feminist beliefs and practices. The book reveals a complex interplay among feminist identity and practice and the structures and social organizational features of both the high school and the university. A key dimension is the interplay of power between teachers and administrators and teachers and students, a politic that varies by location and by structure.


From Nihilism to Possibility
Democratic Transformations for Inner City Education
edited by Fred Yeo, Southeast Missouri State University, and Barry Kanpol, Saint Joseph's University

This text suggests means and rationales to move beyond the despair and hopelessness that informs inner-city education. It is the guiding intention to propose some form of comprehensive educational framework that while paying heed to issues of difference also argues for a democratic platform of education for inner-city schools that directly confronts mainstream society's unwillingness to recognize such a platform and the hopelessness and despair evinced within even the critical approach that struggles to postulate it.

The individual chapters represent a broad range of educational understandings and locations, as well as ethnicities and gender. The first chapters are essentially theoretical, and the ones to follow are more descriptive, practical pieces that include ethnography and other forms of research. All offer arguments and suggestions for the construction of a more democratic praxis for urban curriculum, pedagogy, and educational organization.

1999 288 pages
ISBN 1-57273-212-1 $59.50 cloth
ISBN 1-57273-213-X $26.50 paper

Written Language
(see Research and Teaching in Rhetoric and Composition)

contexts, intertexts, and hypertexts
edited by Scott Lloyd DeWitt, Ohio State University at Marion, and Kip Strasma, Illinois Central College

This collection studies the practical application of hypertext theory within the contexts of writing classrooms. It is directed toward scholars and teachers in computers and composition studies and connects the theoretical aspirations of hypertext with direct classroom applications. In presenting a group of “contextualized studies” of how hypertext has been used practically in classrooms, the authors concertize the claims and promises that have generated a great deal of attention around hypertext technology in the field. Further, the studies redefine what is meant by writing, composition instruction, and hypertext to better understand how this technology might influence student learning.


1999 352 pages
ISBN 1-57273-214-8 $69.50 cloth
ISBN 1-57273-215-6 $27.50 paper

Transitions
Writing in Academic and Workplace Settings
edited by Patrick Dias and Anthony Pare, McGill University

This volume explores how written communication is structured and functions within academic and workplace contexts, how and to what extent writing in the university is preparation for writing in the workplace, and how classroom and workplaces constitute arenas for learning to write. Working from a qualitative approach, the research reported in this volume concentrates on university disciplines concerned with professional preparation and on related work settings.

The chapters capture various transitions from one rhetorical context to another: in sequence, the chapters follow a movement outward from the classroom to the working world. The volume marks an important step toward redefining how academic resources for work preparation should be redeployed and how workplace practices regarding writing might shift.


2000 256 pages
ISBN 1-572730269-5 $59.50 cloth
ISBN 1-572730270-9 $24.95 paper

Assessing the Portfolio
Principles for Practice, Theory and Research
Liz Hamp-Lyons, Hong Kong Polytechnic University and William Condon, Washington State University

This volume deals comprehensively and systematically with the subject of portfolio-based writing assessment. This single source fully explores the theory behind using portfolios in a writing program as well as information about what portfolios are, what advantages they hold for assessment purposes, and what effects they can have on a writing program. The book provides a more comprehensive look at what portfolio assessment has become and can become, focusing not on an individual program, but on the full spectrum of portfolio assessment as it has evolved so far.

The book examines the theory and principles behind portfolio-based assessment; discusses the practice of this form of assessment in its many manifestations; deals comprehensively with how to go about setting up such an assessment, and begins to discuss the kinds of research questions that will inevitably arise as portfolio assessment continues to grow.
Writing on the Plaza

Mediated Literacy Practice Among Scribes and Clients in Mexico City

Judy Kalman, DIE-Cinvestar

This BOOK approaches writing as a social practice and shows how people participate in literacy events with scribes. The purpose in looking at scribe-client interaction is to examine how knowledge about written language, its role in establishing and maintaining social relationships, and its use in complex contexts and specific situations is displayed in an authentic social context in which writing is used for composing texts, filling out forms, and revising documents. Because of the amount of talk that occurs among participants during scribing, the technology, skill, and social knowledge orchestrated in the process of producing a text becomes visible revealing some of the contextual constraints and influences on how written language is produced, interpreted, and used.

Contents: LITERACY BROKERS, STREET WRITERS, AND SCRIBES. Scribing: Reading and Writing in the Social World. Writing at the Plaza: A Landscape of Scribes and Clients. Writing on the Plaza: A Scribing: Reading and Writing in the Street. WRITERS, AND SCRIBES. Language is produced, interpreted, influences on how written language, its role in establishment and maintaining social relationships, and its use in complex contexts and specific situations is displayed in an authentic social context in which writing is used for composing texts, filling out forms, and revising documents. Because of the amount of talk that occurs among participants during scribing, the technology, skill, and social knowledge orchestrated in the process of producing a text becomes visible revealing some of the contextual constraints and influences on how written language is produced, interpreted, and used.

Literacy Across Communities

edited by Beverly J. Moss, The Ohio State University

This VOLUME focuses on nontraditional literacy practices and uses, informal (outside of school) ways of learning literacy, and peoples’ interactions with literacy in their nonmainstream and/or community institutions. A major aim of the book is to complicate current definitions of literacy by showing how complex literacy is and how context-dependent definitions of literacy are. Readers will find this collection valuable because it highlights five ethnographic oriented studies of literacy in diverse communities and institutions. Because of the breadth and depth of these essays, readers will gain an understanding of how literacy functions in these communities.


ISBN: 1-58273-153-2 $45.00 cloth

Self-Assessment and Development in Writing

A Collaborative Inquiry

edited by Jane Bowman Smith, Winthrop University, and Kathleen Blake Yancey, Clemson University

This COLLECTION explores student self-assessment and its role in the development of writing. Chapters address both theoretical and practical issues and make connections to and extend the work being done in teacher evaluation of student writing, peer evaluation and collaboration, and in portfolios. They also examine the connection between the theories underlying self-assessment and development in writing, the classroom applications that foster self-assessment, the connections between institutional assessment and self-assessment, and the direction of future research.


ISBN: 1-57273-146-X $47.50 cloth

Discourse and Reproduction

A Festschrift for Basil Bernstein

edited by Paul Atkinson, Brian Davies, and Sara Delamont, University of Cardiff

BASIL BERNSTEIN is widely acknowledged to have been one of the most original and creative contributors to British sociology. His reputation is international and his ideas have inspired a great deal of empirical research and theoretical speculation throughout the world. The purpose of this collection, however, is not to collect memoirs and celebrations of Bernstein. The authors are all substantial scholars in their own right. Each author’s work has to some extent been influenced by Bernstein’s; thus each author uses Bernstein’s ideas as a point of departure and in the development of original analyses and perspectives. All of the chapters in this volume are original and chapter makes a contribution to the sociology of education and educational thought.

ISBN: 1-57273-231-6 $22.95 paper

Curriculum Leadership
Rethinking Schools for the 21st Century
edited by Regis Berhardt, Carolyn N. Hedley, Gerald Cattaro, and Vasilios Svolopoulos, all, Fordham University
THE UNDERLYING perspective of this volume is that schools should have a permeable, dialogic aspect to the development of curriculum, that school-based management should be supported, and that a constructivist philosophy should prevail in terms of the ways children learn and communities prosper. The contributors—representing the foremost thinkers in curriculum leadership and development—speak to issues such as educational excellence, cognition and learning, classroom climates for learning, the knowledge base for various areas of study, procedures for developing curriculum, the importance of technology, multiculturalism, and models and strategies for learning.

Contents: Introduction, Policies for Collaborative Leadership

Motivation in Mathematics
edited by Martha Carr, University of Georgia
THIS BOOK provides students, teachers, and researchers with a comprehensive overview of the different issues in motivation in mathematics. Chapters are included that present both theory and research on the influence of gender, culture, the classroom environment, and curriculum on children's mathematical performance and evaluation. The contributions range from those that deal with broad social influences on children's motivation to those that deal with individual motivation. The authors stress that improvements in mathematics can be expected only when teachers address the multiple contexts for influences on motivation and determine how motivation interacts with cognition to produce performance.


Fighting Familiarity
Essays on Education and Ethnography
Sara Delamont and Paul Atkinson, University of Cardiff
THIS VOLUME brings together a series of papers written by the authors over a period of 15 years in combination with new material developed specifically for this volume. The result is a coherent vision of the uses of ethnographic methods in educational settings. Three themes unite all of the chapters. First, there is a commitment to making the familiar strange—a vital first step for all ethnographers. Second, there is a commitment to reflexivity in data collection, analysis, theorizing, and writing the text. Third, there is a commitment to eclecticism and pragmatism in ethnographic research. The first chapter includes not only a diagnosis of the major faults in most published ethnographies of educational settings, but a set of strategies that scholars can adopt to avoid or counteract them. In the second half of the volume, chapters exemplify the different strategies and present data gathered in a variety of educational settings from schools to higher and professional education.


Alone But Together
Adult Distance Study through Computer Conferencing
Daniel V. Eastmond, SUNY Empire State College
ELECTRONIC distance study represents a novel and growing instructional environment for adult students. The book centers on the student experience with distance courses offered through electronic communications. After introducing conceptually the online mode of distance study in higher education, it describes a range of adult distance students, the context at home or at work in which they study, and their perceptions of the various aspects of the "electronic seminar" such as interactivity, textual ambiguity, pacing, asynchronicity, and collaboration. Additional chapters examine learning approaches, the dynamics and functions of online relationships, and the role of computer communication technologies. Finally, the book presents a model for understanding distance students' experiences with computer conferencing and discusses how
these can improve course design, facilitation, and administration. **Abridged Contents:** Introducing the conference. The distance students. Perspective of the computer conference. Learning approaches to electronic study. The dynamics of online relations. Learning and living in an information age. Alone but not together. References. Author Index. Subject Index.

**1996 248 pages**

**ISBN: 1-57273-030-7 $49.50 cloth**


**Difference, Silence, and Cultural Practice**

*Readings in the Textual Politics of Literacy Education*

**edited by Peter Freebody, Sandy Muspratt, and Bronwyn Dwyer, Griffith University (Australia)**

**THE AUTHORS** examine the crucial role of language and literacy education in the context of contemporary cultural and economic conditions. The chapters—drawing on critical and post-structuralist approaches—argue that differences are regarded as never neutral but always in relation of power, in which apparently normal practice, and in which the melding of linguistic and cultural differences, always constitutes a production site of contestation and silencing.

The various chapters revisit both conventional policy and practice. They chapters cycle around the possibility of a collective “critical” position in literacy education, always with the practical urgency that contemporary language and literacy education demands.


**2001 432 pages**

**ISBN 1-57273-155-9 $85.00 cloth**

**ISBN 1-57273-156-7 $34.50 paper**

**The Online Writing Classroom**

**edited by Susanmarie Harrington, Indiana University-Purdue University, Michael Day, Northern Illinois University, and Rebecca Rickly, Texas Tech University**

**THIS BOOK** is designed for writing teachers who teach in online environments—primarily networked computer labs and the Internet—and for writing teachers who would like to teach in such spaces. All the contributors write from their own teaching, research, or administrative experience, and all tell their stories in a rich theoretical context that will allow readers to see the relationship between theory, context and practice. The chapters serve as descriptive guides to new teaching practices to help the reader find ways to use online activities to further their own pedagogical goals within their own specific contexts.


**2000 408 pages**

**ISBN 1-57273-271-7 $79.95 cloth**

**ISBN 1-57273-272-5 $27.50 paper**

**The Literacy Connection**

**edited by Alice S. Hornig and Ronald A. Sudol, Oakland University**

**THIS IS THE first book to coherently focus on the long-term growth of literacy skills. This collection of studies and reports on definitions of critical literacy and projects involves collaborative work in public schools, colleges, shelters, nursing homes, and other venues in which the growth of literacy is fostered.**

The chapters explore the ways that formal education supports the growth of literacy and also show that literacy can be encouraged outside of formal educational settings. The volume demonstrates that literacy is a valued and valuable activity connecting people of all ages and backgrounds and promotes the theoretical and practical foundations for successful literacy development.


**1999 272 pages**

**ISBN: 1-57273-216-4 $55.00 cloth**

Reflections and Connections
*Essays in Honor of Kenneth Goodman’s Influence on Language Education*
edited by Ann M. Marek, and Carole Edelsky, Arizona State University
This book brings together the voices of teachers, researchers, and theoreticians whose work has been significantly influenced by the work of Kenneth Goodman. Because the influence of Goodman has been far-reaching, the topics of the individual chapters vary widely, but what unifies them are the linkages to Goodman’s foundational work in understanding language, learning, and teaching.


Riding the Windhorse
*Spiritual Intelligence and the Growth of the Self*
Kathleen D. Noble, University of Washington

**WHAT IS SPIRITUALITY?**
What kinds of experiences are considered “spiritual”? What does it mean to “be” spiritual? Do spiritual experiences help or hinder psychological health? Is there such a thing as spiritual intelligence? These are some of the challenging questions that the author tackles in this provocative book.

The book is an exploration of the concept of spiritual intelligence and the ways in which this frame of mind can promote psychological health. The author examines the historical split between science and spirituality in order to understand how widespread spiritual experiences are in the general population and the effects these powerful experiences can have on people’s everyday lives. Throughout the book, it is shown how spiritual intelligence is an innate human potential that can be a catalyst for psychological growth and healing. Spiritual intelligence is not a static product, but a dynamic and fluid process that can transform one’s personal and community life.


Literacy and Education
*Essays in Memory of Dina Feitelson*

**THE CHAPTERS** in this volume center on the need to reassess the possibilities of fostering literacy within the public education system. A central motive in the writing of Dina Feitelson was that public education, including kindergarten teaching, is powerful enough to compensate for a lack of intellectual development in the preschool years, and can stimulate further development of literacy.

A variety of viewpoints are represented in this book. Some are oriented toward theoretical issues in the psychology of reading, whereas others are oriented toward learning and education. All of the chapters are devoted to revealing means by which intellectual development that was not acquired at home may be developed later at school.


The Literacy Standard
edited by Ronald A. Sudol and Alice S. Hornig, Oakland University

**THIS BOOK** offers chapters that take on the challenge of assessment methods that account for literacy. It opens a discussion of what it means to be literate in the U.S. and the standards by which such literacy is judged. The first two chapters deal with the problems of definitions and redefinitions of the key terms. The next three chapters deal with the problems of applying literacy standards to two disadvantaged populations and the book concludes with chapters that extend the conversation to alternative spaces.

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